



Changing Lives...

Every Day / Every Child

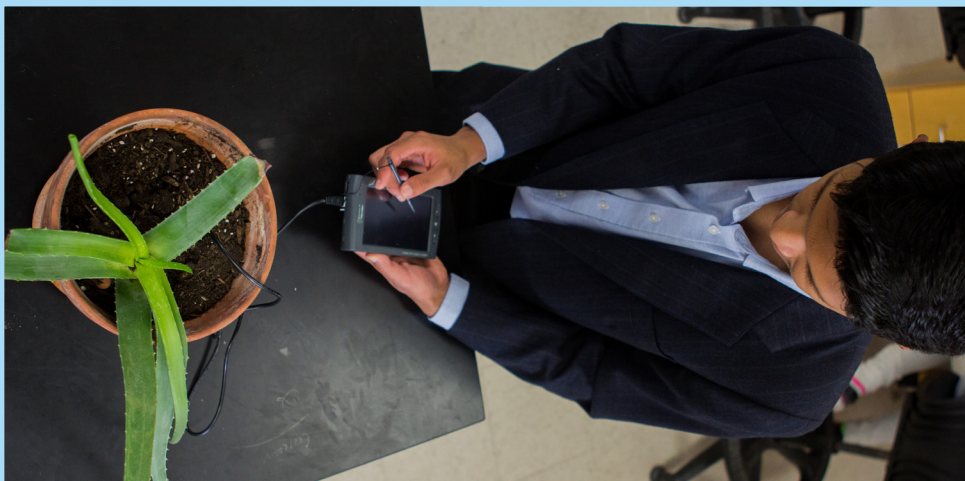
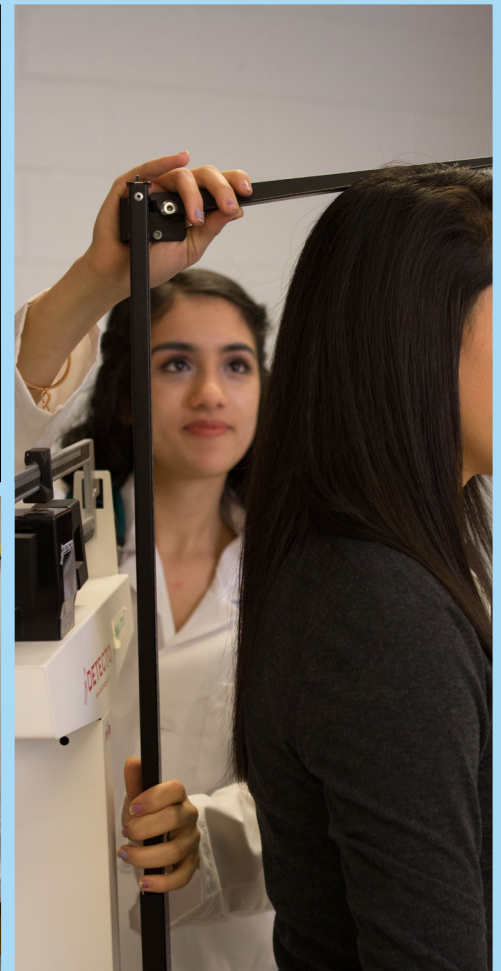
20TH ANNUAL CONFERENCE

NATIONAL CAREER ACADEMY COALITION



NCACINC.COM
@CAREERACADSNAC

NOV. 7 - 9, 2016
TAMPA, FL



Contact NCAC

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WELCOME

I want to thank you for attending the National Career Academy Coalition's 20th annual conference. NCAC is pleased to be in Tampa surrounded by so many school districts that are implementing quality career academies. Our conference theme is Career Academies: Changing Lives...Every Day/Every Child.

With the federal emphasis on economic and workforce development career academies are continuing to spread around the country. Just recently, the federal government released a paper outlining Next Generation High Schools. This document aligns almost perfectly with the Ten National Standards of Practice. Community and elected leaders are recognizing the value of the collective impact approach on student achievement, daily attendance, graduation rates, and the economic impact of prepared students. These leaders clearly understand the importance of career academies and the impact they are having in preparing our students for the real world.

Career Academies provide the opportunity for educators to fully engage students as never before. The academy model empowers our youth to make informed choices about their future college and career. As educators, it is our responsibility to design stimulating and interactive learning environments where students collaborate, critically think, communicate, and demonstrate their creativity. We are preparing our future!

During our conference in Tampa, we are celebrating the accomplishments of academies that have reached model status. NCAC celebrates this achievement and recognizes the vision and dedication each model academy has demonstrated through the rigorous review

process. Congratulations to each of you...your students are reaping the rewards! We also have national experts available for schools who are just beginning the academy journey. NCAC is here to support every school and every community taking bold steps to re-envision education.

In closing, I would like to provide a few acknowledgments and my grateful appreciation to the NCAC Board of Directors, all of the conference sponsors, NCAC partners, and the local committee for planning an outstanding conference. Remember, Every Day...Every Child!



- Dr. Jay Steele
NCAC President

NATIONAL CAREER ACADEMY COALITION

The mission of the National Career Academy Coalition (NCAC) is to create and support a national network of existing and emerging career academies.

BOARD OF DIRECTORS



Katherine Blasik



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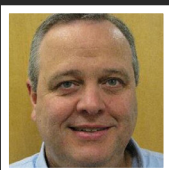
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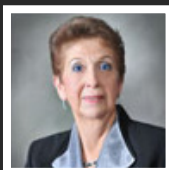
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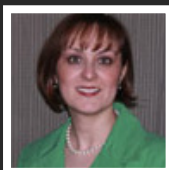
Joe DiMartino



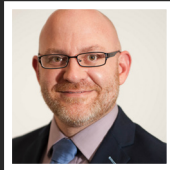
John Doerge



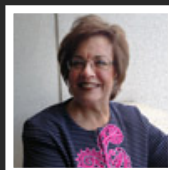
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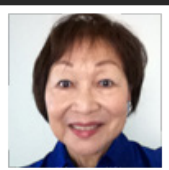
Tim Johnston



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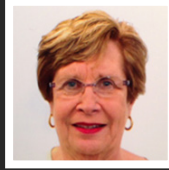
Brad Stam



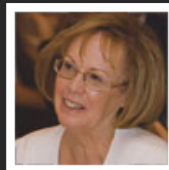
Jay Steele



Tom Sheaffer



Jan Struebing



Susan Tidyman

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Ford NGL

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PRESENTATION OF COLORS

Clearwater High School MCJROTC
Sgt. Maj. Larry Fineran (Instructor)
Cadet Cpl. Charlie Creaser
Cadet Sgt. Jacob Jones
Cadet Sgt. Bryan Smith
Cadet Sgt. Brandon Wynn
(Commander)

ENTERTAINMENT

Bartow Blues Jazz Combo, Bartow
High School, Bartow, Florida

NATIONAL ANTHEM

Tenorac High School Choral
Studies Students
Shing Palagano (Director)
Molly Jones
Alicia Stulley
Page Fields
Victor Sanchez
Jada Ellis
Casey Kurent
Jordan Hagelberger
Ethan Bryant

PROGRAM AT A GLANCE

Sunday, November 6th

5:00 pm - 9:00 pm	Grand Ballroom Foyer	Registration Open
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Monday, November 7th

6:30 am - 8:00 am	Grand Ballroom E-J	Continental Breakfast for Pre-Session and Tours
7:00 am - 9:00 pm	Grand Ballroom Foyer	Registration Open
8:00 am - 12:00 pm	Grand Ballroom Foyer	Vendor Set-Up
7:15 am - 2:00 pm	Grand Ballroom Foyer	Academy Tours
8:00 am - 2:00 pm	Pre-Sessions (Salons A-D)	<i>Pre-Sessions \$300 fee (Includes Breakfast and Lunch)</i>
10:00 am - 10:15 am	Grand Ballroom Foyer	Coffee Break for Pre-Sessions
12:00 pm - 12:30 pm	Grand Ballroom Foyer	Lunch for Pre-Sessions and Vendors
12:00 pm - 5:00 pm	Grand Ballroom Foyer	Exhibits Open
2:15 pm - 3:45 pm	Grand Ballroom E-J	Conference Opening
4:00 pm - 5:15 pm		Session One Workshops
6:00 pm - 8:00 pm	Grand Ballroom Foyer	Networking Reception/ Cocktails

Tuesday, November 8

6:30 am - 8:30 am	Grand Ballroom E-J	Continental Breakfast/ Announcements
7:00 am - 3:00 pm	Grand Ballroom Foyer	Registration Open
8:00 am - 5:00 pm	Grand Ballroom Foyer	Exhibits Open
8:00 am - 12:00 pm	II Terrazo	<i>National Review & Baseline Consultant Training (Invitation Only)</i>
9:00 am - 10:15 am		Session Two Workshops
10:30 am - 11:45 am		Session Three Workshops
12:00 pm - 2:00 pm	Grand Ballroom E-J	Lunch/ Academy Awards/ Door Prizes
2:15 pm - 3:30 pm		Session Four Workshops
3:45 pm - 5:00 pm		Session Five Workshops
5:00 pm - 6:00 pm		Review Training for Team Leads/ Teams
5:15 pm - 6:30 pm	Meeting Room 13	<i>Academy Conversation (Invitation Only)</i>

Wednesday, November 9

8:00 am - 9:00 am	Grand Ballroom Foyer	Continental Breakfast/ Announcements
8:00 am - 12:00 pm	Grand Ballroom Foyer	Exhibits Open
9:15 am - 10:30 am		Session Six Workshops
10:45 am - 12:00 pm		Session Seven Workshops
12:00 pm		Conference Concludes

Forward Thinking: The Nuts and Bolts of Envisioning and Creating A Career Academy

If you are just getting started with career academies, design them with the future in mind! The demands of the 21st Century learning and work environments mandate academy designs that are forward thinking. This session will use the ten National Standards of Practice (NSOP) as ways to organize academy visioning, design, and implementation. The NSOPs cover topics such as academy design and structure, academy governance, teaching and learning, and more. Practical advice will be shared from seasoned academy professionals and participants will take home planning forms ready to use.

Salon A

Dr. Dana Brown & Connie
Scotchel-Gross
Mountain Home School
District

NCAC

Standards

1, 2, 3, 4, 5, 6, 7, 8, 9, & 10

Turning a CTE Program Into An Academy

Many schools are discovering that an effective way to design an academy is to take a strong Career and Technical Education (CTE) program, wrap academic components around it, and use it as the foundation. This session will explore the philosophies and strengths of CTE and how they align with the National Standards of Practice (NSOP) for career academies. With the leadership of a trained CTE/ Academy Professional, you will examine the changes in the Carl Perkins legislation, the needs of various states, and how effective Programs of Study get expanded.

Salon B

Mike Gross
Geary County Schools

Standards

1, 2, 3, 4, 5, 6, 7, 8, 9, & 10

Business Engagement for Career Academies

A critical component of career academies is business engagement. Many academies move into this in a haphazard manner. A different, and more important approach, is one that is systematic. This session will address how you ascertain your needs (advisory boards, experiential learning, teacher externships, student internships, etc.), connect to the larger workforce system in your community and develop relationships. Procedures and forms will be shared by a professional whose work intersects the business community and career academies.

Salon C

Gregg Bethel
Pencil, Inc.

Standards 2, 3, & 8

Strategic Planning for Academy Sustainability

Experience is showing us that there are four key areas in which academy sustainability is a challenge: leadership turnover on both the educational and business side; advisory board succession and continued development; data analysis and what to do with it; and academy funding. This session will address all areas in a comprehensive manner and will look at academy sustainability holistically. Plan to bring the issues confronting your sustainability for discussion with this diverse group of presenters representing years of experience in the field.

Salon D

Michelle Wilcox
NCAC

Standards

1, 2, 3, 4, 5, 6, 7, 8, 9, & 10

The Academy of Finance at Northeast High School

Located in St. Petersburg, Florida, this Academy of Finance began in 2002 and continues to be recognized as a model career academy through both NCAC and NAF. In addition to studying career-focused curriculum in finance and working on collaborative projects, students gain critical career awareness through a series of work-based learning activities both inside and outside the classroom.

Summerlin Academy of Leadership

Located in Bartow, Florida, Summerlin Academy provides highly motivated students in grades nine through twelve the opportunity to participate in a challenging comprehensive and rigorous college preparatory curriculum. The Leadership/ ROTC Academy features a military-style approach to develop leaders of principle. Participants can look forward to a demonstration of our equestrian and drill teams, a jujitsu demonstration, a visit to our Japanese and Russian language classes and military style briefing on the program's past, present, and future.

Central Florida Aerospace Academy

The Central Florida Aerospace Academy located in Kathleen High School in Lakeland, Florida promotes the lifelong learning experiences for its' academy students through a combination of relevant academic experiences with intense study in the aerospace field.

Career Academy of International Culture and Commerce Academy (CAICC)

The Academy focuses on international business, and strives to prepare students for their future places in our global marketplace. All CAICC students attend on curriculum-based field trip per semester, visiting locations relevant to the theme of international business, allowing students to step away from the classroom and see lessons come alive in real world settings.

Medical Academy

The Medical Academy at Manatee High school has been in existence for 20 years with a strong career and technical component and involved academic partners at Manatee Technical College and State College of Florida. They have built a strong internship component and are supported by an extremely active Advisory Board offering students the opportunity to gain authentic and varied experiences in many areas of the medical field.

Visual and Performing Arts Academy

The Visual and Performing Arts Academy at Southeast High School located in Bradenton, Florida received its National Model School status in 2010. You will learn about the Honor Points system where students record their Fine Art events and activities to earn an annual award. The school tour will consist of classroom visits of their award winning programs in the visual arts, music, theater, and film.

Culinary Operations Academy (COA)

The COA is located in Tampa, Florida and has been in existence since 2002. Spend the day with the Culinary Operations Academy. Tour the campus, visit core classrooms, eat lunch in the Outback Cafe, a real-world learning environment right on their campus, and participate in a panel discussion made up of instruction and students of the academy.

Braden River High School

Located in Bradenton, Florida, this is a wall-to-wall academy high school and was built with that in mind. Students attending the school will choose from one of four academies: (1) Arts and Communications Academy, (2) Engineering, Design, and Leadership Academy, (3) Science, Technology, and Health Academy, and (4) Business and International Studies Academy.

Arts and Communications Academy

This Academy is driven, intelligent and creative. Our talented faculty and students are creating the solutions for tomorrow's problems through integration, technology and ingenuity. We are a renaissance of ideas and the pinnacle of performance. The future is here because we use our core knowledge to make our dreams a reality. Students can choose a pathway in music, dance, drama, and art. Academy students are actively involved in SkillsUSA and TSA. Professional standards, performances, career experience, and industry certifications are our keys to unlocking our students' future.

Engineering, Design & Leadership Academy

The Academy is the home of the top Technology Student Association team in the country bringing the gold with 15 top- 10 award winners in June. BRHS is on the cutting edge; science, technology, engineering and math (STEM) concepts are taught top level in all classes. The curriculum is all about high tech, STEM, integration, innovation, design and 3D creations. Students are learning computer-aided design and drafting, computer-aided manufacturing and producing 3D models on a rapid prototype. The school's JROTC cadets had 100% graduation rate again last year, and won numerous scholarships at some of Florida's most prestigious universities. Several of the top cadets also serve as leaders throughout the school. After-school teams have again won state championships in raiders and drill. Their hard work, dedication, compassion, and commitment are a true testament to the champions they have become.

Science, Technology and Health Academy

The Science Technology and Health academy is centered around career clusters in the Science and Medical fields. Our mission is to encourage the development of responsible, ethical leaders who will use effective communication skills and scientific inquiry to make a positive difference in our school, community, and world. Our teachers bring our students well-rounded lessons with an overlying background of science and medicine. Through collaboration and planning, teachers work in smaller learning communities to develop a curriculum that is truly student-focused. Students have many opportunities for real-world experience, including lab activities, career shadowing and internships, as well as numerous service activities.

Business & International Studies Academy

The Business and International Studies Academy (BIS) curricula encompasses two pathways: Business programs (Accounting; Customer Service; Entrepreneurship; and Web Design) that can lead to further study at the postsecondary level or entrance into the workforce; and World Languages, with the opportunity to enroll in both advanced placement and regular levels of Spanish, French, and Chinese. Academy students who demonstrate high levels of proficiency and achievement may receive advanced placement credit at the college level, national industry certification from an accredited testing agency, or tech-prep placement within college-level programs of study. Students have the opportunity to participate in both curricular and extra-curricular activities; school- and work-based learning; and leadership and interpersonal events and are encouraged to expand their interests across the other three academy offerings at Braden River High School.



Jacqueline Byrd

Polk County Public Schools Superintendent

On behalf of Polk County Public Schools, I would like to welcome the 20th Annual National Career Academy Coalition (NCAC) Conference to Tampa, Florida. Polk County recognizes the vital role that NCAC plays in supporting career and technical education throughout the nation and we are excited to have this conference take place in our neighboring county.

Polk County Public Schools is the 30th largest school district in the nation, serving more than 100,000 students. We believe that education provides an opportunity for students to acquire knowledge, achieve dreams and creates life-long learners who thrive now and in the future. For over 10 years our district has followed the career academy model, offering students the chance to participate in a truly integrated and personalized educational environment. Polk is currently home to approximately 130 high school academies and middle school pre-academies.

We firmly believe that collaboration between local and national business partners means we can effectively train tomorrow's workforce, building the foundation to community prosperity. Knowing the value these partnerships bring to career and technical education, Polk County continually strives to align community resources to support the growth and sustainability of Polk Academies. Our vision is that, over time, every middle and high school student will be enrolled in a career academy. In 2013, this commitment to developing academies earned Polk County the designation of being named a Ford Next Generation Learning Community by the Ford Motor Company Fund.

As an extension of this partnership with Ford Next Generation Learning, our district works with NCAC to ensure that our academies follow the appropriate national standards of practice. As of April 2016, Polk County had 10 NCAC nationally certified career academies, four of which achieved "model" status. Since this year's NCAC Conference takes place right at our back door, we invite you to tour these or any of our career academies while you are in town!

We hope you have an enjoyable and informative conference and we look forward to seeing you soon!

Dr. Diana Greene

Manatee County Public Schools Superintendent

On behalf of the more than 48,500 students and 6,100 employees of the School District of Manatee County, I am delighted to welcome the National Career Academy Coalition's 20th Annual Conference to the Tampa Bay area. Manatee County is located on the southern side of Tampa Bay, just over the Sunshine Skyway Bridge from St. Petersburg. We are blessed with some of the world's finest beaches and a relaxed and friendly atmosphere that makes Manatee County a wonderful place to live and visit, so we hope you can stop by.



We are also home to a school district that excels in career and technical education. This past summer, for the 10th straight year, students from Manatee County captured more event trophies and Top 10 finishes than any other school district in the nation at the national Technology Student Association conference held in Nashville. In addition, students from Manatee Technical College captured more medals than any other technical school in the nation at the national SkillsUSA competition for 11 consecutive years.

Our high school academies play a large role in this success. We have 22 registered academies at our six traditional high schools, and six of those academies are certified NCAC model career academies. Our model academies are as follows:

Braden River High School – Arts and Communication, Business and International Studies, Engineering and Leadership, Science and Health; Manatee High School – Medical; Southeast High School – Visual and Performing Arts.

We enthusiastically invite you to visit our model academies and speak to our students and educators. We are proud of what is being accomplished and more than willing to share what is working for our students. Have a tremendous conference, and enjoy your time in the Tampa Bay Area.



Jeff Eakins

Hillsborough Public Schools Superintendent

On behalf of Hillsborough County Public Schools, I would like to welcome you to the 20th Annual National Career Academy Coalition Conference. West Central Florida is home to a thriving arts community, sun-drenched beaches, and some of the best tourist attractions in the country.

Hillsborough County Public Schools is the 8th largest school district in the nation and we are always striving to provide the highest quality education for all our students. We are proud of our students' accomplishments, in academics, athletics, and extracurricular programs; and we take great pride in our Career and Technical Education programs, especially our career academies. We not only attribute the success of our CTE programs to our students and teachers, but also to the relationships we have established with our industry partners. We feel we are educating central Florida's future workforce, creating an economic powerhouse along the I-4 corridor, for our state, and for our nation.

In Hillsborough County, students are afforded a wide variety of CTE programs to cultivate their specific career education interests and needs. This is due in great part to our business advisory committee partners in the fields of hospitality and tourism, public service, health sciences, engineering, early childhood education, culinary arts, industrial arts, and technology. Our students continue to amaze us with their ability to earn industry recognized certifications, and are now venturing into technical college dual enrollment courses specific to their CTE programs.

I applaud the work that you are doing to ensure that our nation's students are meeting the needs of a 21st century workforce. Please enjoy your stay in the Tampa Bay area and take an opportunity to relax and visit some of our wonderful destinations while you are here.

Dr. Michael A. Grego

Pinellas County Public Schools Superintendent

Welcome to the Tampa Bay area on behalf of Pinellas County Schools. We are glad you are visiting us for the National Career Academy Coalition conference.

We are looking forward to sharing best practices in career education and are eager to learn from all of you.

Pinellas County Schools is committed to providing career academy programs that prepare students for national/ industry certifications, postsecondary education, and 21st Century careers. More than 19,000 Pinellas students participate in our career academies.

Our district is a national leader in career and technical education. Ford Next Generation Learning has named Pinellas a Model Community for the successful implementation of high school career academies.

We are proud to have this opportunity to showcase the district's award-winning career academies at Clearwater and Northeast high schools. They are great examples of career education at its finest and indicative of excellent academy programs throughout the district.

We truly appreciate all of the support and resources the NCAC provides. Best wishes for an educational and inspirational conference. I hope you have an enjoyable visit.



Session Guide and Explanations

The majority of presentations are classified as a **75-minute presentation** that can be interactive or presentation driven.

If a session is labeled as a **Roundtable Presentation**, this will be a room that is set up in round tables where session topics are discussed for 15-20 minutes. After each discussion, participants switch tables to start a new topic.

If a session is labeled as a **Power Talk**, this will be a room where the presenter provides a TEDTalk inspired presentation for 15-20 minutes. After each Power Talk, a new speaker will take the stage.

HENK KONING EXEMPLARY PARTNERSHIP AWARDS

Bridgestone Americas, Inc. and its subsidiary, Firestone Complete Auto Care

Bridgestone Americas, Inc. and its subsidiary, Firestone Complete Auto Care, are international leaders in the areas of business, customer service, and innovation. They are “dedicated to providing world-class tire and rubber-related products and services that improve lives around the globe.” In one of the highest poverty high schools in Nashville, TN, Bridgestone has brought hope and a path to success for students which are often discounted by many others in the city. The entire organization has embraced the Academy of Entrepreneurship and Innovation, even exposing the students to international business leaders from Japan and South America. They are enlightening the students in The Bridgestone Essence (Serving Society with Superior Quality, Integrity and Teamwork, Creative Pioneering, Decision-Making Based on Verified, On-Site Observations, and Decisive Action through Planning), not just in the

Automotive Technology pathway, but also in the Entrepreneurship pathway. Their initial impact of Bridgestone was to transform our high school automotive shop into a one-of-a-kind automotive training center in cooperation with Firestone Complete Auto Care. This included building an official Customer Service Center inside the school and providing students with access to and training on the proprietary software used in the Firestone organization. Bridgestone also impacted the course offerings within the academy by encouraging all students to take at least one course in Marketing and Management. They want to see the students develop beyond basic mechanic skills and become potential corporate executives. In addition to over \$300,000 invested in building the Firestone training center, the organization provides 2 to 3 staff members on a regular basis every couple of weeks to provide industry training to students. They engage in guest speaking in business, capstone and leadership classes, as well as providing feedback for DECA students' projects and Senior Capstone projects.

Catholic Health Initiatives

Representing Catholic Health Initiatives (CHI) in Omaha, Nebraska, Dan Bleyhl has been an integral part as we have built our Health Professions Career Academy from the ground up. Benson High School in the Omaha, NE Public Schools took on a major endeavor two years ago as it challenged itself to completely transform its school into a wall-to-wall configuration. One of three academies, the Health Professions Academy hit the ground running, developing a staff team, an advisory board, a sequential curriculum and experiential components almost overnight. Dan has provided leadership almost since day one. His expertise in curriculum writing, assistance in event planning, hosting teachers for externships, and arranging job shadows for students and countless other contributions have been invaluable. Without

his contributions and his passion for his profession, the Health Professions Academy would not be where we are now in the growth of our academy. Dan is an active member of the advisory board and has been so since its establishment over a year ago. Recently, he has agreed to take on the role as assistant board chair. Along with the contributions listed above, Dan is quick to provide whatever we need when we go to him. He has donated used hospital beds and other materials, helped plan and provide vendors for a health fair and assisted us in establishing invaluable connections that will help us sustain the success of the academy. Dan's insightful and thoughtful observations and assistance helps maintain the momentum of the entire advisory board. His focus always remains on the quality of the experiences for both the academy students and the academy teaching/counseling team. In addition to serving on the Health Professions Advisory Board for Benson High, Dan also serves on the Career Education Regional Advisory Board for the Omaha Public Schools, advising on the districtwide career education and career academy work.

Meharry Medical College

Dr. Susan DeRiemer is a professor at Meharry Medical College, located in Nashville, TN. She and Meharry have been partners with the Glencliff High School Academy of Medical Science & Research (AMSR) almost since its beginning. Meharry, founded in 1876, is one of the oldest and largest historically black medical colleges in the United States. Glencliff is 87% economically disadvantaged and predominately made up of students that are Latino/Hispanic, Black, and Middle Eastern. Since MMC has always focused on training talented individuals from challenging socio-economic backgrounds and prepared them to go into under-served areas to work, the fit between the college and the academy has been obvious from the start. Dr. DeRiemer and her staff have had a huge impact on the academy in a variety of ways. For several years, Meharry has provided an externship for the academy teachers. From the externship the academy has created a theme for the year and several projects. Dr. DeRiemer and Meharry have not only provided the externship, but also curricular support throughout the course of the school year to carry out the project based learning endeavors. Additionally, a Medical Interpreting pathway was started in 2014, that was co-written by Dr. DeRiemer and members of the AMSR faculty. This curriculum is the first of its kind in the nation and has been adopted by the Tennessee Department of Education as an approved pathway. The Nashville Chamber of Commerce has shown a need for medical interpreters in the area, and Dr. DeRiemer and the academy are helping to fill that need.

DeRiemer has served as the Academy Advisory Board Chairperson. She also serves on the Chamber's Partnership Council for Health and Human Services and is currently a chairperson for the Metro Nashville Public School's Career Fair. She has planned and carried out the externships. Each year she and her staff provide an experiential learning opportunity for approximately eighty academy students to participate in the Healthy People Challenge on the Meharry campus.



EXEMPLARY EDUCATOR AWARD DR. REUBEN GRESHAM

Dr. Reuben Gresham is a consummate professional and educator whose motivation is rooted in the success and mentorship of students. He has spent his professional career mentoring young men and women in his classroom, on the athletic field, in his schoolhouse, and in his community. He holds himself and those he educates and supports to a high academic and moral standard, which stems from his own life journey. He out works many of his contemporaries and is more invested in his students and community than almost anyone.

Dr. Gresham has transformed our school from inside out. This transformation has taken patience and tenacity while navigating the traditional pitfalls of changing a school's academic, teacher, and community expectations. Despite initial uncertainties, the academies have thrived under Dr. Gresham's leadership. By hiring innovative and passionate staff and providing the opportunities for students and teachers to push the boundaries of traditional schooling, Dr. Gresham has pushed our school from "surviving" the transformation to academies to "thriving." Students have more access than ever before to internships, job shadowing, and authentic projects that impact their community and beyond. Teachers are more invested in their students as they discuss across curriculums how to best serve the needs of their students. Our community is excited and engaged in our school and students.

While it takes an entire school to transform the status quo into innovative practice, the focus, drive, and compassion of Dr. Gresham is the crux of our success as we continue to see our graduation rate increase, participation in AP programs and clubs increase, and the number of awards our school have received increase, including our district's, Gwinnett County Public Schools, Innovation and Transformation Award and SREB's High School Assignments that Work Award.

EXEMPLARY EDUCATOR AWARD HOLLY HULTGREN

Holly Hultgren is the lead teacher of the AgriScience, Biotechnology and Vet Assisting Academy at Frank H. Peterson Academies. In four short years since her arrival at the school, she has built this program into an NCAC Model Academy with a perfect score on the NSOP rubric. She has worked with the assistant principal of curriculum to ensure the academy progression was followed correctly for her students, urging that the program offer vet assisting for students in her academy, in addition to the ag and biotech courses. Her students have the potential to graduate with both the biotechnology industry certification and the vet assisting industry certification. More than half of her seniors are placed in internships in vet clinics and each year the number increases. All students gain work experience through the academy with the academy providing basic grooming for dogs and cats, field trips to the local college to work in the biotechnology lab and visits to the University of Florida's Agriculture College for experiences several times per year, maintaining their aquaculture system and so many more. She has had an incredible impact on this program building it up to where it now has a waiting list of students for the 9th grade. More than that, though, she is impacting her students as she is shaping future leaders.



JEFFREY N. STEIN AWARD



This award recognizes a career academy school that demonstrates an extraordinary commitment to career academies as the change agent for disadvantaged students and that has sustained this passion over time. It recognizes the winner as a resilient, extraordinary champion of the career academy model and the power academies have on the positive outcomes for students.

In 2009, Robbin Wall was hired to lead McGavock High School. He was familiar with the academy model because he had developed them in his role as principal in Texas. In late 2009, Jay Steele was brought in by the district specifically to transform the high schools and develop the academy model in each of the comprehensive high schools in Nashville. With this level of support at the district level and the depth of Mr. Wall's knowledge and experience, the academies at McGavock developed quickly and with high quality. Most of the academies have naming rights partners,

indicating a 5-year commitment of \$100,000 year 1, and \$50,000 for each of the next four years in-kind or in funding to support them.

They began the planning process with implementation upon receipt of federal Smaller Learning Community grant funds in 2008. They started with the Freshman Academy. From there they went to the model where all students are in an academy (wall-to-wall) in 2010. The academies include:

- The Academy of Aviation and Transportation, with the Nashville International Airport, Tennessee Applied Technology College, Triumph Aerostructures, and Middle Tennessee State University as major partners.
- The CMT Academy of Digital Design and Communication, with CMT (Country Music Television) as the named partner, and Stones River Battlefield, Volunteer State Community College, and Rocketown as other major partners.
- The Aegis Sciences Corporation Academy of Health Science and Law, with Aegis as the named partner, and Summit Medical Center, TN Justice Center, the Attorney General's Office, Tennessee State University College of Agriculture, and Flatt Rock Farms as some of the additional partners.
- The US Community Credit Union/Gaylord Entertainment Academy of Hospitality and Finance, each named partners, with Deloitte, TSU college of Business, The Entrepreneur Center and others as additional partners.

In 2013, President Barack Obama visited the district to commend the academic achievement and growth of students, the graduation rate and increases in the attendance rate in an urban district above the national average at the time. McGavock was selected as the site for the visit because of the leadership, the model academies, and increases specific to McGavock students in each area. The video of that visit has played all over the country.

McGavock has continued to be a model for not only others in Nashville, but for high schools across the county and internationally. Mr. Wall has presented on behalf of McGavock High School and the Academies of Nashville in the United Kingdom, and several schools have adopted the model. This year, McGavock continues to be recognized by NCAC for re-accreditation of model status for those academies up for accreditation renewal. The leadership, teachers, business and community partners, parents and students are to be commended for their continued efforts and support of the academy model. Students are achieving more academically and increasing their graduation rate, college going rates and career readiness.

NCAC MODEL ACADEMIES

RECOGNIZED DURING THE 2015-2016 SCHOOL YEAR

McGavock High School	US Community Credit Union/ Gaylord Entertainment Academy of Hospitality and Finance	Mountain Home High School	Agriculture, Construction, Manufacturing, and Engineering Academy
McGavock High School	CMT Academy of Digital Design and Communication	Mountain Home High School	Health and Human Services Academy
McGavock High School	Aegis Sciences Corporation Academy of Life Science and Law	Braden River High School	Arts and Communication Academy
McGavock High School	Academy of Aviation and Transportation	Braden River High School	Business and International Studies Academy
Hillwood High School	Academy of Health Science	Braden River High School	Science and Health Academy
Hillwood High School	Academy of Art, Design, and Communication	Braden River High School	Engineering and Leadership Academy
Hillwood High School	Academy of Business and Hospitality	Manatee High School	Medical Academy
Maplewood High School	Academy of Energy and Power	Southeast High School	Visual and Performing Arts Academy
Pearl-Cohn Entertainment Magnet	Academy of Entertainment Management	Bartow High School	Culinary Academy
Cane Ridge High School	Academy of Health Management	Frostproof Middle/ Senior High School	Agriscience Academy
Glencliff High School	Academy of Medical Science and Research	Clearwater High School	International Culture and Commerce Academy
Hillsboro High School	Academy of Global Health and Science	Frank H. Peterson Academies of Technology	Cosmetology Academy
Whites Creek High School	Academy of Education and Law	Frank H. Peterson Academies of Technology	Agriscience, Biotechnology, and Vet Assisting Academy
Northside High School	Advanced Applied S.T.E.M. Academy	Mountain Home High School	Communications, Arts, and Business Academy



MIMI LUFKIN

Executive Director

**National Alliance for
Partnerships in Equity**

FEATURED SPEAKER

Mimi Lufkin has served as the Chief Executive Officer of the National Alliance for Partnerships in Equity since 1994 where she leads the NAPE team providing professional development, technical assistance, resource development and public policy advocacy with state and local education and workforce development agencies on educational equity. In 2012, Mimi was named as one of STEM Connector's 100 Women in STEM and received the Educator of the Year award from

the Women in Engineering Proactive Network in recognition of her work with educators to increase access to STEM programs of study for underrepresented students.

Mimi's career, prior to coming to NAPE, includes experience as a high school agriculture educator, university faculty in teacher education, community college director of development and director of an economic development agency. She also served as a consultant to the

California Department of Education providing technical assistance and professional development to local education agencies on gender equity in career and technical education. As a nationally recognized expert on equity in career and technical education and workforce development, Mimi continues to dedicate her career to building the capacity of educators to create school and classroom climates that support student access, equity and diversity.

Teacher Professional Development to Engage Every Learner

The National Alliance for Partnerships in Equity's Micromessaging to Reach and Teach Every Student™ is a teacher professional development program focused on creating equitable learning environments that support student self-efficacy. This session will provide an overview of the theoretical framework supporting the professional development curriculum and how it has been implemented with STEM and career and technical education teachers in school districts and community colleges across the country. The session will include sample activities from the training and the programs positive impact on teacher and student outcomes will be shared.

Salon B

Mimi Lufkin

National Alliance for Partnerships in Equity

The Road to NCAC Model Status *(Model Academy Presentation)*

This is an informational session about how to obtain model status by using the NSOP's to pave the way. What is an NSOP? What drives my Academy? Why should I strive for Model status? The road to accreditation is not always smooth there are some turns & windy paths that we will help you navigate to ensure that your Academy can also be a model status academy

Salon C

Leslie Aley-Smith

Cane Ridge High School

Out to Pasture: Transitioning Leadership in an Established Academy

Learn how an NCAC Model Academy has evolved and is now transitioning to new leadership and faculty. As existing teachers prepare to retire, new teachers need to be selected and trained. These new members need a great deal of support. They must come to believe in the value of both the academy model and the individual academy's mission and goals.

Participants will come away with a checklist of the major issues facing any academy. This checklist can be used as a guide not only for transitions but for academy start-up or self-evaluation. NSOP 1: We will discuss the importance our existing mission and goals and how we introduce new members to them.

Meeting Room 11

Clair Small, Todd Taylor, Rebecca Wallis, & Jeff Holland

Springdale High School

Standards 2, 4, 5, 6, & 10

ROUNDTABLE PRESENTATIONS- MEETING ROOM 8

ROUNDTABLE

Jeremy Nielsen, Mary Miller, & Rick Painter

Omaha Public Schools

Metropolitan Community College

Standards 2, 7, & 9

Best Practices for Career Academy Dual Enrollment

Join Jeremy Nielsen from Omaha Public Schools and Metropolitan Community College to learn how career academies can increase student participation in dual and concurrent enrollment. Participants will be engaged in a discussion of the variety of programmatic designs and conditions that motivate career academy students to elect to dual enroll. Participants will have ample opportunity to share best practices, ask questions, offer suggestions, and dialog with other colleagues. Come learn, share and network through this session focused dual credit options in career academies.

ROUNDTABLE

Melinda Cattell & Leslie Vining

Auburn High School

Counseling in the Academy Model

Our presentation will follow our transition from a large high school counseling department with students divided by the alphabet into individual Academy Counselors working with groups of students with similar college and career goals. We will also share materials counselors use to help students' become college and career ready within specific high school academies.

ROUNDTABLE

Adam Lightman & Lucus Elliott

McGavock High School

Engaging the Other 50% (*Model Academy Presentation*)

Every academy has that 50% of students who naturally get involved. They're interested in the academy's mission and want to experience as much as they can during high school. But what about the other 50%; those students who keep the academy at a distance and don't sign up for extracurriculars? In the Aviation and Transportation Academy, we put on multiple events and challenges to get 100% of students engaged in academy-themed curriculum and interacting with relevant industry professionals. These events have proven to expand the academy's reach and engage more students.

Better Than Betty Crocker: Building It From Scratch

In this session, participants will learn how SREB is supporting a multi-district effort to develop Career Academies that blur the lines between secondary, post-secondary and workplace learning experiences. Participants will review examples of career academies and pathways that push students onto college campuses and into the workplace for much of their junior and senior years. The design is a model for standards 1, 2 and 8. Specifically, the academy design is used as a structure to dramatically expand postsecondary and work-based learning opportunities.

Meeting Room 9

Scott Warren

High Schools That Work

Standards

1, 2, & 8

The Anatomy of a Career Academy: What Does Success Look Like?

This presentation will provide application of the 10 Standards of Practice from vision to sustainability for a model career academy. Participants will engage with the transformational elements needed in the school organization and relevant student learning that is characteristic of model academies. All ten of the Standards of Practice will be illustrated in the context of a model academy. The presentation will focus on how to create a model academy from inception to full model implementation.

Meeting Room 12

Ryan Champeau, PhD

NCAC, ConnectED

Standards

1, 2, 3, 4, 5, 6, 7, 8, 9, & 10

Backwards Planning for Interdisciplinary Academy Project-Based Events *(Model Academy Presentation)*

In this 75-minute session, the CMT Academy of Digital Design and Communication from McGavock High School in Nashville, Tennessee, will share their strategy for backwards planning for interdisciplinary project-based learning. It will track the evolution of interdisciplinary project-based learning in the academy, suggest strategies for successful planning, provide a forum for audience members to ask question, and then facilitate an activity to begin planning next steps in project-based learning. As a bonus, Lucia Folk from CMT will join in the discussion and presentation to share the business partner perspective!

Meeting Room 10

Martha Mitchell, Regina Williams, Kodi Kimmell, & Lucia Folk

McGavock High School

POWER TALKS- SALON D

Kari Cobb
Northside High School

Career Academies: The ABC's of SLCs with PBLs

(Model Academy Presentation)

Take a journey to a dynamic approach to teaching in which students explore real-world problems and challenges with project-based learning within a small learning community. Inquiry-driven and project-based learning makes sense for today's learners because it gives them the opportunity to connect the work they do in school with the larger world around them. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.

Patricia Clark & Michelle Swanson

College and Career
Academy Support
Network

Teaching as if ALL our Academy Students were Honors Students

Jaime Escalante and others have shown that all students are capable of excellence. What if instead of sorting students into honors and non-honors, we taught ALL our Pathway students as if they were honors students. This session explores research-based and best and emerging practices in Academy teaching and learning and also touches on strategies such as embedded honors, honors by exhibition, and incorporation of AP, dual enrollment, and other advanced courses within academies. The session will include practical strategies for addressing these goals.

Pam Walker
Glenclyff High School

The Job of the Academy Coach *(Model Academy Presentation)*

While the job of an Academy Coach varies from school to school there are certain things that all Academy Coaches do, IF the school wants to have fidelity to the academy model and the NCAC's National Standard of Practice. Learn from two + years of experience and three Model Academies what an Academy Coach does.

Meeting Room 13

Holly Hultgren, Stephen Nye, Renee Pap, & Tiffany Abbott

Frank Peterson
Academies

ALL IN!

Learn ways to actively involve all stakeholders in the process to exceed the ten National Standards of Practice. Engaging all stakeholders increases pride in the school, as well as student achievement. When everyone is ALL IN, success is the BIG WIN!!

Engaging Business Partners through Externships, Job Shadowing, and Reverse Job Shadowing

Round Rock ISD CTE turned their extensive business community support into meaningful learning experiences like teacher externships, student job shadowing, and business partner reverse job shadowing. This presentation and Q&A will show district and secondary administrators, counselors, and academy/career specialists how to implement the experiences in their own districts. Session attendees will learn the techniques used to market and implement the experiences, the positive outcomes that spurred us to offer the experiences, the lessons learned and modifications made, the program history and growth; and our plans for future implementation.

Bringing the Post-Secondary Experience to the Urban High School Setting

In this session you will learn how the Academy of Education and Law at Whites Creek High School produce graduates that continues to a post-secondary institution. Through our Davidson County Youth Court and student tutoring partnerships with local elementary schools, all Education and Law Students are able to have actual work experience in their chosen pathway prior to graduation. Academy of Education and Law students, with the commitment of academy teachers and partners, local colleges and businesses, state and federal grant programs have earned more college hours than any other school in MNPS over the past 2 years.

Innovation Through Design Thinking: A Creative Problem Solving Approach in Academy Education

150 minute workshop continuing during Session 3

How can a bold creative problem-solving process help your academy develop and sustain powerful collaborative solutions to school and community challenges? Our interactive session explores how schools are using Design Thinking to develop meaningful learning for staff and students that results in authentic, actionable responses to pressing problems within and beyond the walls of school. With an active and participant-targeted approach, you will learn what Design Thinking is, dive into a commonly experienced school challenge using Design Thinking strategies, explore stories of successful (and not-yet-successful) outcomes, and leave inspired and prepared to take action in your own host school/community.

Salon B

Peggy Mica & Dustin Binnicker

Round Rock Independent School District

Standards 1, 3, 5, 6, 8 & 10

Salon C

LaSheryl Jones-Hall,
Matthew Patterson,
Jeremiah Davis, &
Dr. James Bailey

Whites Creek High School

Meeting Room 8

Deborah Parizek

Henry Ford Learning Institute

Standards 2., 5, 7, & 8

POWERTALK

Holly Hultgren

Frank Peterson
Academies**POWERTALK**

Annie Johnston

College & Career
Academy Support
Organization

POWER TALKS- SALON D

Power of Student Engagement through CTSOs*(Model Academy Presentation)*

Round Rock ISD CTE turned their extensive business community support into meaningful learning experiences like teacher externships, student job shadowing, and business partner reverse job shadowing. This presentation and Q&A will show district and secondary administrators, counselors, and academy/career specialists how to implement the experiences in their own districts. Session attendees will learn the techniques used to market and implement the experiences, the positive outcomes that spurred us to offer the experiences, the lessons learned and modifications made, the program history and growth; and our plans for future implementation.

Introducing the Academy Leadership Guide

CCASN's new leadership guide provides resources for academy teacher leaders working as site leaders, leading their teacher teams, and connecting with their industry and post-secondary partners. After an introduction to recent research about the leadership demands of pathway programs, participants will explore tools and resources for developing teacher leadership. Highlighted activities include redefining the priority of pathway development in school wide mission and vision, distributing leadership, developing equitable programs of study, integrating advanced coursework into pathways, and connecting work-based learning to classroom instruction through industry-specific performance tasks.

Academy Website: Keeping Parents and the Community Informed *(Model Academy Presentation)*

Utilizing an academy website to increase communication with all stakeholders is vital. Gone are the days of paper newsletters and emails. Stakeholders want fast and easy access to information via the web. They can also submit questions using the website directly to us.

Power of the Partner *(Model Academy Presentation)*

In this session you will learn how to build relationships with your Academy partners. We will discuss how to get them involved in your school in more than just coming in as a guest speaker. We want your partners to feel like family. Academies are more successful with the assistance of great business partners. Learn how to recruit and retain partners.

POWERTALK

Michael Hamilton

McGavock High School

POWERTALK

Leslie Aley-Smith

Cane Ridge High School

Arkansas Department
ACE
of Career Education

Meeting Room 9

Melissa Jagers

Alignment USA

*Standards**1, 5, 6, 7, 8, & 10***Alignment Systems Trump Community Complexity**

Community Engagement is complex and often driven (or blocked) by circumstances or personalities - instead of strategy. Alignment entities add a system of community-based support for academies NSOP continuous improvement efforts. Session participants will learn about Alignment's basic system of principles, structure, process and technology; understand via case studies the benefits of Alignment's strategic and measurable support for academies; pick up tips for community engagement best practices; and make professional connections with knowledgeable Alignment practitioners.

Meeting Room 12

Joe Rollins &

Dr. Megan Witonski

Springdale Public Schools

*Standards**1, 2, 3, 4, 5, 6, 7, 8, 9, & 10***Learning from our Academy Roots: Personalizing the Win for All Students through innovation**

Now in our second year, the Springdale School of Innovation has transitioned away from seat time, offering students a flexible learning environment that allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. SOI strategies include online and blended learning, dual enrollment, Internship and early college offerings with the opportunity for an Associates degree by High School graduation day.

Meeting Room 13

Pamela Walker, Suzanne Link & Elizabeth Brewer

Glenclyff High School

The Ins and Outs of Externships *(Model Academy Presentation)*

Each summer the team gathers, along with business partners, to determine the theme for the year and make plans based on that theme. Come and see how business partners and a committed faculty work together to make great things happen for students. Externships provide an opportunity for professional development that takes place outside of the school, and focuses on project based learning and curricular integrations. Business partners are involved in order to tie the planning to real-world careers and prepare students for success in both college (or other post secondary educational opportunities) and career.

How to Develop Wall To Wall Academy Model Schools

Studies show that students in an academy setting outperform other students. An academy model was adopted at Clearwater, which functions as small learning communities centered on key interest areas of students. This “academy environment” offers each student more personalized attention, recognition and care from teachers, staff, and peers. Integral to this philosophy is the interest and career-themed approach designed to engage all students with learning that is rigorous and relevant, preparing them for college-level or post-high school work through the context of their interests.

Meeting Room 10

Keith Mastorides, Taylor Henderson, & Mary Roble
Clearwater High School

Standards 6, 7, 8, & 9

Strategic Planning for Model Academy Status

This session will provide you with the understanding of the value of developing a 3-5 year strategic plan. Attendees will leave with a clear understanding of how the Ford NGL model for transformation and NCAC National Standards of Practice are used to develop a strategic plan leading to model academies. In developing a strategic plan, the NSOP's are the focus.

Salon A

Michelle Wilcox & Jay Steele
Steele Dynamics

Standards 6, 7, 8, & 9



Salon B

Christopher Neff, Kirsten Yeado, Dan Thielen, & Terri Tessmann

Racine Unified School District

Connecting Freshman with the Community: The SEE Your Future Expo

Through community engagement and coordinated impact, gain insight on how Racine Unified School District collaborated with their community convening organization, workforce development, and local employers to provide students opportunities to learn about skills, experiences, and education necessary to pursue future career opportunities. Join us as we share lessons learned on our journey, including how a diverse group of employers was engaged, worked across silos, and developed a strategy to sustain partnerships throughout our community. By collaborating with the convening organization, local employers, and workforce development center, Racine Unified was able to connect Freshmen students to employers to assist in making an informed decision of a future Academy and Pathway selection. Over 100 careers from 50 employers were showcased in the Spring event, with a higher level of engagement expected for the fall. .

Salon C

Jennifer Courtney & Maureen Thomas

Big Sky High School

Standards 1, 3, 4, & 6

The Pros of Job Shadows and Industry Certifications

How to develop job shadows for juniors, working with industry professionals to create partnerships. These job shadows lead to industry certifications in the senior year, and again creating partnerships. In addition preparing students with resumes, and portfolios to be able to take with them to their job shadows. Finally the creation of an ambassador program and how they support the academy, develop strong relationships with underclassmen, and strong advocacy in the community.

Meeting Room 10

Keiva Wiley, Prima Atwell, Nekesha Burnette, & Shatrina Thorps

Antioch High School

Another Meeting? Turn “Ugh!” into “Yes”

Leading a productive, efficient team planning session promotes buy-in and addresses concerns of time and task. Information includes how to establish protocols and norms, setting smart goals, creating an agenda with specific tasks and time allotments, defining roles, and evaluating using gap analysis. Utilizing common planning time is the key to being successful in meeting career academy standards. Through this time, academy business, goals, community involvement, professional development, student assessment, curriculum and instruction, and sustainability are all addressed and planned. It is key to team morale and success to conduct effective meetings.

ROUNDTABLE PRESENTATIONS- SALON D

Getting Students STEAMed Up! *(Model Academy Presentation)*

In this session, we will look at opportunities to advance STEM projects into STEAM projects to better address students' left brain skill sets. We will show how partners were involved in providing materials which students and teachers repurposed in the Arts program, while still learning valuable engineering standards and construction skill sets.

How Do You Get the Most Out of Your Partnership with an Academy Advisory Board *(Model Academy Presentation)*

We will provide an in-depth conversation on how create, establish and maintain an effective advisory board for your academy! We will share best practices with our International Business Academy, and what you can do to get the most out of your partnership.

Why Are We Still Going Strong After 20 Years *(Model Academy Presentation)*

The Manatee High School Medical Academy has been in existence for 20 years and has been a Model Academy since 2011. During this session we will share tips and advice on finding and maintaining shadowing and internship opportunities and developing and sustaining an active Advisory Board.

The 5 Keys for Successful Academies

All successful and sustainable career academies from 1969 to 2016 have specific key practices built into their operations that cause them to thrive and outlive the careers of their creators. An extensive 12-year research study into the origin and development of the very first academies has uncovered what all successful academies have in common. Participants will become well versed in these 5 Keys, and use them to measure their own existing academies, or the designs for new ones.

ROUNDTABLE

Angela Barksdale,
Dana Morrow, & Sonya
Mansfield-Ross
Maplewood High School

ROUNDTABLE

Keith Mastorides & mary
Roble
Clearwater High School

ROUNDTABLE

Laura Sollenberger
Manatee High School

Salon A

Mark Thompson
National Educator
Program

Meeting Room 9

Hans Meeder & Brett
Pawlowski

National Center for
College and Career
Transitions

Engaging Employers and Community Partners with your Pathways Vision

Creating effective college and career pathways is a team sport, and an active cadre of business and community partners needs to be part of your team. During this interactive session, Hans Meeder and Brett Pawlowski from the National Center for College and Career Transitions will share examples from case studies about how pathway systems are fully engaging business and community partners. You will hear numerous examples of high quality partnerships, and explore how you can apply these lessons to growing and improving your Pathways System. The presentation will address how to involve employers and community partners in your school's vision. It will include practical information that can be applied to their own efforts and examples of successful partnerships..

Meeting Room 12

Karly Cohenour, Gil
Burlew, Lauren Bernat, &
Stefanie Miniham

Braden River High School

A Tour Through A Wall to Wall Academy School

(Model Academy Presentation)

Presenters will provide an insight into what a wall to wall academy is, class/teacher assignments, academic and teacher collaboration, work-based learning environments, academy advisory group support, ninth grade Personal Career and School Development Skills course, Senior Capstone Project and use of small learning communities.

Meeting Room 13

Shannon Crawford, Jessie
Lumpkins, & Raeanne
Carella

McGavock High School

How to Raise a Barn *(Model Academy Presentation)*

Part I: This is the story of how the Aegis Sciences Corporation Academy of Life Science and Law at McGavock High School raised a barn: You have a thriving program that has been quick to reach its capacity, but is seriously under-resourced. How do you utilize what you have (volunteers or partners) as a catalyst to address greater needs?

Part II. Getting your ducks in a row: Justifying the needs by marketing the potential.

Part III. From Calf to Cow: The growth of a program – moving from great CTE to academy integration. Participants will walk through an exercise that helps them identify both a need and resources.

Programs of Study for College AND Career

This workshop provides a framework for building or strengthening equitable access to college and career through programs of study design. After defining the CTE core of a program of study, we will address key concerns for high quality college and career academies. Participants will work with exemplars to evaluate program width and teaming, academic-CTE integration, access to and scaffolding of advanced coursework, integration of academic supports, employer involvement and work-based learning. Participants will develop skills and become familiar with tools useful for creating programs of study that support all students to access the full range of post-secondary options.

Salon B

Annie Johnston & Theresa McEwen

College and Career Academy Support Network

Building Strong Business and Community Partnerships

Learn steps on how to build sustainable business partners in your schools. The workshop will provide insight into how to define, recruit and retain business and community partners. It will be a 60% presentation and 40% group discussion. Attendees should come prepared to ask questions and share. The workshop will address standard 8. It will focus on Community engagement in Academies and how to build successful partnership.

Salon C

John Doerge & Bob Kucher

Deloitte
PENCIL

Performance Assessments: Linking Internships to Preparing for Success in College

150 minute workshop continuing during Session 5

Participants in this session will work to develop or refine existing collaborative practices to promote deeper student learning through a Performance Assessment Work Group (PAWG). A PAWG acts as an incubator for the development of reflective teacher practice. PAWG members hone skills in the creation, refinement and validation of performance assessments. Looking collaboratively at student work is the centerpiece of PAWG as is the calibration of student work. PAWG members become skilled facilitators and local experts. PAWG members act as capacity builders back at their schools. A Performance Assessment Work group is specifically designed to improve professional development experiences for teachers through collaboration, increase the use of performance assessments, and support instructional practices that better prepare students for their post high school experiences.

Meeting Room 8

Joe DiMartino

Center for Secondary School Redesign

POWER TALKS- SALON D

POWER TALK

William Ferrell

Braden River High School

The Arts are Alive at Braden River *(Model Academy Presentation)*

This power talk will highlight our Commercial Art program, which houses a multitude of students that create industry quality graphics through a rigorous curriculum that equals that of college level courses. The presenter will discuss how he advocates for his students to be involved in the community through internships with local businesses and how he prepares students to acquire full scholarships at colleges such as Ringling College of Art and Design.

POWER TALK

Keith Mastorides & Mary Roble

Clearwater High School

How Do You Combine Rigor and Industry Certifications into Your Academy? *(Model Academy Presentation)*

We will discuss how to infuse industry certifications and internship opportunities in a career academy while increasing rigorous coursework.

POWER TALK

Scott Warren

College and Career Academy Support Network

Finding Time - Using Time: Effective Use of Teacher Collaboration to Improve Instruction

This session will provide participants with support in two areas regarding time - Finding time for teacher collaboration to improve instruction and Using the time effectively. Participants will review models that provide extended time for academy teams to collaborate and they will also have an opportunity to review tools for use in common planning. This session will focus on how career academy schools need to develop a culture of continuous learning through the effective use of time as a means to improve teaching and learning.

Salon A

Kari Cobb

Northside High School

Are Your Students Career and College Ready?

(Model Academy Presentation)

The last decade has seen an increase in the amount of educational research being produced to address college and workforce readiness. Career academies are designed to prepare students for both college and careers. They are schools within schools that link students with peers, teachers, and community partners in a structured environment that fosters academic success. Join us to see how you can ensure your students' college and workforce readiness.

A Partnership Model for Dual Credit and STEM Education

Morris County School of Technology and the County College of Morris work together to provide career academy students with many, varied ways to earn college credit through dual credit programs. We want to share this successful initiative with other career academies so they can also establish partnerships with post secondary institutions and provide opportunities for students to take challenging, college-level courses before graduating from high school. We fully believe that allowing high school students to engage with challenging coursework, experience a college campus and follow a college schedule better prepares young adults for post secondary education and the workplace.

Meeting Room 9

Sherri Castelli &
Patrick EnrightMorris County School of
Technology*Standards 7 & 8***Understanding How NCAC's Baseline Analysis Can Help Your Career Academy**

NCAC recently added the Baseline Analysis process to its growing list of services. It's a tool for a district/school to use to assess the progress of career academies. Based on the national standards, it helps an academy determine its strengths and identify areas of need. This session will explore what a Baseline Analysis is, how the procedures are viewed by the academy team and how results can be used. Hear from a district/career academy that recently went through the process and its impact.

Meeting Room 10

Susan Katzman, Jeremy
Nielsen, Mary Miller & Rick
PainterNational Career Academy
Coalition**Building Vision and Culture in Your Career Academy***(Model Academy Presentation)*

Creating shared vision builds an environment for continuous improvement and develops a culture of trust and support. In this session, you will learn to map your vision, communicate it clearly, build relationships and trust around it, and accept feedback to revise it. At the heart of this training is the development of a vision "map" that all stakeholders—including students—can understand. Effective leaders place their vision at the heart of their organization's operations and leverage it among all stakeholders to move from good to great. It's a shared process and an essential one for the development and growth of a career academy.

Meeting Room 13

Lara Lee Morin, Kurt
Bissinger, & Ashley
Giddens

McGavock High School

Salon C

Robin Shrode, & Eric Creeger

American Alliance for Innovative Systems

Standards 5 & 10

Standards Based Interdisciplinary Planning

This session introduces participants the processes and protocols for designing interdisciplinary learning that focuses on like concepts and skills. Participants will simulate the process of looking deeply at content standards through an interdisciplinary lens to discover common concepts and skills. Participants will then preview how that foundation of like concepts and skills sets the stage for problem and project based learning as well as highly integrated interdisciplinary learning. Participants will leave this session with a basic road map towards full implementation and some tools to structure the interdisciplinary planning process.

Meeting Room 9

Brad Stam & Kathy Harris
ConnectEd

Who's Supporting the Leaders? How to provide coordinated and meaningful support for leaders implementing and sustain high quality career academies/pathways.

District, school and program level leaders face significant challenges as they attempt to implement career academies, Linked Learning pathways and career-themed small schools for large-scale education systems change. Leading change in entrenched and resistant systems takes courage, skill, determination and resilience. We want to share what we have learned about supporting district-wide secondary transformation. Professional development, technical assistance with targeted resources, and leadership coaching when thoughtfully combined can empower those leading change. This session is for district administrators, school site leaders, lead teachers and community partners, and will help you identify the supports that can make all the difference in the quality of your change leadership, and ultimately in your career academies and pathways.

Salon A

Angela Barksdale, Bryan Lowe, Dana Morrow, & Sonya Mansfield-Ross
Maplewood High School

Powering Up for Academy Success

Starting with a historical perspective about the academy, we will show the 6 year progression to Model Status. We will discuss the crucial partnerships formed along the way, research conducted and resources used to keep it all organized. More specifically, we will demonstrate strategies used to integrate the academy theme among all teachers...including the arts, as well as finding authentic ways to engage every students. We will candidly discuss successes, failures, and areas of greatest growth during the journey.

Taming the Master Schedule

A master schedule can make or break academy implementation. How can we best assure a master schedule that supports both academy student cohorts and common planning time for academy teaching teams? This session features best practices in developing a school-wide master schedule and also includes master schedule strategies that support academies and other small learning communities.

Salon B

Patricia Clark &
Phil Saroyan

CCASN

UC Berkeley

Standards 2 & 7

Performance Assessments: Linking Internships to Preparing for Success in College

150 minute workshop continued from Session 4

Participants in this session will work to develop or refine existing collaborative practices to promote deeper student learning through a Performance Assessment Work Group (PAWG). A PAWG acts as an incubator for the development of reflective teacher practice. PAWG members hone skills in the creation, refinement and validation of performance assessments. Looking collaboratively at student work is the centerpiece of PAWG as is the calibration of student work. PAWG members become skilled facilitators and local experts. PAWG members act as capacity builders back at their schools. A Performance Assessment Work Group is specifically designed to improve professional development experiences for teachers through collaboration, increase the use of performance assessments, and support instructional practices that better prepare students for their post high school experiences.

Meeting Room 8

Joe DiMartino

Center for Secondary
School Redesign

If It's Not Broke, Don't Fix It. *(Model Academy Presentation)*

The journey of the Visual and Performing Arts Academy at Southeast High School has been filled with many challenges. The VPA Academy received its National Model School status in 2010 at the Austin, Texas NCAC conference. Now, six years later, it's still going strong anchored in the small successes of its early years. You will learn about the Honor Points system where students record their Fine Art events and activities to earn an annual award.

Meeting Room 10

Barbara Tapley-Kenney
Southeast High School

ROUNDTABLE PRESENTATIONS- SALON D

ROUNDTABLE

Keith Mastorides, Russel Denton, & Leslie Hopkins

Clearwater High School

Standards 2, &7

Real World Project Based Learning Implementation for an Academy Program

We developed a civil rights program / curriculum where students researched and created an experience that encompassed real-world occurrences that connected them to the Civil Rights movement in the United States. The culmination of this endeavor concluded with an in-depth tour of the historical civil rights movement sites. The key landmark sites that were instrumental in shaping The Civil Rights Era were visited. The students visited Atlanta, Georgia, Montgomery and Selma, Alabama, and concluded their tour in the nation's capital, Washington D.C. This endeavor took two years to develop, and one to implement.

ROUNDTABLE

Holly Hultgren & Jessica Mastromatto

Frank Peterson
Academies

Crucial Importance of Solid CTSOs

(Model Academy Presentation)

Dig deep into the brain of Teacher Holly Hultgren who has built a nationally recognized FFA Chapter in urban Jacksonville, FL at a Title 1 school. She will reveal ways to get students involved in your CTSO to build future student leaders and make a huge impact on campus and the community.

ROUNDTABLE

Rosalind Chan

Bartow High School

Building Partnerships That Impact the Community

(Model Academy Presentation)

We have a partnership with a pay what you can cafe and my students create dishes that are then offered as specials for the quarter. We will be speaking about what goes into that and what the students have taken away from that relationship.

The Challenges of Achieving Model Status in an Urban School District *(Model Academy Presentation)*

A common misconception is that urban school districts have too many fundamental challenges to be successful in the academy model. This practice learning session is a transparent showcase of the journey that the Academy of Global Health and Science at Hillsboro High School in Nashville, Tennessee undertook to successfully circumvent these challenges and achieve model status. In this session, we will address challenges specific to many urban school districts, including economically disadvantaged students, faculty turnover, accessibility to industry specific resources, and overall buy-in. In addition, we will provide our successes and areas of improvement as we progressed along this journey.

Collaborate, Integrate, & Celebrate *(Model Academy Presentation)*

This 75 minute interactive workshop explores best practices from a NCAC Model Status school, Mountain Home High School Career Academies which align with the National Standards of Practice 7 and 8. This session will present the journey taken by teachers and administrators in a wall-to-wall career academy school featuring three academies ACME (Agriculture, Construction, Manufacturing, and Engineering), CAB (Communications, Arts, and Business), and HHS (Health and Human Services) to find their way from individual classrooms and curriculum to collaborated lessons not only with each other, but with the community. A discussion on how teachers integrate to create real-world learning projects will be held, as well as a presentation on their take to meet the needs of every student every time.

Meeting Room 12

Josh Swartz, Lonny Nelson, Kawonia Mull, & Melissa Wrenne

Hillsboro High School

Meeting Room 13

Kyle McCarn, Tom Chentnik, Alecia Czanstkowski, & Dani Pugsley

Mountain Home High School

“Nuts and Bolts” Review Website Training for Team Leads/ Teams Planning a Review

The National Career Academy Coalition wants you to feel comfortable with the career academy review or baseline analysis procedure you have coming up during Spring of 2016 or thereafter.

Learn the detailed review and the baseline analysis process, and most importantly, how to navigate the NCAC website to upload the required surveys, self-report and supporting documents. This training session will give you and your team the tools you need for a “comfortable” review process.

Meeting Room 13

Sharon Tritschler & Connie Scotchel-Gross

National Career Academy Coalition

Salon B

Kim Reid, Jean Zajcek,
Monica Oliver, & Dustin
Binnicker

Round Rock High School

Round Rock Academies

We will open with a large group session to explain our academies in general, our advisory councils' purposes and goals, state educational endorsements, articulation/dual credit classes, and certifications. We will have breakout sessions/areas for each academy and administration, so that the audience can circulate among them and learn specifics of each area of study. Attendees may participate in hands on activities such as we have in our classes. We will also have products our students have made in their classes. We will provide pamphlets/information sheets with information about each academy.

Salon C

Donna Gilley

Metro Nashville Public
Schools

Experiential Learning: Connecting Learning with Life

Experiential learning is the process of making meaning from direct experience. Skills, knowledge, and experiences are acquired outside of the traditional academic classroom setting and may include field trips, field research, internships, industry tours, and service-learning projects.

This session will help participants understand the need for strategic experiential learning experiences for their academy students and explore the Academies of Nashville Experiential Learning Model.

This session will address how to integrate experiential learning into academy curriculum by connect general education knowledge and skills to the academy theme through direct experience. Additionally, business and community engagement is key to making experiential learning a success.

Meeting Room 11

Sarah Hitchings, Andrew
Thomas, & Angela Mayo

Waggener High School

Reducing Ninth Grade Retentions: Waggener High School's Freshman Academy Approach

Administrators and teachers in Waggener High School's Freshman Academy will share the myriad of interventions that enabled the team to achieve a 98% promotion rate for last year's freshman class. Presenters will share school-wide supports such as Advisory and Extended School Day programs as well as Academy-specific interventions such as a Freshman Summer Bridge Program, Family Meetings, Success Contracts, Deficiency Notices, Academy Incentive Plan, and a 9th Grade Guided Study Course. Session participants will hear from current Waggener students who benefited from the Freshman Academy structure and will receive tools for developing a similar intervention plan in their schools.

ROUNDTABLE PRESENTATIONS- SALON D

Academy Highlights at Braden River High

(Model Academy Presentation)

The roundtable will discuss some of the key components that is highlighted in our Wall to Wall Academy School. This will include Academy Fest, Advisory Period, Curriculum Integration, Programs and Clubs in each Academy, and Business Partnerships.

ROUNDTABLE

Lauren Bernat & Stefanie Minihan

Braden River High School

Using a Culture Mind Map: Practices to Support Continuous Improvement in Your Academies

“How do you effect change when there are too many changes to make? Participants will learn about and experience a step by step process for visualizing and prioritizing work that fosters faculty ownership. Hear from one academy principal how she used a mind map visual to help academy teachers assess their challenges, develop their vision, set goals, make progress, and ultimately participate in constructive criticism and self-reflection activities for continuous improvement during academy meetings.

ROUNDTABLE

LauraLee Morin & Kurt Bissinger

McGavock High School

Ag Dogs: A Model For Success *(Model Academy Presentation)*

We will discuss the advantages of how a model academy gives our school public recognition and attracts students to our school. We will discuss how we collaborate with other teachers on campus to teach cohort lessons and share ideas about our advisory board and how we incorporate industry partners into our program.

ROUNDTABLE

Clay Brantley & Melanie Davis

Frostproof Middle / Senior High School

What is Effective Teaming - Through the Lens of the Academy Model *(Model Academy Presentation)*

The model Academy of Education and Law will share innovative ideas and techniques of effective teaming. In this session you will learn the components of effective teaming, how they relate to the academy structure and the success of students. Witness the experts strategically planning and engaged in student interventions. Come ready to participate and interact with the Education and Law Academy of greatness!

Salon A

LaSheryl Jones-Hall & Jeremiah Davis

Whites Creek High School

Meeting Room 9

Jessica Juliuson & Ilene Kantrov

Education Development Center, Inc.

Employer-School Collaboration for Student Learning

Employers want to support schools and strengthen their workforce pipeline. Schools need employers to help them understand the world of work and teach 21st century competencies. This session focuses on how Ford Next Generation Learning supports schools and employer partners to work together and bridge the gap between their respective contexts to collaborate with depth and authenticity on student learning experiences. In this session, you will explore and apply tools for assessing your school and employer partners' readiness to collaborate, developing authentic workplace challenges for students to explore, and building and sustaining employer partnerships that last beyond the life of a project.

Meeting Room 12

Keith Mastorides, Mary Roble, Mark Mansour, & Pam Dimaggio

Clearwater High School

The Intricacies of Developing a Model International Business Academy *(Model Academy Presentation)*

In this session you will learn how to develop an international business academy that infuses world cultures and commerce with global applications! In a cross-curricular environment, students will have the opportunity to earn industry certifications, internships, work-based experience in an effort to provide the most rigorous personalized coursework available.

Meeting Room 13

Yolanda Jackson & Traci Sloss

Pearl-Cohn Entertainment Magnet High School

Maximizing Common Planning Time in a Model Academy *(Model Academy Presentation)*

The model Academy of Entertainment Management will share effective strategies used in common planning. In this session, you will examine the components of an effective team meeting and unpack essential topics that support a highly functioning team within a model academy. Participate in discussion, gain useful resources, and gain knowledge that will enhance your team's time together.

Meeting Room 10

Mark Thompson

National Educator Program

What Makes Instruction “Meaningful”?

What's the difference between meaningful instruction and any other kind? Creating a culture of high achievement, support for students who come to our schools ill-equipped for our expectations, and creating a powerful student desire to achieve based on the Thompson's Components of Meaningful Instruction and Glasser's Choice Theory. It is a challenging process for faculty as well as students, but the rewards are amazing. Participants will experience examples of vigorous instruction and profound learning experiences, based on an three-year research study. You will also walk away with ideas and access to resources to immediately make your school even more vigorous!

Scheduling for Transformation

The complexities of building an academy master schedule can be overwhelming, especially for those with little or no master scheduling experience. This workshop provides participants with the understanding of how educational philosophy is just as important as planning and process when developing an academy master schedule. A master schedule provides a structure that supports Standard II, IV, VII, and X.

Salon B

Kelly Henderson

Metro Nashville Public
Schools

Standards 2, 4, 7, & 10

Creating a Dynamic Career Exploration Event

Come see an overview of the process for developing a one-day career expo designed to increase student awareness of regional career opportunities. The annual Academy Expo in Rockford, IL will be used as a case study. You'll learn how to define outcomes and a vision for the expo, identify critical questions to guide the planning process, recruit community volunteers, and prepare staff, students and community members for the event. The Academy Expo event involved over 900 community volunteers in 2015. This is often times community members' introduction to our Academies and the students within them. The Academy Expo is a career exploration event that exposes students to careers available in our region through hands on career demonstrations. It is also a recruiting tool to further involve community members in our Academies on a daily basis.

Meeting Room 11

Bridget French & Nik
Butenhoff

Alignment Rockford

Rockford Public School
District



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Academies of Nashville

ROUNDTABLE PRESENTATIONS- SALON D

ROUNDTABLE

Dr. Aimee Brown & Edith
J. Mitchell

Madison County Schools

A Real World View for Freshman Academies

Madison County Schools has designed and implemented a high-quality reality fair for the Freshman Academy. The Madison County Reality Fair combines financial literacy with real-world experiences to provide students with scenarios that allow them to see how school performance and goal setting affect life beyond school. This presentation will detail the steps, process, and business partnerships necessary to offer this exciting opportunity to high school students.

ROUNDTABLE

Kari Cobb

Northside High School

Career Academies: Strategies That Engage Minds (STEM)

(Model Academy Presentation)

Effective programs to engage families and community embrace a philosophy of partnership. The responsibility for children's educational development is a shared, collaborative enterprise among parents, school staff, and community members. Implementing initiatives that focus on building relationships with families and community members suggests benefits for schools, families and students, including improved achievement and behavior.

5 Great Marketing Ideas that Build Community Support for Career Academies

Oftentimes, districts implementing the Career Academy structure forget a key element of parent-teacher-student and business partner buy-in — marketing and communication. In this 75-minute workshop, attendees will learn the why and how of communicating the benefits of a Career Academy structure as well as the soup to nuts details on five great marketing ideas that really work. Each participant will receive a step-by-step outline for five marketing and communication tactics that can be taken back to their district and immediately used to start building support and awareness of their career academies in the community.

Career Academies: A School’s Journey from Priority for Proficient

Learning should be interesting and connected to the real world. In this session you will learn how one school is preparing to go wall to wall with career academies as an answer to improving accountability scores through higher levels of student engagement and community involvement. School leaders will engage session participants in small round table discussions to delve into the design elements which include cross curricular instruction, building arrangement, scheduling challenges, community engagement, and student ownership. After attending this session you will have an in-depth understanding of this transformation model and will take away documents/ templates of the planning process.

One School’s Approach to Earning Model Status for Three Academies *(Model Academy Presentation)*

After initially earning model status in 2012, we have worked to make each of our academies even more successful. Along the way we learned that each academy has unique strengths as well as areas for improvement. In our presentation, we will discuss these ideas and our process to once again earn model status for our Academy of Business and Hospitality, Academy of Health Sciences, and Academy of Art, Design, and Communications.

Meeting Room 9

Pam Daly & Bev Flatt

DK Brand Strategy

Metro Nashville Public Schools

Standards 8 & 10

Meeting Room 12

Marty Pollio, Deborah Anderson, Katherine LaDuke, & Terra Greenwell

Doss High School

Standards 2, 3, 4, 5, & 6

Meeting Room 13

Trip Nicholson, Dr. Steve Chauncy, & Cooper Jones

Hillwood High School

OUR SPONSORS

Schools districts, business partners, and other organizations have the opportunity every year to secure NCAC membership and sponsorship of events like the National Career Academy Coalition Conference. Thank you to all of our sponsors and members for supporting students and schools across the country.

NCAC EXHIBITORS

The College and Career Academy
Support Network
American Alliance for Innovative
Systems, LLC.
Hans Meeder
Mark Thompson
Southern Regional Education Board

SPECIAL THANKS

Hannah Figueras, Braden River High
School, Cover Art Design

Chamberlain High School, Drumline

Hospitality Students, Hillsborough
County Schools, Student Ambassadors



Mission Statement

The mission of the Bradley County School System is to provide an educational opportunity for every student to excel.

Vision Statement

Growing Students- Building Futures

We Believe

By inspiring excellence, all students will realize their worth and potential. By inspiring excellence in learning, all students will be college and career ready. By providing an academically rigorous and relevant education, all students will excel. By becoming a leader, all students will develop character and confidence.



The Mission of Polk County Public Schools is to provide a high quality education for all students. In accomplishing this mission, we envision that students in the Polk County Public Schools will effectively:

- read, write, compute, speak, listen, and use complex thinking skills to solve problems;
- be self-directed in creating personal purpose and vision, setting priorities, choosing ethical action, and creating their own knowledge;
- cooperate and collaborate with others in working with and leading groups; interact positively in diverse settings; recognize the value and contributions of all individuals; and make positive contributions to their communities;
- understand and use social, organizational, and technological systems; design, monitor, improve and correct performance within a system; and create viable products.

MISSISSIPPI Career Academies

Mississippi, through our strong partnership with NCAC, is providing new and exciting opportunities for students. Career Academies are helping our students reach their career goals earlier and with greater knowledge and skills than ever before. Contact us for more information today!

MISSISSIPPI'S GOALS FOR CAREER ACADEMIES

- Increase student achievement
- Reduce the dropout rate
- Increase postsecondary attainment
- Help industries hire highly skilled workers
- Improve the earning prospects of students
- Benefit the future of Mississippi

CAREER ACADEMIES IN MISSISSIPPI

- Component of the Mississippi New Schools of Innovation initiative
- Career academies in 8 school districts
- Wall-to-wall and pocket academy models
- Serving ~2,000 high school students
- Introductory freshman keystone course

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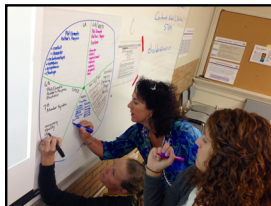
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Robin Shrode and David Holden, Founding Partners

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OUR SERVICES

NCAC has been requested to provide a variety of services to school districts to help either design career academies or to help academies attain high quality and sustainability. NCAC works with a cadre of seasoned professionals who know and understand career academies and smaller learning communities. The services listed below can be discounted for NCAC members.

ACADEMIES 101

Are you just beginning to learn about academies and smaller learning communities? Did you just receive a grant and need a roadmap? Does scheduling, integration, teaming and recruitment make your head spin? Do you worry about developing an advisory board or creating effective partnerships? In this training you will receive guidance from professional based on the ten National Standards of Practice and learn the secrets of how to get started in the right direction!

ACADEMIES 201

Have you started your academy and want to move it to the next level? Or are you stymied by particular challenges—advisory board consistency, integrated projects, student recruitment and retention, marketing, common planning time, data collection—just to name a few? This training will ask you to do some self-examination ahead of time to determine your academy needs and then will connect you with professionals who can help your academy move forward.

FROM CTE TO CAREER ACADEMY

Do you have a strong Career & Technical Program that could serve as a core for a career academy? Do you want to find ways to connect your student technical skill training with college preparation and academics? This training from professionals will provide a crosswalk between CTE and career academies based on the National Standards of Practice and will help you map out an implementation strategy.

CAREER ACADEMY REVIEWS

Are you proud of your career academies? Do you want others to visit and learn about the success you are having? When foundations and others in your community ask about your data so they can provide you with resources, what can you share with them to validate your work? NCAC has developed a Career Academy Review process based on the National Standards of Practice. In a Self-Assessment document are criteria for implementation of the Standards and the necessary documentation to verify their implementation. After a school district contracts with NCAC for an academy review, it conducts its own self assessment, prepares a binder of documentation and is then visited by two NCAC trained and seasoned reviewers for a site review. While you will receive a final written document after the visit, you will also have valuable ongoing feedback from us during the review. The final document will include a rating of “model,” “certified” or “in progress.” Model designation carries with it the certainty that all ten Standards are met and that most are exceeded and that people could visit your academy and leave knowing that they had seen what a consistently high caliber academy looks like. In fairness to your academy and for the purpose of data collection, no review will occur unless there has been a graduating class.

NSOPs

The National Standards of Practice for career academies were developed by an informal consortium of national career academy organizations. Drawn from many years of research and experience, they are framed around ten key elements for successful, sustained implementation of academies. These Standards are a way to ensure that academies are adhering to rigor on multiple levels, including academics. These Standards become a way to define a career academy and provide a vehicle for academies to share strategies, challenges and successes on a level playing field.

I.Defined Mission and Goals:

The career academy has a written definition of its mission, goals and benchmarks. These are developed by and available to the administrators, teachers, students, parents, advisory board and others involved in the academy.

II.Academy Design:

An academy has a well-defined structure within the high school, reflecting its status as a small learning community.

III.Host Community and High School:

Career academies exist in a variety of district and high school contexts which are important determinants of an academy's success.

IV.Faculty and Staff:

Appropriate staff selection, leadership, credentialing and cooperation are critical to an academy's success.

V.Professional Development and Continuous Learning:

Since an academy places teachers and other adults into roles not normally included in their previous training, providing adequate professional development time, leadership and support is critical.

VI.Governance & Leadership:

The academy has a governing structure that incorporates

the explicit roles of all stakeholders and the leaders of the advisory board.

VII.Teaching and Learning: The teaching and learning within an academy meets or exceeds external standards and college entrance requirements, while differing from a comprehensive high school by focusing learning around a theme.

VIII.Employer, Post-Secondary Education and Community Involvement:

A career academy links high school to its host community and involves members of the employer, post-secondary education and civic community in certain aspects of its operation.

IX.Student Assessment:

Improvements in student performance are central to an academy's mission. It is important to gather data that reflect whether students are showing improvement and to report these accurately and fairly to maintain the academy's integrity.

X.Sustainability:

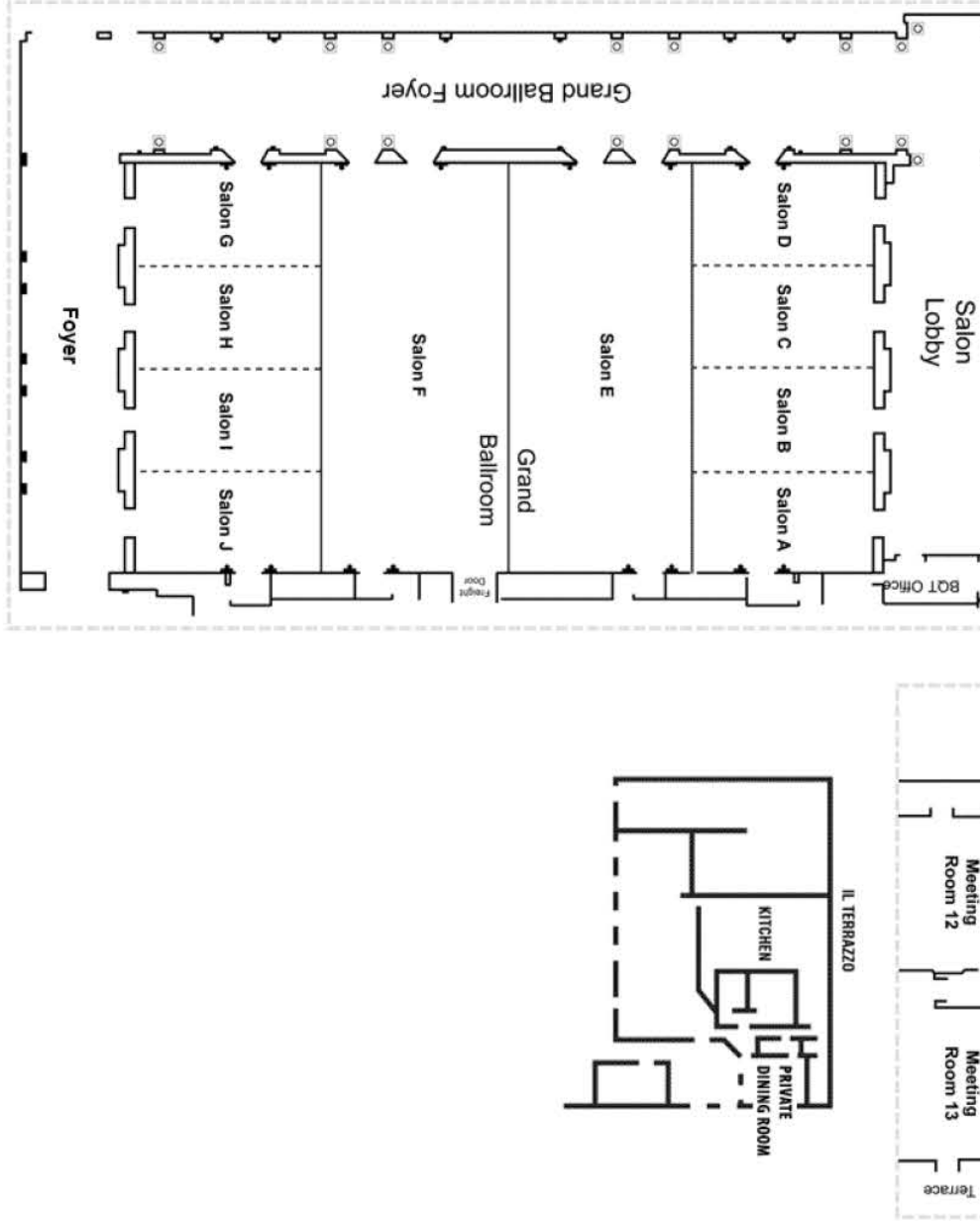
No new academy functions perfectly. Even well established and highly functioning academies benefit from self-examination and refinement. Ensuring and improving the quality of a career academy requires engaging in a regular cycle of improvement.

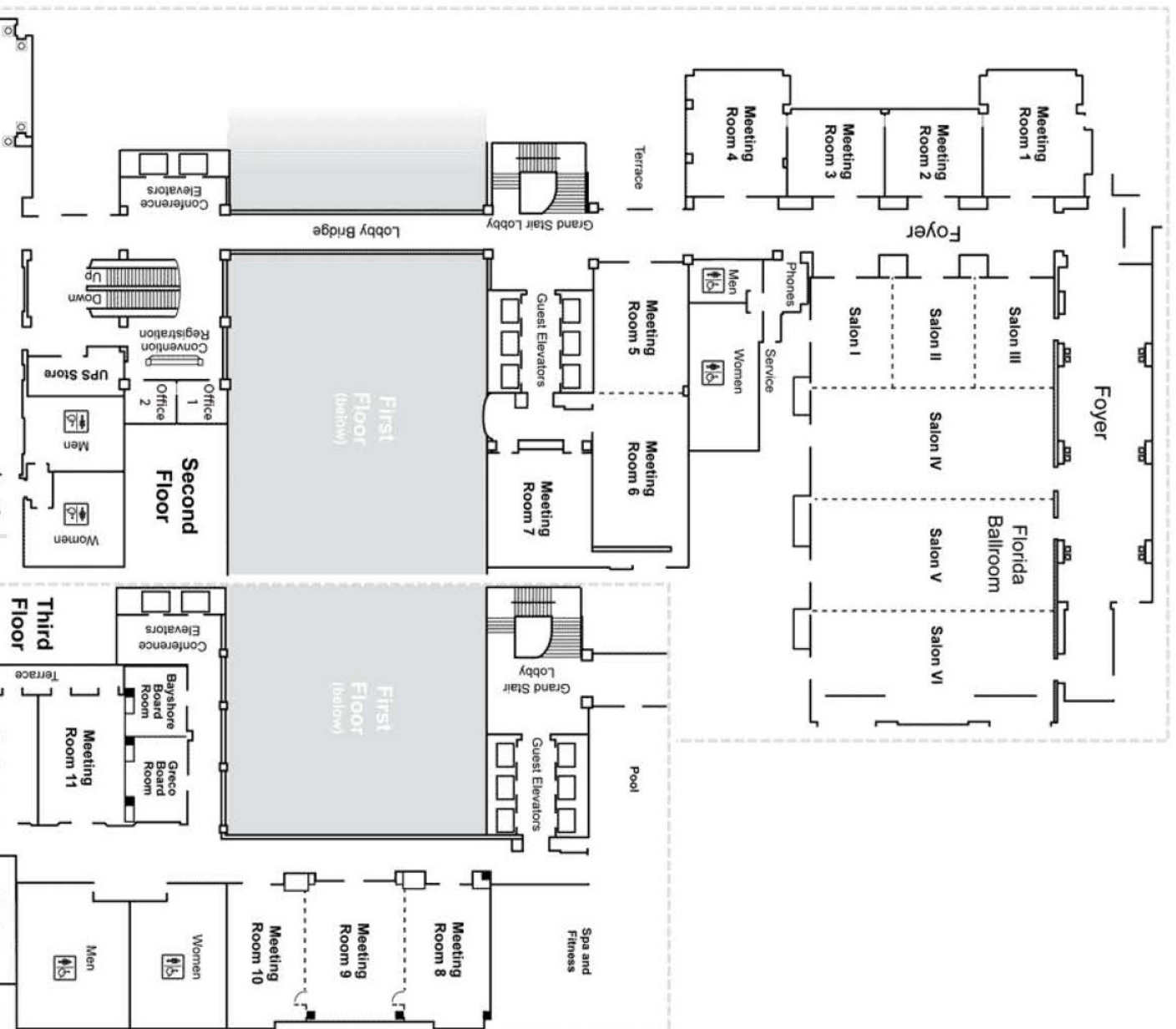
CONFERENCE NOTES

CONFERENCE NOTES

TAMPA MARRIOTT WATERSIDE

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