



NAF ACADEMY PLANNING GUIDE

PARTNERSHIPS FOR AMERICA'S YOUTH

2003 REQUEST FOR PROPOSALS FOR
YEAR OF PLANNING &
ACADEMY IMPLEMENTATION SITES

NAF Academy Planning Guide

Copyright 2002 by the National Academy Foundation. All rights reserved. Printed in the United States of America. Except as permitted under federal law, no part of this publication may be reproduced, displayed, or distributed in any form or by any means, or stored in a data base or retrieval system, without the prior written permission of the National Academy Foundation.

Application to use any section of this material should be addressed to the National Academy Foundation, 39 Broadway, New York, NY 10006. Reproduction, display, or reprint of any part of this material shall carry the line "Copyright 2002 National Academy Foundation, used with permission of the National Academy Foundation."

Copies of this publication may be obtained from the National Academy Foundation. For information, call 212-635-2400 or go to the National Academy Foundation's web site: <http://www.naf.org>.

It is the policy of the National Academy Foundation not to discriminate on the basis of race, color, creed, national origin, age, handicapping condition, sexual orientation, or sex in its educational programs, activities, materials and employment policies, as required by law.

Table of Contents

NAF Academy Planning Guide	1
What is a career academy?	2
A Small Learning Community.....	3
College preparatory curriculum with a career theme.....	4
Partnerships with employers, communities, and higher education	5
What is the National Academy Foundation?	6
How is a NAF Academy different from other career academies? ..	7
Why start a career academy?	9
Why Start a NAF Career Academy?	11
Some Challenges in Starting a Career Academy	12
How do you begin?	13
Proposal Guidelines for Starting a NAF Academy	14
Proposal Option One: Year of Planning.....	16
Overview	16
Submitting A Year of Planning Proposal	18
Proposal Option Two: Academy Implementation.....	20
Overview	20
Submitting an Academy Implementation Proposal	22
Creating a Baseline Profile	24
Appendix A: Budget Template	28
Appendix B: Curriculum Guidelines	31

NAF Academy Planning Guide

The information in this Academy Planning Guide is intended to assist interested school districts and their administrators, along with community partners, in deciding whether a NAF Academy is an appropriate model for their community, and to guide them in preparing the required written proposal for the establishment of a local Academy of Finance, Academy of Travel & Tourism, and/or Academy of Information Technology. It is also appropriate for school districts interested in expanding upon existing Academy sites.

NAF supports Academy development through the following two options:

1. Year of Planning: due March 15, 2003 for a Fall 2004 Academy launch with students

Because advanced planning and engagement of all members of the Academy team—from teachers, to administrators, to business partners—is essential to a successful Academy launch, NAF recommends the Year of Planning (YOP) process for the majority of new programs. The YOP enables a school interested in starting a NAF Academy to begin the start-up process with assistance from NAF prior to enrolling students. Schools applying for this designation agree to take part in a self-assessment process aimed at developing a year-long plan for program development. Upon acceptance as a YOP site, the school will be entitled to NAF technical assistance, staff development activities, and use of Academy curriculum and other benefits associated with NAF-network membership.

The YOP proposal process is outlined in detail beginning on page 18.

2. Academy Implementation: due November 29, 2002 for a Fall 2003 launch with students

The second approach to starting a NAF Academy is to submit a more detailed Implementation Proposal. Schools should be aware that the Academy Implementation Proposal requirements are extremely rigorous, and only those programs that can communicate their full readiness for implementation should consider this option. While NAF endeavors to provide every opportunity for schools to be considered for NAF membership, we strongly urge teams to approach this decision thoughtfully.

The Academy Implementation proposal process is outlined in detail beginning on page 22.

Questions about this guide may be addressed to:

National Academy Foundation

39 Broadway Suite 1640
 New York, NY 10006
 Attn: New Programs Associate
 Email: Florence@naf.org
 (212) 635-2400

What is a career academy?¹

History

The first career academy began in 1969 at Edison High School in Philadelphia. The “Academy of Applied Electrical Science” enrolled 30 students and was supported in part by the Philadelphia Electric Company. The career academy’s small beginning led to the existence of an estimated 2,000 – 3,000 academies nationwide today, with more starting each year. Several states have career academy networks, including California, Florida, and Illinois. Many individual districts also have networks throughout their public high schools. And, there are now several agencies working at the national level to support career academies.

The Career Academy Support Network (CASN) at University of California at Berkeley defines a career academy as having three essential features:

- A small learning community within the larger high school
- A curriculum that combines a career focus with meeting college entrance requirements
- Partnerships with supporting employers, community members, and institutions of higher education

NAF and CASN were among a number of organizations that developed this definition of career academies. Others include:

- The California network of academies, called the California Partnership Academies, in the California Department of Education
- The Career Academy Support Network (CASN), based in the Graduate School of education, University of California, Berkeley
- The Center for Research on the Education of Students Placed at Risk (CRESPAR), sponsors of *Talent Development High Schools*, a school wide application of academies, based at Johns Hopkins University, Baltimore
- The Illinois network of academies, called the Illinois Partnership Academies, in the Illinois State Board of Education
- Manpower Demonstration Research Corporation (MDRC), a leading national evaluator of academies based in New York City
- The National Career Academy Coalition (NCAC), associated with the Philadelphia Academies, a membership organization that sponsors an annual national academy conference
- The Philadelphia Academies, Inc., now with 29 academies in 12 career fields in 19 high schools, and nearly 7,000 students
- The Southern Regional Education Board (SREB), sponsor of *High Schools That Work*, the largest high school reform effort in the country, with over 1,000 high schools, based in Atlanta, Georgia

¹ Career Academy Support Network (2002). Planning Guide for Career Academies. Berkeley, CA: Author. Available: <http://casn.berkeley.edu/planningguide.htm>

A Small Learning Community

Most career academies take the form of a personalized, small learning community within a high school, with a subset of students and teachers who are together for a two, three, or four-year span. Joining of a group of students for several periods each day with teachers whom they come to know well provides a family-like atmosphere, nurturing close student-teacher ties.

While academies vary in size, they usually have from one to three sections of students at each grade level, or 100-300 students in all. Academy classes are usually blocked back-to-back in the daily schedule, and students attend them as a group. Students are able to complete academy requirements within the regular school day, with the exception of internships and college classes.

Students enter the academies through a voluntary process; they apply to the program and are accepted with parental knowledge and support. While student selection may be based partially on grades and recommendations, the primary consideration is a youngster's interest in the program.

A career academy involves teachers from different subjects working together as a team. This team manages the program, with one member serving as the coordinator. Team members have shared planning time—usually a daily common planning period—and often, they have additional release time. Team members, as well as students, share such tasks as student recruitment and selection, academy promotion, curriculum development, and planning academy activities.

Academy teams participate in professional development activities in order to effectively implement the key features of the academy model and gain exposure to the career field.

A career academy typically has one individual who serves as the program's director. In a district with multiple academies, the director will typically be a representative from the district office, while a teacher from each school acts as an on-site coordinator. When the school's academy is the only one in a district, a teacher will typically serve as director. The main prerequisites for the on-site coordinator or director are strong organizational and interpersonal skills, and interest and experience in the academy theme. A director or coordinator needs to be given release time, in order to perform the responsibilities of this position.

An academy functions within the larger high school and requires administrator and counselor support. Ideally, an academy team would include administrators and a guidance counselor who is specifically assigned to academy students. Academy students may also participate in required and elective classes outside the academy, as well as other activities such as clubs and sports.

College preparatory curriculum with a career theme

Career academies focus on providing students with the skills and experience necessary to attain entry-level jobs in the career field, as well as the academic preparation for post-secondary education.

Students in a career academy take a mixture of career and academic classes, typically in an industry theme. These courses are linked to academic and industry standards and encourage high achievement. Career and academic courses meet many entrance requirements for four-year colleges and universities, and through national and local articulation agreements, graduates are often able to earn advanced standing for their academy course work.

The career classes develop knowledge in a given field. They are designed to expose students to the full range of careers in that field, and to show students how their subjects relate to each other and the career field. Special projects require students to bring together academic skills across their subjects and apply these to work settings outside the school.

Many career academies develop relationships with local higher education institutions, toward the development of college opportunities for students. Students may take a college course during their senior year at a college or university, or at the high school with a teacher accredited by the university. Academy students typically have more exposure to college and career counseling, forming a post-graduate plan, which may include college, a mixture of work and college, or full-time work.

Partnerships with employers, communities, and higher education

The academy career theme is selected locally, based on an industry that is healthy and can provide a cadre of partners interested in supporting the program. Employers from a group of companies in the selected field serve as partners in the academy, through membership on an advisory board (along with teachers, administrators, and often parents and students) that governs the program's development and operation. Postsecondary educational institutions are often included as well, providing course articulation and concurrent enrollment options.

Advisory board members typically provide the paid internships for students during the summer. In addition, the advisory board helps to plan the various activities in which employee volunteers participate, including:

- Serving as speakers at the school, informing students of the industry and career options
- Acting as field trip and job shadowing hosts at their companies
- Becoming mentors to individual students
- Supervising students during their internships
- Helping students practice interviewing and develop resumes
- Providing externships and training opportunities for academy teachers
- Offering critical input on curriculum design
- Hiring graduates of academy programs
- Providing in-kind and financial support for academy activities.

What is the National Academy Foundation?

Under the leadership of Sanford I. Weill, now Chairman and CEO of Citigroup, and the American Express Company, the first Academy of Finance opened in 1982 at John Dewey High School in Brooklyn, New York with 35 students. In 1987, the model was expanded to offer an Academy of Travel & Tourism, and programs were established in Miami, Florida and Queens, New York. In 1989, the National Academy Foundation was established as a nonprofit 501 (c) 3 intermediary organization to oversee the quality and expansion of Academy programs nationwide. In 2000, NAF expanded the model into a new industry, launching the Academy of Information Technology.

What is a NAF Academy?

Each NAF Academy operates as a “school within a school” in high schools across the country. Students apply to participate in a cadre of 30 to 60 Academy students per school per year. These students share two to three common Academy classes each semester. The Academy can be a two, three, or four-year program to supplement and enrich the traditional curriculum. NAF Academies are targeted to schools in the nation’s urban centers, but are appropriate for—and thrive in—urban, suburban, and rural areas where businesses exist alongside the schools.

Who are NAF Academy students?

Over 32,000 students are enrolled in NAF academies, and over 25,000 students have graduated from NAF academies since 1984. NAF Academies are appropriate for all high school students performing at grade level, but they are particularly targeted toward students who are not achieving their potential. These are students for whom the program makes a significant difference. With a new context for learning, NAF students often become more engaged in their studies, resulting in improved performance and higher expectations of what they can achieve for themselves.

How many NAF Academies are there?

NAF currently sustains a network of 577 Academy programs in 40 states.

How is NAF supported?

NAF operates through major support from its board member companies, including: Citigroup, American Express, Merrill Lynch, The Nasdaq Stock Market, Sallie Mae, The McGraw-Hill Companies, and United Technologies. Other national funders include: Compaq, Marriott International, Lucent Technologies, Computer Associates, Verizon, Oracle, and AT&T. Thousands more large and small companies support local Academies by providing internships, service on advisory boards, teacher externships, curriculum guidance, and more.

How is a NAF Academy different from other career academies?

The NAF Academy model features **all of the essential components of career academies** as defined by CASN, with several additional distinguishing features. The NAF model is specifically defined as having three critical components:

1. **A career-themed small learning community** comprises the resources, leadership, and supports needed to sustain the Academy and features NAF’s curriculum—designed, reviewed, and updated regularly by a team of educators and industry experts.
 - NAF provides a series of courses in each of its three academy themes. These courses are linked to academic and industry standards and encourage high achievement. All courses are available on-line to NAF member programs. The career and academic courses meet entrance requirements for four-year colleges and universities; through national and local articulation agreements, graduates are often able to earn advanced standing for their academy course work.
 - NAF Academy students are provided with college and career counseling, forming a post-graduate plan, which may include college, a mixture of work and college, or full-time work.
 - 80% of Academy graduates go on to higher education, and a substantial number of these graduates find future employment in their Academy career field.

2. **Community partnership** includes the collaboration between the school and the larger community, toward the development of local advisory boards and paid student internships.
 - An integral part of an Academy student’s experience is the six- to eight-week paid internship—a critical factor in connecting the “real world” to classroom study. Internships typically take place during the summer between a student’s junior and senior year, and are provided by companies affiliated with the program through its local advisory board, or through other community contacts. This summer internship is generally the capstone of the Academy experience, during which time students apply what they have learned in their academy classes and are able to see their learning in a broader context.
 - NAF Academies develop relationships with local higher education institutions toward the development of college opportunities for students. During their senior year, students take a college course and have access to college credits through NAF’s national articulation agreements.
 - NAF’s national relationships with major industry representatives, federal government agencies, national nonprofit organizations, higher education institutions, and trade associations help schools develop and sustain local partnerships—over 2,000 private businesses, local government entities, and educational organizations are involved with NAF Academies nationwide.

3. Professional development ensures that all stakeholders have regular opportunities to enhance their academy related skills and competencies through NAF conferences, technical assistance materials, and other local activities.

- NAF hosts three annual conferences: the Institute for Staff Development, held during the summer, the Leadership Summit, held during the fall, and the New Academy Orientation, held each spring. These conferences provide opportunities for all of NAF's constituents—teachers, guidance counselors, high school principals, business and government partners, students, and alumni—to come together in order to share their unique perspectives and best practices while planning for the future. NAF conferences serve as a focal point for ongoing professional development conducted within local communities.

NAF also provides targeted technical assistance to support Academies in their efforts to develop effective, sustainable Academy programs. Resource and planning guides, online resources, and technical assistance site visits are among the array of services NAF offers to sustain member programs of the NAF Network.

These three components—learning community, partnership, and professional development—form NAF's "Academy Frameworks," a system of quality assurance designed to help set expectations for new and developing Academies, to provide benchmarks for all Academies to assess program progress, and to encourage innovation among all Academies over time. These Frameworks are used in creating a "Baseline Profile," as outlined in the Academy Implementation Proposal process, on page 22.

Why start a career academy?²

Summary of Career Academy Research Findings

One reason why growing numbers of states, districts, and schools have decided to start career academies is that they have been found to be effective in improving students' performance. What kind of evidence is there? Studies of several different types have been done, which are summarized below. (Much of this research is outlined in further detail in *Career Academies: Building Blocks for Reconstructing American High Schools* (Stern, Dayton, & Raby, 2000). It is also available on the Career Academy Support Network (CASN) website: www.casn.berkeley.edu.)

Several studies in California have found that academy students perform better than students in the same high schools who have similar demographic characteristics and ninth-grade records of grades, absenteeism, and disciplinary problems. An evaluation of the first two academies in California found that academy students in grades ten through twelve had better attendance, earned more credits, obtained higher grades, and were more likely to graduate than their comparison groups (Reller 1984; additional citations in Stern, Raby, and Dayton 1992; see also Raby 1995). From 1985 through 1988, a similar evaluation of the ten initial state-funded academies in California showed substantial and statistically significant advantages for academy students in attendance, credits earned toward graduation, grade point averages, and retention through high school (Dayton et al. 1989; Stern et al. 1989).

Annual data collected from state-funded academies in California continue to show improvement after students entered an academy and while they are in it (Dayton 1997; Warren 1998). High school dropout rates in academies averaged about seven or eight percent over three years—about half the rate in the general population of California students—despite the fact that state-funded academies are required to recruit a majority of students who are economically or educationally disadvantaged. Although these data describe only the performance of academy students, without comparison groups, they are consistent with the comparison-group evaluations.

Maxwell and Rubin (1997) surveyed former high school students from a large California school district one or two years after their graduation. They found that students who had attended career academies were at least as likely to be enrolled in four-year colleges as students who identified themselves as having been in the academic track in high school. Both the career academy and academic track graduates had significantly greater likelihood of enrolling in four-year college than graduates who classified themselves as having been in the high school general track. Yet academy students had lower average scores on sophomore reading tests in high school, and they were less likely to be native English speakers, compared to students in the general track.

Maxwell and Rubin (2000) also analyzed school district records on academy and non-academy students. They found that students in career academies obtained significantly better grades. This was not due to easier grading standards within the academies: Maxwell and Rubin found that courses within most of the academies actually awarded *lower* grades than non-academy courses in the same subjects. Furthermore, when Maxwell and Rubin divided students into high, middle, and low groups according to tenth grade math and English test scores, they found in each group that academy students obtained higher grades than non-academy students. The higher grades of academy students appear to be the main reason for their higher rate of college attendance, compared to non-academy students.

² Career Academy Support Network (2002). Planning Guide for Career Academies. Berkeley, CA: Author. Available: <http://casn.berkeley.edu/planningguide.htm>

Maxwell (1999) extended the Maxwell-Rubin study to follow graduates of career academies and other graduates from the same school district who enrolled at a nearby campus of the state university. She found that the academy graduates were more likely to come from high schools with large proportions of low-income minority students. After taking this into account, the academy graduates were less likely to need remedial coursework at the university, and they were more likely to receive their bachelor's degrees, compared to the other graduates from the same district. These findings suggest that academies help low-income students finish both high school and college. They imply that the improvement in high school graduation rates was not accomplished by lowering academic standards in the career academies.

MDRC began a 10-site study of career academies in 1993 by creating a list of students who applied to the career academy at each site, and choosing at random those who would be admitted to the academy and those who would not. The latter constituted the control group. Unlike the matched comparison groups in earlier studies, all students in the MDRC control group had taken the initiative to apply to the career academy. They therefore shared the same unmeasured motivation, ambition, or other traits that might characterize the academy student.

The results of the MDRC evaluation confirmed earlier findings from the matched-comparison studies of career academies. MDRC found that academy students overall earned a larger number of course credits needed for graduation, and were more likely to have positive developmental experiences such as working on a volunteer project. The strongest and most pervasive differences were found among students at highest risk of school failure. Among this subgroup, the academy students attended school more regularly, earned more course credits, were more likely to participate in extracurricular activities and volunteer projects, and were less likely to be arrested. Most consequentially, the dropout rate for the high-risk subgroup was reduced from 32 percent in the control group to 21 percent among the career academy students (Kemple and Snipes 2000).

While this body of research (and other studies not cited here) provides good evidence of the effectiveness of career academies, there are certain results they have *not* been shown to accomplish. For example, no study has yet shown an academy effect on standardized test scores. Follow-up studies of academy graduates have generally shown reduced differences over time between academy and non-academy comparison students (Kemple, MDRC, 2001). Most of the differences found in high school have reflected motivational and academic differences (attendance, credits earned, GPAs, graduation rates), with few differences found in levels of employment or earnings. Thus while there is much supportive evidence for academies, it is not universally positive.

Why Start a NAF Career Academy?

Summary of Research on NAF Academies

Several independent studies of NAF's Academy of Finance and Academy of Travel and Tourism were conducted by the Academy for Educational Development (AED) in the early 1990s. These independent studies were commissioned by NAF board member companies interested in seeing the impact of the program. Among the conclusions of these studies were the following:

- Women and minorities were introduced to career options that were not previously available to them and gained clear perceptions of the professional career paths within each industry.
- Over 90% of academy students were going onto higher education (well above the national average).
- Students, even after they graduated from high school and went into college, rated their Academy internship highly and considered it helpful in their career decisions.
- Substantial numbers of Academy of Finance seniors had career and/or college plans related to finance.
- 50% of Academy of Finance graduates and 40% of Academy of Travel and Tourism graduates were working in their respective Academy career fields after graduation.

The Institute on Education and the Economy (IEE) at Teachers College, Columbia University recently conducted a study on the NAF Academy model. The IEE study surveyed alumni, seniors, and teachers from 10 long-standing member high schools in the NAF Academy network, as well as non-academy students in these schools. Preliminary results indicate that the collaboration between employers and schools has been a successful mechanism for high school reform. NAF's career academy model was found to support academic achievement, increased attendance, youth development, college preparation, and career readiness. The study reveals that the NAF Academy may serve as an effective and promising model that addresses the concurrent needs of business and education. The results show that schools that effectively implement the NAF model improve the high school experience for young people—as preparation for college, career development, and lifelong learning. The IEE evaluation will be released in Fall 2002.

Some Challenges in Starting a Career Academy

Even with the evidence in support of career academies, and the rapid growth of career academies nationwide, there are good reasons to be cautious in starting an academy. In fact, one path to avoid is to get caught up in the enthusiasm of this approach thinking it will solve every problem in high school, without looking at the difficulties involved in launching academies or what they probably won't accomplish. The following is a summary of challenges to consider.

Academies are a lot of work. They require substantial changes in the way high schools operate internally. Administrators, counselors, and teachers all have to be ready to change their practices. Scheduling has to be done differently. Curriculum needs to change. Employers, parents, and other community members need to be involved, and have a stronger role in the way the school functions. All this requires a lot of work and involves going through a difficult and sometimes contentious change process.

Academies require collaboration from a number of parties. Although successful academies and other programs have been undertaken by lone individuals in schools, many of these programs experience struggle. Difficulty can arise when others at the school and/or district fail to support the program, and when the individual in charge retires or moves on to another position, it becomes nearly impossible to sustain the academy. Implementing a successful academy requires building a team of teachers and obtaining the collaboration of school and district administration, guidance counselors, students, parents, and the local community.

Not all academies succeed. While the majority do cause improvements in student performance, the research results cited above represent averages. Within these averages are academies that were miserable failures. Academies which have achieved positive results for students and the community did so based on their high quality of implementation. It is a complex approach, and if poorly implemented, may cause more problems than it solves. Simply deciding to go this route, without doing the hard work and carefully monitoring results, probably will not yield positive outcomes.

Academies can cause new problems. While academies have positive effects on student performance, and most students and teachers like them better than more traditional high school structures (Kemple 1997), they often cause new problems. Scheduling becomes more difficult, due to the need to group students together across several classes. Handling AP, honors, and special education classes in the schedule is more difficult. Teachers who teach upper level classes and don't want to relate their subjects to other subjects or a career field probably won't like academies. Teachers who like being a "sage on the stage" rather than a "guide on the side" probably won't like academies, which tend to be student centered. More involved parents are likely to bring pressure on teachers for high quality instruction. More involved employers are likely to bring pressure on administrators for better prepared graduates.

Academies probably won't change test scores. Schools under pressure to improve standardized test scores probably will not find that academies provide direct help. Academies can improve motivation, as well as indicators such as attendance, retention, and grades, but there is little evidence that they will improve test scores.

There are many good reasons to start career academies, but they are not a panacea for all the problems of high school. They should be approached cautiously, and if attempted, implemented carefully and thoroughly. In recognition of the challenges to running a successful academy, NAF has launched a new initiative amongst its array of support services. NAF's Year of Planning program provides advanced technical assistance services to schools for a full year before the NAF Academy is implemented. Schools accepted for Year of Planning status will work through a series of structured planning activities to align resources and programs to serve both the Academy implementation and broader school improvement plan.

How do you Begin?³

Choosing a Theme

Academies usually start with one or a few teachers or administrators learning about this approach and deciding it would be a good thing for their high school to have. This leads inevitably to the questions: What next? And, how do we get from thinking this is a good idea to actually starting one?

While there is no pat formula for this, usually the next step is sampling interest more broadly in the school and community. Share the information that has made you interested with other teachers, the principal and other administrators, guidance counselors, and members of the Board of Education. Others that should be consulted, because they too will have a stake in an academy, include leading employers in the community, local institutions of higher education, parents, and students. Experience suggests that while an excited teacher or two can provide good leadership, they cannot make an academy successful by themselves. All the stakeholders listed above need to be on board.

One of the first and most important decisions in starting a new academy is the choice of career field. Academies draw on the inherent interest students have in learning about some feature of the world of work to motivate them to take seriously their core academic subjects as well. Thus the field needs to be one that holds interest for students. It also needs to be one with interested employers in the community who will provide the support needed for an academy: advisory board members, speakers, field trip hosts, mentors, and internships. And it needs to be an industry that is healthy and growing, so there will be jobs there when academy graduates are ready for them.

The career field also needs to be well defined in terms of breadth. Too narrow a career field will limit employers and stunt student interest. "Radiation technician" is too narrow; "health" is better. Too broad a career field will make it impossible to identify relevant employers or curriculum. "Computers" is too broad; "media" or "information technology" is better. Economists usually categorize economic activity into industries. While there is no universally agreed upon taxonomy of industries, the U.S. Department of Education organized career-oriented instruction into 16 career clusters.

NAF supports three career academy themes:

- **Academy of Finance**
- **Academy of Information Technology**
- **Academy of Travel and Tourism**

Schools with academies in these career areas have access to NAF's industry-validated curriculum, and receive staff development from industry experts and experienced educators. Academy teachers also contribute to NAF's development and revision of existing curriculum. NAF also supports academies in these career themes by helping provide connections with national and local industries in these fields.

A program considering starting an academy may not know which theme to implement. The Year of Planning program is the ideal course for schools to take in order to receive technical assistance in developing consensus among all academy partners, including students, as to which theme to implement. Those schools that eventually choose themes supported by NAF will become NAF Member programs upon completion of an Academy Implementation Plan.

³ Career Academy Support Network (2002). Planning Guide for Career Academies. Berkeley, CA: Author. Available: <http://casn.berkeley.edu/planningguide.htm>

Proposal Guidelines for Starting a NAF Academy

Please review the proposal guidelines carefully to determine which type of proposal is best to pursue. **Before beginning the proposal development process, please contact NAF with your intent** to apply for consideration as a NAF member program as either a Year of Planning (YOP) or Implementation site. Send your letter of intent along with a completed “Contact Information Sheet” (see next page).

When NAF receives your letter and contact sheet, you will then receive a copy of the “**NAF Membership Agreement**,” to be signed by the school principal, district superintendent and Academy director, and included with your final proposal. *Letters of Intent should be submitted well in advance of proposal deadlines to ensure enough time to secure signatures from your district superintendent. Late or incomplete applications will not be considered.*

Letters of intent and contact sheets may be submitted via email or in writing to:

National Academy Foundation
 39 Broadway Suite 1640
 New York, NY 10006
 Attn: New Programs Associate
 Email: Florence@naf.org
 (212) 635-2400

This section of the Planning Guide outlines the two types of proposals for NAF Academies:

1. Year of Planning (YOP): due March 15, 2003 for Fall 2004 launch with students

Advanced planning is a luxury not often afforded schools seeking change. The Year of Planning Proposal is **recommended for the majority of programs** wishing to join the NAF network, in order to take full advantage of NAF technical assistance tools in a timeframe conducive to a successful Academy launch. NAF’s twenty-year history as a technical assistance provider to career academies provides a unique perspective on the elements of successful Academy development. The Year of Planning incorporates our collective experience to serve new and developing Academies into the future.

2. Academy Implementation: due November 29, 2002 for Fall 2003 launch with students

Only well established, existing programs, or schools working with other technical assistance providers for planning activities should consider submitting Academy Implementation Proposals. Even in districts and schools that already have some Academies, significant planning is required to implement and integrate new Academies into existing structures, and develop a supportive culture at the school site. The Academy Implementation proposal guidelines are extremely rigorous, and intentionally so. Schools not accepted as Implementation Sites will be given the opportunity to participate in the Year of Planning process.

Proposal Option One: Year of Planning Overview

The National Academy Foundation has expanded the technical assistance resources available to schools as they launch academy programs. Advanced planning and engagement of all members of the Academy team—from teachers, to administrators, to business partners—are essential to a successful Academy launch.

The Year of Planning (YOP) component of the National Academy Foundation (NAF) enables a school interested in starting a NAF Academy to begin the start-up process with assistance from NAF prior to enrolling students. Schools applying for this designation agree to take part in a self-assessment process aimed at developing a yearlong plan for program development. Upon acceptance as a YOP site, the school will be entitled to NAF technical assistance, staff development activities, and use of Academy curriculum and other benefits associated with NAF-network membership.

Upon successful completion of the YOP process, including the creation of an Academy Implementation Plan, the school's Academy program will be granted membership status, enabling them to create an implementation site that is fully prepared to launch and operate the NAF academy program successfully. Some schools, through discoveries made during their Year of Planning, will decide to implement non-NAF themed academies. While such schools will not become NAF member programs, they will have used the YOP process to develop viable implementation plans for their Academy.

The YOP is a synergistic process. Each school not only works with NAF to develop its yearlong plan, but also collaborates with other schools to share their experiences and support each other. Schools establish lasting relationships during YOP that will benefit their Academy programs in the years ahead.

NAF understands that for most schools, planning is a luxury. Thus it is our intention through the YOP process to make planning a requirement, giving schools and districts ample cause to create the appropriate environment for planning to take place. During YOP, schools follow a process that will allow them to align and integrate resources and programs to serve both the Academy implementation and broader school improvement. The YOP application process commences 18 months (see Table 1) before the targeted start of the Academy Program. It ends with the New Academy Orientation and the Institute for Professional Development.

An overview of the YOP schedule is presented on the next page, in Table 1.

Table 1. YOP Schedule

Applying to YOP	
March 15, 2003	YOP proposal submitted by school (postmark deadline).
April 15, 2003	YOP status notification letters disseminated by NAF.
May 15, 2003	Due date for accepted YOP schools to pay one-time membership fee of \$5,000 to NAF, as well as 1 st year Summer Institute registration fees of \$1,000. (Fee schedule subject to change, all changes will be made in writing)
Implementing YOP	
April 15 - June 30, 2003	Schools form Academy Teams and begin gathering information related to Academy development.
July 2003	Team attends NAF Staff Development Institute (2 people sponsored).
July 14 – Sep. 10, 2003	Information gathering activities.
Sep. 10 - October 25, 2003	Series of weekly web conferences to guide the YOP activities. All results posted to www.NAF.org .
Nov. 2003	YOP Summit - receive individual Technical Assistance Plans, overview of Implementation Planning Process.
Nov. 2003- Mar. 2004	Guided development of Academy Implementation Plan (See "Academy Implementation Plan" below) using technical assistance.
March 2004	Attend New Academy Orientation; continue implementation planning/activities.
July 2004	Attend Annual Institute for Staff Development. Finalize team and planning.
Launching the Academy	
August- Sep. 2004	Launch Academy Program with Students

Submitting A Year of Planning Proposal

Please submit a proposal, which follows the guidelines below, and answering the three fundamental questions outlined.

I. Pre-proposal steps

Before beginning the proposal development process, please contact NAF with your intent to apply for consideration as a NAF member program as a YOP site. Send your letter of intent with a completed “Contact Information Sheet” (see page 17).

When NAF receives your contact sheet, you will then receive a copy of the “NAF Membership Agreement,” to be signed by the appropriate members of your community, and included with your final proposal.

Letters of intent may be submitted via email or in writing to:

National Academy Foundation
 39 Broadway Suite 1640
 New York, NY 10006
 Attn: New Programs Associate
 Email: Florence@naf.org
 (212) 635-2400

II. Proposal requirements: Three Fundamental Questions

Who is interested in starting a NAF Academy?

This should be a narrative school description, up to 2 pages in length. Please describe the learning community in which the Academy will reside, ensuring that your narrative includes demographics and academic reports, and a description of the planning team, including business partners. NAF recommends that this team be as diverse as possible, including teachers from varied disciplines, guidance counselors, business partners, and school administrators.

How will the Academy integrate with other School and Community initiatives?

This should be a statement of vision/mission/commitment, up to 4 pages in length. Please describe why you want to start an Academy at this time, at this school, including how your team envisions the NAF Academy impacting the school and local community. What programs are already in place? How will the NAF Academy integrate with other initiatives? What will your students and teachers gain from participating in this academy?

What assistance will we need?

This section should outline your requests for technical assistance, up to 4 pages in length. As a nonprofit organization, it is NAF's mission to support schools in developing viable, sustainable programs. Schools should be honest in their assessment of need and specific in their requests for assistance. While many teams bring rich experience to the table, it is expected that technical assistance will be required to develop a successful academy. Some areas to consider are staff development, internships, forming partnerships, and curriculum development and integration.

III. Proposal Checklist

Be sure your proposal includes all of the components below:

- ✓ **Answers to the three fundamental questions**, as outlined above.
- ✓ **Letter(s) of support:** At least one letter of support from a business partner, college or university, local intermediary organization, government agency, or community partner is required. The letter should indicate not only a desire to support the program upon inception, but a clear willingness to participate in planning activities in partnership with the school.
- ✓ **Signed Membership Agreement:** This formal agreement between NAF, the host School, and the School District, details program deliverables and responsibilities, provides definitions of roles, staffing requirements, financial responsibilities, curriculum guidelines, and other relevant information. The NAF Membership Agreement cannot be modified without prior written authorization. Any request for amendments to the agreement must be **MADE IN ADVANCE** of proposal submission, and done so in writing.
- ✓ **The correct proposal format:** Please use a twelve-point font size, one-inch margins on all sides, top, and bottom of your document.
- ✓ **Multiple copies:** When completed, please send one original proposal, one digital proposal in Microsoft Word format (sent via email, or included in your packet on a floppy disk, or CD-Rom), plus 5 copies of your proposal to:

National Academy Foundation
39 Broadway Suite 1640
New York, NY 10006
Attn: New Programs Associate

Proposal Option Two: Academy Implementation

Overview

The second approach to starting a NAF academy is to submit a more detailed Implementation Proposal. Schools should be aware that the Academy Implementation Proposal requirements are extremely rigorous, and only those programs that can communicate their full readiness for implementation should consider this option. While NAF endeavors to provide every opportunity for schools to be considered for NAF membership, we strongly urge teams to approach this decision thoughtfully.

Advanced planning is a luxury not often afforded schools seeking change. The Year of Planning Proposal is recommended for the majority of programs wishing to join the NAF network, in order to take full advantage of NAF technical assistance tools in a timeframe conducive to a successful academy launch. Only well established, existing programs, or schools working with other technical assistance providers for planning activities should consider submitting Academy Implementation Proposals.

The three major components of the Implementation Proposal mirror NAF's Academy Frameworks (see page 8 for explanation): Learning Community, Partnership, and Professional Development. This proposal process requires you to create a "Baseline Profile" using NAF's Academy Frameworks to encourage critical thought about the long-term structure of your Academy, and will create a foundation for a sustainable, quality program in the future.

Building a NAF Academy requires the commitment and support of key individuals within your school community including the principal and other school administrators, guidance counselors, academy teachers, the academy director as well as local business leaders. **THIS MUST BE A TEAM EFFORT!!!**

Please read carefully the Implementation Proposal requirements and guidelines outlined. November 29, 2002 is the deadline for the submission of proposals for Academies opening in the following school year. The NAF proposal review process is completed in approximately 8 weeks. Schools that select this route will be notified of acceptance as NAF member programs by February 2003. After attending the New Academy Orientation in March, and the Institute for Staff Development in July (see www.naf.org for dates), schools will launch their academies in the fall semester.

An overview of the Academy Implementation schedule is presented on the next page in Table 2.

Table 2: Academy Implementation Schedule

Pre-Application	
Schools form Academy Teams and begin gathering information related to Academy development	
Select NAF director to manage Academy	
Recruit industry partners to serve on the advisory board	
Recruit Academy teachers	
Curriculum Review, Selection of textbooks, supplemental materials	
Recruit students	
Applying for Academy Implementation	
	Implementation proposal submitted by school (postmark deadline)
December 2002	Meet with Principal, district leaders, & other key school administrators
Jan.-July 2003	Contact and/or visit nearest NAF Academy with program in session
February 2003	Implementation status notification letters disseminated by NAF Accepted Implementation status schools pay one-time membership fee of \$5,000 to NAF, as well as 1 st year Summer Institute registration fees of \$1,000. (Fee schedule subject to change, all changes will be made in writing)
Academy Implementation	
March 2003	Academy team attendance at New Academy Orientation
July 2003	Team attends NAF Staff Development Institute (2 people sponsored)
July – August 2003	Prepare opening events for the start of the Academy program
Launching the Academy	
August- Sep. 2003	Launch Academy Program with Students

Submitting an Academy Implementation Proposal

Please submit a proposal, which follows the guidelines below.

I. Pre-proposal steps

Before beginning the proposal development process, please contact NAF with your intent to apply for consideration as a NAF member program as an Implementation Site. Send your letter of intent along with a completed “Contact Information Sheet” (see page 17).

When NAF receives your contact sheet, you will then receive a copy of the “NAF Membership Agreement,” to be signed by the appropriate members of your community, and included with your final proposal.

Letters of intent may be submitted via email or in writing to:

National Academy Foundation
39 Broadway Suite 1640
New York, NY 10006
Attn: New Programs Associate
Email: Florence@naf.org

II. Proposal requirements: General Information (15% of total score)

- **Community Profile:** General description of community, including population demographics, geography, major industry base.
- **District/School Site Profile:** Description of district/school including student demographics, size, technology infrastructure, Free Lunch, Attendance data, Academic data, graduate profile/data.
- **Private Sector/College/Community Support:** List organizations expressing a commitment to serve academy. Attach letters of support as appendices.
- **Anticipated Academy Curriculum & Resources:** List the sequence of the curriculum planned for the academy program, using the curriculum guidelines (see Appendix B), including how they relate to and/or address state standards. List supplementary course or co-curricular activities planned to complement the NAF Academy sequence. List additional curriculum resources to be used, i.e. textbooks, web resources, software, etc.
- **Projected Implementation Timeline:** Include critical implementation milestones and dates (see Table 2 on page 23).
- **Budget:** Prepare an accounting of funding needs, including funds currently committed, available, and/or fundraising strategies for shortfall (see Appendix A for a budget template with which you can get started).

III. Proposal Requirements: Baseline Profile (85% of total score, breakdown below)

Learning Community:	30%
Partnerships:	30%
Professional Development:	25%

Follow the guidelines beginning on page 26 to create your Baseline Profile.

IV. Proposal Checklist

Be sure your proposal includes all of the components below:

- ✓ **General Information:** as outlined in Section II
- ✓ **Signed Membership Agreement:** This formal agreement between NAF, the host School, and the School District, details program deliverables and responsibilities, provides definitions of roles, staffing requirements, financial responsibilities, curriculum guidelines, and other relevant information. The NAF Membership Agreement cannot be modified without prior written authorization. Any request for amendments to the agreement must be MADE IN ADVANCE of proposal submission, and done so in writing.
- ✓ **Baseline Profile:** Follow the instructions beginning on page 26.
- ✓ **The correct proposal format:** Please use a twelve-point font size, one-inch margins on all sides, top, and bottom of your document.
- ✓ **Multiple copies:** When completed, please send one original proposal, one digital proposal in Microsoft Word format (sent via email, or included in your packet on a floppy disk, or CD-Rom), plus 5 copies of your proposal to:

National Academy Foundation
 39 Broadway Suite 1640
 New York, NY 10006
 Attn: New Programs Associate

Creating a Baseline Profile

Answering the following questions encourages critical thought about the long-term structure of your Academy. This will result in the creation of a Baseline Profile, which will provide NAF with a detailed understanding of your proposed Academy and its supporting organizational processes. In addition, the Baseline Profile will provide guidance for a sustainable, quality program in the future, and a benchmark from which future growth and quality can be compared.

Please answer the questions below in narrative format. There are no page limits (minimum or maximum). Where possible, indicate program elements that are already in place, or if necessary, plans developed to address the area in question. The components of the Baseline Profile align with NAF's Academy Frameworks and provide the basis for NAF's quality assurance systems. Please provide answers in the following three areas: **Learning Community, Partnership, and Professional Development.**

Learning Community

Dimension 1 – Academy Program

A. Educational Design and Delivery Processes

- Describe how the Academy will manage key process for design and delivery of its educational programs and offerings.

B. Student Services

- Describe how the Academy will manage its key student services, including college and career preparation, alumni relations, and overall student support.

Dimension 2 – Leadership

C. Organizational Leadership

- Describe how leaders will guide the Academy and review organizational performance. Describe how the Academy will establish its strategic objectives, including addressing key student and stakeholder needs; enhancing its performance relative to comparable schools and/or appropriately selected organizations; and enhancing its overall performance.

D. District/Regional/State Involvement and Support

- Describe how Academy leaders will collaborate with and benefit from relationships with district administrators, state administrators, and regional educational or intermediary organizations, as appropriate.

E. Community Involvement and Support

- Describe how Academy leaders will collaborate with and address the Academy's responsibilities to the community.

Dimension 3 – Organization

F. Human Resource Systems

- Describe how the Academy's work and jobs, career progression, performance assessment and recognition, and related workforce practices will motivate and enable faculty and staff and the Academy to achieve high performance, within the context of existing school and union procedures.

G. Resource Management Systems

- Describe how the Academy will manage the key processes that support its daily operations and the delivery of services. Describe the processes by which the Academy will convert its strategic objectives into action plans. Summarize the Academy's action plans and related key performance measures/indicators.

H. Student Support Systems

- Describe how the Academy will determine requirements, expectations, and preferences of current and future students, to ensure the continuing relevance of its educational programs and support services, to develop new opportunities, and to create an overall climate conducive to learning and development for all students. Describe how the Academy will build relationships to attract and retain students, to enhance student learning and the Academy's overall ability to deliver its services, to satisfy students, and to develop new opportunities. Describe how the Academy will determine student satisfaction.

I. Community Outreach Systems

- Describe how the Academy will determine requirements, expectations, and preferences of current and future community stakeholders (including the Academy advisory board, local chamber of commerce, local government, and relevant intermediary organizations), to ensure the continuing relevance of its educational programs and support services, to develop new opportunities, and to create an overall climate conducive to learning and development. Describe how the Academy will build relationships with current and potential stakeholders to enhance student learning and the Academy's overall ability to deliver its services, to satisfy students and stakeholders, and to develop new opportunities. Describe how the Academy will determine stakeholder satisfaction.

J. Performance Assessment Systems

- Describe how the Academy will provide effective performance management systems for measuring, analyzing, aligning, and improving student and operational performance at all levels and in all parts of the Academy. Describe how the Academy will ensure the quality and availability of needed data and information for the Academy team, students and stakeholders, and community partners.

Partnership

Dimension 1 – Program Support

A. Instructional Support

- Describe how partners will determine requirements, expectations and preferences of current and future students to ensure the continuing relevance of the program, to develop additional support services and opportunities, and to create an overall environment conducive to learning and development.

B. Support for Staff Development

- Describe how partners will provide Academy faculty and staff education, development and training support to achieve overall program objectives including building faculty and staff knowledge, skills and capabilities, and contributing to the overall high performance of the Academy program.

C. Financial Investment

- Describe how partners will establish strategic financial objectives, which address key student and program needs and enhance overall program performance. Also describe how partners will convert strategic financial objectives into action plans. Include how the partners will make individual financial commitments to the program, and the ways in which those commitments will be institutionalized within the partnership.

D. Human Resource Investment

- Describe the human resource investment required by the program, and committed to by the partners.

Dimension 2 – Advocacy

E. Individual

- Describe how partner employees will advocate for and promote their involvement in the program, within the local community.

F. Organization

- Describe how partners will advocate and promote their involvement with the Academy and to other organizations in private and public venues.

Dimension 3 – Organization

G. Communications Systems

- Describe how the partners will communicate their relationship with the Academy program and NAF throughout their organizations. Describe also the ways in which participation in the program will be encouraged by top management and institutionalized throughout the partner organization.

H. Leadership Systems

- Describe how partners' leaders will guide their organizations, including how they review organizational performance related to Academy involvement.

I. Training Systems

- Describe how partners will develop and implement a formal training program for employees to learn about the Academy program, and how and why their involvement in training will benefit all stakeholders.

J. Data Collection and Reporting Systems

- Describe how the program and partners' relevant data and information will be gathered, analyzed and communicated to NAF.

Professional Development

Dimension 1 – Context

A. Learning Communities:

- Describe how the Academy will organize adults into learning communities whose goals are aligned with those of the school, district, local community needs, and Academy.

B. Leadership:

- Describe how the Academy will provide skillful school, business, and district leaders who guide continuous instructional improvement.

C. Resources:

- Describe how the Academy will provide the resources to support adult learning and collaboration.

Dimension 2 – Process

D. Data-Driven:

- Describe how the Academy will use disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

E. Evaluation:

- Describe how the Academy will use multiple sources of information to guide improvement and demonstrate its impact.

F. Research-Based:

- Describe how the Academy will prepare Academy stakeholders to apply research to decision making.

G. Design:

- Describe how the Academy will use learning strategies appropriate to the intended goal in professional development exercises, and applying knowledge about human learning and change.

H. Collaboration:

- Describe how the Academy will provide Academy stakeholders with the knowledge and skills to collaborate.

Dimension 3- Content

I. Equity:

- Describe how the Academy will prepare Academy stakeholders to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for academic achievement.

J. Quality Teaching:

- Describe how the Academy will deepen content knowledge, provide Academy stakeholders with research-based instructional strategies to assist students in meeting rigorous academic standards, and will prepare them to use various types of assessments appropriately.

K. Community Involvement:

- Describe how the Academy will provide Academy stakeholders with knowledge and skills to involve families, local business partners, and other community stakeholders appropriately.

Appendix A: BUDGET TEMPLATE

ESTIMATED YEARLY BUDGET

NAF REQUIRED EXPENSE ITEM	AMOUNT
One-Time Membership Fee ¹	\$5,000 ¹
Mandatory attendance, registration and expenses for <i>two teachers</i> per high school at Annual Institute for Staff Development (Airfare and ½ hotel room sponsored by NAF) ²	\$1,500 ²
Mandatory attendance of <i>Program Director</i> at Annual Institute for Staff Development and the NAF Academy Leadership Summit ²	\$2,500 ²
Total	\$9,000
ADDITIONAL EXPENSE ITEMS FOR CONSIDERATION ³	AMOUNT
Personnel salaries – Teacher Salaries, Director salaries, etc. Employee benefits – Stipends, achievement awards, etc. Local Staff Development – Common planning time, release time for project based activities, etc. Special Events, Field Trips, Local Transportation Technological Resources – software, hardware, internet access, etc. Supplemental textbooks and other instructional materials Office supplies and printed material – Student Recruitment Brochures, advisory board invitations, etc. Travel and conferences Rents, leases, and repairs – Equipment rental, academy physical site costs Consultant services – Project-based learning consultant, Internet or Networking techs, etc. Equipment and equipment replacement – Computers, monitors, Palm Pilots, , etc. Other capital outlay – Furniture, desks, microphones, etc	
ADDITIONAL EXPENSE ITEMS SUBTOTAL	
Total Budget	

1 The one-time *membership fee* is levied for each new Academy theme within a school.

2 The mandatory attendance at NAF's Annual Institute for Staff Development and Academy Leadership Summit by members of the Academy teaching staff and the Academy Director will require expenditures beyond the costs sponsored by NAF (Institute airfare, ½ hotel). These figures are subject to change and should be used as estimates.

3 Since 1982, NAF Academy programs have incurred Additional Expenses to successfully start, and maintain a quality Academy. The following list, derived from existing NAF program experiences, has been designed to prompt ideas, stimulate creative thought and focus your Academy planning team on the realities of your current and future budget needs. Please use the worksheet to estimate those additional costs, specific and unique to your Academy's situation, which need to be identified and budgeted for.

NOTE: Implementation Academies should be prepared to spend enough money to get the program off to a healthy start. If there is not enough money in the existing budget which can be earmarked for, and/or dedicated to the Academy program, steps must be taken at this point to determine where the shortfall in funding will come from (ex; Advisory Board members, fundraising activities, grants, etc.). YOP academies will receive guidance on developing their implementation budgets as a part of their Technical Assistance Plan.

Appendix B: Curriculum Guidelines

Curriculum Guidelines – ACADEMY OF FINANCE

The Academy of Finance curriculum is developed with leading representatives from industry and education to ensure that courses are both current and relevant. By integrating necessary workplace skills in the classroom, students come to understand the connection between academic learning and career success.

Finance (Four terms required)

Economics and the World of Finance

This is a one semester course in macro and micro-economics that provides an understanding of how our market economy functions in a global setting. It provides students with a survey of economic concepts including all of the twenty-two basic principles recommended by the National Council on Economic Education. In addition, a unit on capital markets acquaints students with the role that markets and securities play in our overall economic framework.

Banking and Credit

This a one semester course presents a survey of the principles and practices of banking and credit in the United States. The students learn about the major functions of banks and other depository institutions, in-house operations and procedures, central banking through the Federal Reserve System and modern trends in the banking industry. The credit component provides an overview of credit functions and operations including credit risk evaluation, loan creation and debt collection. This course culminates in the Fed Challenge project.

Financial Planning

This is a one semester course that introduces students to the financial planning process and the components of a comprehensive financial plan. Students learn how to prepare a financial plan that includes saving, investing, borrowing, risk management (insurance), and retirement and estate planning.

Securities

This is a one semester course focusing on the roles and functions of a modern securities organization. Through a study of the structure of brokerage firms, the trading process, credit and margin practices, automated processes, and government regulations, students gain an understanding of how a securities firm services its customers and plays an important role in our economy. Students are given the opportunity to relate their knowledge of economics, accounting, and data processing to the operations areas of various sectors of the securities industry. Emphasis is placed on the skills and attitudes necessary for success in business and college.

Insurance

This is a one semester course that introduces students to various elements of the insurance industry, including insurance needs and products for businesses and individuals. Students learn about insurance sales, rate-setting, insurance and financial planning, insurance regulations, and careers in the industry. It is often combined with the Securities course.

International Finance

This one semester course explores major components of the international financial system. Included are the study of foreign trade, international monetary systems, foreign exchange rates and markets, international financial markets, international banking, and the multinational corporation.

Introduction to Financial Services

This course can be offered either as a one- or two-semester course to be given in either the ninth or the tenth grade as a means of introducing students to the various sectors for the financial services industry. The objective of this course is to help students learn about both the nature of the careers found in a particular sector and the scope of the work that comprises businesses such as insurance, real estate, public finance, accounting, and the securities industry.

College Accounting (Two terms required)**College Accounting I and II**

Completed by the end of the junior year and taught by a business education teacher.

Business Computer Applications (One term required)**Computer Science I and/or II**

Offered any time prior to the internship and taught by a computer science teacher.

Strategies for Success (One term course)

This one semester course of study helps to orient students to the world of work and school. Ideally, this course is offered in the ninth or tenth grades as it addresses the need for students to develop good work and study habits, helps students to prepare portfolios, learn about school resources, develop career plans, start preparing for college and develop solid interpersonal skills.

College-Level Finance Course (Preferably fall semester of senior year.)**Principles of Finance** (or other finance related course)

Offered senior year preferably at a four-year institution and taught by a college professor.

Foreign Language (Two years highly recommended)**Paid Internship** Paid, finance-related internship, during summer between junior and senior year.

Curriculum Guidelines – ACADEMY OF TRAVEL & TOURISM

The Academy of Travel & Tourism curriculum is developed with leading representatives from industry and education to ensure that courses are both current and relevant. By integrating necessary workplace skills in the classroom, students come to understand the connection between academic learning and career success

Travel & Tourism (Two terms required)

Introduction to Travel & Tourism

This is a one-term course that provides an introduction to the Travel & Tourism industry. Students are given an overview of the various components of the industry, a history of the industry, an introduction to marketing and to the various careers available in Travel & Tourism. Students also engage in a case study of their own particular city, and examine current trends that are affecting the way people travel both for leisure and for business.

Travel & Tourism II

Geography Two terms required)

Geography for Travel & Tourism

This is a one-term course geared at having students develop broad geographic skills. In addition to learning how to use the basic tools of the geographer, students learn how economics, culture, history and political issues all affect the study of geography, and how geography affects these other disciplines.

Travel Destinations I and II

This year-long course provides students with the opportunity to employ all of the information they have learned about the Travel & Tourism industry through an examination of various areas of the world that are major tourist destinations for Americans. Students will also examine the airline, hotel, cruise line and other segments within the hospitality, tourism and travel industries. At the end of the year, students are required to complete a major project demonstrating their mastery of the material.

English for Travel & Tourism (Two terms required)

Infusion material designed to be integrated into a standard course of study. Offered during the fall and spring terms of junior year. Taught by an English teacher.

Business Computer Applications (One term required)

A school designed course offered as a pre-requisite to Systems Applications preferably in the freshman or sophomore year. Taught by a computer science, mathematics or business teacher.

Strategies for Success (One term course)

This one semester course of study helps to orient students to the world of work and school. Ideally, this course is offered in the ninth or tenth grades as it addresses the need for students to develop good work and study habits, helps students to prepare portfolios, learn about school resources, develop career plans, start preparing for college and develop solid interpersonal skills.

Systems Applications (One term required)

This is a one-term course that is aimed at teaching students the basics of how airlines, hotels, and car rental agencies use computer-based data to facilitate business and leisure travel. Students are first exposed to a unit of study that familiarizes them with the computer and word processing, before learning the theory behind all reservations systems. A major portion of the course requires the use of one of several commercially available reservation simulations designed to encourage the student to complete reservations under a variety of circumstances.

Economics for Travel & Tourism (One term required)

This is a basic principles and practices one-semester course that parallels the concepts taught in standard high school-required Economics courses. Academy students take this course in lieu of the Economics course offered at their school. Throughout the course, examples of economic principles are drawn from the world of Travel & Tourism in order to integrate academic learning and practical business applications.

Foreign Language (Two years highly recommended)**College-Level Travel & Tourism-Related Course** (One semester required)

Offered during senior year, preferably at a four-year institution and taught by a college professor. (Preferably fall semester of senior year).

Paid Internship

Paid, travel & tourism-related internship, during the summer between junior and senior year.

Recommended Optional Courses:

Marketing

One term recommended, to be taken during the junior or senior year and taught by a business or marketing teacher. Can be the college course.

Global Studies

One year recommended, to be taken freshman or sophomore year and taught by a social studies teacher.

Accounting

At least one semester recommended, to be taken junior or senior year and taught by a business education teacher.

Curriculum Guidelines – ACADEMY OF INFORMATION TECHNOLOGY

The Academy of Information Technology curriculum is developed with leading representatives from industry and education to ensure that courses are both current and relevant. By integrating necessary workplace skills in the classroom, students come to understand the connection between academic learning and career success.

Strategies for Success with Computer Applications

This is a full-year course combining NAF Strategies for Success with computer applications. The computer applications segment of the course covers the following topics: presentation, word processing, spreadsheet, E-mail, browser, and desktop publishing.

Introduction to Information Technology

In this course the student is presented with the basic concepts of Information Technology: available careers as well as the impact of Information Technology on the world, people, and industry.

Web Page Design

This course presents the basics of web page design. Topics addressed are: What is HTML and how do you write in it? How does one make web pages perform better? What are the differences in image formats and how do those affect performance? What are plugins and how do they work?

Programming I

In this course students learn how to describe, analyze and solve programming problems, paying attention to details. These skills will be acquired while learning the syntax of the Scheme programming language. It is important to note here, however that learning programming skills, not this specific computer language, will be the main course objective.

Digital Networks

Basic concepts of functionally connecting multiple computing devices are addressed in this course. Physical connections as well as logical connections are presented. Concepts such as bandwidth, access time, data rate, error detection and correction, as well as other appropriate topics are covered.

Systems Support and Maintenance

This course introduces students to the computer's inner workings. Students learn how to troubleshoot and repair various hardware, software, and configuration problems. Students also learn how to install basic computer components as well as to install and configure software ranging from operating systems to applications.

Digital Media

In this course students study appropriate digital media and other topics including audio, video, graphics, text, and animation tools. Concepts such as color and presentation are also addressed.

Programming II

This course carries students into more advanced programming concepts such as object oriented programming and more complex data structures. The students will also work on the concept of code reuse by working on already created code that might not be correctly documented or documented at all.

Advanced Web Tools

In this course students are introduced to more advanced web topics such as Java, webscripting, web server administration, and the various multimedia tools and concepts available. Tool sets and concepts such as plugins are covered.

Databases

In this course students are introduced to the basic concepts of relational database engines and the tools to use them. Database concepts of tables, rows, indexes, constraints, triggers, SQL syntax, and storage are among the concepts presented. The importance of data relationships is also addressed.