

Introduction

The Year of Planning (YOP) Assessment is the final self-evaluation used by the Academy Design Team (ADT)¹ to assess progress in academy development and readiness to graduate from the YOP program. The assessment results inform action plan development in preparation for the academy's launch year.

Design of the YOP Assessment

The YOP Assessment has four elements that makeup NAF's educational design. Each element has two to five standards that elaborate on essential aspects of NAF's educational design. The standards have strategic actions that describe the required academy practices to support each standard. Below is an example of an educational design element with its associated standard and strategic action:

- **Element »** Academy Development & Structure
- **Standard »** 1.4 Academy Leadership - Academy leadership is broad-based, strategic, and sufficiently staffed.
- **Strategic Action »** 1.4.b The academy has a designated staff member to oversee college and career readiness activities.
- **Selection »** Yes/No

Definitions


For the online YOP Assessment, click on underlined words or phrases with superscripts (word ^{number}) to display their definitions. Review the definitions listed in the glossary at the end of the sample YOP Assessment.

Completing the YOP Assessment

The ADT members (academy lead, teachers, counselor, district/school leaders, and advisory board members) work together as a *review team* to complete the assessment. The phases of the review process are:

1. Complete Snapshot 2 (January-March) to confirm that the academy is ready for the YOP Assessment by identifying the standards of practice that need development and including these practices in the action plan.
2. Compile required electronic evidence to verify the achievement of the designated strategic actions and upload files directly into the online assessment for review by the portfolio manager no less than two weeks before the graduation meeting.
3. Recommendation: Use the [YOP Evidence Checklist](#) as a resource for required evidence templates and other supporting documents.
4. Confirm graduation readiness by scheduling a virtual session with the portfolio manager to review the uploaded evidence.
5. Schedule the graduation meeting with the portfolio manager.
6. Plan to complete items 7-8 below before the graduation meeting.
7. Distribute copies of the assessment to all ADT members for review before the graduation meeting.
8. Coordinate a review team session to prepare for the graduation meeting by evaluating the evidence and agreeing on the responses to all strategic actions in the assessment.

Evidence

Click on the  icon to upload evidence that supports a strategic action selection. The icon is only visible in the online YOP Assessment adjacent to each strategic action, and there are also links to required evidence templates. No additional evidence is necessary if academies use evidence templates. Download the templates using the links provided, fill in the templates, and upload the completed templates into the YOP Assessment evidence section in Academy Support Hub (ASH).

Scoring

The review team participates in the graduation meeting to verify that the academy evidence validates the achievement of the strategic actions for each standard of practice.

An academy that earns a final score of 15 or above during the validation process is eligible to become an open academy in NAF's network. The YOP Assessment results also serve as a guide to modify the action plan for continuous improvement during the launch year, when the ADT transitions to the academy team.

Academy Development & Structure

1.1 Student Recruitment & Enrollment

The academy supports open choice enrollment that maximizes students' access to career and college opportunities and results in academy membership that reflects the school's demographics.

Evidence

1.1.a Provide a link to district policy or an academy application/brochure describing an open choice enrollment process.

- [Brochure Template](#)
- [Academy Website Guide](#)

Evidence

1.1.b Provide academy recruitment plan, academy brochure, or other recruitment materials.

- [Student Recruitment Guide](#)
- [Counselor's Packet](#)

1.1.a All students are eligible to enroll in the academy, and open choice enrollment² results in academy membership that reflects the school's demographics.

- ☐ Yes
- ☐ No

1.1.b Academy recruitment efforts are underway to support increasing student enrollment each year to meet the threshold³ criteria. The academy:

- ☐ Recruits to enroll 200 (4-year program), 150 (3-year program), or 100 (2-year program) students in a single NAF academy with at least 20 students per grade level.
- ☐ Recruits to enroll 20% of school enrollment in one or more NAF academies, with each academy enrolling at least 20 students per grade level.
- ☐ Has not started student recruitment

1.2 Personalized Learning Environment

The academy creates a personalized learning environment that is inclusive, promotes student agency, and encourages positive relationships to enhance student well-being and achievement.

No Evidence

1.2.a Graduation meeting discussion to support commitment to implementing the strategic action.

- [Personalized Learning Environment Template](#)

1.2.a The academy fosters a personalized learning environment⁴ that promotes student success and attainment of college and career goals.

- ☐ Yes
- ☐ No

1.3 Data Collection & Review

The academy participates in the ongoing review of academy data to enhance academy development and benchmark student progress.

No Evidence

1.3.a Graduation meeting discussion to support commitment to implementing the strategic action.

- [Data Review Process Template](#)
- [Data Collection Template](#)

Evidence

1.3.b Provide a link to the action plan that includes goals and strategic actions in the Academy Support Hub (ASH) or upload the Action Plan in YOP Assessment.

- [Action Plan Template](#)

1.3.a The academy collects, analyzes, and reports academy and student-level data to inform academy practices and ensure educational equity for students.

The academy:

- ☐ Reviews academy and student-level data.
- ☐ Does not review data.

1.3.b The academy uses the Snapshot results to develop an action plan for continuous academy development.

- ☐ Yes, an updated 2022-23 action plan is in ASH.
- ☐ Yes, an updated 2022-23 action plan is uploaded as evidence.
- ☐ None of the above

1.4 Academy Leadership

Academy leadership is broad-based, strategic, and sufficiently staffed.

Evidence

1.4.a Provide the names and roles of staff responsible for managing the academy program.

- [Team Roster Template](#)

Evidence

1.4.b Provide the names and roles of staff who oversee college and career readiness activities.

If applicable, refer to the evidence provided for 1.4.a

Evidence

1.4.c Provide example(s) of how academy leaders share college and career readiness best practices.

- [Ambassadors' Template](#)

1.4.a The academy designates a lead with release time or an academy team with clearly defined responsibilities for managing all aspects of the academy program.

- ☐ Yes
- ☐ No

1.4.b The academy has a designated staff member to oversee college and career readiness⁵ activities.

- ☐ Yes
- ☐ No

1.4.c The district, school, and academy leaders are ambassadors for the academy. In alignment with NAF's expectations, NAF leaders complete data requests on time, use social media to promote academy practices and events, and attend conferences featuring college and career readiness topics.

The academy leaders meet NAF's expectations by (select all that apply):

- ☐ Completing NAF data requests on time.
- ☐ Using social media to promote NAF academy practices and events.
- ☐ Attending local, state, and national conferences where college and career readiness topics are the focus.
- ☐ None of the above

1.5 Professional Learning

District, school, academy leaders, and advisory board members participate in regularly scheduled professional learning sessions and collaboration meetings.

Evidence

1.5.a Provide a schedule of common planning or agenda/minutes from the academy team's most recent collaborative planning session.

- [Meeting Agenda Template](#)

Evidence

1.5.b Provide a list of professional learning events that include the date and attendees.

- [Professional Learning Template](#)

1.5.a The academy team (of more than three members) participates in common planning or formal collaboration to prepare for career-themed integration⁶, student support systems or interventions, and college and career activities across the curriculum and grade levels. Common planning occurs with an academy team of more than three members:

- ☐ Weekly
- ☐ Bi-Weekly
- ☐ Monthly
- ☐ Not Regularly

1.5.b The academy participates in NAF-sponsored or other Career Technical Education (CTE) professional learning sessions, including NAF Next⁷.

The academy team attended (select all that apply):

- ☐ NAF Next
- ☐ NAF-sponsored professional learning sessions (Webinars, Advisory Board Convenings, Professional Learning modules, or other Virtual Training)
- ☐ Other CTE training/professional learning sessions
- ☐ None of the above

Advisory Board

2.1 Advisory Board Membership & Operations

A formally organized advisory board operates with broad-based community representation.

Evidence

2.1.a Provide employer engagement plan focused on community representation or advisory board roster with roles and responsibilities.

- [Charting Potential Partners](#)
- [Partner Interest Survey](#)
- [Advisory Board Overview](#)

No Evidence

2.1.b Graduation meeting discussion to support commitment to implementing the strategic action.

- [AB Strategic Plan Template](#)
- [AB By-laws Template](#)

2.1.a The advisory board development focuses on recruiting at least ten (10) members representing business, industry, government, community, and postsecondary education leaders.

The employer engagement plan includes (select all that apply):

- ☐ Recruiting at least ten (10) members.
- ☐ Recruiting at least 80% business, industry, government, community, and postsecondary education leaders.
- ☐ None of the above

2.1.b The advisory board creates operational documents, including a strategic plan with clear annual outcomes informed by academy data and by-laws to help the academy grow and sustain academy needs.

- ☐ Yes
- ☐ No

2.2 Support for Learning

Advisory board members actively support work-based learning⁸ activities, the program of study, and academy program design.

No Evidence

2.2.a Graduation meeting discussion to support commitment to implementing the strategic action.

- [AB Support for Learning Template](#)

2.2.a The advisory board plans to actively support student learning focusing on career awareness, exploration, and preparation activities.

The advisory board agrees to (select all that apply):

- ☐ Secure and coordinate work-based learning experiences outlined in the academy's work-based learning calendar.
- ☐ Participate in virtual or in-person classroom activities or projects.
- ☐ Collaborate with academy leaders to inform and update the career-pathway curriculum.
- ☐ Provide professional learning opportunities for academy staff.
- ☐ None of the above

2.3 Support for Sustainability

Increasing public awareness and civic engagement are vital to long-term academy sustainability. The advisory board increases public awareness and civic understanding of the need for workforce development systems by engaging the K-12 school system in discussions with postsecondary education and civic leaders about building talent pipelines by developing high school career academies.

No Evidence

2.3.a Graduation meeting discussion to support commitment to implementing the strategic action.

- [AB Activities Template](#)

2.3.a The advisory board develops a plan to engage the civic community⁹ to enact policies that promote and sustain academies as an integral part of the local workforce and economic development systems.

The advisory board agrees to (select all that apply):

- ☐ Conduct or participate in public forums or meetings on workforce development.
- ☐ Engage in meetings with local civic leaders regarding building talent pipelines.
- ☐ Raise funds for paid internships, work-based learning activities, or scholarship funds.
- ☐ Recruit other business partners and postsecondary institutions to support WBL and college and career readiness.
- ☐ None of the above

Curriculum & Instruction

3.1 Program of Study

The academy's program of study offers approved NAFTrack Certified courses that require authentic project learning experiences¹⁰ and a competency-based assessment¹¹. Academy course content includes authentic projects, work-based learning activities, and opportunities to build college and career-readiness competencies.

Evidence

3.1.a Provide the academy's approved Program of Study courses.

- [Program of Study Template](#)

No Evidence

3.1.b Graduation meeting discussion to support commitment to implementing the strategic action.

- [NAF's Program of Study Flyer](#)

Evidence

3.1.c Provide the academy's career-themed integration plan using authentic project learning experiences.

- [Authentic Project Learning Template](#)

3.1.a The academy creates an approved Program of Study¹² within the designated career pathways in [NAF's Future Ready Learning](#) or other NAFTrack Certified career-pathway courses.

- ☐ Yes
☐ No

3.1.b The academy knows the NAFTrack Certification¹³ (NTC) Program of Study requirements plus the associated benefits, and plans are in place for students to generate NTC accounts to track progress toward NTC.

- ☐ Yes
☐ No

3.1.c The academy facilitates career-themed integration using authentic project learning experiences, like NAF's Passport Expeditions¹⁴ with industry-professional guidance to solve real-world challenges.

- ☐ Yes
☐ No

3.2 College & Career Readiness

Academy coursework with competency-based assessments, authentic project learning experiences, and work-based learning activities prepare students to be college and career ready.

Evidence

3.2.a Provide academy's college & career readiness plan outlining activities that build students' college knowledge.

- [College & Career Readiness Template](#)

Evidence

3.2.b Provide academy's advanced academics and postsecondary education options.

- [Advanced & Postsecondary Template](#)

No Evidence

3.2.c Graduation meeting discussion to support commitment to implementing the strategic action.

3.2.a The academy plans to intentionally build students' college knowledge by developing an awareness of the postsecondary system and culture, research college options, visit college campuses, and navigate issues such as testing, applications, and financial aid. The college & career readiness plan includes (select all that apply):

- ☐ Free Application for Federal Student Aid (FAFSA)
- ☐ College visits/fairs
- ☐ College preparation examinations (SAT, ACT, PSAT)
- ☐ Scholarship applications
- ☐ None of the above

3.2.b The academy's program of study includes advanced academics through participation in Advanced Placement (AP), Cambridge, or International Baccalaureate (IB) courses and enrollment in postsecondary education options through industry certifications and dual enrollment.

The college & career readiness plan includes (select all that apply):

- ☐ Industry Certifications
- ☐ Dual enrollment, AP, Cambridge or IB courses
- ☐ None of the above

3.2.c The academy commits to ensuring that all seniors achieve NAFTrack Certification to enhance their college and career readiness.

- ☐ Yes
- ☐ No

Work-Based Learning

4.1 Work-Based Learning Program

All academy students complete a sequence of work-based learning experiences that culminate with career preparation activities and NAFTrack Certification.

Evidence

4.1.a Provide the process the academy will use to collect and analyze student participation in work-based learning activities.

- [WBL Tracker Template](#)

Evidence

4.1.b Provide work-based learning plan for each operating grade in the academy.

- [WBL Plan and Calendar Template](#)

4.1.a The academy develops a process that ensures students equitably participate in the entire continuum of work-based learning opportunities, including career awareness¹⁵, exploration¹⁶, and preparation¹⁷

☐ Yes

☐ No

4.1.b The academy develops a work-based learning plan for each operating grade that includes career awareness, exploration, and preparation activities that build in sophistication, duration, and intensity.

☐ Yes

☐ No

4.2 Internship Completion

The academy develops and sustains a program of high-quality internship experiences for all students.

No Evidence

4.2.a Graduation meeting discussion to support commitment to implementing the strategic action.

- [Prepare for Internships](#)
- [Internship Preparation Modules](#)

No Evidence

4.2.b Graduation meeting discussion to support commitment to implementing the strategic action.

- [Securing Quality Internships](#)

4.2.a The academy develops plans for all academy students to complete an internship or alternative internship experiences¹⁸ before graduation.

- ☐ Yes
☐ No

4.2.b The academy designates a team member who learns to manage internships in NAFTrack Certification.

- ☐ Yes
☐ No

Glossary/Definitions

- 1 **Academy Design Team (ADT):** The ADT is created in the Year of Planning (YOP) to focus on designing a NAF academy based on the four elements of the NAF educational design. This representative stakeholder team includes school and academy staff, district and school administration, parents, students, and business and postsecondary education partners. After YOP graduation, the ADT transitions to the academy team in the launch year.
- 2 **Open choice enrollment:** NAF academies facilitate diversity, equity, inclusion, and access by accepting students based on student agency rather than educational records. Students, who can accommodate the academy's program of study, are eligible to enroll in the academy regardless of academic or disciplinary history. Academy selection may be subject to a lottery system that randomly selects academy students.
- 3 **Threshold:** NAF's Academy Assessment establishes thresholds or minimum performance requirements on selected strategic actions in the Academy Assessment. Academies must meet the designated thresholds as one of the prerequisites for achieving a Model or Distinguished academy level.
- 4 **Personalized-learning 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
- 5 **College and career readiness 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 to develop students' competency in 21st-century employability skills for entry into the workforce
- 6 **Career-Themed Integration:** An instructional strategy that is also called interdisciplinary (thematic) teaching. Teachers of other disciplines intentionally use real situations, information, articles, and skills related to the academy career theme. Students use skills and knowledge from both their career-themed and core classes in the context of each class to answer questions or solve problems. The components of career-themed integration include:
 - Teacher collaboration with at least one core subject teacher.
 - Creation of projects that are the primary focus of the integration.
 - Research that goes beyond the textbook.
 - Relationships between career-themed concepts and core content knowledge.
- 7 **NAF Next (NN):** NAF's annual professional learning conference brings together teachers, academy leaders, counselors, advisory board members, business partners, and district administrators to address some of the most significant challenges facing education and the economy.
- 8 **Work-Based Learning:** Work-based learning is an educational approach designed to help students connect what they learn in the classroom with what is expected in the workplace by integrating learning with real-world applications in partnership with industry professionals.
- 9 **Civic community:** Advisory board members engage with the civic community by attending or convening meetings, forums, and events to network and build relationships, and they volunteer to coordinate fundraisers that promote workforce engagement of high school students through internship and employment opportunities for all students in the community.

Glossary/Definitions

- 10 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.
- 11 Competency-Based Assessment:** A competency-based assessment is a way to measure industry skillsets or competencies. To prove their competency, students must demonstrate the ability to transfer their content knowledge and career readiness competencies to solve real-world challenges using the benchmarks provided by industry-defined standards.
- 12 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 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.
- 13 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) semesters including any combination of NAF and NTC-approved career-cluster course equivalents
 - Required competency-based assessment such as an authentic project learning experience
 - A qualifying internship
 - Graduation from high school to achieve certification
- 14 NAF's Passport Expeditions:** NAF's Passport Expeditions are authentic project learning experiences that energize learners to identify passion projects and inspire them to imagine innovative solutions to real-world challenges in partnership with industry professionals. Learners engage in the Future Ready Learning Framework: Reflect, Stretch, Innovate, & Showcase using design thinking strategies or the engineering design process. Expeditions also infuse technology applications and online resources to create dynamic solutions. Access NAF's [Future Ready Learning](#) for career-pathway expeditions.
- 15 Career awareness activities:** Students build career awareness and begin to identify areas of interest. Students' primary role is to observe, receive information, and ask questions to acquire knowledge.
- 16 Career exploration activities:** Students gain a deeper understanding of the workplace. Students play an active role in the experience and apply knowledge in interactions with adults.
- 17 Career preparation activities:** Students apply learning through practical experiences with industry professionals. Students engage in activities that have connection and value beyond the classroom and can be evaluated by professionals.
- 18 Internship requirements for NAFTrack Certification:** NAFTrack Certification internship requirements for 2022-23 include approved Alternative Internship Experiences that meet the following requirements:
 - 80+ hours (or two 40-hour experiences)
 - Paid, compensated, or volunteer
 - Direct supervision by an accountable adult who is not the student's teacher
 - Satisfactory internship assessment completed by the student's supervisor (not teacher, parent, or guardian)