



More Than Half of the State's School Districts Have Career Academies, Most Operating in 2004-05 Incorporated Nationally Recognized Core Elements

at a glance

More than one-half of the state's school districts operate career academies that provide integrated academic and vocational training to high school students. Thirty-six districts reported 544 such programs, most of which are located within a comprehensive high school and serve students in the 9th through 12th grades. Almost all programs have admission criteria, the most common being a minimum GPA.

Most (85%) of the 379 Florida career academies that operated during the 2004-05 school year reported implementing at least two of the three nationally recognized core program elements, and more than one-third reported implementing all three core elements.

One-half of Florida's career academies use some form of certification mechanism, although the type of certification used varies depending on the programs' career focus and the availability of certifying entities.

There has been little state-level assistance to support career academy development, curriculum alignment, certification, and the sharing of best practices. Until the 2006 legislative session, there was no state-level definition of what a career academy is and when a program can legitimately call itself a career academy.

Scope

In response to a legislative request, this report provides information on high school programs identified as career academies in Florida. The report addresses four questions.

- How many and what type of career academies are operating in the state's public high schools?
- Are career academies using the nationally recognized core elements of a small learning community; a college preparatory curriculum with a career theme; and partnerships with local community, employers, and higher education institutions?
- What certification mechanisms are available to career academies and to what extent are these mechanisms being used?
- What steps could the state take to address statewide disparities among career academies?

To examine these issues, OPPAGA contacted the state's 67 school districts to identify all programs identified as career academies that operated during the 2004-05 school year. The districts identified 544 programs that call themselves a 'career academy'. OPPAGA surveyed these programs and received responses from 462 career academy programs operating in 212 high schools and vocational centers, for an 85% response rate.

Of the 462 programs that responded, 83 were not operational in 2004-05. This report provides information on the 379 programs identified as career academies that were operational in 33 districts during the 2004-05 school year.

In a supplemental technical report (Report No. 06-56), OPPAGA provides the detailed responses per question to the career academy web-based survey.

Background

The concept of career academies was established in the 1970s as dropout prevention programs that integrated academic and vocational training. The concept has since broadened to include students of all skill levels and abilities as well as those at risk of dropping out of high school. Nationwide there are an estimated 2,500 to 3,000 career academies operating in high schools covering career fields such as business, engineering, finance, health science, hospitality, information technology, and law.

Career academies are a commonly used high school reform model designed to link student learning with potential career outcomes. Career academies differ from traditional academic and vocational programs in that they simultaneously prepare students for college and the workforce. The programs provide students with qualifications they can use to either pursue a college education or enter directly into the workforce upon graduation, whichever is most appropriate for the individual student.

Career academies represent one step in a larger process of meeting the state's workforce needs. Many of the state's high-growth, high-demand, high-paying employment fields require employees to have education and/or training beyond that provided by a high school career academy. For example, nursing and teaching are in high demand across the state but require advanced degrees beyond high school graduation. While career academies can help students enter into career paths leading to such jobs, these students will ultimately need to complete the additional educational requirements for these fields.

Career academy core elements. According to national education organizations and the Florida

Department of Education, career academies are characterized by three core elements—(1) a small learning community comprised of a subset of students within a larger high school; (2) a college preparatory curriculum with a career theme; and (3) partnerships with the local community, employers, and higher education institutions.¹

A small learning community offers students a more personalized and supportive learning environment, while an integrated academic and career curriculum is intended to demonstrate to students how academic coursework applies to the 'real world'. Partnerships build connections between schools and work and provide students with career development and work-based learning opportunities such as internships. Combined, these three core elements are intended to improve student academic performance, enhance personal and academic development, prepare students for college and/or a career, and ultimately help ensure that students gain successful employment.

Prior studies. National studies of career academies have examined the high school performance and postsecondary and employment outcomes of career academy graduates. These studies have found, in general, that career academies improve student attendance and grades, reduce dropout rates, and increase the likelihood of graduation. However, the studies also have found that career academies do not improve student performance on standardized measures of math and reading and show no overall effect on postsecondary educational attainment (obtaining license/certificates, associate's degrees, and bachelor's degrees).

Studies examining post-high school employment of career academy graduates have reported mixed results. Career academies have been found to improve multiple labor market outcomes among young men, including increased monthly earnings, hourly wages, and hours worked per week, but no overall effect on labor market outcomes for women. These studies also found that career academy graduates are more likely to work in a job related to their high school program and work

¹ Organizations that recognize these three core elements include the National Academy Foundation (NAF); the Career Academy Support Network (CASN); the National Career Academy Coalition (NCAC); and Philadelphia Academies, Inc.

more hours per week, but generally do not make better wages than non-academy students.

Program funding. Funding for career academies is provided to school districts through the Florida Education Finance Program. Students who enroll in these programs are included in their school districts' full-time equivalent (FTE) student count and the districts receive allocations based on their FTE enrollment. In addition, 36% of career academies reported that they received support from federal grants, while 23% and 16% reported receiving limited financial support from business/industry and private grants, respectively.

The 2005 Legislature appropriated \$6 million for the SUCCEED Florida Grant for public schools to establish or redesign career academies. To qualify for the funds, academies were required to provide a rigorous and relevant standards-based academic curriculum through a career-based theme. The programs also were required to relate directly to careers with high growth, high demand, and high pay. The Department of Education awarded grant funds to 39 projects at 34 schools in 26 districts. Ten of the projects reported planning to use the funds for current program implementation, while seven plan to redesign career academies, and the remainder plan to develop new career academies that will open in the 2006-07 school year. The 2006 Legislature appropriated \$3.9 million for the SUCCEED Florida Grant for use in establishing new career academies and \$2.1 million in second-year funding for 2005 grant recipients.

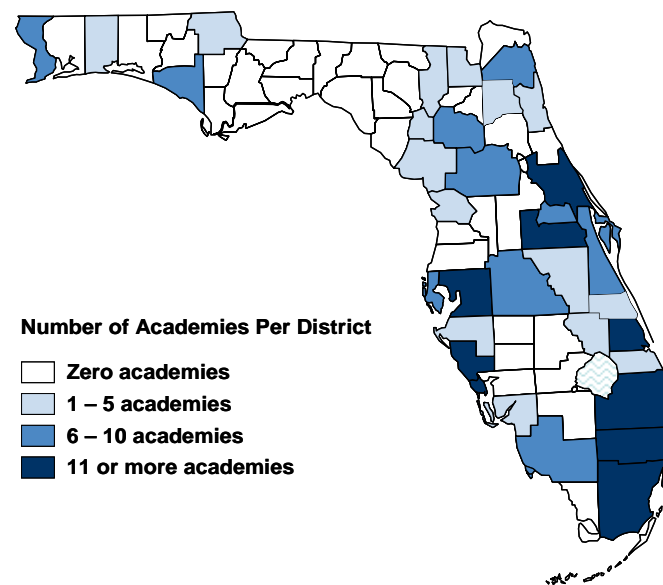
How many and what type of career academies are operating in the state's public high schools?

Approximately one-half of the state's school districts (33) reported having one or more career academies that offer a variety of career themes.² Most career academies operate within comprehensive high schools and are supported by the schools that house them. Program participants span the 9th through 12th grades and most programs have admission criteria, with minimum GPA being the most common.

² While 36 districts reported career academies, only 33 had programs in operation in school year 2004-05.

School districts reported 544 career academies statewide; most are located within a comprehensive high school. Career/vocational directors in 36 of the state's 67 school districts identified 544 programs that identified themselves as career academies during the 2005-06 school year. A total of 379 programs with an approximate enrollment of 64,334 students were in operation in 2004-05 and responded to OPPAGA's survey.³ The majority of these programs (80%, or 302) were located within a comprehensive high school. Relatively few programs (13%, or 50) were housed in high schools with school-wide career academies. A small number of programs (4%, or 14) were located within a technical or vocational center and the remaining programs (3%, or 13) either did not respond to the survey question or reported some other school configuration. Exhibit 1 shows the districts that reported career academies operating during the 2004-05 school year.

Exhibit 1
Districts Reporting Career Academies,
2004-05 School Year



Source: OPPAGA survey of 379 school districts and programs identified as career academies operating during the 2004-05 school year.

Career academy themes vary across the state. Career academies operating during the 2004-05 school year reported focusing on a wide variety of career themes. As illustrated in Exhibit 2, the most

³ Of the 379 programs that responded to OPPAGA's survey and were operational in 2004-05, 359 provided enrollment data.

common themes were information technology (52 programs) and health science (49 programs).

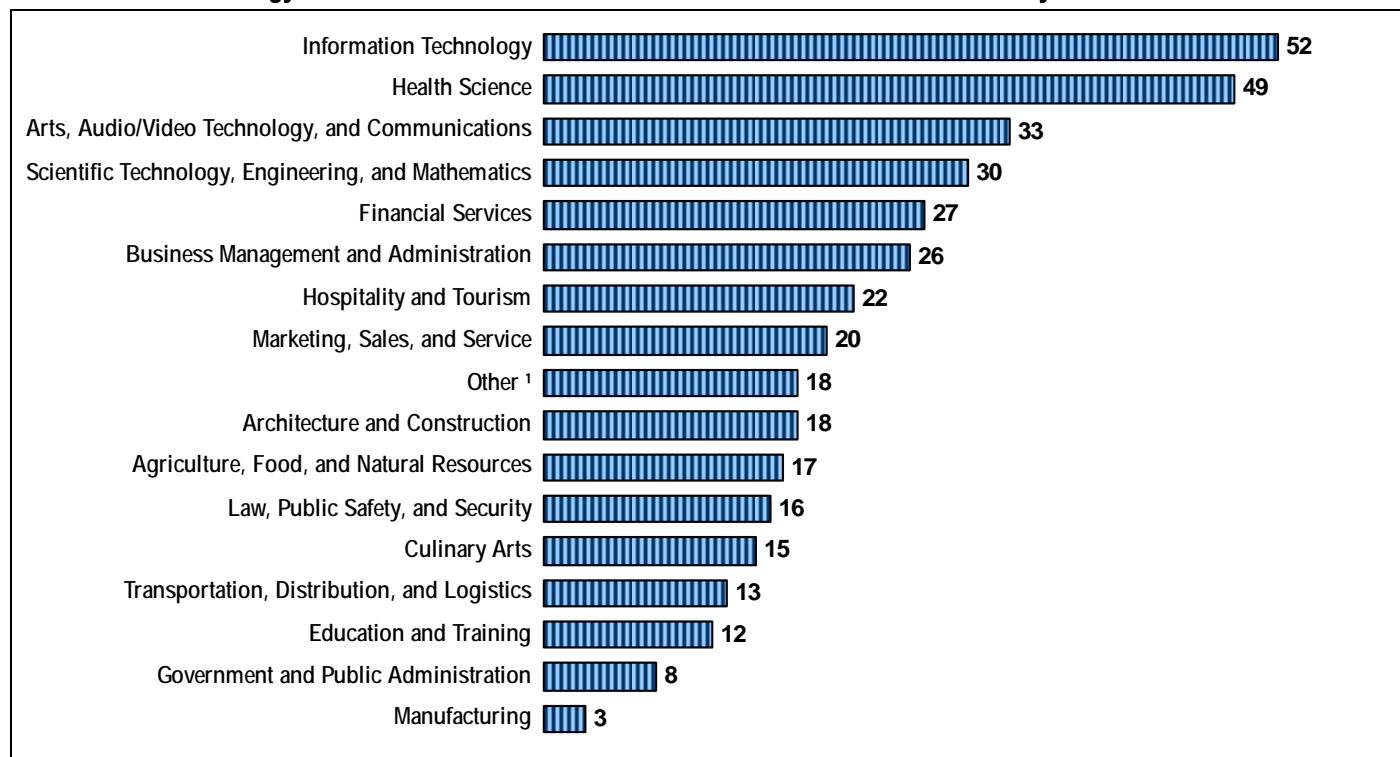
Career academy programs span high school grade levels and have varying admission requirements. The state's career academy student population during the 2004-05 school year was generally evenly distributed among 9th, 10th, 11th, and 12th graders. Most career academy programs (71%, or 269) required students to meet an eligibility requirement before they could participate; the most common being a minimum grade point average (GPA). Of the 166 programs (44%) that required a minimum GPA for program admission, slightly less than one-half (76 programs) required at least a 2.0 GPA, about one-quarter (39 programs) required a 2.5 GPA, and 10% (16 programs) required a 3.0 GPA. Of the remaining 35 programs with a minimum GPA entrance requirement, 19 did not provide a response and 16 provided various required GPA's for program admission.

Other entrance criteria used by career academies included limited discipline and/or suspension referrals, a good attendance record with limited absences, and/or a minimum FCAT score.

Career academy programs reported a high level of support from the schools housing them. Career academies received a variety of support services from their parent high schools, including facilities, equipment, professional development programs for teachers, and funding. About two-thirds of the career academies (69%) had a standing advisory committee that met regularly to help develop academy policies and serve as a center of resource development. These advisory committees typically have broad representation including district and school administrators, academy teachers, and employers. In some cases the advisory committees may include students, parents, and community representatives. About one-half of the academies without a standing advisory committee (59 of 116) reported plans to create a committee in the future.

Exhibit 2

Information Technology and Health Science Were the Most Common Career Academy Themes in 2004-05



¹ The 'other' category includes 18 (5%) programs such as veterinary assistant and cosmetology that did not fit into other categories.

Source: OPPAGA survey of 379 school districts and programs identified as career academies operating during the 2004-05 school year.

Are career academies using the nationally recognized core elements?

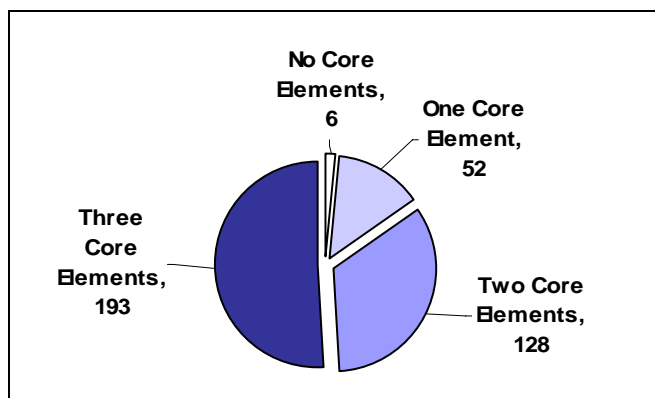
The state's career academies reported implementing the three nationally recognized core elements to varying degrees. Moreover, many of the career academies that reported implementing the core elements have done so in inconsistent and incomplete ways.

Half of the state's academies reported implementation of all core elements

As shown in Exhibit 3, one-half of the programs (193, or 51%) reported implementing all three of the nationally recognized career academy core elements. One hundred twenty-eight (34%) programs reported implementing two of the core elements, while 52, or 14%, reported implementing only a single core career academy element. Programs with only one or two core elements require further development to become career academies as nationally defined and recognized.

Six programs were reported by districts as career academies though they had not implemented any of the nationally recognized core career academy elements. Only one of these programs reported plans to implement the core elements. Exhibit 3 shows the number of career academy core elements implemented by the 379 programs in operation in 2004-05.

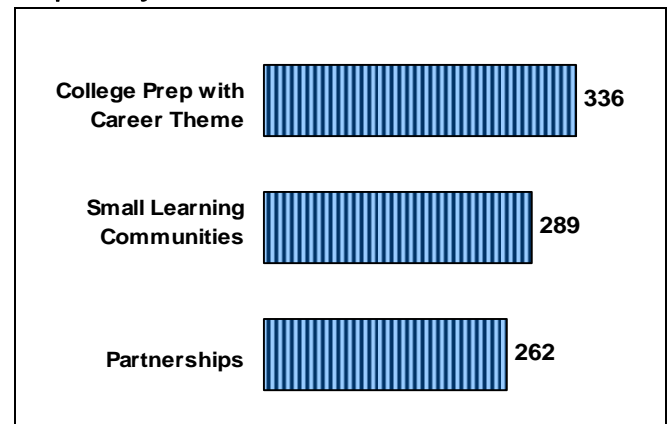
Exhibit 3 Most Florida Career Academies Have Implemented at Least Two Core Elements



Source: OPPAGA survey of 379 school districts and programs identified as career academies operating during the 2004-05 school year.

Overall, as shown in Exhibit 4, most of the state's career academies had implemented the college preparation with a career theme element, with smaller numbers implementing the small learning communities and partnership core elements.

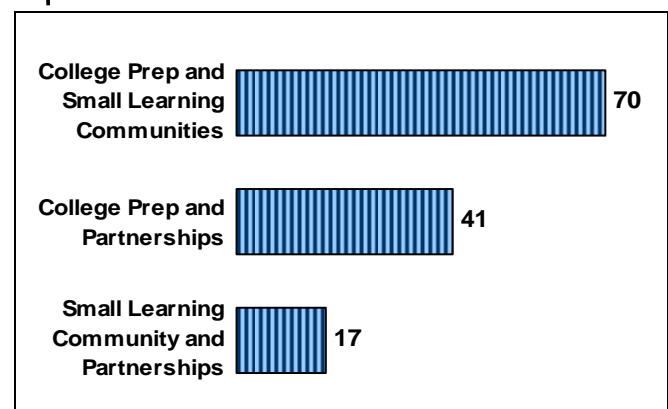
Exhibit 4 Most Career Academies Reported Having a College Preparatory Curriculum With a Career Theme



Source: OPPAGA survey of 379 school districts and programs identified as career academies operating during the 2004-05 school year.

As shown in Exhibit 5, of the programs that reported implementing two core elements, a small learning community and a college preparatory curriculum with a career theme was the most common combination of core elements.

Exhibit 5 A Small Learning Community and a College Preparatory Curriculum Were the Most Likely Implemented Core Element Combination



Source: OPPAGA survey of 379 school districts and programs identified as career academies operating during the 2004-05 school year.

Implementation of core elements is problematic

Although most of Florida's career academies have taken steps to implement the nationally recognized core elements, they have often done so in incomplete and inconsistent ways. This weakens the programs' potential to prepare students for future careers.

Most career academies have not fully implemented small learning communities. Small learning communities are intended to provide students a more individualized and supportive learning environment. As defined by national research, small learning communities are characterized by subsets of students who move through the program as a cohort and attend most classes together. They are served by a core group of teachers from different subject areas who work as a team to manage the program and collaborate on issues such as curriculum integration and resolving student problems. To ensure a sufficient and ongoing level of coordination and cooperation, these teachers share a common planning period.

Few Florida career academies employ cohort scheduling. According to national literature, cohort scheduling is a foundation of small learning communities and allows students to attend most of their academic and career courses together. This helps create a close-knit, supportive environment with a shared goal.

Only a small number of the state's career academies (18%, or 70 of 379) have implemented full cohort scheduling with students attending most academic and career/vocational academy classes together. Career academy students are more likely to attend all of their career/vocational courses together (this occurs in 54%, or 205 of the academies) than academic classes. However, slightly less than one-quarter (24%, or 92) of the career academies have no cohort scheduling. Overall, Florida's career academies require more development in this area to achieve the level of cohort scheduling recommended by national career academy organizations.

One-half of the state's career academies restrict student participation in academy courses. One-half (50%, or 188) of the state's career academies restrict career academy courses to only

students who are formally enrolled in the academy program. In these programs, small learning communities may exist though students may not progress through all classes as a cohort. Conversely, slightly more than one-third of the state's career academy programs (39%, or 147) allow any student, whether career academy-enrolled or not, to participate in any career academy course. While this practice broadens the curriculum choices of students, it hinders creating close knit student environments.

Career academies are most likely to have an assigned group of career/vocational teachers. To promote a link between academic and career course work, national literature recommends that career academies have a core group of teachers. Slightly over one-third (39%, or 146) of Florida's career academies reported assigning a core teaching group to both career and academic courses. One-half (51% or 194) of Florida's career academies have assigned a core group of teachers to career courses, while only 3% (13) have done so for only academic courses. Twenty-six programs reported that they have not assigned core teachers for either career or academic courses.

Few career academy teachers have a common planning period. Florida's career academy teachers are unlikely to have a common planning period in which to coordinate academic and career subject matter. Slightly fewer than one-third (32%, or 122 programs) of career academies provide teachers a common planning period. The remaining programs do not provide teachers a common planning period, though one-third of these programs (35%, or 89) reported plans to implement a common teacher planning period in the future. This lack of a common planning period reduces teachers' abilities to discuss, resolve, coordinate, and plan career academy-related issues during regular work hours.

About one-third of the state's career academies have an assigned guidance counselor. Career academies have specific course and scheduling requirements and may require students to complete an internship or certification exam. National organizations recommend assigning a guidance counselor to career academy students to help ensure that these requirements are met and that students get the specialized guidance and planning they need to complete the program.

Florida's career academies, however, are not likely to have an assigned guidance counselor. Only 36% of programs (138) have an assigned guidance counselor specifically for career academy students. About one-quarter of the remaining programs (27%, or 64 programs) reported plans to assign a counselor at some point in the future.

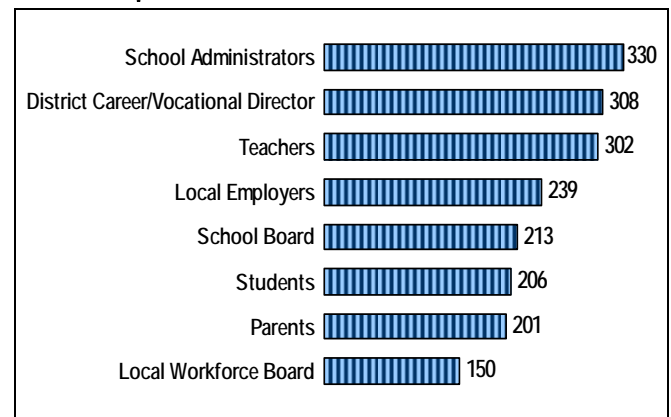
Some academies have not fully established a college preparatory curriculum with a career theme. National research indicates that a career academy's curriculum must be rigorous enough to educate students in both academic and career/vocational subject matter to achieve the dual goal of preparing students to enter either a postsecondary institution or directly into the workforce upon graduation. The program's curriculum also must be coordinated and integrated to clearly demonstrate to students the link between academic and career subject matter. Of the 379 career academies in operation in 2004-05, 89% reported implementing a college preparatory curriculum with a career theme to some degree.⁴

Florida's career academies do not integrate academic and career themes into courses equally. Integrating academic and career coursework benefits students by illustrating the relationship between the coursework and its 'real world' application. Overwhelmingly, Florida's career academies integrate academic subject matter into career courses (reported by 92% or 348 programs), although fewer programs integrate career subject matter into academic courses (reported by 61%, or 231 academies). As a result, students are more likely to receive demonstrations of how academic material compliments career skills than to receive instruction on how the vocational material they are studying relates to their academic work. For example, students enrolled in an automotive repair program may have their auto mechanics teacher point out how physics is important when calculating engine horsepower or torque, but would be less likely to have their physics teacher present a discussion about the relationship between physics and auto mechanics.

⁴ This includes career academies that reported full as well as partial integration of career and academic coursework, as all courses may not be suitable for full integration.

School personnel most frequently provide input into academy career theme selection and curriculum design. As shown in Exhibit 6, the selection of career academy career themes is largely made using the input of school personnel such as administrators, district career/vocational directors, and teachers. Local workforce boards provide input into career selections in over one-third (150) of the programs.

Exhibit 6
School and District Personnel Most Frequently Provide Input for Career Theme Selection



Source: OPPAGA survey of 379 school districts and programs identified as career academies operating during the 2004-05 school year.

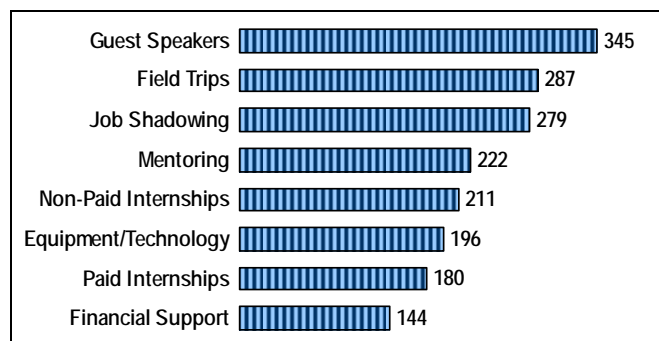
Industry materials are used in curriculum design. Overwhelmingly, the state's career academies use industry materials to assist in curricula design (reported by 92%, or 350 programs). This increases the probability that students will graduate with a skill set and the knowledge required to enter directly into a career field. Though industry materials are used to assist in curricula design, academy teachers were more often reported as providing curricula input than industry experts, higher education representatives, and local employers.

Most career academies have developed partnerships. Partnerships with local industry, businesses, and employers are crucial to implementing the career aspect of career academies, as they afford students opportunities like internships, job shadowing, and work-site field trips. These partnerships are also beneficial for curriculum input and development; obtaining support in areas such as facilities, equipment and funding; and promoting industry representation

on program advisory boards. Partnerships with postsecondary institutions are also important to help ensure a seamless transition for students pursuing higher education following career academy graduation.

Local businesses and employers are supportive but not likely to provide financial support. Career academies reported that local businesses and employers support their programs by providing guest speakers, hosting field trips, and allowing students to job shadow. These contributions are important in helping students understand and experience a career field and appreciate workplace expectations. However, businesses were generally unlikely to support career academy programs with financial contributions, which were reported by 144 programs (38%). Exhibit 7 shows the varying types of local business/employer support as reported by the state's career academies.

Exhibit 7 Local Business/Employer Support Varies Among Career Academies

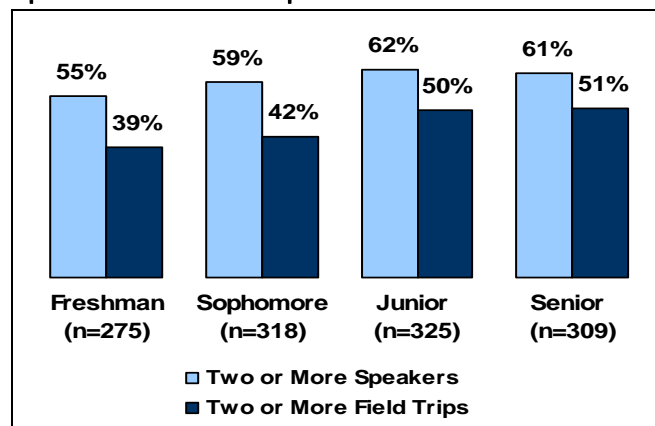


Source: OPPAGA survey of 379 school districts and programs identified as career academies operating during the 2004-05 school year.

About one-half of Florida's career academies provide students field trip and speaker opportunities. To help students gain an understanding of their potential career field, some career academies provide students with field trips and outside speakers. As shown in Exhibit 8, over one-half of career academies reported providing two or more speakers per semester for all grade levels. A slightly smaller percentage (varying by grade level from 39% to 51%) of the career academies provides two or more field trips per year.⁵

⁵ Not all academies include ninth-grade students. For each grade level, academies that did not report enrollment figures were excluded from the data analysis.

Exhibit 8 Career Academies Provide Students with More Speakers than Field Trips



Source: OPPAGA survey of 379 school districts and programs identified as career academies operating during the 2004-05 school year.

Student internship opportunities vary based on career theme. Half of Florida's career academies require all or some students to complete an internship to give students a 'real world' experience in the career area. The availability of internships, whether paid or unpaid, varies based on the type of career theme. Academies reported that financial service programs are most likely to offer paid internships sponsored by local employers, while health science programs are most likely to offer unpaid internships. Exhibit 9 provides a breakdown of paid and unpaid internship opportunities by career academy theme.

Most Florida career academies have partnered with postsecondary institutions. Approximately three-fourths (77%, or 293 programs) of career academies reported having articulation agreements with postsecondary institutions which help students to transition into higher education and receive credit for completed courses depending on the articulation agreement. Additionally, many (42) of the programs without articulation agreements reported plans to implement such an agreement in the future. Almost all career academies (347, or 92%) reported that students have the opportunity to participate in advanced placement and/or dual enrollment courses which allow students to pursue advanced coursework and college credit while in high school. Likewise, most programs (315, or 83%) reported course requirements that meet state university system admission requirements.

Exhibit 9

Internship Availability Varies by Career Theme

Career Academy Theme	Number of Academies in Theme	Number and Percentage of Academies with Unpaid Internships		Number and Percentage of Academies with Paid Internships	
Agriculture, Food, and Natural Resources	17	11	(65%)	5	(30%)
Architecture and Construction	18	10	(56%)	14	(78%)
Arts, Audio/Video Technology and Communications	33	21	(64%)	13	(39%)
Business, Management and Administration	26	11	(42%)	13	(50%)
Culinary Arts	15	8	(53%)	10	(67%)
Education and Training	12	6	(50%)	1	(8%)
Financial Services	27	8	(30%)	26	(96%)
Government and Public Administration	8	3	(38%)	0	(0%)
Health Science	49	44	(90%)	13	(27%)
Hospitality and Tourism	22	14	(64%)	16	(73%)
Information Technology	52	25	(48%)	34	(65%)
Law, Public Safety, and Security	16	11	(69%)	2	(13%)
Manufacturing	3	0	(0%)	1	(33%)
Marketing, Sales, and Service	20	4	(20%)	10	(50%)
Other	18	10	(56%)	6	(33%)
Scientific Technology, Engineering, and Mathematics	30	19	(63%)	11	(37%)
Transportation, Distribution, and Logistics	13	6	(46%)	5	(39%)

Source: OPPAGA survey of 379 school districts and programs identified as career academies operating during the 2004-05 school year.

Most programs (275 or 73%) also have designed their curriculum to meet the Medallion/Academic Scholarship and Gold Seal Vocational programs under the Bright Futures Scholarship program.

While students are able to participate in advanced coursework and most career academy programs have postsecondary articulation agreements in place, there is no information as to what extent students take advantage of these opportunities and agreements.

What certification mechanisms are available to career academies and to what extent are these mechanisms being used?

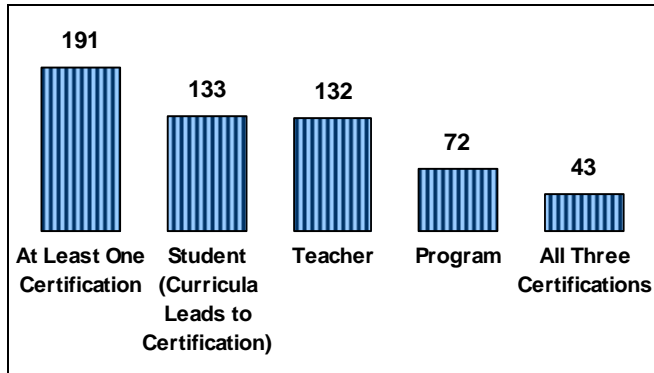
Certification is an important measure of career academy program success but certification mechanisms are not available for all programs. There are three types of certification mechanisms: student-centered certification whereby a program's curriculum leads students directly to industry certification or prepares them to sit for a certification exam; teacher-centered certification

whereby teachers hold industry certifications above and beyond their education certification; and career academy program certification. Programs may use all, none, or a combination of these certification mechanisms depending on the program's career focus and the availability of certifying entities.

Certification is not available for many career academies. One-half of Florida's career academies (50% or 191 programs) use one or more certifying mechanism. Exhibit 10 shows the types of certification used by career academies across the state.

Of the 188 academies without any type of certification, over one-half (106) reported that there is no certification available for their program or that students must complete additional requirements before becoming eligible for certification. For example, students in programs designed to prepare future teachers must complete college before earning their teaching certificate and, therefore, cannot obtain certification upon graduating from a high school career academy.

Exhibit 10 Students and Teachers Are More Likely to Receive Industry Certification than Entire Career Academy Programs



Source: OPPAGA survey of 379 school districts and programs identified as career academies operating during the 2004-05 school year.

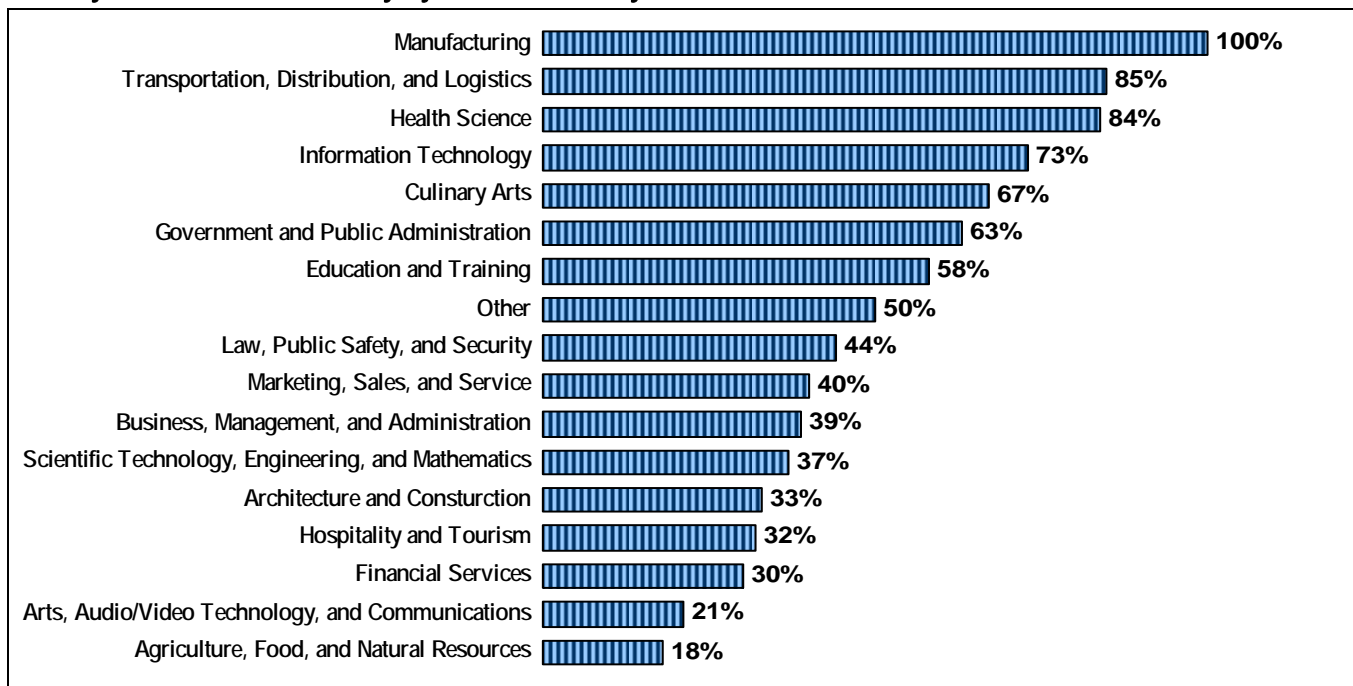
Certification is linked with career theme. There is a strong relationship between an academy's career focus and whether or not it uses industry certification mechanisms. For example, several certifications are available for information

technology career academies from companies like Cisco, Microsoft, and Oracle. Academy technology instructors may hold one or more certifications from these companies and students may take certification exams after completing academy courses. In contrast, fewer certification opportunities are available to academies targeted toward industries such as financial services and marketing. Exhibit 11 shows the percentage of career academies that have at least one type of industry certification available by career theme.

About one-quarter (46) of the 188 programs that do not currently use any of the certification mechanisms reported plans to seek student certification in the future.

More than one-half of career academies with student certification assist students in taking certification exams. Of the 133 career academies that have designed their curriculum to lead to student certification, over one-half (77, or 58%) facilitate students taking certification exams by either administering the exam on-site or coordinating off-site exams.

Exhibit 11 Industry Certification Rates Vary by Career Academy Theme



Source: OPPAGA survey of 379 school districts and programs identified as career academies operating during the 2004-05 school year.

What steps could the state take to address statewide disparities among career academies?

While career academies across the state can use national literature to select career themes and develop curricula, there has been little state-level guidance and assistance to support career academy development, curriculum alignment, certification, and the sharing of best practices. Until the 2006 legislative session, there was no state-level definition outlining when a program can legitimately call itself a career academy. As a result, Florida's career academies vary substantially in their use of nationally recognized core elements, pursuit of certifications, and partnerships with businesses and postsecondary institutions. These differences may affect their success in preparing students for future careers and helping to meet Florida's workforce needs. Also, due to the current wide disparity among Florida's career academies, the programs cannot be meaningfully compared to assess performance, outcome, and efficiency. This limits the Legislature's ability to make career academy funding and policy decisions.

The 2006 Florida Legislature took steps to address some of these concerns including defining career academies, their goals, and intended outcomes. There are additional steps the Legislature could take to address career academy disparities across the state.

The Department of Education should collect and verify career academy data. The DOE has had a career academy data element to identify career academy students in its data system for over five years but has not required districts to report on it. Half of the career academies responding to our survey did not report their students as career academy students to the Department of Education student database. As a result, statewide data on career academy students is incomplete and limits the potential to analyze and compare student performance in these programs.

To ensure that the Legislature has the data necessary to make funding and program policy decisions, we recommend that the Legislature require the department to regularly collect, verify,

and report career academy student data including the school identification number where students attend career academy courses, which of the state's students are enrolled in a career academy, and the program/career track that each career academy student is enrolled in. This would enable the Legislature to consider data on the outcomes of career academies in its policy and budget decisions.

The Department of Education should provide technical assistance to career academies. Currently, each of the state's career academies must identify the types of certifications that are available and align their curricula with certification requirements. We recommend that the department provide technical assistance to career academies in identifying reputable and high-standard certifications as well as assisting programs in aligning their curricula with certification requirements. This would enhance program quality and help local programs establish a foundation for partnering with local industry, employers, and businesses.

The Department of Education should assist in sharing career academy best practices. While career academies are being offered by one-half of the state's school districts, there is currently no venue for districts to share information about lessons learned and best practices. The department should use its website, which currently includes some information on career academies, to collect and disseminate lessons learned and best practices. The department could collect this information by soliciting input from career academy administrators on best practices; and difficulties, problems, and their solutions as well as providing contact information for further discussions among practitioners.

Agency Response

In accordance with the provisions of s. 11.51(5), *Florida Statutes*, a draft of our report was submitted to the Commissioner of Education to review and respond. The agency's written response is reproduced herein in Appendix B.

Appendix A

Methodology

Career academy selection

The following 379 career academies represent programs that (1) schools and districts reported to OPPAGA as career academies, (2) responded to OPPAGA's career academy survey, and (3) reported operating during the 2004-05 school year.

The career academies are self-defined. OPPAGA did not define the elements of a career academy for the survey process. Using survey questions, however, OPPAGA addresses, and discusses in this report, the number of career academies with elements that fall into the three core criteria: a small learning community; a college preparatory curriculum with a career theme; and partnerships with local community, employers, and higher education institutions. Program respondents that identified their career theme as International Baccalaureate (IB) or Liberal Arts were removed from this list because these programs were considered to be academic rather than career-focused.

Prior to publication, survey respondents were asked to verify each element in the following table; program location, program theme, and certification mechanisms.

Career themes

OPPAGA's career academy survey provided a list of 17 career themes, including an 'Other' category, for respondents to choose from. This list mirrors the career themes used by the Florida Department of Education to categorize career academy programs. If a survey respondent selected the 'Other' career theme category but provided detail allowing for categorization into one of the main career themes, the program was categorized into the main theme. For example, some respondents selected 'Other' but then listed an 'Academy of Finance'. In these cases, OPPAGA changed the program theme from 'Other' to 'Financial Services'. Respondents were asked to verify all re-categorized programs. Several school districts reported ROTC programs as career academies. These programs were included in the 'Government and Public Administration' career theme category.

In some cases, the same career academy theme is listed more than once for a single school. This happens in cases where a school reported more than one academy that fell into the same general theme. For example, a school may have reported an Oracle and a Cisco academy. While these are separate programs, both academies would be listed under the general career theme of 'Information Technology.'

Certification status

Each career academy program respondent was asked to verify the reported use of certification mechanisms. These mechanisms, as listed in the following table, are (1) instructors hold industry certification, (2) curriculum leads to student certification or prepares students to take a certification exam, and (3) program is industry certified.

Table A-1
Thirty-Three School Districts Reported 379 Career Academies in Operation in 2004-05

District	School	Career Theme	Certification Type		
			Teacher	Student	Program
Alachua	Eastside High School	Culinary Arts	Yes	Yes	Yes
	F. W. Buchholz High School	Financial Services	No	Yes	No
	F. W. Buchholz High School	Marketing, Sales, and Service	No	Yes	No
	Gainesville High School	Health Science	Yes	Yes	No
	Newberry High School	Law, Public Safety, and Security	No	No	No
	Santa Fe High School	Agriculture, Food, and Natural Resources	No	No	No
	W. Travis Loftin High School	Architecture and Construction	No	Yes	No
	W. Travis Loftin High School	Information Technology	No	Yes	Yes
Baker	Baker County Senior High School	Business, Management and Administration	No	Yes	No
	Baker County Senior High School	Business, Management and Administration	No	No	No
Bay	Bay High School	Arts, Audio/Video Technology and Communications	No	No	No
	Bay High School	Culinary Arts	No	No	No
	Bay High School	Information Technology	Yes	Yes	Yes
	J.R. Arnold High School	Hospitality and Tourism	No	No	No
	Rutherford High School	Arts, Audio/Video Technology and Communications	No	Yes	No
	Rutherford High School	Health Science	Yes	Yes	No
Brevard	Melbourne Senior High School	Financial Services	No	No	No
	Palm Bay Senior High School	Law, Public Safety, and Security	No	No	No
	Palm Bay Senior High School	Architecture and Construction	Yes	Yes	Yes
	Titusville High School	Business, Management and Administration	No	Yes	Yes
	Titusville High School	Health Science	No	Yes	Yes
	Titusville High School	Arts, Audio/Video Technology and Communications	No	Yes	Yes
Broward	Atlantic Technical Center	Information Technology	Yes	Yes	Yes
	Boyd H. Anderson High School	Information Technology	No	Yes	No
	Charles W Flanagan High School	Financial Services	No	No	No
	Charles W Flanagan High School	Information Technology	No	Yes	No
	Cooper City High School	Financial Services	No	No	No
	Coral Glades High School	Information Technology	No	No	No
	Cypress Bay High School	Financial Services	Yes	No	No
	Cypress Bay High School	Information Technology	Yes	No	No
	Deerfield Beach High School	Financial Services	Yes	No	No
	J. P. Taravella High School	Financial Services	No	No	No
	J. P. Taravella High School	Information Technology	No	No	No
	Marjorie Stoneman Douglas High	Financial Services	Yes	No	No
	McArthur High School	Financial Services	No	No	No
	Northeast High School	Information Technology	No	No	No
	Northeast High School	Financial Services	No	No	No
	Piper High School	Financial Services	No	No	No
	Plantation High School	Information Technology	No	No	No
	Plantation High School	Financial Services	No	No	No
	Plantation High School	Hospitality and Tourism	Yes	No	No
	South Broward High School	Hospitality and Tourism	Yes	No	No
	Western High School	Marketing, Sales, and Service	No	No	No
Citrus	Crystal River High School	Health Science	Yes	Yes	Yes
Clay	Clay High School	Law, Public Safety, and Security	Yes	Yes	No
	Fleming Island High School	Financial Services	No	No	No
	Orange Park High School	Scientific Technology, Engineering, and Mathematics	No	No	No
	Orange Park High School	Health Science	Yes	Yes	Yes

District	School	Career Theme	Certification Type		
			Teacher	Student	Program
Collier	Everglades City School	Agriculture, Food, and Natural Resources	No	No	No
	Golden Gate High School	Health Science	Yes	Yes	No
	Golden Gate High School	Arts, Audio/Video Technology and Communications	No	Yes	No
	Gulf Coast High School	Health Science	Yes	Yes	No
	Gulf Coast High School	Marketing, Sales, and Service	Yes	No	No
	Lely High School	Architecture and Construction	No	No	No
	Lely High School	Education and Training	Yes	No	Yes
	Naples High School	Scientific Technology, Engineering, and Mathematics	No	No	No
	Palmetto Ridge High School	Health Science	Yes	No	No
Columbia	Columbia High School	Arts, Audio/Video Technology and Communications	No	No	No
Dade	American Senior High School	Hospitality and Tourism	No	No	No
	American Senior High School	Information Technology	Yes	Yes	No
	Barbara Goleman Senior High	Business, Management and Administration	No	No	No
	Booker T. Washington Senior High	Scientific Technology, Engineering, and Mathematics	No	No	No
	Booker T. Washington Senior High	Health Science	Yes	Yes	No
	Coral Gables Senior High School	Culinary Arts	No	No	No
	Coral Reef Senior High School	Financial Services	No	No	No
	Coral Reef Senior High School	Law, Public Safety, and Security	No	No	No
	Coral Reef Senior High School	Health Science	Yes	Yes	Yes
	Design & Architectural Senior	Architecture and Construction	No	No	No
	Dr. Michael M. Krop Senior High	Arts, Audio/Video Technology and Communications	No	No	No
	Dr. Michael M. Krop Senior High	Scientific Technology, Engineering, and Mathematics	No	No	No
	Dr. Michael M. Krop Senior High	Business, Management and Administration	Yes	Yes	Yes
	Felix Varela Senior High School	Arts, Audio/Video Technology and Communications	No	No	No
	Felix Varela Senior High School	Information Technology	Yes	Yes	Yes
	Felix Varela Senior High School	Health Science	No	Yes	No
	G. Holmes Braddock Senior High	Transportation, Distribution, and Logistics	No	No	No
	George T. Baker Aviation School	Transportation, Distribution, and Logistics	Yes	Yes	Yes
	Hialeah Senior High School	Business, Management and Administration	Yes	Yes	Yes
	Hialeah Senior High School	Transportation, Distribution, and Logistics	Yes	Yes	Yes
	Hialeah Senior High School	Other	No	Yes	No
	Hialeah Senior High School	Health Science	Yes	Yes	Yes
	Hialeah-Miami Lakes Senior High	Health Science	Yes	Yes	No
	Hialeah-Miami Lakes Senior High	Information Technology	Yes	Yes	No
	Hialeah-Miami Lakes Senior High	Information Technology	Yes	No	No
	Homestead Senior High School	Hospitality and Tourism	No	No	Yes
	John A.Ferguson Senior High	Hospitality and Tourism	Yes	No	No
	John A.Ferguson Senior High	Architecture and Construction	No	No	No
	John A.Ferguson Senior High	Business, Management and Administration	No	No	No
	John A.Ferguson Senior High	Health Science	Yes	Yes	No
	John A.Ferguson Senior High	Other	Yes	Yes	No
	Mast Academy	Scientific Technology, Engineering, and Mathematics	No	No	No
	Miami Beach Senior High School	Government and Public Administration	Yes	No	No
	Miami Beach Senior High School	Hospitality and Tourism	No	Yes	Yes
	Miami Beach Senior High School	Information Technology	No	Yes	Yes
	Miami Beach Senior High School	Other	No	No	No
	Miami Carol City Senior High	Law, Public Safety, and Security	No	No	No
	Miami Central Senior High School	Information Technology	No	Yes	No
	Miami Central Senior High School	Health Science	No	No	No
	Miami Coral Park Senior High	Scientific Technology, Engineering, and Mathematics	No	No	No
	Miami Douglas Macarthur S.H.S.	Culinary Arts	No	No	No
	Miami Edison Senior High School	Health Science	Yes	No	No
	Miami Jackson Senior High School	Business, Management and Administration	No	No	No

District	School	Career Theme	Certification Type		
			Teacher	Student	Program
Dade <i>(continued)</i>	Miami Killian Senior High School	Information Technology	Yes	No	No
	Miami Lakes Educational Center	Arts, Audio/Video Technology and Communications	No	No	No
	Miami Lakes Educational Center	Other	Yes	Yes	Yes
	Miami Lakes Educational Center	Health Science	Yes	Yes	Yes
	Miami Lakes Educational Center	Scientific Technology, Engineering, and Mathematics	Yes	Yes	Yes
	Miami Lakes Educational Center	Information Technology	Yes	Yes	Yes
	Miami Norland Senior High School	Education and Training	No	No	No
	Miami Norland Senior High School	Hospitality and Tourism	No	No	No
	Miami Northwestern Senior High	Health Science	Yes	Yes	Yes
	Miami Palmetto Senior High School	Information Technology	Yes	Yes	Yes
	Miami Senior High School	Education and Training	Yes	No	No
	Miami Senior High School	Government and Public Administration	No	No	No
	Miami Senior High School	Arts, Audio/Video Technology and Communications	No	No	No
	Miami Southridge Senior High	Education and Training	No	Yes	No
	Miami Springs Senior High School	Hospitality and Tourism	No	No	No
	Miami Sunset Senior High School	Education and Training	No	Yes	Yes
	Miami Sunset Senior High School	Information Technology	No	Yes	Yes
	New World School Of The Arts	Arts, Audio/Video Technology and Communications	Yes	No	No
	North Miami Beach Senior High	Financial Services	No	No	No
	North Miami Beach Senior High	Agriculture, Food, and Natural Resources	No	No	No
	North Miami Beach Senior High	Information Technology	No	No	No
	North Miami Beach Senior High	Agriculture, Food, and Natural Resources	Yes	No	No
	Robert Morgan Education Center	Scientific Technology, Engineering, and Mathematics	No	No	No
	Robert Morgan Education Center	Health Science	No	No	No
	Robert Morgan Education Center	Arts, Audio/Video Technology and Communications	No	No	No
	Robert Morgan Education Center	Other	No	No	No
	Robert Morgan Education Center	Arts, Audio/Video Technology and Communications	No	No	No
	Robert Morgan Education Center	Information Technology	No	Yes	No
	Robert Morgan Education Center	Scientific Technology, Engineering, and Mathematics	No	Yes	No
	South Miami Senior High School	Arts, Audio/Video Technology and Communications	No	No	No
	Southwest Miami Senior High	Financial Services	No	No	No
	William Turner Technical Arts	Other	No	Yes	No
Duval	Andrew Jackson High School	Health Science	Yes	Yes	No
	Englewood High School	Architecture and Construction	No	No	No
	Frank H. Peterson Academies	Transportation, Distribution, and Logistics	Yes	Yes	Yes
	Frank H. Peterson Academies	Arts, Audio/Video Technology and Communications	No	No	No
	Frank H. Peterson Academies	Transportation, Distribution, and Logistics	Yes	Yes	Yes
	Frank H. Peterson Academies	Other	Yes	Yes	Yes
	Frank H. Peterson Academies	Culinary Arts	No	No	No
	Samuel W. Wolfson High School	Financial Services	No	No	No
	William M. Raines High School	Information Technology	Yes	Yes	No
Escambia	W. J. Woodham High School	Education and Training	No	No	No
	W. J. Woodham High School	Law, Public Safety, and Security	No	No	No
	W. J. Woodham High School	Health Science	No	No	No
	West Florida High School/Technology	Information Technology	No	Yes	Yes
	West Florida High School/Technology	Arts, Audio/Video Technology and Communications	No	Yes	No
	West Florida High School/Technology	Scientific Technology, Engineering, and Mathematics	Yes	Yes	Yes
	West Florida High School/Technology	Information Technology	Yes	Yes	Yes
Gilchrist	Bell High School	Health Science	Yes	Yes	No
	Trenton High School	Information Technology	No	Yes	No

District	School	Career Theme	Certification Type		
			Teacher	Student	Program
Hillsborough	Alonso Senior High School	Marketing, Sales, and Service	No	No	No
	Alonso Senior High School	Marketing, Sales, and Service	No	No	No
	Armwood High School	Marketing, Sales, and Service	No	No	No
	Armwood High School	Financial Services	No	No	No
	Blake High School-Magnet	Marketing, Sales, and Service	No	No	No
	Bloomington High School	Marketing, Sales, and Service	Yes	No	No
	Bowers-Whitley Career Center	Marketing, Sales, and Service	No	No	No
	Brandon High School	Financial Services	No	No	No
	Brandon High School	Information Technology	No	No	No
	Chamberlain Senior High School	Hospitality and Tourism	No	No	No
	Chamberlain Senior High School	Business, Management and Administration	No	No	No
	Hillsborough Senior High School	Information Technology	Yes	Yes	Yes
	Jefferson Senior High School	Business, Management and Administration	Yes	No	No
	Jefferson Senior High School	Marketing, Sales, and Service	Yes	No	No
	Jefferson Senior High School	Business, Management and Administration	Yes	No	No
	Jefferson Senior High School	Other	Yes	Yes	Yes
	Jefferson Senior High School	Marketing, Sales, and Service	Yes	No	No
	Leto Senior High School	Marketing, Sales, and Service	No	No	No
	Newsome High School	Marketing, Sales, and Service	No	No	No
	Plant Senior High School	Marketing, Sales, and Service	Yes	No	No
	Riverview High School	Business, Management and Administration	No	No	No
	Robinson Senior High School	Hospitality and Tourism	Yes	No	No
	Sickles High School	Marketing, Sales, and Service	No	No	No
	Tampa Bay Technical High School	Health Science	Yes	Yes	Yes
	Tampa Bay Technical High School	Architecture and Construction	No	No	No
	Waters Career Center	Hospitality and Tourism	No	No	No
	Wharton High School	Marketing, Sales, and Service	No	No	No
Indian River	Sebastian River High School	Business, Management and Administration	No	No	No
	Sebastian River High School	Agriculture, Food, and Natural Resources	No	No	No
	Sebastian River High School	Health Science	No	Yes	Yes
	Sebastian River High School	Information Technology	No	Yes	No
	Sebastian River High School	Other	No	Yes	Yes
Jackson	Jackson Academy	Other	No	No	No
	Jackson Academy	Arts, Audio/Video Technology and Communications	No	No	No
	Jackson Academy	Arts, Audio/Video Technology and Communications	No	No	No
	Jackson Academy	Law, Public Safety, and Security	No	No	No
	Jackson Academy	Health Science	No	No	No
Lee	Estero High School	Health Science	Yes	No	No
	Fort Myers High School	Financial Services	No	No	No
Levy	Chiefland High School	Health Science	No	No	No
Manatee	Bayshore High School	Arts, Audio/Video Technology and Communications	No	No	No
	Bayshore High School	Business, Management and Administration	No	No	No
	Manatee High School	Health Science	Yes	Yes	No
	Palmetto High School	Agriculture, Food, and Natural Resources	No	Yes	Yes
	Palmetto High School	Education and Training	Yes	Yes	No
Marion	Bellevue High School	Other	No	No	No
	Bellevue High School	Health Science	Yes	No	No
	Bellevue High School	Financial Services	No	Yes	Yes
	Forest High School	Scientific Technology, Engineering, and Mathematics	Yes	No	No
	Lake Weir High School	Arts, Audio/Video Technology and Communications	No	No	No
	Lake Weir High School	Scientific Technology, Engineering, and Mathematics	No	No	No
	Lake Weir High School	Scientific Technology, Engineering, and Mathematics	No	No	No
	West Port High School	Health Science	Yes	No	No

District	School	Career Theme	Certification Type		
			Teacher	Student	Program
Martin	Jensen Beach High School	Scientific Technology, Engineering, and Mathematics	Yes	No	No
	Jensen Beach High School	Scientific Technology, Engineering, and Mathematics	No	No	No
Okaloosa ¹	Choctawhatchee Senior High School	Transportation, Distribution, and Logistics	Yes	Yes	No
	Choctawhatchee Senior High School	Scientific Technology, Engineering, and Mathematics	Yes	Yes	No
	Crestview Vocational-Technical	Transportation, Distribution, and Logistics	Yes	Yes	Yes
	Niceville Senior High School	Information Technology	Yes	Yes	No
	Okaloosa Applied Tech Center	Architecture and Construction	Yes	Yes	No
Okeechobee	Okeechobee High School	Financial Services	No	No	No
Orange	Apopka High School	Health Science	Yes	No	No
	Apopka High School	Scientific Technology, Engineering, and Mathematics	No	No	No
	Colonial High School	Information Technology	Yes	Yes	No
	Colonial High School	Hospitality and Tourism	No	No	No
	Edgewater High School	Scientific Technology, Engineering, and Mathematics	No	Yes	No
	Evans High School	Agriculture, Food, and Natural Resources	No	No	No
	Freedom High School	Arts, Audio/Video Technology and Communications	No	Yes	No
	Jones High School	Health Science	No	No	No
	Jones High School	Information Technology	Yes	No	No
	Oak Ridge High School	Hospitality and Tourism	No	Yes	No
	Olympia High School	Business, Management and Administration	Yes	No	No
	Robert Hungerford Prep. High	Agriculture, Food, and Natural Resources	No	No	No
	Robert Hungerford Prep. High	Hospitality and Tourism	No	No	No
	Robert Hungerford Prep. High	Information Technology	No	Yes	No
	Robert Hungerford Prep. High	Culinary Arts	No	Yes	Yes
	Timber Creek High School	Education and Training	No	No	No
	Timber Creek High School	Arts, Audio/Video Technology and Communications	No	No	No
	Timber Creek High School	Financial Services	No	No	No
	University High School	Information Technology	No	Yes	No
	Winter Park High School	Information Technology	Yes	No	No
Osceola	Celebration High School	Scientific Technology, Engineering, and Mathematics	Yes	Yes	Yes
	Celebration High School	Arts, Audio/Video Technology and Communications	No	No	No
	Celebration High School	Business, Management and Administration	No	No	No
	Osceola High School	Hospitality and Tourism	No	No	No
Palm Beach	Boca Raton High School	Scientific Technology, Engineering, and Mathematics	No	Yes	No
	Forest Hill High School	Scientific Technology, Engineering, and Mathematics	No	No	No
	Forest Hill High School	Hospitality and Tourism	No	No	No
	Forest Hill High School	Architecture and Construction	No	No	No
	Forest Hill High School	Information Technology	No	No	No
	Forest Hill High School	Agriculture, Food, and Natural Resources	No	No	No
	Forest Hill High School	Agriculture, Food, and Natural Resources	No	No	No
	Glades Central High School	Law, Public Safety, and Security	Yes	Yes	No
	John I. Leonard High School	Information Technology	No	Yes	No
	Jupiter High School	Government and Public Administration	Yes	No	Yes
	Jupiter High School	Agriculture, Food, and Natural Resources	No	No	No
	Jupiter High School	Scientific Technology, Engineering, and Mathematics	No	No	No
	Jupiter High School	Information Technology	No	No	No
	Jupiter High School	Culinary Arts	Yes	Yes	Yes
	Jupiter High School	Health Science	Yes	No	Yes
	Lake Worth High School	Law, Public Safety, and Security	Yes	No	No
	Lake Worth High School	Government and Public Administration	Yes	No	No
	Lake Worth High School	Health Science	Yes	Yes	Yes
	Pahokee Middle-Senior High	Government and Public Administration	Yes	No	No

District	School	Career Theme	Certification Type		
			Teacher	Student	Program
Palm Beach <i>(continued)</i>	Palm Beach Central High School	Culinary Arts	No	Yes	No
	Palm Beach Central High School	Scientific Technology, Engineering, and Mathematics	No	No	No
	Palm Beach Central High School	Information Technology	No	Yes	No
	Palm Beach Gardens High School	Health Science	No	No	No
	Palm Beach Gardens High School	Arts, Audio/Video Technology and Communications	No	No	No
	Palm Beach Gardens High School	Marketing, Sales, and Service	No	No	No
	Palm Beach Gardens High School	Business, Management and Administration	No	No	No
	Palm Beach Gardens High School	Hospitality and Tourism	No	No	No
	Palm Beach Gardens High School	Government and Public Administration	Yes	No	No
	Palm Beach Lakes High School	Scientific Technology, Engineering, and Mathematics	Yes	Yes	Yes
	Palm Beach Lakes High School	Health Science	Yes	Yes	Yes
	Palm Beach Lakes High School	Law, Public Safety, and Security	Yes	No	No
	Palm Beach Lakes High School	Education and Training	No	No	No
	Park Vista Community High School	Health Science	Yes	No	No
	Park Vista Community High School	Information Technology	No	No	No
	Park Vista Community High School	Transportation, Distribution, and Logistics	Yes	Yes	No
	Park Vista Community High School	Arts, Audio/Video Technology and Communications	No	No	No
	Royal Palm Beach High School	Manufacturing	Yes	No	No
	Suncoast Community High School	Information Technology	No	No	No
	West Boca Raton Community High	Information Technology	No	Yes	Yes
	West Boca Raton Community High	Culinary Arts	No	No	No
	West Boca Raton Community High	Architecture and Construction	No	No	No
	William T. Dwyer High School	Financial Services	No	No	Yes
Pinellas	Clearwater High School	Business, Management and Administration	No	No	No
	Countryside High School	Financial Services	Yes	No	No
	Dixie M. Hollins High School	Arts, Audio/Video Technology and Communications	No	No	No
	Dunedin High School	Architecture and Construction	No	No	No
	Gibbs High School	Business, Management and Administration	Yes	Yes	No
	Northeast High School	Transportation, Distribution, and Logistics	Yes	Yes	Yes
	Pinellas Park High School	Law, Public Safety, and Security	No	No	No
	Tarpon Springs High School	Other	No	Yes	No
Polk	Auburndale Senior High School	Education and Training	No	No	No
	Bartow Senior High School	Health Science	Yes	No	Yes
	Frostproof Middle/Senior High	Information Technology	No	Yes	Yes
	Haines City Senior High School	Law, Public Safety, and Security	Yes	No	No
	Kathleen Senior High School	Law, Public Safety, and Security	Yes	No	No
	Lake Gibson Senior High School	Business, Management and Administration	No	No	No
	Lake Gibson Senior High School	Culinary Arts	No	Yes	No
	Lakeland Senior High School	Health Science	Yes	Yes	No
Sarasota	Booker High School	Agriculture, Food, and Natural Resources	No	No	No
	Booker High School	Other	No	No	No
	Booker High School	Arts, Audio/Video Technology and Communications	No	No	No
	Booker High School	Law, Public Safety, and Security	No	No	No
	Booker High School	Hospitality and Tourism	No	No	No
	North Port High School	Arts, Audio/Video Technology and Communications	No	No	No
	North Port High School	Agriculture, Food, and Natural Resources	No	No	No
	North Port High School	Health Science	Yes	Yes	No
	North Port High School	Information Technology	No	No	No
	North Port High School	Other	No	No	No
	Riverview High School	Other	No	No	No
	Riverview High School	Other	No	No	No
	Riverview High School	Arts, Audio/Video Technology and Communications	No	No	No
	Riverview High School	Government and Public Administration	No	No	No

District	School	Career Theme	Certification Type		
			Teacher	Student	Program
Sarasota <i>(continued)</i>	Riverview High School	Scientific Technology, Engineering, and Mathematics	No	No	No
	Riverview High School	Health Science	Yes	Yes	No
	Sarasota High School	Other	No	No	No
	Sarasota High School	Hospitality and Tourism	No	No	No
	Venice Senior High School	Agriculture, Food, and Natural Resources	No	No	No
	Venice Senior High School	Arts, Audio/Video Technology and Communications	No	No	No
	Venice Senior High School	Scientific Technology, Engineering, and Mathematics	No	No	No
	Venice Senior High School	Business, Management and Administration	No	No	No
Seminole	Crooms Academy Of Information	Information Technology	No	Yes	No
	Lake Brantley High School	Financial Services	No	No	No
	Lake Howell High School	Arts, Audio/Video Technology and Communications	No	No	No
	Lyman High School	Scientific Technology, Engineering, and Mathematics	No	No	No
	Oviedo High School	Hospitality and Tourism	No	No	No
	Seminole Community College	Architecture and Construction	No	Yes	No
	Seminole High School	Health Science	Yes	Yes	Yes
	Winter Springs High School	Agriculture, Food, and Natural Resources	No	No	No
St. Johns	Bartram Trail High School	Business, Management and Administration	No	No	No
St. Lucie	Fort Pierce Central High School	Information Technology	No	Yes	Yes
	Fort Pierce Central High School	Education and Training	Yes	No	No
	Fort Pierce Central High School	Arts, Audio/Video Technology and Communications	No	No	No
	Fort Pierce Central High School	Business, Management and Administration	No	Yes	No
	Fort Pierce Central High School	Hospitality and Tourism	No	No	No
	Fort Pierce Central High School	Architecture and Construction	Yes	No	Yes
	Fort Pierce Central High School	Transportation, Distribution, and Logistics	Yes	Yes	Yes
	Fort Pierce Central High School	Marketing, Sales, and Service	Yes	Yes	No
	Fort Pierce Central High School	Health Science	Yes	Yes	No
	Fort Pierce Central High School	Law, Public Safety, and Security	Yes	No	No
	Fort Pierce Central High School	Information Technology	Yes	Yes	No
	Fort Pierce Central High School	Culinary Arts	No	No	Yes
	Fort Pierce Westwood High School	Architecture and Construction	Yes	No	No
	Fort Pierce Westwood High School	Architecture and Construction	No	No	No
	Fort Pierce Westwood High School	Health Science	Yes	No	No
	Fort Pierce Westwood High School	Agriculture, Food, and Natural Resources	No	No	No
	Fort Pierce Westwood High School	Culinary Arts	Yes	Yes	Yes
	Fort Pierce Westwood High School	Information Technology	No	Yes	Yes
	Fort Pierce Westwood High School	Other	Yes	No	No
	Fort Pierce Westwood High School	Marketing, Sales, and Service	No	No	No
	Fort Pierce Westwood High School	Information Technology	No	No	No
	Lincoln Park Academy	Scientific Technology, Engineering, and Mathematics	No	No	No
	Port St. Lucie High School	Culinary Arts	Yes	No	No
	Port St. Lucie High School	Transportation, Distribution, and Logistics	Yes	Yes	No
	Port St. Lucie High School	Business, Management and Administration	No	Yes	No
	Port St. Lucie High School	Health Science	Yes	Yes	No
	Port St. Lucie High School	Architecture and Construction	No	No	No
	Port St. Lucie High School	Architecture and Construction	No	No	No
	St. Lucie West Centennial High	Architecture and Construction	No	No	No
	St. Lucie West Centennial High	Education and Training	Yes	Yes	Yes
	St. Lucie West Centennial High	Information Technology	No	Yes	Yes
	St. Lucie West Centennial High	Business, Management and Administration	No	No	No
	St. Lucie West Centennial High	Arts, Audio/Video Technology and Communications	No	No	No
	St. Lucie West Centennial High	Health Science	Yes	Yes	No
	St. Lucie West Centennial High	Culinary Arts	Yes	Yes	Yes

District	School	Career Theme	Certification Type		
			Teacher	Student	Program
St. Lucie <i>(continued)</i>	St. Lucie West Centennial High	Information Technology	No	No	No
	St. Lucie West Centennial High	Marketing, Sales, and Service	Yes	Yes	No
	St. Lucie West Centennial High	Business, Management and Administration	No	No	No
	St. Lucie West Centennial High	Information Technology	No	No	No
	St. Lucie West Centennial High	Law, Public Safety, and Security	No	No	No
	St. Lucie West Centennial High	Transportation, Distribution, and Logistics	Yes	No	Yes
Volusia	Atlantic High School	Government and Public Administration	No	No	No
	Deland High School	Scientific Technology, Engineering, and Mathematics	No	No	No
	Deltona High School	Health Science	Yes	Yes	Yes
	Deltona High School	Manufacturing	Yes	Yes	Yes
	Mainland High School	Health Science	No	No	No
	Mainland High School	Arts, Audio/Video Technology and Communications	Yes	Yes	Yes
	Mainland High School	Scientific Technology, Engineering, and Mathematics	No	Yes	No
	Mainland High School	Manufacturing	No	Yes	No
	New Smyrna Beach High School	Health Science	Yes	Yes	No
	Pine Ridge High School	Agriculture, Food, and Natural Resources	No	Yes	No
	Seabreeze Senior High School	Culinary Arts	Yes	Yes	Yes
	Seabreeze Senior High School	Transportation, Distribution, and Logistics	No	No	No
	Spruce Creek High School	Financial Services	No	No	Yes

¹Most of the programs listed in this appendix are career academies that operate within schools. However, the CHOICE model in Okaloosa operates career academies at the district level. Okaloosa career academies are available to students from Okaloosa County schools that are not listed here.

Appendix B

FLORIDA DEPARTMENT OF EDUCATION



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July 11, 2006

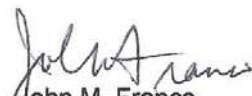
Mr. Gary VanLandingham
Director, Office of Program Policy Analysis and
And Government Accountability
111 West Madison Street, Suite 312
Tallahassee, Florida 32399-1475

Dear Mr. VanLandingham:

The attached revised response to the preliminary and tentative audit findings regarding *More Than Half of the State's School Districts Have Career Academies, Most Operating in 2004-05 Incorporated Nationally Recognized Core Elements* is for your information.

If you have any questions, please contact Ed Jordan, Audit Director, at 245-0403 or email ed.jordan@fldoe.org.

Sincerely,


John M. Franco
Inspector General

JMF/br

Attachment

Florida Department of Education
Response for Preliminary and Tentative Audit Findings
Office of Program Policy Analysis and Government Accountability
*More Than Half of the State's School Districts Have Career Academies, Most Operating in
2004-05 Incorporated Nationally Recognized Core Elements*
July 11, 2006

The Department of Education should collect and verify career academy data (Page 11-12):

The current Career Academy Participant Data Element has been modified and expanded. It has been requested by the Division of Community Colleges and Workforce Education that the modifications be used for the 2006-2007 student information reports. The expanded Data Element includes a definition of a career academy and the program/career area focus of the academy. Technical assistance will be provided to districts at workshops and through a Technical Assistance Paper.

The Department should provide technical assistance to career academies (Page 12):

A new unit, **Secondary Career and Technical Education Initiatives** within the Division of Community Colleges and Workforce Education has been formed, and staff hired to provide leadership and guidance for career academies. Staff members are working collaboratively with the Division of K-12 Public Schools to maximize resources for effective and efficient delivery of services for Florida's CAP academies.

The Department is compiling a "How-To" Manual/Users Guide to be disseminated in October 2006. Some topics to be included are: steps necessary in planning an academy; steps to improve a career academy; problems encountered in opening a career academy; identifying factors critical to the success of a career academy; criteria to measure objectives and determine success; solutions to common problems; and, profiles of career academies that have gone through an evaluation process.

The Department of Education should assist in sharing career academy best practices (Page 12):

The Department is researching the possibility of expanding the Career Academy web site to collect and disseminate lessons learned from career academy stakeholders and share best practices.

In addition, the Department is hosting an Innovation Fair in conjunction with the K-12 Conference on October 4, 2006, to highlight the state's best model academies. Fifty of Florida's schools with model academies will exhibit and present during break-out sessions their strategies to other schools looking to implement career academies. The Career Academy "How-To" Manual will be given to each Conference participant.

The Florida Legislature

Office of Program Policy Analysis and Government Accountability



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- [Florida Government Accountability Report \(FGAR\)](#) is an Internet encyclopedia of Florida state government. FGAR offers concise information about state programs, policy issues, and performance.
- [Best Financial Management Practices Reviews of Florida school districts](#). In accordance with the *Sharpening the Pencil Act*, OPPAGA and the Auditor General jointly conduct reviews to determine if a school district is using best financial management practices to help school districts meet the challenge of educating their students in a cost-efficient manner.

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Gary R. VanLandingham, OPPAGA Director