The first step in building an academy is recruiting members of the **Academy Design Team (ADT)** which focuses on designing an academy based on the four elements of NAF’s design. Academy portfolio managers support the ADT in using NAF's online tools and resources to create an academy design plan. The ADT is a cross-functional team representing the school community to ensure support for launching a NAF academy that meets the unique needs of the school and academy learner.

## Recommended Members and Functions:

* Recruit ADT members to design and build the academy based on NAF’s design.
* Establish the strategic actions required to complete the admissions program.
* Create the vision and mission of the academy.
* Lead academy development for launch year.

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| **Core ADT Members** | |
| **Team Members** | **Expertise & Contributions** |
| Academy Lead (non-administration) | Academy program coordination and leadership, advocacy, and overall management of implementing NAF’s design |
| School Administrator | School leadership, advocacy, resources, master scheduling, and community support |
| Counselor | Learner recruitment, supports and interventions, scheduling, and social-emotional and academic advisement |
| Career-Pathway Educators | Career-pathway expertise and integration through authentic project experiences and work-based learning strategies |
| Core-Content Educators (one per core subject) | Core-content expertise and integration through authentic project experiences and work-based learning strategies |
| Academy Learners | Learners’ interests/needs, academy program impact/effectiveness, and recruitment |
| Work-Based Learning Coordinator | Business/community liaison, work-based learning program, and internships |
| College/Career Coordinator | Postsecondary education liaison and coordinating college/career activities |
| **Support ADT Members** | |
| **Team Members** | **Expertise & Contributions** |
| Business Partners | Career-pathway expertise, advisory board member, and resources |
| Community Partner | Awareness of workforce needs and local community resources |
| Postsecondary Education Partner | Postsecondary academic expectations, career-pathway expertise, an advisory board member, and curricula resources |
| Academy Parent/Guardian | Learner interests/needs, parental support, and community contacts |
| School District Leader | District-level resources, leadership, and support |

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| **Orientation & Team Building** |

The ADT ensures the school supports the academy's vision and mission to launch a NAF academy. Use guiding questions as prompts to lead discussions during each phase of the ADT preparation.

**Guiding Questions:**

1. How does a career-pathway academy transform the high school experience?
2. Which community partners show interest in supporting a career academy?
3. What are the local industries/businesses and workforce needs?
4. What are the roles, responsibilities, and time commitments of the ADT members?
5. What are the expectations for ongoing school/district leadership support?

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| **Relationship & Trust Building** |

Building relationships and trust help ADT members garner support from stakeholders and promote the formation of a sustainable academy team and advisory board. The ADT recruitment involves sharing the academy vision and mission with the district, school, and the local community. As the ADT bonds together, members rely on each other and develop open lines of communication. The team values member contributions of creative ideas and are there to support one another.

**Guiding Questions:**

1. Who leads and coordinates ADT meetings, schedules, and agendas?
2. What are the ADT members’ roles?
3. Does the ADT have representation from all stakeholders?
4. Which school/community groups support college and career readiness?
5. Will the ADT recognize and discuss issues, challenges, and successes in open forums?

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| **Staging & Goal Clarification** |

The ADT is responsible for building the foundation for a high-quality academy, developing a shared vision and mission, and ultimately launching the NAF academy.

**Guiding Questions:**

1. What are the vision and mission statements for the academy?
2. What is the graduation profile of an academy learner?
3. What is the career pathway for the academy?
4. What is the program of study and the career-pathway curriculum?
5. Do the workforce-needs survey results support the viability of the career pathway?

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| **Academy Name:** |  | **Career Pathway:** |  |

The **Academy Team** is a multi-disciplinary group that meets regularly to plan and lead academy development. The team implements the critical practice of continuous improvement, which requires the collection and examination of school and academy data, as well as participation in regular professional learning related to career-pathway curriculum and college and career readiness.   
*The table below is a sample academy team roster identifying roles and responsibilities.*

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| Academy Team Roster | | |
| **Name** | **Role** | **Member Expectations** |
|  | School District Leader | * District-level resources and funding * Liaison between the district and academy team * Leadership and support |
|  | School Administrator | * School leadership and community liaison * Assistance with overall academy operations – action planning, progress monitoring, and career-pathway integration * School-based resources, funding, and community advocacy |
|  | Academy Lead  (non-administration) | * Academy role model * Program coordination and leadership, advocacy, and overall management of the academy program * Coordination/collaboration with counselors * Liaison with NAF, district, and school administration * Responsible for NAF deadlines and deliverables |
|  | Work-Based Learning (WBL) Coordinator | * Liaison with civic, business, and school communities * Oversees WBL program and internships |
|  | College and Career Coordinator | * Liaison with postsecondary institutions * Oversees college and career programs * Monitor learners’ individualized college and career plans |
|  | Career-Pathway Educator | * Career-pathway expertise with field experience * Integration through authentic project learning experiences and work-based learning strategies |
|  | Core-Content Educator (one per core subject) | * Teaching and core-content expertise * Integration through authentic project learning experiences |
|  | Counselor | * Learner supports and interventions * Analyze school, academy, and learner data * Academic scheduling, advising, and recruiting |
|  | Academy Parent/Guardian | * Learners’ interests/needs, academy impact, and recruitment |
|  | Business Partner | * Resources and internships * Business and career-pathway expertise and opportunities * Advisory board recruitment and support for learning and sustainability |
|  | Community Partner | * Community resources, needs, and perspectives * Workforce development needs and opportunities * Advisory board recruitment and membership |
|  | Postsecondary Education Partner | * Academic expectations and career-pathway expertise * College and career readiness indices * Advisory board recruitment and membership |