# Introduction

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

The YOP Snapshot:

* Contains standards of practice and strategic actions aligned to the Academy Assessment1.
* Is relevant twice during the YOP program as follows:
  1. During first two months 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 NAF’s educational 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

# 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.

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| --- | --- |
| **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 that results in increasing student enrollment each year to meet the threshold3 criteria. |  |
| **1.2 Personalized Environment** | |
| 1.2.a Academy fosters a personalized learning environment4 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. |  |
| 1.3.b Academy develops action plan goals with strategic actions for academy development. |  |
| **1.4 Academy Leadership** | |
| 1.4.a Academy designates a lead or an academy team with clearly defined responsibilities for managing the academy program. |  |
| 1.4.b Academy designates a team member to oversee college and career readiness5 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 sessions. |  |
| 1.5.b Academy Design Team (ADT)6 participates in NAF-sponsored or other Career and Technical Education (CTE) sessions (e.g., NAF Next7, webinars, or other virtual training). |  |

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

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| **Element 2: Advisory Board** | |
| **2.1 Membership & Operations** | |
| 2.1.a Advisory board development focuses on recruiting partners representing business, industry, government, community, and postsecondary education. |  |
| 2.1.b Advisory board creates operational documents, including a strategic plan and by-laws. |  |
| **2.2 Support for Learning** | |
| 2.2.a Advisory board members plan to support the work-based learning program focusing on career awareness8, exploration9, and preparation activities10. |  |
| **2.3 Support for Sustainability** | |
| 2.3.a Advisory board develops a plan to engage the civic community11 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.

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| **Element 3: Curriculum & Instruction** | |
| **3.1 Program of Study/Integration** | |
| 3.1.a Academy creates a program of study12 that enables students to achieve NAFTrack Certification13. |  |
| 3.1.b Academy knows NAFTrack Certification requirements. |  |
| 3.1.c Academy facilitates career-themed integration using authentic project learning experiences14 with industry- professional guidance to solve real-world challenges. |  |
| **3.2 College & Career Readiness** | |
| 3.2.a Academy plans to intentionally build 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.

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| **Element 4: Work-Based Learning** | |
| **4.1 Provides a Work-Based Learning Program** | |
| 4.1.a Academy develops a process to collect and analyze student participation in entire continuum of work-based learning opportunities. |  |
| 4.1.b Academy develops a work-based learning plan for each operating grade that includes career awareness, exploration, and preparation activities. |  |
| **4.2 Internship Completion** | |
| 4.2.a Academy develops plans for all academy students to complete an internship or alternative internship experiences before graduation. |  |
| 4.2.b Academy designates a team member who learns to manage internships in NAFTrack Certification. |  |

**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 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** 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 in the Year of Planning (YOP) to focus on designing a NAF academy based on the four elements of NAF’s 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.
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. **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.
9. **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.
10. **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.
11. **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).

**Glossary**

# Definition

1. **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.
2. **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 competency-based assessment such as an authentic project learning experience
   * A qualifying paid internship
   * Graduation from high school
3. **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.