A CPA, per *Education Code (EC)* sections 54690–54697, is required to include the following elements:

* **Voluntary:** Teams of both students and teachers who share an interest in the career focus of the academy and work together for an extended period of time.
* **Career focus:** The career technical focus of an academy is determined by an analysis of the local labor market, particularly fields that are growing and healthy, offer opportunities with career mobility, and feature companies willing to support the program. CTE is kept broad, focusing on industries rather than specific jobs. Students should be introduced to all aspects of the focus industry as they investigate career possibilities of personal interest. This RFA is focused on careers in clean technology and renewable energy.
* **Curriculum:** The curriculum is focused on a career field and coordinated with related academic and career technical classes. The CTE curriculum should include a logical sequence of courses that address the career theme of the academy and prepare students for postsecondary education and beginning level employment in clean technology and renewable energy careers. The integration of an academic and career technical curriculum, aligned with the academic and CTE standards, is a key ingredient.
* **Staffing:** Teachers ask to participate in the program usually because of an interest in the career theme of the academy and/or an interest in working with a team of teachers in a collegial atmosphere. Teachers are required to have a common planning period to meet regularly to: (a) plan the program activities and curriculum; (b) coordinate with business representatives; (c) meet with parents; and (d) assess student and program progress.
* **Student selection:** Students voluntarily apply, are interviewed, and are selected on the basis of need and interest. About 60 to 80 students are typically selected for entry each year, enough to makeup two sections of a sophomore class. At least 50 percent of students selected for entry must meet criteria for “at-risk” students as described in this RFA.
* **Business involvement:** Each academy has a partnership with employers who will: (a) serve on an academy steering committee; (b) help to develop the career technical curriculum; (c) provide speakers for academy classes; (d) host field trips to give students a perspective of the workplace; (e) provide mentors who serve as career related role models and personal points of contact; and (f) provide job shadowing, internship, and other work experience opportunities.
* **Partnership:** The business community, community college(s), other postsecondary education and community organizations, and the school district form a partnership to: (a) provide students with opportunities for mentorships, internships, articulated career paths and other means of enhancing an understanding of the world of work and continuing education; and (b) assist teachers in developing curricula that mirrors modern careers.
* **Motivational activities:** Motivational activities with private sector involvement encourage students’ active involvement in their education to enhance both academic growth and career preparation.
* **Mentorship:** In the eleventh grade, academy students are matched with mentors. A mentor is usually an employee of a participating business or organization who volunteers to be a career related role model, a friend in the industry, and a caring adult in the student’s life.
* **Internships:** After their junior year, students are placed in internships. These internships typically take place either during the summer after the junior year or during senior school year. Scheduling challenges, transportation, and workplace opportunities should be considered when arranging internships. Students apply for these positions as they would in the open market. For example, they prepare résumés, complete job applications, and have interviews. An internship is focused on advancing a student’s knowledge and understanding of the career field and the diverse aspects of an industry.
  + **Postsecondary alignment:** Academy programs must develop curricular paths, including sequenced CTE courses that go beyond high school graduation and lead to a variety of degree and certificate programs. Alignment with postsecondary programs in the academy’s career focus is critical and required.
  + **Assessment:** CPAs are required to submit an annual report in October of each year, providing detailed student and program data. This report determines amount of funding earned for the previous school year.

**Professional Development:** Attendance at the annual conference is required. It is required that at least three members of the academy team attend annually; however, we recommend that the entire academy team, and the school administrators responsible for the academy, attend this year

Education Code re: California Partnership Academies:

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=54001-55000&file=54690-54697>

[Making it Real: How High Schools Can Be Held Accountable for Developing Students' Career Readiness](http://www.edpolicyinca.org/publications/making-it-real-how-high-schools-can-be-held-accountable-developing-students-career-readiness). Svetlana Darche, David Stern. Policy Analysis for California Education. 2013.

[School Finance Reform: Can It Support California’s College and Career-ready Goal?](http://www.edpolicyinca.org/publications/school-finance-reform-can-it-support-california%E2%80%99s-college-and-career-ready-goal) Mary Perry. Policy Analysis for California Education. 2013.

<http://www.edpolicyinca.org/>