

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Kelly Mosley School/Dept: CTE

Grant Title: Florida Career Academy Community Engagement Model

Grant Source: Ford Partnership for Advanced Studies

Grant Proposal Amount: \$200,000 Required Matching Funds: none

Goal(s): Increase the number of students engaged in high school career academies

Increase effectiveness of academy CTE and academic teachers

Increase the number of career academies

Goals are related to: School Improvement Plan Technology Plan Sunshine State Standards Other 5 Year Strategic Plan

Target Population: 7th-12th grade students

If project will differ from current Board approved curriculum, state how it will differ:

Specify staff development activities requiring expenditures outside of School Board guidelines:

Consultants (Object 0310, other than Board approved rate):

Staff Participants (Object 0100, other than Board approved hourly rate): \$25.00 an hour for summer training

Per Diem/Travel (Object 0330, other than Board approved mileage rate): .445 cents per mile (per grant contract)

Will there be any:

- Additional personnel: No Yes, please list
- Maintenance required: No Yes, please list
- Contract service: No Yes, please list
- Sub. coverage required: No Yes, please list
- Plant Modifications: No Yes, please list
- Add. Tech. needs: No Yes, please list
- Add. Equip./furniture: No Yes, please list

Please Note: If teachers will require a substitute for grant initiatives, funds must be budgeted into the grant.

If yes to any of the above, please explain resources, cost, and any other district impact (attach additional pages if necessary):

Grant will cover all costs for subs, travel, consultants, & technology. Grant calls for staff and business partners to stay over night at conferences even in adjacent counties (ex. Ponte Vedra). Additionally, the grant will pay for teachers & career specialists to earn \$25 per hour to attend summer training as the majority of the grant funds had to be used in professional development. Per grant contract, mileage will be reimbursed at .445 per mile. Everything will be paid for out of the grant.

Signatures indicate:

- All aspects of the proposal have been reviewed.
- The proposal is within current stand and board rules and regulations.
- The proposal directly relates to the school's identified needs and goals, School Improvement Plan or District Strategic Plan.

Person(s) applying for grant: Kelly Mosley

Signature(s): Kelly Mosley Date: 5/17/11

Principal/Director of affected cost center: Dave Rowe

Signature: Date: 6/6/11

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

FOR DISTRICT USE ONLY

Division Section: HR SS INST BA CIS

Signature of Assistant Superintendent/CIS: George J. Capek

Approved Denied Date: 6/6/11

District Approval to Proceed:

Signature of Deputy Superintendent:

Approved Denied Date:

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Principal/Director of affected cost center: Dave Rabe

Date: 5/17/11

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FOR DISTRICT USE ONLY

Division Section: HR SS INST BA CIS
Signature of Assistant Superintendent/CIS: [Signature]

Approved Denied
Date: 6-6-11

District Approval to Proceed:

Signature of Deputy Superintendent:

Approved Denied
Date:

Attachment I

Application Transmittal Document

“Florida Career Academy Community Engagement Model”

In consideration of the requirements specified in this Grant Solicitation titled, “Florida Career Academy Community Engagement Model”, as issued by Florida Association of Career and Technical Education (FACTE) on January 11, 2011, or as may have been amended by FACTE, the undersigned submits the enclosed application.

1. Name of Contact Person Contact Phone # Contact Fax # Contact Email Address:	Paul Parker 904-284-6574 904-284-6546 peparaker@mail.clay.k12.fl.us
2. Printed Name of Respondent Organization Director:	
2. Director's Signature:	Date:

NOTE: This signed Application Transmittal Document *MUST* be submitted with the application. The deadline for receipt of applications is 5:00 PM, Eastern Standard Time, February 8, 2011.

FUNDING REQUEST

1. Amount of Funds Requested from FACTE: (may not exceed \$200,000)	\$200,000
2. Amount of Leveraged Funds: a. Cash b. In-Kind	a. \$ 135,000.00 b. \$1,541,750.00 Total: \$ 1,676,750.00
3. Percent of Leveraged Funds:	838%
4. Administrative Costs:	\$ 4807
5. Percent of Administrative Costs: (may not exceed 5%)	3.27%

REMINDER: Attachment II, Application, must be completed and submitted with this Application Transmittal Document along with letters of support from partners *and* a one-page BUDGET document. The Attachments I & II cannot exceed 20 pages; letters of support and the one-page budget do not count toward this 20-page limit.

Attachment II

APPLICATION

“Florida Career Academy Community Engagement Model”

This ‘Application’ document must be completed in full and submitted with – 1) Attachment I, Application Transmittal Document; 2) Attachment II, Application; 3) MOU’s and/or letters from any partners; and, 4) a one-page budget document. This document is intended to be used as the application. DO NOT submit a separate application – applications must be submitted on these attachments. Attachments I & II cannot exceed 20 pages. Attachments I & II should be completed as electronic documents, then printed and signed and submitted to the address listed in Section 12.0. Four (4) copies of the application package must be submitted with one containing an original signature. The “Application” must also be e-mailed (PDF version). Respondents are not required to but may submit additional information with their applications as long as Attachments I & II plus the additional information DO NOT exceed 20 pages.

1. Community Being Served:	Clay
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<p>2. Administrative Costs (see 9.0, Page 7):</p> <p>If the respondent submitting this proposal is seeking administrative costs (cannot exceed 5% of the overall amount requested), the percentage (%) of admin costs being requested must be indicated here.</p> <p>NOTE: respondents requesting lower than 5% will receive a competitive advantage.</p>	<p>Response: (indicate the % of admin costs, if any, being requested):</p> <p>3.27%</p>
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3. Leveraged Funds (see 6.0, Page 4 and Attachment I, Page 12):

The respondent submitting this proposal will use this section to list the leveraged funds required for this project. The TOTAL amount of leveraged funds and the % of grant funds represented should be included in Attachment I. (delete or add rows as necessary)

Source	Amount	‘X’ if Cash	Describe if In-Kind (List how the ‘value’ was determined)	total cash over 5 years per year
Orange Park Medical Center	\$ 425,000		Scholarships and 2000 hours of volunteer time	\$50,000 over 5 years
ACE Mentoring, Inc.	\$ 500,000		Scholarships and 1000 hours of volunteer time	\$50,000 over 5 years
Clay County Chamber of Commerce	\$ 125,000		Hosts Workforce/Education Forum, scholarships, and career shadowing volunteers	\$25,000 over 5 years
Clay County Farm Bureau	\$ 50,000		Scholarships, donations and volunteer time	\$25,000 over 5 years

Response:

A. Define the nature of your community's commitment to the career academy model and it's existing support for your career academy network.

Currently, Clay County has 13 Career Academies in 7 high schools. Each of these Career Academies are based upon the National Career Academy Coalition's (NCAC) National Standards of Practice (NSOP). The Career and Technical Education (CTE) Department works with 2 academy teams per year to earn NCAC Accreditation. 2 high schools have gone through this process and have earned "Model" status. Plans are made for 2 academies to earn accreditation every year until all academies have gone through the process. Each academy has a working advisory committee that meets quarterly and is comprised of business, industry, post-secondary, school, parent, and student representatives. Each year, the CTE Department provides \$3000 in funding for every CTE teacher and an additional \$1000 per academy. Students are granted "Special Pupil Assignments" to be part of an academy that is not their zoned high school.

4. Qualifications for Respondents/Expertise/Florida Career Academy Community Engagement Model.

In this section respondents will provide specific information regarding the program to be funded. Each blank in this section MUST be answered. Failure to input information in each of the areas below for the program may result in the application being rejected.

A. Define the nature of your community's commitment to the career academy model and it's existing support for your career academy network.

B. Describe who will fill the role of the community coordinator and their affiliated organization and about their commitment to this project. Describe why it is likely that this organization and person will be able to mobilize community stakeholders to demonstrate their ability to and enthusiasm for working together to achieve the objectives of this grant?

C. What experience does the respondent have partnering with educational institutions, economic development organizations, civic leaders, post-secondary institutions, and regional workforce board(s)? Describe past partnerships and the results of those earlier partnerships?

D. Describe past community experienced in transforming teaching and learning, redesigning high schools, and aligning business and civic support, if any?

The box below for the response will expand as the plan is input.

	years		
VyStar Credit Union	\$ 314,000	\$10,000 cash over 5 years	Volunteer time, paid student internships, scholarships, paid teacher externships,
The Haskell Company	\$ 99,000		Volunteer time, field trips and student recognition
Northeast Florida Builders Association	\$ 14,000		10 apprenticeships
Florida State College Jacksonville	\$ 8,750		15 hours of volunteer time per year
Clay County School District	\$ 100,000		CTE Dept. salaries, current equipment and facilities
First Coast Technical College	\$ 6,000		60 hours of volunteer time over 5 years
WorkSource	\$ 25,000		40 hours of volunteer time per year
Florida Gateway College	\$ 10,000		20 hours of volunteer time per year
TOTAL	\$ 1,676,750		

The CCSD works with several business and civic organizations that award students scholarships to attend postsecondary institutions. The CCSD works closely with the County Commissioners (one of the career education teachers is a County Commissioner), the county Rotary clubs (one of the career education teachers is president of a county Rotary Club; district office staff, board members and the superintendent are Rotary members). There are numerous businesses, civic organizations, military bases, governmental agencies and philanthropic organizations in which CCSD leadership, faculty, and staff members sit on boards, hold leadership positions, or have direct involvement or

The CTE Department administers the WorkSource summer and year-around grants. This grant involves working with the regional workforce board to develop a program that will help high school students achieve the goal of graduating high school and being prepared to enter the workforce. The current grant is for \$125,000.

students to shadow a profession of their choice. throughout the region participate in an annual career shadowing event that allows hundreds of Year event and sitting on the panel that chooses the CCSD Teacher of the Year. Businesses Education department staff; members of the business community sponsoring the Teacher of the committee that is composed of chamber staff, area businesses and CCSD Career and Technical discussed in this grant; the Business Education Partnership (BEP) Clay Chamber of Commerce community and the business community that is similar to the Workforce and Education Summit respective workplaces; a Workforce Education Forum that brings together the education initiative where school administrators and business executives shadow each other in their of area businesses are involved with individual schools; the E3 (Executive Education Exchange) the CCSD initiatives with the business community include Partners in Education where a variety organizations, civic leaders, post-secondary institutions, and regional workforce boards. Some of grant have extensive experience partnering with educational institutions, economic development

The Clay County School District (CCSD) and individuals involved with the implementation of this partnerships?

C. What experience does the respondent have partnering with educational institutions, economic development organizations, civic leaders, post-secondary institutions, and regional workforce board(s)? Describe past partnerships and the results of those earlier

County. Monica serves in leadership positions in many organizations throughout the community including St. Vincent's Medical Center Steering Committee and Ambassador, The Way Free Medical Clinic, President of the Clay County Education Foundation, Jacksonville Symphony Guild, and the Clay County Agricultural Fair Association. Monica and her husband are also business owners in Clay County.

Monica Bocieri is retired principal who transformed Charles E. Bennett Elementary school from a "D" school, based on Florida Department of Education's School Performance Grading System, to an "A" school and will serve as community coordinator for this grant. As a teacher, Monica implemented the "Saturday Scholar" program where students were mentored one-on-one by individuals from the community including the Naval Air Station in Jacksonville (NAS JAX). The program grew to encompass 2 elementary schools and nearly 200 students in Green Cove Springs. Monica's work did not go unnoticed and she was asked to become the Coordinator of Community Relations for the Clay County School District. Eventually, Monica had built over 150 partners within the community. Monica concluded her time in the Clay County School District as a school principal.

B. Describe who will fill the role of the community coordinator and their affiliated organization and about their commitment to this project. Describe why it is likely that this organization and person will be able to mobilize community stakeholders to demonstrate their ability to and enthusiasm for working together to achieve the objectives of this grant?

contact on a regular basis. CCSD works closely with the Greater Jacksonville Regional Chamber of Commerce in addition to the Clay County Chamber. CCSD also works closely with the Schultz Center for Teaching and Leadership, the regional professional development center.

The CCSD Career and Technical Education (CTE) department, which will be responsible for the implementation of this grant, is collectively and individually involved with the Greater Jacksonville Chamber, the Clay County Chamber, numerous businesses throughout the region, Florida Association for Career and Technical Education (FLCTE), Florida Leadership for Career and Technical Education (FLCTE), numerous civic and philanthropic organizations, and have leadership positions on advisory boards and the boards of various organizations. Some of the organizations that the CTE department members hold leadership positions are: Clay County Chamber Business Education Partnership, Northeast Florida Career and Professional Academy Training Council, FACTE Career Academy Division, Florida DOE Performance Based Incentive Funds Committee, FACTE, FLCTE, Quigley House, St. Johns River State College Career Pathways Consortium, Florida State College at Jacksonville's Aviation, Interior Design, and Early Childhood Education Advisory Committees, ACE Mentoring, Northeast Florida March of Dimes, Clay County and Florida Farm Bureau Federation, Clay County 4-H Foundation and Wolfson's Hospital Parent Advisory Council.

D. Describe past community experienced in transforming teaching and learning, redesigning high schools, and aligning business and civic support, if any?

The proposed community coordinator, Monica Bocieri, transformed Charles E. Bennett Elementary school from a "D" school, based on Florida Department of Education's School Performance Grading System, to an "A" school. As a teacher, Monica implemented the "Saturday Scholar" program where students were mentored one-on-one by individuals from the community including the Naval Air Station in Jacksonville (NAS JAX). The program grew to encompass 2 elementary schools and nearly 200 students in Green Cove Springs. Monica's work did not go unnoticed and she was asked to become the Coordinator of Community Relations for the Clay County School District. Eventually, Monica had built over 150 partners within the community. The CTE Department has worked hard in recent years to establish 13 NCAC Academies and 34 CAFE Academies. Two of the NCAC Academies have been recognized at the National level as "Model" Academies. Key District Leadership serves on the Northeast Florida Career and Professional Academy Training Council that brings together school districts in the Northeast Florida area to constantly evaluate, review, and improve Career Academies. The CTE Department meets monthly with the Clay County Chamber of Commerce's Business in Education Partnership Committee to collaborate with business and post-secondary partnerships. This committee also implements the Teacher Appreciation Expo, Executive Education Exchange (E³), and Career Shadowing Programs. Relationships formed by the CTE Department with businesses have resulted in thousands of hours of volunteer time in our programs and hundreds of thousands of dollars of cash and in-kind support. A few of these partnerships include: Orange Park Medical Center, VyStar Credit Union, The Haskell Company, Clay County Farm Bureau, Northeast Florida Builder's Association, and the ACE Mentoring Program.

5. Organization/Implementation Plan

In this section respondents will provide a detailed timeline and plan with deliverables that describes how the proposal will address the improvement of the community and its respective career academies. Flowcharts can be inserted in the box or attached as long as such attachments do not cause the overall application (Attachments I & II plus attachments) to exceed the 20-page limit.

- A. What will be the composition of the stakeholder team envisioned in this grant and describe their commitment to this project?
- B. Which career pathways will be prioritized and what research has been used to make this determination?

C. What percentage of your high school population is currently learning in CAFE and NSOP career academies during the current school year? Describe the career academies in detail. What percentage of high school students does your community envision learning in a successful career academy network

We determined the use of these career pathways by student interest surveys and working with various Florida Banner Centers, Clay County Chamber of Commerce, Jacksonville Regional Chamber of Commerce, and the Tax Port Authority. We have analyzed OPPAGA studies and worked with the Clay County Chamber of Commerce's Business in Education Partnership Committee and Workforce in Education Forum to establish these career pathways.

B. Which career pathways will be prioritized and what research has been used to make this determination? Our current career pathways that will be prioritized for this grant are Health Science, Agriscience, Business, Architecture & Construction, Law & Emergency Services, TV Production & Photojournalism, Aerospace, Engineering & Computer Science, Culinary Arts, and Information Technology. In addition, we plan to add a Biotechnology Academy at Oakleaf High School to feature three tracks including: Project Lead the Way Biomedical, Animal Biotechnology, and Plant Biotechnology. Ridgeview High School will also offer an International Baccalaureate Career Certificate Academy focusing on International Business, Transportation and Logistics.

A. What will be the composition of the stakeholder team envisioned in this grant and describe their commitment to this project? The stakeholder team will be comprised of Chamber of Commerce Business in Education Partnership (BEP) committee members, CTE Department staff (CTE Director, CTE Supervisor, CTE Specialists, Career Specialists), business partners (The Haskell Company, Vystar Credit Union, NEFBA, Clay County Farm Bureau, Orange Park Medical Center, etc), K-12 staff (Assistant Superintendent of Instruction and Curriculum and principals), and post-secondary institutions (St. Johns State College, Florida State College at Jacksonville, Gateway State College, First Coast Technical College, and University of North Florida). These individuals have been selected because of their commitment to Career Academies. The business partners have devoted countless hours of their time to serve on advisory committees, participate in mock job interviews, serve as contest judges, provide student internships and career shadowing, provide teacher externships, and financial support. CTE Department staff strives to increase the number of Career Academies in the district, increase the number of students in Career Academies, improve the effectiveness of Career Academies and improve student achievement through Career Academies.

Response:

The box below for the response will expand as the plan is input

C. What percentage of your high school population is currently learning in CAFE and NSOP career academies during the current school year? Describe the career academies in detail. What percentage of high school students does your community envision learning in a successful career academy network within five years and what are you basing this decision on?

D. What experience does your school district(s) have in integrating academic and technical instruction? Please provide examples.

E. Has your district(s) collected data on the educational and workforce outcomes of career academy students versus non academy students? If so, please describe. If not, please outline the data you will collect on your current academy students during the current school year.

F. Describe how your business community currently supports your career academies. Please be specific. How does your community/schools track business participation?

G. What assurance can your community provide that a senior stakeholder team of between 10 and 14 community leaders (civic, K 12, post secondary, business etc.) would attend the kick-off institute at a centrally located Florida location scheduled for March 30 and 31, 2011 and who specifically is likely to attend?

H. Does your community currently hold an education/workforce summit to inform your community about trends in workforce development and education improvement? If yes, please describe? If not, describe how your community might organize such a summit...venue, marketing, likely attendance.

within five years and what are you basing this decision on?
 District-wide, 43.1% of high school students are enrolled in a CAFE or NSOP career academy.

School District	School	2009-10 School Grade	Percent Economically Disadvantaged	Percent English Language Learners	Percent Absent 21+ Days (2008-09)	Fall 2009 Membership # or CAFE Academics with Standardized	CAPE Academy Headcount	Percent in Academy	Source: Career and Professional Academy Enrollment and Performance Report 2009-10		
									Clay High School	Fleming Island High School	Keystone Heights Junior/Senior High
Clay	Clay High School	B	27.13	0.01	16	1434	614	42.82			
		A	10.28	0.01	14.4	2189	755	34.49			
		A	36.71	0	7.5	1313	205	15.61			
		B	35.09	0	12	2089	935	44.76			
		B	29.5	0.02	16.7	2607	842	32.3			
		B	26.13	0.01	16.3	1971	667	33.84			

Detailed Academy Description:

District	School Name	Career and Professional Academy Name	Enrolled	or More Accelerated	Percent One or More Acceleration Courses	Students Awarded One or More Certifications	Percent One or More Industry Certifications Grade 12	Standard Diploma Eligible for Bright Futures	Percent Grade 12 Standard Diploma Eligible for Bright Futures
Clay	Clay High School	Construction Academy	80	2	2.5%	13	16.3%	14	0
Clay	Clay High School	Future Educators Academy	32	1	3.1%	3	9.4%	9	1
Clay	Fleming Island High School	Vystar Academy of Business and Finance	30	4	10.2%	26	8.6%	97	26
Clay	Fleming Island High School	Early Childhood Education Academy	13	9	7.9%	0	0.0%	44	19
Clay	Keystone Heights Junior/Senior High	Construction Academy	65	0	0.0%	11	16.9%	31	5
Clay	Keystone Heights Junior/Senior High	Health Science Academy	19	0	0.0%	3	15.8%	19	5
Clay	Middleburg High School	Academy of Architecture, Construction, and Interior Design	18	1	12.7%	16	8.8%	39	4
Clay	Middleburg High School	Early Childhood Education Academy	15	8	13.3%	0	0.0%	30	7

Clay	Middleburg High School	Health Science Academy	59	13	22.0%	2	3.4%	24	8	13.6%
Clay	Orange Park High School	Academy of Engineering and Computer Science	62	15	24.2%	3	4.8%	17	12	19.4%
Clay	Orange Park High School	Academy of Health Science	10	18	17.5%	1	1.0%	20	6	5.8%
Clay	Orange Park High School	Business Academy	97	19	19.6%	12	12.4%	45	7	7.2%
Clay	Orange Park High School	Early Childhood Academy	17	10	5.6%	0	0.0%	33	3	1.7%
Clay	Orange Park High School	Construction Academy	20	13	6.3%	13	6.3%	58	5	2.4%
Clay	Ridgeview High School	Early Childhood Academy	12	13	10.8%	0	0.0%	21	2	1.7%
Clay	Ridgeview High School	Construction Academy	15	6	3.8%	15	9.6%	34	1	0.6%
Clay	Ridgeview High School	Cisco Academy	67	11	16.4%	16	23.9%	14	1	1.5%
Clay	Clay High School	Academy of Law and Emergency Services	67	8	11.9%	8	11.9%	23	4	6.0%
Clay	Clay High School	Business Academy	21	22	10.1%	145	66.5%	67	15	6.9%
Clay	Clay High School	IT Academy	41	3	7.3%	2	4.9%	14	3	7.3%
Clay	Keystone Heights Junior/Senior High School	Business Academy	44	5	11.4%	32	72.7%	14	4	9.1%
Clay	Middleburg High School	Business Academy	63	11	17.5%	20	31.7%	41	7	11.1%
Clay	Middleburg High School	IT Academy	70	9	12.9%	17	24.3%	8	2	2.9%
Clay	Ridgeview High School	Business Academy	17	38	22.0%	100	57.8%	44	13	7.5%
Clay	Clay High School	Automotive Academy	83	4	4.8%	0	0.0%	18	3	3.6%
Clay	Clay High School	Culinary Arts Academy	93	3	3.2%	1	1.1%	25	2	2.2%
Clay	Fleming Island High School	Academy of Interior and Fashion Design	74	9	12.2%	0	0.0%	26	9	12.2%
Clay	Fleming Island High School	Academy of Television and Production and Photojournalism	23	27	11.3%	3	1.3%	49	15	6.3%

Source: Career and Professional Academy Enrollment and Performance Report 2009-10

School	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage
Clay	77	1.3%	1	1.3%	14	2.6%		
Clay	92	8.7%	0	0.0%	18	2.2%		
Clay	19	5.7%	1	0.5%	41	1.6%		
Clay	12	8.3%	0	0.0%	22	2.5%		
Clay	10	5.8%	0	0.0%	26	1.0%		
Clay	92	26.1%	3	3.3%	53	18.5%		
Clay	15	12.7%	18	12.0%	19	1.3%		
Clay	15	12.7%	18	12.0%	19	1.3%		

The NCAC Academies planned for the 2011-2012 include:

- **Academy of Law & Emergency Services at Clay High School: Criminal Justice & Emergency Services (EMT & Nursing) tracks**

The mission of the Academy of Law and Emergency Services at CHS is to inspire and prepare interested students to gain the entry level knowledge and skills necessary to pursue a career in the fields of law or emergency services. Through the expertise of our instructors using modern methods and equipment, the academy will challenge students to develop the skill-set necessary to succeed in their programs of study and become leaders in their chosen fields.

- **Academy of Business and Digital Design at Clay High School**

The Blue Innovations Academy of Business and Digital Design at Clay High School holds the highest regards for creativity, progressive thinking, and hands-on experiences for all students. We seek to provide our students with the knowledge and skills necessary to become successful in their individual chosen paths. Our goal is to educate students with the capabilities to produce effective business plans, understand the fundamentals and challenges of starting a business, and the requirements for continued growth and success. We strive to make our program the best in Clay County and the state of Florida.

- **VyStar Academy of Business and Finance at Fleming Island High School: Business and Finance tracks**

To provide students with a personalized education that develops their individual talents and provides them with a supportive learning environment. Students will be prepared for a successful career through engaging and relevant applications of all business concepts. This is accomplished through the support of our business partners, mentors, dedicated educators, and the student involvement through the national organization, Future Business Leaders of America.

- **Academy of Television Production & Photojournalism at Fleming Island High School: TV Production and Photojournalism tracks**

This academy is designed to introduce the student to all aspects of the world of digital and television technologies while preparing the student for post-secondary learning and a wide spectrum of career choices. Students will experience hands-on activities that will allow them to learn and fully understand the world of television production and photojournalism.

- **Academy of Agriscience at Keystone Heights High School**

The goal of the Academy of Agriscience is to provide students with experiential as well as classroom environments which will enable them to pursue a higher educational degree or prepare them for work in plant and/or animal sciences as well as agricultural communication and education.

- **Academy of Agriscience at Middleburg High School**

This academy strives to prepare students for successful careers and a lifetime of informed choices in the global, agriculture, food science, fiber and natural resources system, as well as developing students' potential through involvement in our co-curricular organization FFA.

- **Academy of Architecture, Construction & Interior Design at Middleburg High School: Architectural**

E. Has your district(s) collected data on the educational and workforce outcomes of career academy students versus non academy students? If so, please describe. If not, please outline the data you will collect on your current academy students during the current school year.

The district has collaborated regionally with the Northeast Florida Career and Professional Academy Training Center for Teaching and Leadership. Locally-developed local and regional training with other Ford PAS communities has also been included. Academy teams meet bi-monthly to develop integrated curriculum and collaborate on upcoming projects and activities. Additionally, the CTE Department received 3 SUCCEED grants from FLDOD, which enabled the department to start 3 new academies and travel to schools across the state to study best practices. Each summer, career academy teams are paid to attend professional development to plan and create Thematic Learning Activities for the upcoming school year.

D. What experience does your school district(s) have in integrating academic and technical instruction? Please provide examples.

The Clay County School District already has 13 NSOP and 34 CAPB academies. Academy teams comprised of teachers, guidance counselors, school administrators, and career specialists have been through extensive professional development including NCAC training, Ford PAS training, and other training provided by the Schultz Center for Teaching and Leadership. Locally-developed local and regional training with other Ford PAS communities has also been included. Academy teams meet bi-monthly to develop integrated curriculum and collaborate on upcoming projects and activities. Additionally, the CTE Department received 3 SUCCEED grants from FLDOD, which enabled the department to start 3 new academies and travel to schools across the state to study best practices. Each summer, career academy teams are paid to attend professional development to plan and create Thematic Learning Activities for the upcoming school year.

Our district envisions increase the percentage of students enrolled in CAPB and NSOP academies by 5% each year over the next 5 years. We are basing our decision on increased recruiting efforts and emphasis placed on academy enrollment and retention.

The Academy is designed to introduce students to information technology (IT) concepts, web design concepts, operating systems, software applications, networking concepts and applications, and emerging technologies. Students will use various types of diagnostic software/hardware for analyzing, troubleshooting and repairing computer networking systems. Emphasis will be placed on installation configuration, operation, and maintenance of computer network systems.

• Cisco Academy of Information Technology at Ridgeview High School

The Academy of Culinary Arts is committed to providing students with quality educational experiences in leadership, teamwork, citizenship, and character development to prepare students for post-secondary education, apprenticeship programs and the workforce with an emphasis in culinary arts and the hospitality industry.

• Academy of Culinary Arts at Ridgeview High School

The mission of the Academy of Health Sciences at Orange Park High School is to prepare health care workers of the future, developing them not only for entry level positions but also advanced, multi-level positions. It is the goal of the academy to enrich students with knowledge, skills, and leadership capabilities to meet the needs of our aging and culturally diverse population while ensuring that a high level of care and professionalism is maintained and provided.

• Academy of Health Sciences at Orange Park High School

The Academy of Engineering and Computer Science (ABCS) is a specialized academy geared toward students interested in Pre-Engineering and Computer Science. Along with advanced academic classes, the ABCS students work within a team to become qualified professionals by tackling hands-on opportunities and real life situations.

• Academy of Engineering and Computer Science at Orange Park High School: Project Lead the Way (Engineering) and Computer Science tracks

The mission of the Academy of Aerospace Technology is to prepare students for successful careers in the aerospace industry. With the support of our aerospace business partners and the local aerospace community, it is the goal of the academy to create a life-long love of aviation by providing relevant learning experiences coupled with a rigorous college preparatory program.

• Aerospace Academy at Oakleaf High School

The mission of the AACID Academy at MHS is to continually increase the number of graduating students who are fully qualified for entry level positions in construction, building, and interior design professions, as well as post-secondary educational opportunities. Through the dedicated efforts of professional educators and community partners, our students will have the knowledge, experience, and skills necessary to become successful contributors in the construction industry.

Drafting, Carpentry, Electrical Wiring, Interior Design

Council to collect data. The study found academy students were on par with the rest of the student population however, we do not think we received good data because we believe academy students perform better than the general student population. Therefore, the CTE Department is hiring a 12-month data specialist specifically for this purpose. They will be responsible for writing programs and extracting data that will more accurately give us a picture of our student performance in comparison with the rest of the high school. Informal data suggests academy students have higher grade point averages, SAT/ACT scores, fewer discipline problems, and a lower number of missed days of school.

F. Describe how your business community currently supports your career academies. Please be specific. How does your community/schools track business participation?

The business community supports our career academies in a variety of ways including: mentoring students, serving as guest speakers, providing student internships and teacher externships, hosting students for field trips and career shadowing, sponsoring the annual Career Academy Expo and guide book, conducting mock job interviews, providing scholarships, and serving as judges for various competitions. The Clay County Chamber of Commerce has a Business in Education Partnership committee that provides scholarships, sponsors the Teacher Appreciation Expo, Workforce in Education Forum, and Executive Education Exchange (E3). The CTE Department requires CTE teachers to fill out a Business Partner Participation Form and submit it to the office after a business has donated time, money, or in-kind services.

G. What assurance can your community provide that a senior stakeholder team of between 10 and 14 community leaders (civic, K 12, post secondary, business etc.) would attend the kick-off institute at a centrally located Florida location scheduled for March 30 and 31, 2011 and who specifically is likely to attend?

Our district will send a senior stakeholder team to the kick-off institute in March. Participants will include: regional state colleges, Chamber of Commerce staff and/or members, business partners, CTE Department staff, and senior K-12 district staff. Even though travel is restricted at this time within the CCSD, the Superintendent has already approved the travel for this grant if awarded.

H. Does your community currently hold an education/workforce summit to inform your community about trends in workforce development and education improvement? If yes, please describe? If not, describe how your community might organize such a summit...venue, marketing, likely attendance.

The Clay County Chamber of Commerce has held a Workforce in Education Forum (WERF) for 4 years. Each year, the WERF consists of a keynote address and panel sessions comprised of business partners, consultants, school district administrators, post-secondary representatives, and legislators. The Clay County Chamber Foundation initiated the 1st Annual Education Summit to provide a forum for individuals to have a voice and work together to promote diversity and excellence in education in Clay County.

- Educators, Business Leaders and Members of the Community discussed the future of Clay County's education programs
- Participants of the summit established that two-way communication is vital in order to create first-rate educational programs
- Mutually beneficial relationships were established in order to create and promote educational goals.

The first summit was a success; ideas and information were shared, goals were set, and new relationships were forged. Educators became more involved with the community and had a better understanding of what employers were looking for from graduates. The Chamber organized Education Roundtable Luncheons to promote and maintain dialogue initiated at the Education Summit.

The purpose of the 2nd Annual Workforce & Education Summit presented by Community First Credit Union of Florida was to engage business leaders, educators, students and policy makers to establish a pathway for success in workforce education and development for economic competitiveness. A committee led by Art Shuster was formed to develop panel discussions. In addition, a nationally recognized speaker provided insight into how different generations learn and interact.

Response: Clay County School District (CCSD) intends to spend the funds from this grant in the most cost effective method possible to meet the intent of the grant, that is, to further engage our business community, post-secondary institutions, and all constituents our education community serves in the educational process for the students of Northeast Florida. CCSD has determined the Community Coordinator is the most important component to ensure the success of the grant. The professional development and training components are in the budget to ensure the classroom teachers have ample opportunity to become immersed in the Ford PAS curriculum. Academy teachers and career specialists will be paid \$25.00 per hour in the summer to attend in Academy Training. We have included in the budget consultants to ensure the CCSD leadership has guidance in the process to become a Ford PAS community. Equipment has been included to ensure resources will be

6. Financial Plan/Budget
 This section should describe how your community would deploy the \$200,000 available for implementation of this project as well as how the project might be sustained following the end of this grant. The amounts of leveraged resources (cash and in-kind/public and private) should be identified and how they will affect outcomes of this project.
 Respondents will submit a one-page projected operating budget to include the number of staff and their salaries and activities that are envisioned under this grant. Since the contract will NOT be a reimbursable contract (payments won't be made for actual expenses incurred), this budget document will provide rates with an idea of how the respondent has determined its costs/needs and whether those costs/needs are realistic and reasonable. This budget will also define how the respondent intends to devote its resources (leveraged funds and WFI funds obtained through this RFP) through proposed activities to meet the intent and objectives of this initiative – i.e., is the budget heavy into “management” or other costs that don't have a direct bearing on the services to be provided?
 The box for the response below will expand as the project description is input.

Workforce Skills: Florida Ready to Work
 • Evolution of Career & Technical Education in the 21st Century.
 • Mutually beneficial relationships were established in order to create and promote educational goals.

The panels provided insight from professionals and educators, such as, the issues faced by educators, problems employers face finding a qualified employees, and the evolution of career technical education. The morning keynote was Representative Joe H. Pickens who challenged the Summit attendees to understand and appreciate the Florida Ready to Work Program and Career and Professional Education Act. Rick Delano from Social Marketing Services gave a presentation on “Millennials In the Workplace.” This presentation was insightful for both educators and employers in how to understand, reach and communicate with different generations. The luncheon keynote speaker was Bill Prescott, Senior Vice President of Stadium Operations and Chief Financial Officer for Jacksonville Jaguars. He talked about how the world market has changed and we're now competing on a global level. As a result of this Summit, both the Clay County Chamber and the Clay County high school district have taken actions to support the Florida Ready to Work credential program. The Chamber has been active in promoting the program to businesses in Clay County. The high schools have over 589 students who have received the Credential as of December 31, 2008, and it is expected at least 1000 Clay County School Board seniors will have been tested by the end of the year.

The 3rd Forum included sessions on Trends in Workforce and Education and Business Principals. The keynote address was given by John Delaney, President of the University of North Florida. The 4th Forum featured the keynote speaker, Susan Paregis from the Florida Council of 100. She was also included on a panel to discuss Trends in Workforce and Education. The Forum concluded with highlights from the Executive Education Exchange (E²) Program.

available for both professional development of all involved with implementation and sustainability of the Ford PAS curriculum in area schools.

CCSD has numerous business partners that work with our academies and the school district as a whole. As evidenced on the budget page, our business partners are already engaged in the educational process in the region. These funds will give Northeast Florida an opportunity to reach the next level in creating a model of community engagement to drive curriculum content and delivery.

Please see budget page for further details.

7 Performance Tracking Plan

How will the respondent track performances associated with the project? How will the creative/innovative elements of the project and its implementation be conveyed through required reports and a final summative report?

The box for the response below will expand as the project description is input.

Response:

The CTE Department is in the process of hiring their own 12-month Data Specialist for the sole purpose of collecting and reporting data from the TERMS data system and preparing reports for CTE programs and academies. The District is switching from TERMS to the FOCUS student information management system in the 2012-2013 school year. In the mean time, teachers can access information about their students via Data-Star. This Data-Specialist will collaborate with the community coordinator to complete all reports.

8. Sustainability Plan

How the work undertaken with the funding provided be sustained? In other words, after the grant funding ends (December 15, 2011), how will the initiative continue? What components of the offered project are considered innovative? What components of the project make it noteworthy for addressing the local educational and business needs in a community?

The box for the response below will expand as the project description is input.

Response:

There are several components of this project that will continue even after the grant is finished such as the Workforce and Education Forum, the newly-created data-specialist position, and CTE staff positions. The CTE Department will continue to work regionally with the Schultz Center for Teaching and Leadership. Recruitment efforts for career academies such as the Career Academy Expo, Career Academy Guide Book, promotional DVD, and career specialists visits to the junior high will carry on as well. The District will continue to provide financial support to CTE programs from county funds and Perkins grant funds. Professional development and activities created to increase the number of students earning industry certification will be maintained within the district.

9. Letter of Support from Partners

Attach support letters from each of the partners. Each letter from the partners should be on the organization's letterhead and should be signed by an officer of the organization. Each letter must describe with specificity the partner's role in the project and financial commitment, if applicable, to the project. All partners that are listed as sources for leveraged funds MUST list their in-kind/financial contributions in the letters to be attached.

DUE DATE: 5:00 PM, Eastern Standard Time; February 8, 2011

BUDGET NARRATIVE FORM

FUNCT	OBJ	ACCOUNT TITLE AND NARRATIVE	AMOUNT
5300	140	Substitute: for academy teachers to attend professional development. (\$100 per day, per sub)	\$ 10,000.00
5300	330	Travel: For students to attend Ford activities and training	\$ 5,000.00
5300	360	Rentals: Education Forum	\$ 3,000.00
5300	390	Other Purchased Services: Community Coordinator Consultant - (Monica Boccieri - \$25,000 Part-time Salary); Out of State Consultant (Jay Steel); Career Sector Entrepreneur (TBD); Academy Teacher Externships - academy academic teachers working with business partners in the summer to learn about the career area for curriculum integration in the fall; Recruitment items and printing for CTE Programs to include brochures, program of studies, career academy applications and brochures; Academy Accreditation by NCAC	\$ 52,500.00
5300	391	Printing: In-house printing of brochures, program of studies and recruitment materials for Academy Programs	\$ 3,000.00
5300	510	Consumable Items: Consumable teaching supplies and workshop activities	\$ 15,488.00
5300	521	Textbooks	\$ 10,000.00
5300	730	Dues & Fees: NCAC Membership	\$ 3,000.00
6300	110	CTE Staff Salary - necessary staff to carry out grant	\$ 10,000.00
6300	130	Other Certified Salary - necessary staff to carry out grant (work in the summer and during the school year)	\$ 7,000.00
6300	210	Retirement: (10.77%)	\$ 1,830.00
6300	220	Social Security: (7.65%)	\$ 1,300.00
6300	240	Workmans Comp: (1.00%)	\$ 17.00
6300	330	Travel: CTE personnel to attend professional conferences, visit schools and businesses	\$ 10,000.00
6400	120	CTE Classroom teacher Salary: Summer training and in-service for CTE teachers (\$25.00 per hour)	\$ 25,000.00
6400	160	Other Support Personnel: Summer Training and in-service for Career Specialist with CTE teachers and programs (\$25.00 per hour)	\$ 5,000.00
6400	220	Social Security: summer training and in-service (7.65%)	\$ 2,295.00
6300	240	Workmans Comp: summer training (1.00%)	\$ 30.00
6400	330	Travel: Teacher Travel for in-service and professional development (mini-institute; visit FORD model communities in the state)	\$ 15,000.00
7200	790	Indirect Cost: Clay County School Board (3.27% of all items except equipment)	\$ 6,540.00
7800	330	Travel: Student travel to businesses of community partners; Student travel to district, state and national CTSO events - plane tickets or rental vehicles	\$ 10,000.00
7800	390	Other Purchased Services: Student Travel to district, state and national events - charter buses	\$ 4,000.00
			\$ 200,000.00