

Academy Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Introduction

The Academy Design Team (ADT) members participate in a Year of Planning (YOP) Snapshot review to assess academy readiness to implement the NAF Design.

The YOP Snapshot:

- Contains standards of practice and strategic actions aligned to the Academy Assessment<sup>1</sup>.
- Is relevant twice during the YOP program as follows:
  1. During first two months to establish a benchmark to assess the academy design plan progress
  2. Before the YOP Assessment to determine academy readiness to graduate
- Evaluates progress in academy development and fidelity of implementation of the NAF design.
- Documents evidence collected to validate strategic action accomplishment.

## Completing the YOP 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

## Academy Design Plan

A **highlighted** strategic action signifies that evidence is required to validate the accomplishment of it during the graduation meeting.

**Note:** *Strategic actions not requiring evidence are discussed during the graduation meeting to ensure an understanding and commitment to implement the strategic action after the academy launch.*

## 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 **Academy Design Plan** progress.

Element 1: Academy Development & Structure	
<b>1.1 Student Recruitment &amp; Enrollment</b>	
1.1.a	All students are eligible to enroll in the academy, and the academy accepts students through an <u>open choice enrollment</u> <sup>2</sup> process. <span style="float: right;"><input type="checkbox"/> Not Started   <input type="checkbox"/> Underway   <input type="checkbox"/> Accomplished</span>
1.1.b	Academy develops a student recruitment plan that results in increasing student enrollment each year to meet the <u>threshold</u> <sup>3</sup> criteria. <span style="float: right;"><input type="checkbox"/> Not Started   <input type="checkbox"/> Underway   <input type="checkbox"/> Accomplished</span>
<b>1.2 Personalized Environment</b>	
1.2.a	Academy fosters a <u>personalized learning environment</u> <sup>4</sup> that promotes student success in meeting college and career goals (e.g., learning plans, support network). <span style="float: right;"><input type="checkbox"/> Not Started   <input type="checkbox"/> Underway   <input type="checkbox"/> Accomplished</span>
<b>1.3 Data Collection &amp; Review</b>	
1.3.a	Academy collects, analyzes, and reports academy and student-level data to inform academy practices and ensure educational equity for students. <span style="float: right;"><input type="checkbox"/> Not Started   <input type="checkbox"/> Underway   <input type="checkbox"/> Accomplished</span>
1.3.b	Academy develops action plan goals with strategic actions for academy development. <span style="float: right;"><input type="checkbox"/> Not Started   <input type="checkbox"/> Underway   <input type="checkbox"/> Accomplished</span>
<b>1.4 Academy Leadership</b>	
1.4.a	Academy designates a lead or an academy team with clearly defined responsibilities for managing the academy program. <span style="float: right;"><input type="checkbox"/> Not Started   <input type="checkbox"/> Underway   <input type="checkbox"/> Accomplished</span>
1.4.b	Academy designates a team member to oversee <u>college and career readiness</u> <sup>5</sup> activities. <span style="float: right;"><input type="checkbox"/> Not Started   <input type="checkbox"/> Underway   <input type="checkbox"/> Accomplished</span>
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). <span style="float: right;"><input type="checkbox"/> Not Started   <input type="checkbox"/> Underway   <input type="checkbox"/> Accomplished</span>
<b>1.5 Professional Learning</b>	
1.5.a	Academy team (of more than three members) participates in common planning or formal collaboration sessions. <span style="float: right;"><input type="checkbox"/> Not Started   <input type="checkbox"/> Underway   <input type="checkbox"/> Accomplished</span>
1.5.b	<u>Academy Design Team (ADT)</u> <sup>6</sup> participates in NAF-sponsored or other Career and Technical Education (CTE) sessions (e.g., <u>NAF Next</u> <sup>7</sup> , webinars, or other virtual training). <span style="float: right;"><input type="checkbox"/> Not Started   <input type="checkbox"/> Underway   <input type="checkbox"/> Accomplished</span>

Indicate the response that best represents each strategic action's status to assess **Academy Design Plan** progress.

Element 2: Advisory Board	
<b>2.1 Membership &amp; Operations</b>	
2.1.a	Advisory board development focuses on recruiting partners representing business, industry, government, community, and postsecondary education. <span style="float: right;"><input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished</span>
2.1.b	Advisory board members plan to create operational documents, including a strategic plan and by-laws. <span style="float: right;"><input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished</span>
<b>2.2 Support for Learning</b>	
2.2.a	Advisory board members plan to support the <u>work-based learning</u> <sup>8</sup> program focusing on <u>career awareness</u> <sup>9</sup> , <u>exploration</u> <sup>10</sup> , and <u>preparation activities</u> <sup>11</sup> . <span style="float: right;"><input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished</span>
<b>2.3 Support for Sustainability</b>	
2.3.a	Advisory board members plan to engage the <u>civic community</u> <sup>12</sup> in promoting academies as an integral part of the local workforce development. <span style="float: right;"><input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished</span>

Indicate the response that best represents each strategic action’s status to assess **Academy Design Plan** progress.

Element 3: Curriculum & Instruction	
<b>3.1 Program of Study/Integration</b>	
<b>3.1.a</b> Academy creates a career-connected <u>program of study</u> <sup>13</sup> .	<input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished
<b>3.1.b</b> Academy facilitates career-themed integration using <u>authentic project learning experiences</u> <sup>14</sup> for the Launch Year grade-level. (i.e., project-based learning).	<input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished
<b>3.2 College &amp; Career Readiness</b>	
<b>3.2.a</b> Academy intentionally build students' college knowledge by developing an awareness of the postsecondary system and culture. (e.g., college options, testing, applications, and financial aid).	<input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished
<b>3.2.b</b> Academy's program of study includes advanced academics (e.g., Advanced Placement, Cambridge, or International Baccalaureate courses) and/or enrollment in postsecondary education options (e.g., industry certifications and dual enrollment courses).	<input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished
<b>3.2.c</b> Academy commits to ensuring that all seniors achieve <u>NAFTrack Certification</u> <sup>15</sup> to enhance their college and career readiness.	<input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished

Indicate the response that best represents each strategic action’s status to assess **Academy Design Plan** progress.

Element 4: Work-Based Learning	
4.1 Provides a Work-Based Learning Program	
4.1.a Academy develops an awareness of the full work-based learning continuum and creates a work-based learning plan for the Launch Year grade-level.	<input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished
4.1.b Academy develops an awareness of outcomes-driven work-based learning and intentionally focuses on developing student’s <u>aspirations</u> <sup>16</sup> , <u>skills</u> <sup>17</sup> , and <u>connections</u> <sup>18</sup>	<input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished
4.1.c Academy develops a process to solicit student voice and input to guide work-based learning program planning.	<input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished
4.2 Work-Based Learning Participation & Equity	
4.2.a Academy develops a process to collect and analyze 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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished
4.2.b Academy develops plans for all academy students to complete a <u>career preparation activity</u> <sup>19</sup> before graduation.	<input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished
4.2.c Academy develops plans for all academy students to participate in at least one work-based learning activity per year.	<input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished
4.2.d Academy commits to ensuring that all seniors engage in at least two different phases of the work-based learning continuum in any year.	<input type="checkbox"/> Not Started <input type="checkbox"/> Underway <input type="checkbox"/> Accomplished

## 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 enrollment:** NAF academies facilitate inclusion, diversity, equity, 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 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 toward 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** 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
- 6 **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.
- 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 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 classroom content with workplace expectations. Students learn through integrated, real-world experiences led by industry professionals.
- 9 **Career awareness activities:** Students are introduced to careers and pathways through short work-based learning engagements where they can interact with industry professionals in small to large groups. Awareness activities are appropriate for all levels of students. Examples include:
  - **Career Fairs** - Career fairs bring together business partners from a variety of careers to share information about their company, their job, and what education, skills, and knowledge are required for success in their careers.
  - **Guest Speakers** - Guest speakers are industry professionals who share information about their industry, company, career path, and the knowledge and skills required to pursue and be successful in their career. Skills workshops elevate the traditional guest speaker experience by having professionals lead a session with students to help them develop a certain career readiness or technical skill during their time together.
  - **Worksite Tours** - Worksite tours allow students to visit a company's workspace and see the environment, expectations, and requirements of the workplace, professions, and industries up close.

### Glossary

#### # Definition

- 10 **Career exploration activities:** Students continue to hone their career interests while building Future Ready Skills in one-to-one or smaller group settings with industry professionals. Students receive feedback on their skill development from industry professionals and make connections to begin their professional network. Examples include:
- **Informational Interviews** - Informational Interviews Informational interviews offer students an opportunity to practice their communication skills by initiating contact with a business professional and interview them to learn more about their industry, company, and career path.
  - **Job Shadows** - Job shadows allow students to spend time one-on-one with an employee observing and participating in their daily activities to learn more about their job and a typical workday.
  - **Mentorships** - Career mentors are industry professionals who build ongoing relationships with students or student teams to explore potential careers, provide guidance on navigating college and career pathways, and build their professional network. Mentors model necessary skills and assist students in working toward skill mastery.
  - **Mock Interviews** - Mock interviews allow students to practice their interviewing skills and get feedback from business partners.
  - **Partner Engagement Projects** - Partner engagement projects are extended learning projects, generally less than 40 hours, that allow students to explore genuine industry and real-world challenges and provide students with an authentic learning experience while being guided by an industry professional which includes an advisory board member or local community partner. The industry professional is not required to provide the challenge but will offer support through project mentoring that includes supervising project development and problem-solving through intentional feedback and connection. Partner engagement projects are meant to prepare students for a more in-depth mentored industry project and can happen in or outside the classroom.
  - **Resume Coaching/Review** - Resume review activities allow students to get feedback from business professionals as they prepare their resumes for mock interviews and internships.
  - **Skills Workshops** - Skills workshops elevate the traditional guest speaker experience by having professionals lead a session with students to help them develop a certain career readiness or technical skills during their time together.
- 11 **Career preparation activities:** Students apply their learning through immersive industry-based experiences. Career Preparation activities allow students to establish connections and build a professional network. Industry partners are more directly involved in student development and provide feedback on applied skills in an industry-based setting. Examples include:
- **Apprenticeship/Youth Apprenticeships** - Apprenticeships are paid employer-led work experiences with written training plans and signed apprenticeship agreements which include supervised on-the-job training, job-related education components, and result in at least one industry credential.
  - **Clinical Experience** - Clinicals are a supervised student experience that allows the student to put into practice skills they have learned in a health care program. Clinicals involve hospital and other health care settings which require some level of patient care or contact.
  - **Internships** - Internships allow students to apply and further develop the skills they need to be successful in college and career as well as provide value to their internship host.
  - **Mentored Industry Projects** - Mentored industry projects provide authentic learning experiences in which students connect with industry mentors to address challenges and solve problems in a community or industry. Industry mentors guide project work, offering feedback and direction throughout the project process. Students develop skills through professional interactions and understand connections between classroom content and their career aspirations.

### Glossary

#### # Definition

- 12 **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 (e.g., local chamber of commerce; mayors' programs).
- 13 **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.
- 14 **Authentic Project-Based Learning Experiences:** Authentic project-based 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.
- 15 **NAFTrack Certification (NTC):** NTC is NAF's employability credential that serves as NAF's seal of college and career readiness.
- 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.