

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 make up NAF's design. Each element has two to five standards that elaborate on essential aspects of NAF's design. The standards have strategic actions that describe the required academy practices to support each standard. Below is an example of a 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

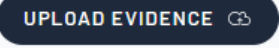

For the online YOP Assessment, click on underlined [words](#) or [phrases](#) with superscripts (word ^{number}) to display their definitions. Review the definitions listed in the glossary at the end of the sample YOP Assessment.

Completing the YOP Assessment

The ADT members (academy lead, teachers, counselor, district/school leaders, and advisory board members) complete the assessment as a *review team*. 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 or the  icon to add a note about 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](#)
- [Counselor's Packet](#)

Evidence

- Provide academy recruitment plan, academy brochure, or other recruitment materials.
- [Student Recruitment Guide](#)
- [Academy Website Guide](#)

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 Recruitment efforts are underway to support increasing student enrollment each year to meet the threshold³ criteria.

The academy:

- Recruits to enroll 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 NAF's [online action plan tool](#) 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 (select all that apply):

- Academy-level data
- Student-level data
- Disaggregated data to identify achievement gaps among student groups
- None of the above

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

- Yes, an updated 2023-24 action plan is in ASH.
- Yes, an updated 2023-24 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 for each checked selection.

- [Ambassadors' Template](#)

1.4.a The academy has a designated academy leader 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. The academy leaders (select all that apply):

- Use social media to promote NAF academy practices and events.
- Share impact stories/data to increase support and advocacy for their academy programs.
- Attend 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 curricular integration, 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 Next⁶. The academy team attended (select all that apply):

- NAF Next
- NAF-sponsored professional learning sessions (Webinars, Advisory Board Convenings, Professional Learning Modules, Educator Certifications, or other events)
- 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.

- [Starting AB Checklist](#)
- [Partner Interest Survey](#)
- [Charting Potential Partners](#)
- [Advisory Board Leadership Roles](#)

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, alumni, 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, alumni, 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 learning⁷ 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, supplement, and/or update the career-themed curriculum.
- Provide professional learning opportunities for academy staff.
- None of the above

2.3 Support for Sustainability

Advisory Board members seek to increase academy success and sustainability by advocating for support and sharing academy impact with community, postsecondary, and civic leaders.

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 community, postsecondary, and civic leaders to promote and sustain academies as an integral part of the local workforce and economic development systems. The advisory board (select all that apply):

- Promote NAF academies as a local workforce development strategy in their communities.
- Raise funds for paid internships, work-based learning activities, and/or scholarships.
- Recruit other business partners and postsecondary institutions to support WBL and college and career readiness.
- None of the above

Curriculum & Instruction (Program of Study)

3.1 Academy Coursework

The academy's career-connected program of study features a comprehensive sequence of courses that adheres to [OCTAE's Programs of Study Design Framework](#), with a particular focus on authentic project-based learning experiences⁸ and conducting competency-based assessments⁹.

Evidence

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

- [Program of Study Template](#)

Evidence

3.1.b Provide the academy's plan for using authentic project learning experiences with examples for each checked selection for at least the Launch Year grade level.

- [Authentic Project Learning Template](#)

3.1.a The academy creates at least one career-connected Program of Study¹⁰ consisting of a sequence of courses within one of [NAF's Future Ready Learning](#) career pathways or aligned with the US Department of Education's [16 career clusters and associated pathways](#).

- Yes
 No

3.1.b Students demonstrate attainment of career-readiness competencies through authentic project learning experiences, like [NAF's Expeditions](#)¹¹, with industry-professional to solve real-world challenges. Academy students (check all that apply):

- Complete extended-length (10+ days) authentic project learning experiences that provide innovative solutions to real-world challenges.
- Engage industry professionals in completing authentic projects.
- Showcase original, relevant, and career/community-connected outcomes using dynamic presentation media or technology apps.
- None of the above

3.2 College & Career Readiness

Academy intentionally builds students' college knowledge, provides advanced academic opportunities, and helps students achieve certifications to enhance their college and career readiness.

Evidence

3.2.a Provide academy's college & career readiness plan outlining how academy assists students for each checked selection.

- [College & Career Readiness Template](#)

Evidence

3.2.b Provide academy's advanced academics and postsecondary education options for each checked selection.

- [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):

- College application preparation including FAFSA
- College preparation and entrance examinations (SAT, ACT, PSAT)
- Scholarship resources and applications
- College visits/fairs
- 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 Academy students achieve [NAFTrack Certification](#)¹² to enhance their college and career readiness. The academy commits to ensuring all seniors achieve NAFTrack Certification.

- Yes
- No

Work-Based Learning

4.1 Work-Based Learning Program

The academy plans and implements a high-quality work-based learning (WBL) program that features a full continuum of work-based learning experiences for students including career awareness, career exploration, and career preparation.

Evidence

4.1.a Provide the work-based learning calendar for at least the Launch Year grade level.

- [WBL Calendar and Brainstorming Template](#)

No Evidence

4.1.b Provide example(s) of how academy supports students for each checked selection.

No Evidence

4.1.c Provide the process the academy will use to collect student input to guide work-based learning program planning. Example tools: WBL Reflection Form; NAF Student Survey.

- [WBL Reflection Form Questions](#)

4.1.a The academy develops a work-based learning plan that includes a continuum of career awareness¹³, exploration¹⁴, and preparation¹⁵ activities that build in sophistication, duration, and intensity.

- Yes
 No

4.1.b New for 2024-25 (unscored) The academy's work-based learning plans intentionally focus on supporting the development of students' aspirations¹⁶, skills¹⁷, and connections¹⁸. The academy work-based learning plan support students' (select all that apply):

- Aspirations
 Skills
 Connections
 None of the above

4.1.c New for 2024-25 (unscored) Student voice and input are solicited and used to guide work-based learning program planning.

- Yes
 No

4.2 Work-Based Learning Participation & Equity

The academy collects and analyzes work-based learning data to ensure full and equitable student participation.

No Evidence

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

- [WBL Participation Tracker & Reflection Form Overview](#)

No Evidence

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

- [Prepare for Internships](#)

No Evidence

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

No Evidence

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

4.2.a The academy tracks and analyzes work-based learning data at both the academy and student levels to ensure equitable student participation in the entire continuum of work-based learning experiences.

- Yes
- No

4.2.b The academy develops plans for all academy students to complete a career preparation activity¹⁹ before graduation and designates a team member who learns to manage internships in NAFTTrack Certification.

- Yes
- No

4.2.c New for 2024-25 (unscored) The academy develops plans for all academy students to participate in at least one work-based learning activity per year.

- Yes
- No

4.2.d New for 2024-25 (unscored) The academy commits to ensuring all seniors complete at least two different phases of the work-based learning continuum in any year (i.e., career awareness, exploration, preparation).

- Yes
- No

Glossary/Definitions

- 1 Academy Design Team (ADT):** The ADT is created to focus on designing a NAF academy based on the four elements of the NAF design. This representative stakeholder team includes school and academy staff, district and school administration, parents, students, and business and postsecondary education partners. After completing the admissions process, 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 develop students' competency in employability skills for entry into the workforce
- 6 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.
- 7 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.
- 8 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.
- 9 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.

Glossary/Definitions

- 10 Program of Study:** NAF's Program of Study maximizes students' opportunities for achieving NAFTrack Certification by capitalizing on multiple options to pursue career pathways. The academy's program of study features a comprehensive sequence of courses that adhere to [OCTAE's Programs of Study Design Framework](#), with a particular focus on fostering authentic project-based learning experiences and conducting competency-based assessments.
- 11 NAF's Expeditions:** NAF's Passport 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.
- 12 NAFTrack Certification (NTC):** NTC is NAF's employability credential that serves as NAF's seal of college and career readiness.
- 13 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.
- 14 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.
- 15 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.
- 16 Student Aspirations:** Each student will have defined and mapped a plan for at least one career path.
- 17 Student Skills:** Each student will have worked to develop the six Future Ready skills, received continuous feedback from industry partners, Advisory Board members, and/or local community professionals, and be able to articulate their strengths.
- 18 Student Connections:** Each student will develop at least three professional connections.
- 19 Career Preparation Activity requirements for NAFTrack Certification:**
Students, and subsequently their academies, will get credit for internships, clinical experiences, youth apprenticeships/apprenticeships, and mentored industry projects that meet the following criteria:
- 80+ hours (or two 40-hour experiences)
 - Paid, compensated, or volunteer
 - Direct supervision by an accountable adult who is not the student's teacher
 - Proficiency on an employer-validated skill assessment completed by the student's supervisor (not teacher, parent, or guardian)

These experiences should seek to strengthen students' skills and resumes, support student career exploration, increase students' social capital and network, and ideally and where appropriate, result in student payment.