# Introduction

The Academy Snapshot is a self-reflection tool to assist the academy team in developing an academy action plan for continuous academy development.   
Note: Academy Assessment1 is optional in Launch Year. As an alternative, complete the Academy Snapshot.

The Academy Snapshot:

* Contains standards of practice and strategic actions aligned to the Academy Assessment.
* Evaluates progress in academy development and fidelity of implementation of NAF’s educational design.
* Recommends evidence collection to document strategic action accomplishment.

# Completing the Academy Snapshot

ADT members indicate in the right-hand column of the Snapshot the response that best represents the academy status for each strategic action as follows:

* Not Started
* Underway
* Accomplished

# Definitions

Review the definitions for underlined words or phrases with numbered superscripts at the end of the Snapshot.

Indicate the response that best represents each strategic action’s status to assess the academy design plan’s progress.

|  |  |
| --- | --- |
| **Element 1: Academy Development & Structure** | |
| **1.1 Student Recruitment & Enrollment** | |
| 1.1.a All students are eligible to enroll in the academy, and the academy accepts students through an open, choice-based enrollment2 process. |  |
| 1.1.b Academy develops a student recruitment plan with recruitment efforts resulting with at least 20 students per grade level. |  |
| **1.2 Personalized Environment** | |
| 1.2.a Academy fosters a personalized environment3 that promotes student success in meeting college and career goals (e.g., learning plans, support network). |  |
| **1.3 Data Collection & Review** | |
| 1.3.a Academy collects, analyzes, and reports academy and student-level data to inform academy practices and ensure educational equity for students. |  |
| 1.3.b Academy develops action plan goals with strategic actions for continuous academy development. |  |
| **1.4 Academy Leadership** | |
| 1.4.a Academy designates a lead or academy or an academy team with clearly defined responsibilities for managing all aspects of the academy program |  |
| 1.4.b Academy designates a team member to oversee college and career readiness4 activities. |  |
| 1.4.c District, school, and academy leaders are ambassadors for the academy within their school and community (e.g., data completion, use of social media, and sharing academy best practices). |  |
| **1.5 Professional Learning** | |
| 1.5.a Academy team (of more than three members) participates in common planning or formal collaboration. |  |
| 1.5.b Academy Team5 participates in NAF-sponsored or other Career and Technical Education (CTE) sessions (e.g., including NAF Next6, webinars, or other virtual training). |  |

Indicate the response that best represents each strategic action's status to assess the academy design plan progress.

|  |  |
| --- | --- |
| **Element 2: Advisory Board** | |
| **2.1 Membership & Operations** | |
| 2.1.a Advisory board development focuses on recruiting at least ten (10) members, with 80% representing business, industry, government, community, and postsecondary education. |  |
| 2.1.b Advisory board creates operational documents, including a strategic plan and by-laws to help the academy grow and sustain academy needs. |  |
| **2.2 Support for Learning** | |
| 2.2.a Advisory board members actively support student learning activities focusing on career awareness7, exploration8, and preparation activities9. |  |
| **2.3 Support for Sustainability** | |
| 2.3.a Advisory board develops a plan to engage the civic community10 promoting academies as an integral part of the local workforce development. |  |

Indicate the response that best represents each strategic action’s status to assess the academy design plan progress.

|  |  |
| --- | --- |
| **Element 3: Curriculum & Instruction** | |
| **3.1 Program of Study/Integration** | |
| 3.1.a Academy has an approved program of study11 that enables students to achieve NAFTrack Certification12. |  |
| 3.1.b Academy prepares academy students to meet all NAF's Program of Study requirements to achieve NAFTrack Certification. |  |
| 3.1.c Academy facilitates career-themed integration using authentic project learning experiences with industry- professional guidance to solve real-world challenges. |  |
| **3.2 College & Career Readiness** | |
| 3.2.a Academy intentionally builds students' college knowledge by developing an awareness of the postsecondary system and culture (e.g., college options, testing, applications, and financial aid). |  |
| 3.2.b Academy's program of study includes advanced academics (e.g., Advanced Placement, Cambridge, or International Baccalaureate courses) and enrollment in postsecondary education options (e.g., industry certifications and dual enrollment courses). |  |
| 3.2.c Academy commits to ensuring that all seniors achieve NAFTrack Certification to enhance their college and career readiness. |  |

Indicate the response that best represents each strategic action’s status to assess the academy design plan progress.

|  |  |
| --- | --- |
| **Element 4: Work-Based Learning** | |
| **4.1 Provides a Work-Based Learning Program** | |
| 4.1.a Academy creates a process to collect and analyze student participation in entire continuum of work-based learning opportunities to ensure equitable participation. |  |
| 4.1.b Work-based learning experiences include career awareness, exploration, and preparation activities that build in sophistication, duration, and intensity and culminate with a paid, compensated, or volunteer internship experience. |  |
| **4.2 Internship Completion** | |
| 4.2.a Academy students complete 80+ hours or two 40+ hours paid, compensated, or volunteer internship experience before graduation. |  |
| 4.2.b Academy designates a team member to manage internships in NAFTrack Certification or identifies a team with clearly defined responsibilities for managing all aspects of the internship program. |  |

Glossary

# Definition

1. **Academy Assessment**: The culminating review of the academy team's work accomplished throughout the school year. The assessment results guide the academy’s action plan revisions for continuous improvement.
2. **Open, choice-based enrollment:** NAF academies facilitate access, equity, inclusion, and diversity for underserved students and accept students based on their interests rather than academic or disciplinary records. Students who can take the academy’s program of study courses are eligible to enroll in the academy regardless of academic history. Academy selection may be subject to a lottery system that randomly selects academy students.
3. **Personalized environment** includes:
   * Connecting learning to students’ interests, abilities, and aspirations
   * Implementing academy structures that encourage peer relationships and develop a sense of belonging among academy members
   * Developing personalized academy learning plans that the academy team regularly reviews to assess student progress towards college and career goals
   * Engaging a network of teachers, family, mentors, and advisory board members who connect with academy students to provide support for accomplishing their college and career goals
4. **College and career readiness** elements include:
   * Building students’ knowledge of college through an awareness of the postsecondary system and culture and completing credit-bearing college courses that lead to recognized postsecondary credentials or certificates
   * Engaging students in work-based learning opportunities throughout high school, including career awareness, exploration, and preparation activities that culminate in paid internships and develop students’ competency in employability skills for entry into the workforce
5. **Academy Team:** An academy team is a multi-disciplinary group representing the district, school administration, academy, parents, students, civic, business, and postsecondary communities. At least three or more members meet regularly to discuss career-themed integration along with work and project-based learning. The team conducts progress monitoring by collecting and examining school and academy data and participating in regular professional learning related to career-themed curriculum and college and career readiness.
6. **NAF Next:** NAF’s annual professional learning conference brings together teachers, academy leaders, counselors, advisory board members, business partners, and district administrators to address the most significant challenges facing education and the economy.
7. **Career awareness activities:** The initial set of activities in the NAF Work-Based Learning continuum that:
   * Expose students to a variety of careers by connecting them in-person or virtually with business and industry partners through career fairs and classroom presentations
   * Allow students to begin identifying areas of career interest
   * Encourage students to observe, receive information, and ask questions to acquire career knowledge and awareness
   * Relate school to the world of work by connecting careers to the academy’s career theme and postsecondary education
   * Can include career-themed projects that emulate workplace projects
8. **Career exploration activities:** The secondary set of activities in the NAF Work-Based Learning continuum that:
   * Provide direct, two-way interactions, in-person or virtually, with business and industry partners
   * Expose students to the range of occupations within the industry or career theme and the skills and education required for related jobs
   * Offer students opportunities to see the relevance of core and career-themed content to the world of work
   * Assist students in identifying their interests and strengths, refining their areas of interest or identifying different interests, and completing more in-depth career exploration
   * Provide students with the basic skills training necessary for paid internships
9. **Career preparation activities:** The final set of activities in the NAF Work-Based Learning continuum that:
   * Provide one-on-one, two-way interactions with business and industry partners over an extended period to allow for assessment of student's performance relative to industry standards
   * Allow students to learn through practical experiences in the workplace to build job-related competencies
   * Empower students to produce valuable work that furthers the partner organization's goals

Glossary

# Definition

1. **Civic community:** Advisory board members engage with the civic community by attending or convening meetings, forums, and events to network and build relationships. They volunteer to coordinate fundraisers that promote workforce engagement of high school students through internship and employment opportunities for all students in the community (e.g., local chamber of commerce; mayors’ programs).
2. **Program of Study:** NAF’s Program of Study maximizes students’ opportunities for achieving NAFTrack Certification by capitalizing on multiple options to pursue career pathways. In addition to NAF’s five career themes, the NAF Program of Study aligns with the US Department of Education’s 16 career clusters and their associated career pathways. NAF academies apply for NAFTrack Certification approval for dual enrollment/early college and state-approved career-cluster courses to meet the curricular requirements of NAFTrack Certification.
3. **NAFTrack Certification (NTC):** NTC is NAF’s employability credential that serves as NAF’s seal of college and career readiness. NAF measures college and career readiness using a multi-method approach that requires academy students to complete:
   * Four (4) semester courses that include any combination of NAF courses and NTC approved career-cluster course equivalents
   * A required performance-based assessment (PBA)
   * A qualifying paid internship
   * Graduation from high school
4. **Authentic Project Learning Experiences:** Authentic Project Learning Experiences promote students’ transfer of their expertise as they solve real-world challenges in their career industry or community. Students exercise agency in selecting their passion projects to demonstrate content knowledge and career-readiness competencies by developing innovative solutions with industry-professional guidance to design and produce original, relevant, and community-connected outcomes.