The Office of School Reform-The Vision and The Mission
The Three R's of Successful School Reform

What is a Career Academy?

Summary of School Self-Assessment
Elementary Schools
Middle Schools
Senior High Schools

Summary of District Subject Area Support

Summary of District Support

Summary of District/Region Support Programs
School Reform
The Vision and Mission

“For many students, the experience of schooling is just this: Nothing of real importance is ever undertaken, nothing is ever connected to anything else, nothing is ever pursued to its deepest limits, nothing is ever finished, and nothing is ever done with investment and courage.”

William Ayers

“What does it take to raise a village?”

Andy Hargreaves and Michael Fullan

Introduction

Goal I of the new District Strategic Plan 2001-2005 for Miami-Dade County Public Schools is: School-To-Career. Recognizing the inextricable link that exists between education and employment, the District has established this goal to provide students with an education which not only provides high academic standards, but integrates knowledge and skills with an understanding of career options. Education for the 21st Century will require a new paradigm that will ensure that all students in Miami-Dade County Public Schools demonstrate proficiency in technology, information acquisition, self responsibility, problem solving, flexibility, and the ability to work with a team. The combination of rigorous academics and relevant workplace knowledge and skills is necessary if the school system is to realize the goal of providing a world class workforce for this community, the State of Florida and the nation.

The Office of School Reform has been given the responsibility for creating a seamless Pre K-12 career focus in the District’s schools, including career academies in all senior high schools. To this end, schools will be guided by the three R’s of successful school reform: restructuring, reculturing and rethinking professional development.

The Vision

Every school in Miami-Dade County Public Schools will effectively function as a collection of small learning communities/career academies of teachers, students, parents, and community members who will work collaboratively to develop world-class workforce skills for all students, by implementing a seamless Pre K-12 career curriculum resulting in increased student performance.

The Mission

The mission of the Office of School Reform is to support schools in the process of exploring, planning, and implementing successful career academies by instituting the three R’s of successful school reform: Restructuring, Reculturing, and Rethinking Professional Development.
The Three R’s of Successful School Reform

Successful school reform results from the complex interaction of many factors; however, three factors are crucial to success. Michael Fullan defines *Restructuring*, the first of these, as changes in the structure, roles, and related formal elements of the organization. Implementing a flexible/block schedule, team-teaching, or career academies are examples of “restructuring.” According to Fullan, restructuring is relatively easy to implement, can be legislated, and by itself makes no significant difference in the overall quality of teaching and learning at a school.

*Reculturing*, on the other hand, involves the process of developing learning communities in schools. Fullan points out that *Reculturing* involves going from a situation of limited attention to assessment and pedagogy to a situation in which teachers and others routinely focus on these matters and make associated improvements. Structures can block or facilitate this process, but the development of a professional learning community must become the key driver of improvement. When this occurs, deeper changes in both culture and structure can be accomplished. Redesigning high schools around career academies will require deep changes in both of these areas.

The third “R” in the successful school reform involves *Rethinking Professional Development*. Professional development plays a critical role in successful school reform. What happens during the day and how it happens send powerful messages about educational priorities – so, too, do the conditions we create in schools for professional development. Traditional norms of time and privacy embedded in the culture of schools pose significant obstacles to successful change. Few schools allow time during the day for teachers to do serious work together. Most schools reinforce the privacy of the profession–one teacher per classroom per class period; rarely do teachers visit each other’s classes, let alone discuss one another's teaching. In this context, "professional development" too often consists of inviting outside "experts," presenting "drive-by" programs in response to the latest crisis or the newest fad, and sending teachers out of the building to be "trained" without a collective focus, sustained follow-through, or the sharing of learning among teachers over time. Thus, *Rethinking Professional Development* will result in professional development practices that not only enhance the knowledge, attitudes, and practices of individual teachers, administrators, and other school staff, but also strengthen the cultures and structures of the schools in which those individuals work.

In order to establish a sustainable infrastructure for professional development at each school throughout the District, the Office of School Reform (OSR) has implemented a Professional Growth Team (PGT) Coaches Institute that is offered to all schools throughout the year. The PGT Coaches Institute is designed to support and enhance the *Professional Assessment and Comprehensive Evaluation System (PACES)* currently being implemented throughout Miami-Dade County Public Schools by using PGTs as a site-based professional development model for beginning as well as veteran teachers. It should be noted, however, that the use of a PGT Coach is not a requirement of PACES and schools participating in the PGT Coaches Institute do so on a voluntary basis.
The PGT Coaches Institute is a professional development model based on the nationally-recognized, National School Reform Faculty (NSRF), a program developed in 1995 by the Annenberg Institute for School Reform at Brown University. As part of the program, NSRF-trained coaches lead groups of educators working together in Critical Friends Groups (CFGs). CFGs are the central element of a site-based, on-going, staff development program focused on developing their expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards. Few school reform initiatives have such a direct connection to teaching and learning at the classroom level. The National Center for the National School Reform Faculty is currently located at the Harmony School Education Center in Bloomington Indiana. Additional information about the NSRF can be found at its web site: www.harmonyschool.org/www/default.htm.

The PGT Coaches Institute is purposely designed to build learning communities of adult learners in schools. It is designed to help individuals develop the skills necessary for successfully leading a PGT or comparable group of educators who regularly work together on-site to increase the quality of teaching for the benefit of students. These might include but not be limited to: career academies, departments, interdisciplinary teams, or grade level teams. Used in these contexts, a PGT consists of eight to ten teachers and administrators who agree to work regularly together to define and produce improved academic achievement. As a group, the members establish and publicly state student learning goals, help each other think about better teaching practices, look closely at curriculum issues and student work, and identify school culture issues that affect student achievement. Each PGT chooses a coach who helps the group build the sense of trust that must exist if they are to work together in a direct, honest, and productive way. The PGT Coach also helps the members learn and master techniques that sharpen individual reflection, promote creativity, and encourage candid, useable peer feedback.

PGT members commit themselves to:

- participating in at least one two-hour professional development session each month, during the school day; and
- observing each other at least monthly and providing feedback on one another’s practice.

PGTs offer a viable and sustainable model of staff development that builds capacity over time and can lead to the establishment of learning communities in schools. Moreover, PGTs are highly consistent with the three basic elements that define career academies.
What is a Career Academy?

Career academies have been growing in popularity in recent years, and now operate in thousands of senior high schools. Spreading through local initiative, career academies are not defined by any national law, and the term is now being applied to very different kinds of programs. This has created confusion and the danger that some academies will be created without key elements that effective career academies possess. Several leading networks of career academies have joined for the first time in agreeing on a common standard. Two versions of this definition follow, graphic and chart – to meet the needs of various users. Both include the same consensus definition, which consists of three structural elements:

- A small learning community;
- College preparatory curriculum with a career theme;
- Partnerships with employer, communities and higher education.

Definition of Career Academies
Graphic Version

Small Learning Community
- Academy-only classes for 2-4 years
- Team of teacher-managers
- Limited, voluntary enrollment
- Family-like atmosphere
- Administrator and counselor support
- Other courses and activities outside the academy
- Common planning time

College Prep, Career Related Curriculum
- College entrance academic classes
- Broadly-defined career class
- Contextual, applied, integrated curriculum
- Common teacher planning time
- Project-based learning
- College and career planning articulation

Partnerships with Employers, Community, and Higher Education
- Steering committee to govern academy
- Parental involvement, support
- Business and community speakers, role models
- Field trips, job shadowing
- Mentor program
- Workplace internships, community service
- Articulation with postsecondary education
# Definition of Career Academies (Chart Version)

<table>
<thead>
<tr>
<th><strong>Small Learning Community</strong></th>
<th><strong>College-Prep Curriculum with a Career Theme</strong></th>
<th><strong>Partnerships with Employers, Community, and Higher Education</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Several academy-only classes in grades 9-12, 10-12, or 11-12</td>
<td>Several academic courses per year that meet high school graduation and college entrance requirements</td>
<td>Locally-selected career field with a cadre of employer partners</td>
</tr>
<tr>
<td>Self-selected cross-disciplinary team of teacher-managers, with a lead teacher/coordinator</td>
<td>One or more courses per year in a broadly-defined career field that lets students explore a full range of career options</td>
<td>Steering Committee that governs program operation</td>
</tr>
<tr>
<td>Voluntary enrollment, cross-section of students; size limited to maintain personalization</td>
<td>Academic classes that illustrate applications in the career field</td>
<td>Parental involvement in students' decision to enroll and participate in various program activities</td>
</tr>
<tr>
<td>A family-like atmosphere with a motivating, supportive, disciplined instructional tone</td>
<td>Collaborative learning time for teachers to engage in curricular integration</td>
<td>Business representatives who provide role models, show students career options and paths</td>
</tr>
<tr>
<td>When possible, academy classes blocked back-to-back in the daily schedule</td>
<td>Projects that bring together skills across academic and career classes, possibly a school-based enterprise</td>
<td>Field trips/job shadowing to illustrate work environments</td>
</tr>
<tr>
<td>Support given opportunity to engage in full range of non-academic courses, electives, and other school activities</td>
<td>Advisement and counseling to ensure postsecondary plan which may include college, work, or both.</td>
<td>Mentors, employee volunteers that serve as career-related &quot;big brothers and sisters&quot;</td>
</tr>
<tr>
<td>Common planning time</td>
<td>Articulation with postsecondary curriculum</td>
<td>Workplace experiences (paid or unpaid internships, community service) in the last year or two</td>
</tr>
</tbody>
</table>
Summary of School Self-Assessment

School-To-Careers

In an effort to align the School-To-Career initiatives Pre K-12 throughout the District, the Office of School Reform sent surveys to all of the schools requesting information about the curriculum as it relates to STC. The elementary schools described STC strategies infused in their SIP plans, portfolios, use of computers for STC, current initiatives and grants involving STC, and career activities such as career fairs and shadowing. Middle schools provided information about interdisciplinary career lessons, portfolios, EXPLORE Test activities, computer career activities, job shadowing, mentoring, field trips, career fairs and classroom career speakers. Senior high schools were asked to report the level of progress of their career academies. They also listed applied technology programs, other career support courses, school reform initiatives they are involved in, and work-based learning activities.

The information gained from the surveys were used to formulate the District Comprehensive School-To-Career Plan 2001-2005 which will assist schools in reaching their STC goals and objectives. The Office of School Reform will provide support to all schools as they restructure the curriculum, reculture the adult environment, and rethink staff development. The following information is a summary of the surveys turned in so far by schools and curriculum district offices which gives a current picture of STC initiatives:

Elementary Schools

Linking STC initiatives with academics as evidenced by strategies in School Performance Excellence Plans is solidly in place across the District. Many elementary schools reported that career exploration and application of real-world situations are infused in academic subjects such as reading, mathematics, science, and social sciences. Writing assignments also reflect careers. Career portfolios begin at the elementary school level.

Magnet school programs approach curriculum through career themes such as expressive and creative arts, mathematics, science and technology, communications and humanities, international education, and medical, environmental and diversified science.

Career education via the Internet brings the world of work and virtual work experiences into elementary schools. Many schools have student services computer labs through the District’s Division of Student Services. Television production at some schools gives students the opportunity to develop teaming and workforce skills.

Several elementary schools participate in organized, work-based learning activities. Kids And the Power of Work (KAPOW), in which businesses adopt a grade level at a school, teach lessons and host career shadowing days, is in place at 50 schools. Other organizations include Future Educators of America (FEA) and future engineers (SECME). Members of the business community have participated in career fairs, visited classrooms to speak about careers, and have provided field trips for groups of students to visit various local businesses. Junior Achievement programs and other school-based enterprises which provide students with the opportunity to share the responsibility of running a school-based business can also be found at the elementary level.
Middle Schools

Learning about careers through computer technology can be found at most middle schools. Students use the Internet and various computer applications for career-related activities. Student Services Labs provide career information as well.

Allowing students to visit businesses is an important part of the middle school STC program. Career shadowing takes place during the national Groundhog Day shadowing program and also at other times during the year with various local businesses.

Middle schools participate in interdisciplinary projects in the areas of medicine and health, broadcast journalism, marine science, the arts and business. Several schools do thematic career units in family and consumer science, agriscience, applied technology, arts and entertainment, environmental and international careers. Students keep portfolios at many middle schools.

Magnet school programs offer unique activities complementing the basic educational program for students with similar interests. Such areas of interest encompass an extensive composite of career-related fields such as media and broadcast arts, medical and allied health professions, aviation and aerospace science, visual and performing arts, biomedical and environmental sciences, computer technology, communications and humanities, zoology, and mathematics and science.

The Student Services departments of middle schools are active in organizing field trips, career fairs, guest speakers, career days, introduction of employability skills and resumés. Middle schools are also responsible for administering the EXPLORE Test in the 8th grade. Scores from this test are a part of students’ records and are used to help students make career choices in senior high school.

The Office of Exceptional Student Education and Psychological Services offers Project VICTORY Career Laboratory programs providing detailed career modules and simulated work force environments, ranging from Emergency Medical Technician to Photojournalism in 15 middle schools.

Senior High Schools

Senior high schools provide a wide variety of career opportunities for students in the academic curriculum, Student Services, and extracurricular activities which include career-related clubs and activities. The In-School Chamber and Future Business Leaders of America are examples of career-related extracurricular activities. Magnet school programs offer students a chance to acquire skills and access opportunities necessary to pursue high-demand careers in highly specialized areas of interests that include aviation/aerospace, agriscience, biomedical sciences, business and finance, design and architecture, engineering, information technology, international education, legal and public affairs, medical sciences, travel and tourism, teaching, and visual and performing arts. STC-related computer technology including career labs, student services labs as well as Project Victory community based programs, and other career related programs for ESE students in all high schools.
Senior high schools have been increasing the number of career programs offered for vocational certification and program completion, as well as Gold Seal Scholarships. Examples of new academy programs being added include: Oracle Internet, CISCO Internet, web design, and sports marketing. In a self-report survey describing academies and vocational programs at M-DCPS senior high schools conducted by the Office of School Reform, every school reported having at least two vocational programs or academies leading to careers.

Senior high schools in the District are increasing the number of career academies, or "schools within schools," to prepare students to succeed in postsecondary education or training for meaningful careers. Of 32 senior high schools responding to a self-report survey, results indicate that 30 schools are currently planning or implementing career academies. Schools begin by assessing the existing school structure—its programs and strong business partnerships. Then planning begins as teachers participate in staff development activities, and administrators plan restructuring of existing resources and schedule. The school identifies a coordinator who will facilitate the process of creating and maintaining the academy. During the implementation phase, students are scheduled into an instructional program that has the three elements of a career academy: (1) a small learning community; (2) a college prep curriculum; and (3) partnerships with employers, the community, and local colleges. An academy reaches full development when the focus shifts from initiation to on-going assessment and improvement; the three elements of a career academy structure have been institutionalized and the academy is sustainable.

Academies can be divided into clusters. One type of academy focuses on advanced studies, liberal arts, or bilingual studies. Over half of the senior high schools have academies dealing with the arts in combination with humanities, performing arts, or technical careers in the field of arts and entertainment. Academies relating to business technology, management, finance, entrepreneurship, or travel and tourism can be found in many senior high schools. Health-related academies will provide careers in a growing field. Academies relating to science, mathematics, marine science, agriscience, engineering, aviation or aerospace will also place students in critical career areas. Several senior high schools have academies in the areas of law, public affairs and social services, which include teacher preparation and JROTC. Vocational academies relating to mechanical engineering and design, commercial art, residential construction, environmental science and food production are in place at several senior high schools. Academies of Information Technology, including television production and telecommunications are either in place or being planned in over half of the senior high schools.

Summary of District Subject Area Support

District offices have developed initiatives supporting School-To-Career. They have developed career-related courses and career strands. They actively participate in various career-related initiatives and promote career-related professional development activities.

The Division of Early Childhood Programs offers courses in the area of Pre-K and Kindergarten and are involved with Florida First Start/Even Start ESOL Adult Basic Education which offers scholarships. They are also involved with the University of Florida’s Expanded Food and Nutrition Education Program (EFNEP) for food handling and pesticide training. Career-related initiatives involve the Building Early Language Literacy (B.E.L.L.) Project, Project Right Beginnings, Parents for Kids, Baby and Me, and South Florida P.T.A. Career-related professional development plans include ongoing integrated training for all career-related initiatives and Child Development Associate Credential Training.
The **Division of Language Arts/Reading** has developed STC programs in journalism and broadcast journalism. Career-related initiatives have been developed with newspapers, magazines, TV/radio stations, and other periodicals. Career-related professional development plans include ongoing staff development through ongoing communication training.

The **Division of Mathematics and Science** courses are designed so that students will be able to utilize mathematics and science principles to solve problems in real-life contexts and compete in the global marketplace for the jobs of the future. M-DCPS has been working with the National Science Foundation’s Urban Systemic Program grant. Ongoing staff development is provided through teacher inservice and workshops to improve learning in mathematics and science teaching practices.

The **Division of Social Sciences** courses with STC focus include community service, law studies, legal systems, and court procedures. Career-related initiatives consist of partnerships with the legal community, e.g., Dade County Bar Association, 11th Judicial Circuit Court and partnerships with a variety of non-profit agencies in the community. Career-related professional development plans involve ongoing workshops for teachers and field trips for students.

The **Division of Bilingual Education and World Languages** courses are a required component of the International Business Programs of M-DCPS. Foreign language courses are part of the Dual Enrollment Program with Miami Dade Community College (MDCC). M-DCPS has an articulation agreement with MDCC in International Business. Career-related professional development plans include summer internships for students and teachers, workshops and retreats for teachers in the International Business Program, and ongoing workshops and seminars for teachers and parents.

The **Division of Applied Technology**. There are eight vocational departments in the M-DCPS school system with 336 vocational programs or career strands offered in the curriculum of the District’s senior high schools. In some cases, these programs have become the basis for academies. Schools with a high enrollment in certain areas such as health, business technology, or travel and tourism have formed academies by including language arts, mathematics, science and social sciences so that students and teachers can work together. With support from the District, popular vocational strands can be leveraged into academies within the curriculum of the senior high school. Newer schools are being built around the academy model. Listed below are the nine applied technology departments showing the number of career strands in the department, the number of programs found in the District’s senior high schools, and the number of senior high schools where the department’s programs are in place.
<table>
<thead>
<tr>
<th>Applied Technology Departments</th>
<th>Career Strands</th>
<th>Programs</th>
<th>High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriscience</td>
<td>8</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Business Technology</td>
<td>10</td>
<td>95</td>
<td>25</td>
</tr>
<tr>
<td>Diversified Careers Education</td>
<td>3</td>
<td>67</td>
<td>23</td>
</tr>
<tr>
<td>Family and Consumer Science</td>
<td>2</td>
<td>46</td>
<td>24</td>
</tr>
<tr>
<td>Health Science</td>
<td>10</td>
<td>39</td>
<td>16</td>
</tr>
<tr>
<td>Industrial Education</td>
<td>18</td>
<td>28</td>
<td>12</td>
</tr>
<tr>
<td>Marketing Education</td>
<td>3</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Public Service Education</td>
<td>2</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Technology Education</td>
<td>8</td>
<td>60</td>
<td>24</td>
</tr>
</tbody>
</table>

The **Division of Instructional Technology** offers career-related courses in computer programming, CISCO Networking, ORACLE Internet and Web Design. The District office provides summer internships and develops industry partnerships. Career-related professional development plans include ongoing staff development through CISCO, ORACLE and Apple. Instructors are provided specialized training through universities, community colleges and specialized technical training centers.

The **Division of Life Skills and Special Projects** is divided into nine different areas: health, physical education, speech and debate, visual arts, music, dance, theatre, JROTC, and broadcasting. Additionally, there are 18 talent magnet programs in the visual broadcast, and performing arts. The visual arts include career-related courses in drawing, painting, computer graphic design, jewelry, photography and sculpture. The Division has university partnerships with Florida International University (FIU), Florida State University (FSU), New World School of the Arts, Miami-Dade Community College (MDCC) and the University of Miami (UM). Outside agency partnerships involve the Art Center of South Florida, Lowe Art Museum, Museum of Contemporary Art, the Wolfsonian/FIU Art in Public Places; various museum and gallery partnerships and association with the Dade Heritage Trust Program. Career-related professional development plans include teacher inservices and workshops, Summer Arts Institute, Portfolio Day, professional conferences and publications designed for art teachers.

All **music** courses have been infused with STC objectives and strategies. The Division has university partnerships with FIU, FSU, New World School of the Arts, MDCC, UM, Florida Memorial College, and Florida Atlantic University. Outside agency partnerships involve the Florida Philharmonic, Florida Grand Opera, Temple Beth Am, Concert Association, Larry Fisher’s Musical Adventures, Dranoff Two Piano Association, and various other professional music associations. Career-related professional development plans include teacher inservices and workshops, Summer Arts Institute, various festivals and conferences as well as field trips and professional publications.

**Dance** courses have been infused with STC objectives and strategies. District initiatives include
the Superintendent’s Dance Showcase and the Student Choreography Showcase. The Division has university partnerships with FIU, New World School of the Arts, and MDCC. Outside agency partnerships involve the Miami City Ballet, Maximum Dance Company, Inner City Children’s Touring Dance Company, Concert Association of Florida and Tigertail Productions. Other partnerships have been developed with several professional dance associations. Career-related professional development plans include teacher inservice and workshops, Summer Arts Institute, festivals and conferences.

All theatre courses have been infused with STC objectives and strategies that focus on all areas of the theatre arts, such as performance, design, production, and the many various technical areas. The Division has university partnerships with FIU, UM, New World School of the Arts, and MDCC. Outside agency partnerships involve the Coconut Grove Playhouse, Gable Stage, Actors Playhouse, Teatro Avanti, New Theater, City Theater, and Fantasy Theater Factory. Other partnerships have been developed with Florida and District 8 Thespians, Theater League of South Florida, Gallery Miami, ARTEC and Florida Theatrical. Career-related professional development plans include teacher inservice and workshops, Summer Arts Institute, festivals and conferences.

Broadcasting: All current arts courses, including television, speech/debate, film and entertainment, listed in the Curriculum Bulletin as well as those courses currently being developed have been infused with School-to-Career objectives in the corresponding Competency-Based Curriculum. University partnerships involve UM, FIU, New World School of the Arts, and MDCC. Outside agency partnership involves the Film Society, Wolfsonian, various industry businesses and unions, Gallery Miami, and ARTEC. Ongoing staff development is provided through teacher inservice and workshops, Summer Arts Institute, career fairs, festivals, conferences, and field trips.

Career-related health courses are offered in first aid and safety, community and environmental health, and parenting. Career-related initiatives include health care facility partnerships, hospital/family clinic internships, technical/vocational school partnerships, holistic health programs, American Heart Association affiliation, Department of Education Coordinated School Health Programs, American Association for Health Education, and Sports Medicine college programs. Career-related professional development plans include workshops for teachers, technical/vocational training, community college and university degree programs.

Physical education courses listed in the Curriculum Bulletin can be infused to develop School-to-Career initiatives. University partnerships involve University of Miami (UM) (Sports Medicine, Athletic Training, Sports Management, Physical Therapy) and Barry University (Sports Medicine, Exercise Physiology, Athletic Training). Other partnerships include Miami Heat Internships (Sports Management, Strength and Conditioning Coach, Public Relations, Sports Journalism); Career Fair, Florida Marlins-Internships (Sports Management, Strength and Conditioning Coach, Public Relations, Sports Journalism).

The Speech and Debate Department has developed university partnerships with UM, FIU, Nova Southeastern University, and Miami-Dade Community College. Other partnerships have been developed with the Florida Forensic League, National Forensic League, various legal firms, Juvenile Justice System, and summer institutes. Career-related professional development plans involve ongoing teacher inservices and workshops, festivals, conferences, and competitions.

JROTC: Currently, the U.S. Army, U.S. Air Force and the U.S. Navy sponsor JROTC programs
in Miami-Dade public senior high schools. While each host service develops its curriculum with emphasis on that branch of the service, all have as their mission to produce better citizens, increase leadership capabilities, emphasize the need to complete higher education, or enter the world of work. As such, all courses are career-related. The only Coast Guard JROTC in the U.S. is located in M-DCPS. Senior military instructors from designated honor units may recommend up to three seniors to service academies without legislative appointments. Approximately 40 percent of graduating JROTC cadets enter military service. Additional career-related initiatives include job shadowing, leadership conferences, and training; also included are site visits to military facilities, space camp, model rocket competitions, engineering camps and hands-on training programs aboard various Naval and Coast Guard vessels.

The Office of Exceptional Student Education (ESE) offers a variety of School-To-Career related courses at the middle and senior high level. Programs include: 1) Project Victory Career Laboratory Programs; 2) Occupational Training Centers (OTC's) in middle schools; 3) Project Victory community-based instruction, 4) Diversified Cooperative Training for the Handicapped (DCT-H) in senior high schools; and 5) Employment Skills, a course for students seeking a Special Diploma. Independent Cooperative Agreements with local businesses such as the Easter Seals Society of Dade County and Jewish Community Services provide hands-on career development for students with more involved cognitive and physical needs. The Individual Educational Plan (IEP) team process develops School-To-Career goals which provide students within ESE support in selecting the appropriate career academies. Job coaches are provided for selected students in on-the-job training programs. Transition specialists are provided to facilitate the transition from high school to community living, postsecondary education and ultimately employment. In addition, the Office of Exceptional Student Education and Psychological Services offers the services of transition specialists, who facilitate the transition from high school into community living, postsecondary education and ultimately employment for students within the Exceptional Student Education program. The Individual Educational Plan (IEP) team process is utilized to develop School-To-Career goals which provide students within Exceptional Student Education the support in selecting the appropriate career academies.

Summary of District Support

The Office of Educational Planning and Quality Enhancement consists of six divisions or departments including: the Division of Student Assessment and Educational Testing, the Division of Data Quality Management, the Division of School Improvement, the Miami-Dade Area Center for Educational Enhancement, the Department of Quality Enhancement Services, and the Department of Summer and Extended-Year Programs. Examples of programs that relate to School-To-Career include the following: 1) administration of standardized tests including EXPLORE; 2) provision of direction in the implementation of the District’s Mathematics and Science Literacy – Bridges to Careers and in the pilot phase of Cyberstar; 3) production of the Longitudinal Graduation/Dropout Rate Report; 4) School-To-Career and magnet project evaluations; 5) oversight of the school quality improvement process and the development and provision of quality tools to assist in the process; 6) facilitation of districtwide curriculum integration through the inclusion of School-To-Career strategies in School Performance Excellence Plan; 7) development of a skill-based student database application that focuses on the deficient skills of students; and 8) provision of educational opportunities through summer and extended-year programs.

This office provides career-related professional development in the areas of school quality improvement, alternative scheduling, the use of SIP software, and the implementation of various educational grants.
The **Division of Schools of Choice** provides support to magnet school programs in the development and implementation of career-related themes. Professional and program development activities are focused on establishing and maintaining the learning community, identifying and accessing community, business and college and university partnerships, and implementing career development activities.

The **Division of Student Services** is working to establish and implement a Standards-Based Student Career Development (S-BSCD) Program as recommended by the Task Force on Career Education and School-to-Work. The program establishes standards and benchmarks for the personal/social, educational, and career development of students. A five-year process as defined in the District Strategic Plan 2001-2005 will shift the focus of the student services teams in schools from the tasks completed by the workers to the outcomes achieved by students. The standards represent the nonacademic skills that are necessary for productive employment and personal success. Specific activities which are a part of the Standard-Based Student Career Development Program include: career planning portfolios, job application portfolios, career fair targeted for eighth and ninth grade students, college fair targeted for tenth and eleventh grade students, student services labs using software such as CHOICES and Discover, EXPLORE Test interpretation, and PLAN Test interpretation.

**Summary of District/Region Support Programs**

Miami-Dade County Public Schools is in the process of building a strong foundation for implementation of the standards-based career development program. The District is divided into six regions with a total of 30 high school feeder patterns. As of the 2000-2001 school year, the following elements to support a student career development program were in place in all six regions in the District:

- 60 COMET Laboratories
- 6 COMET Horizons Programs
- 18 Regular Career Labs
- 91 In-School Student Chambers of Commerce
- 50 Kids and the Power of Work (KAPOW) programs
- 20 Project Victory Labs
- 6 Elementary School Career Laboratories
- 36 Student Services Labs
- 15 Project VICTORY Career Laboratory Programs/Middle Schools
- 31 Senior High Schools participate in Project VICTORY Community-Based Training
- United Cerebral Palsy – Vocational
- Jewish Community Services
- Sunrise Community, Inc.
- Easter Seals Society of Dade County, Inc.
- Goodwill Industries of South Florida, Inc.
- Association for the Developmental Disabled
- Job coaches for on-the-job training programs

Every school is provided student services staff as authorized in the School Allocation Handbook. This team—counselors, College Assistance Program (CAP) advisor, TRUST specialist, and career specialist—strives to build a comprehensive sequential Standard-Based Student Career Development (S-BSCD) Program in every school.