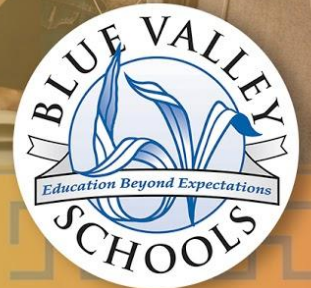




BVEDGE

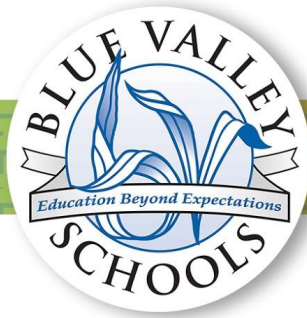
BLUE VALLEY SCHOOLS

Real World Learning **Strategic Plan**
2021-2024



EWING MARION
KAUFFMAN
FOUNDATION

Grant Proposal



Our Commitment

The Blue Valley School District is committed to providing educational excellence for every student that may attend any one of our five high schools, nine middle schools, twenty-one elementary schools, Blue Valley Academy or the Centers for Advanced Professional Studies. During the 2019 - 2020 school year, the Blue Valley Board of Education approved a new strategic plan. Within that plan the district recommitted itself to reimagining learning for a changing world in order to ensure life readiness and personal excellence for all students. The BVEdge, which articulates a three year strategic plan to enhance, expand, and create additional Real World Learning experiences for our students, is the commitment to our mission realized. Furthermore this plan will enhance the value of the Blue Valley diploma and the readiness level of our students for career or college.

The proposal herein was developed by a Blue Valley District Design Team whose members are directly responsible for the implementation of the Blue Valley Strategic Plan. The alignment of this proposal and the direction of the district are parallel in desired outcomes and intention. The process of the development of this plan included administrators, members of the Board of Education, parents, teachers, business partners, teachers and, most importantly, students.

The Blue Valley District is honored to be part of the effort across the Kansas City Metropolitan area to facilitate impactful redesign of learning opportunities to ensure increasing numbers of students graduate from our high schools with market value assets intended to influence the trajectory of their futures.

Respectfully,

Tonya Merrigan

Dr. Tonya Merrigan
Superintendent

Acknowledgements

The Blue Valley District Design Team would like to thank the various individuals that assisted in the development of this three year Real World Learning strategic plan. The conception of the BVEdge would not have occurred without the contributions of multiple perspectives.

In particular, we express our gratitude to our business partners that assisted the team in imagining the future needs of industry. Likewise, these individuals provided context and rationale for immediate emerging needs in various sectors. Parent voices guided the team in understanding the missed opportunities to be resolved when seeking to develop within parents and students a deeper conceptual understanding of course offerings and pathway experiences that are available for students. Ideation occurred enunciating the emphasis on “earlier is better” in terms of marketing and communication to students relative a pending high school experience. Teachers challenged the team to be limitless in our dreams for students.

Most importantly, the team appreciated and was inspired by the authentic student voices which contributed to this work. Students are keenly aware of what they want to experience in school in order to be prepared for the world of career and college awaiting them after graduation. They were unapologetic in expressing their opinions, observations, and knowledge about the reality that their peers have not previously accessed opportunities within the system as a result of defined hurdles, real or perceived, of which students grapple when being asked to make educational choices.

The Blue Valley District Design Team is hopeful the proposal of this strategic plan is a reflection of the hopes, to , and desires of the stakeholders that participated in this process. **The BVEdge will be the difference maker!**



Table Of Contents

Our Commitment	2
Acknowledgements	3
Table Of Contents	4
Mission & Vision	5
Blue Valley Strategic Plan	5
Portrait of a Graduate	5
Blue Valley Design Team	6
Blue Valley Definition of Real World Learning	7
Present Reality	8
Assumptions	8
Current Conditions	8
Method Used to Determine Baseline Market Value Data	9
Market Value Asset Data	10
Data Highlights and Opportunities within MVA Data	12
Survey Data	13
Focus Group Feedback	14
Goals	15
Blue Valley School District Real World Learning 3-Year Strategic Plan	16
Goal #1	16
Goal #2	19
Goal #3	21
Tactics	24
Resource Allocation	24
Curriculum & Instruction	24
Engaged Partnerships	24
Communication	24
Measurement & Evaluation	25
BVEdge Budget	27
Sustainability	27
Appendix A Kauffman MVA Attainment Data Template	
Appendix B Blue Valley CTE Survey Report	

Mission & Vision

Blue Valley Strategic Plan

The Blue Valley School District is committed to providing educational excellence. The district is further committed to Reimagining Learning and Changing the World, is to ensure life readiness and personal excellence for all students through a school culture characterized by:



**exemplary
educators**



**safe and
inclusive
environments**



**an atmosphere
that fosters
creativity**



**meaningful
educational
opportunities**

Strategies designed to achieve this mission applicable to this proposal are as follows:

- We will create **strategically agile systems** to fulfill our purpose.
- We will ensure **engaging, meaningful and extraordinary educational opportunities** for all students.
- We will foster cultures of **balanced health and well-being**.
- We will assure every Blue Valley student has **exemplary educators** assisting in their transformation.

Portrait of a Graduate

Likewise, the goals and associated strategies defined within this grant proposal not only align to the district's overall strategic plan but they also reflect the district's commitment to its Blue Valley Portrait of a Graduate. The educational program is designed to develop the following traits within each graduate.



**EMPOWERED
INDIVIDUAL**



**ADAPTABLE
LEARNER**



**ENGAGED
COLLABORATOR**



**SKILLFUL
COMMUNICATOR**



**GLOBAL
CITIZEN**

It is the belief that strategies targeted at ensuring each student graduates high school with at least one market value asset will serve as an additional mechanism utilized to help students develop these traits.

Blue Valley Design Team

The Blue Valley Design Team core members were chosen for their responsibilities associated with direct implementation of the Blue Valley School District strategic plan. Additionally, contributions to the BV Design Team were provided by a variety of individuals in the way of focus group participation. Focus groups were conducted to gather multiple perspectives and ideas in determining both the goals and the strategies which would result in the three year strategic plan. Additionally, these focus groups served as a mechanism to develop deeper understanding and consensus of market value assets as a defined outcome goal prior to high school graduation. Members of these focus groups are defined by group / committee title.



Going forward, Design Team members will implement the strategies to achieve the goals articulated in the plan. Working in cooperation with these members will be a BVEdge Champion representing each middle school, high school, Blue Valley Academy, and the Centers for Advanced Professional Studies (CAPS). They will continue collaborative work with the Director of Career Ready Programs, and the additional contributors to the plan while also seeking to expand and formalize new relationships with other members of the Blue Valley community and surrounding metropolitan area. Blue Valley is motivated by its collaboration with other metropolitan school districts surrounding the work of MVAs.

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Superintendent

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Deputy Superintendent

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Joy Ginsburg

Executive Director Blue Valley Education Foundation

Additional BV Design Team Contributors

Blue Valley Board of Education

High School Students

Each high school, Blue Valley Academy, & CAPS

Blue Valley Teachers

Middle School Administration Team

High School Administration Team

Curriculum & Instruction Board of Education Advisory Committee

Blue Valley Education Foundation Board Members

Blue Valley PTO / PTA Council Members

CAPS Advisory Board Members



Blue Valley Definition of Real World Learning

The Blue Valley School District desires to provide an edge to future success for its graduates whether that path will lead to career or college. This edge is enhanced by facilitating opportunities for students to acquire at least one market value asset prior to graduation. Market value asset acquisition leads to “the edge” which will translate to:

- **Self-motivation**
- **Aspirational thinking**
- **Communication skills**
- **Interpersonal skills**
- **Collaboration techniques**
- **Industry experience**
- **Adaptability**
- **Organizational & time management capabilities**
- **Community & global awareness & sensitivities**

In sum, curriculum, resources, supports, and instructional activities will drive the learner to develop the skills articulated above to meet the needs of students, industry, and community at large.

Present Reality

Assumptions

The Blue Valley Design Team began its work with some basic assumptions prior to review of quantitative or qualitative data. These assumptions were as follows:

- Leadership and employability skills development is lacking within current offerings.
- There is opportunity for increased attainment of Industry Recognized Credentials given a lack of common definition, prioritization, and availability.
- Embedded Real World Learning experiences (not tied to college credit) are not consistently offered on level or catalogued.
- Communication opportunities exist at each school level regarding real world learning experiences and pathway opportunities.

Current Conditions

Real World Learning has been a focus in the Blue Valley School District with ongoing expansion of opportunities within college and career programs. Each Blue Valley high school offers Advanced Placement courses and exams along with concurrent enrollment options in partnership with JCCC and Baker University. This focus is also evidenced through the strides that have been made in course offerings in partnership with Johnson County Community College (JCCC). For example, during the 2021-2022 school year it is anticipated that the number of students participating in these partnership programs will triple as compared to 2020-2021 participation rates. The Design Team believes there is a strong correlation between this growth and the introduction of the Blue Valley Liaison to JCCC for Career Ready Programming as result of funding provided by the Kauffman Foundation as part of the district's year zero Real World Learning grant award.

- C** **I** **CL** **Business Management & Entrepreneurship**
- C** **I** **CL** **Programming & Software Development**
- C** **I** **CL** **Marketing**
- C** **IR** **I** **CL** **Health Science**
- I** **CL** **Construction & Design**
- C** **I** **CL** **Engineering & Applied Mathematics**
- CL** **Restaurant & Event Management**
- C** **I** **CL** **Web & Digital Communications**
- I** **CL** **Digital Media**
- C** **I** **CL** **Graphic Design**
- C** **I** **CL** **Teaching and Training**
- C** **IR** **I** **CL** **Emergency & Fire Management Services**

Opportunities within Each Pathway

- C**
College Credit
- I**
Internship
- CL**
Client-Connected Project
- IR**
Industry-Recognized Credential

Method Used to Determine Baseline Market Value Data

In order to determine baseline MVA data, college credit attainment was calculated first. Students who had earned a “3” or higher on three or more AP exams were considered to have met this benchmark, as a “3” on an AP exam generally translates to 3 hours of college credit. Credit hours earned through Johnson County Community College and Baker University were also factored into the MVA calculation, so it’s possible that a student may have met the College Credit benchmark through a combination of AP tests and JCCC/Baker credit. Revisions to records reporting from a partner will experience change in the coming years, but it is not believed this will have a significant impact on reporting calculated college credit

All CAPS students complete a client connected project. Therefore, all students completing at least one semester of CAPS were counted as meeting the client connected project criteria. As many CAPS students also complete internships, and this was our only calculation of internships, the internships and client connected projects were reported together. Additionally, in the class of 2020, Blue Valley Academy had one student complete a client connected project as part of his coursework. Otherwise, there are potential gaps in this data, as it is probable that other students in Blue Valley are completing client-connected projects or internships as part of their coursework, but simply aren’t being counted here as the district has not previously catalogued these. There was not a manner in which this data could be collected and reported in an otherwise quite skewed fashion for the graduating group of 2020.

Lastly, the only IRC that was counted was students receiving the CNA certification. Since this part of a CAPS course, every student meeting the IRC definition will have also met the Internship/Client-Connected Project definition.



Market Value Asset Data

Table 1.0 demonstrates a comparison of the percentage of graduating 2019 and 2020 seniors that acquired a MVA. Additionally, the percentage of students by type of MVA acquired is highlighted. This data was gathered to create baseline trend data around MVA attainment. The unique combination of MVAs is highlighted below, so one can see the percent of graduates earning which combinations of MVAs. Note above the explanation of combination of MVAs as defined in Methods Used to Determine MVA Data. The requested Kauffman MVA Attainment Template can be found in Appendix A.



Table 1.0

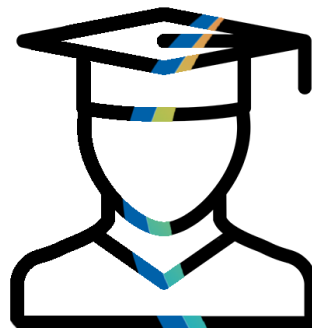
	Class of 2019	Class of 2020
Overall	63.5%	65.7%
College Credit only	33.4%	34.1%
College credit + Internship/CCP	27.0%	29.4%
College Credit + Internship + IRC	2.5%	3.9%
Internship or Client Connected Project only	36.7%	31.7%
Internship/CCP + IRC	0.3%	0.8%

Table 2.0 demonstrates the comparison of the percentage of graduating 2019 and 2020 seniors by each high school that acquired a MVA.

	Class of 2019	Class of 2020
Blue Valley High School (BVH)	66.5%	66.3%
Blue Valley North High School (BVN)	57.6%	65.2%
Blue Valley Northwest High School (BVNW)	59.0%	57.3%
Blue Valley Southwest High School (BVSW)	65.9%	70.2%
Blue Valley West High School (BVW)	68.5%	70.7%

Table 3.0 demonstrates the percentage of graduating seniors earning MVAs in 2020 by high school and the percentage of graduates earning specific combinations of MVA by type.

	Graduate Total	Number of Students	Percent Earning MVA	College Credit only	College Credit + Int/CCP	CC + Int/CCP+ IRC	Int/CCP only	Int/CCP + IRC only
BVH	398	264	66.3	16.8	23.4	2.5	22.9	0.8
BVN	388	253	65.2	25.5	16.2	2.3	20.6	0.5
BVNW	377	216	57.3	22.8	16.2	1.9	15.9	0.5
BVSW	272	191	70.2	19.1	20.6	3.3	26.1	1.1
BVW	389	275	70.7	27.0	20.6	3.1	20.1	0.0



Data Highlights and Opportunities within MVA Data

Upon initial review of the MVA data, Design Team members were pleased that the district's sum baseline data of graduating seniors exiting with at least one MVA rested above 60%. This, the team concluded, was a respectable percentage given the overall graduating student population. Notably, not one high school had less than 50% of its graduating students exiting with at least one MVA. The team, composed of individuals with historical leadership influence over these programs, suggested the types of MVAs attained reflected current and past areas of curricular and programmatic emphasis.

- Nearly 2 out of 3 district graduates are successfully finding ways to earn MVAs.
- Since a significant number of students are earning MVAs through "Internship or Client Connected Project only", we can conclude that students are self-selecting ways other than College Credit to become future-ready.
- In the classes of 2019 and 2020, 41 out of 108 students who spent at least part of their year at Blue Valley Academy earned an MVA. It can be celebrated that some of our highest at-risk academic students seek an MVA.



The primary members of the Design Team also reviewed MVA disaggregated data. More specifically, the team reviewed MVA attainment by ethnicity, gender, and Free and Reduced lunch status. The analysis yielded the following findings:

- In the classes of 2019 and 2020, Black/African-American students earned MVAs at rates of 39.4% and 35.2% respectively. This is 24.1% and 30.6% lower than the overall numbers.
- In the classes of 2019 and 2020, the percentage of females earning an MVA outpaced the percentage of males earning an MVA, with differences of 13.2% for the class of 2019 and 8.5% for the class of 2020.
- In the classes of 2019 and 2020, the percentage of students on free & reduced lunch earning an MVA was 44.4% and 44.2% respectively. This is 19.1% and 22.5% lower than the overall percentages.
- In the classes of 2019 and 2020, students with a unit number in their home address (indicating rental of residence) earned MVAs at rates of 37.4% and 39.4% respectively, which are again significantly lower than the overall percentages. This is around 26% lower than the overall percentages in both years.

Survey Data

During the winter of 2020 the Blue Valley School District conducted a survey of students and parents with the following objectives in mind:

- Determine what career related skills, experiences, and exploration opportunities students and parents want before graduation.
- Identify the career fields and pathways in which students are most interested.
- Understand students' and parents' past experiences with career-related counseling and supports.

The complete survey report can be found in Appendix B.

Parallelism of responses was evidenced in respondent feedback via this district-wide survey and focus group participant during the winter of fall 2021. Recognizable similarities included:

- Desire for increased career counseling from school counselors.
- Lack of awareness of career ready programming options.
- Desire for career ready skill development.

In sum, the survey indicated the following as reasonable and attainable goals for the district which are evidenced with this BVEdge proposal:

- Create opportunities for students, parents, and staff to discuss various pathways and options.
- Familiarize students and parents with career-oriented programs, supports, and opportunities as expansion of options grows.
- Promote programming and courses related to career fields and pathways where students have the greatest interest.



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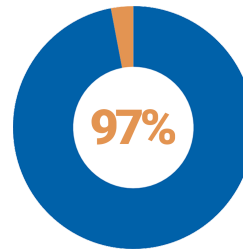
Respondents

3485

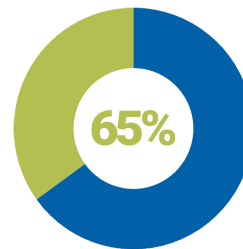
Students

1549

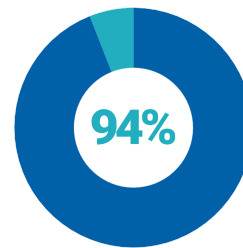
Parents/Guardians



Respondents showing a **clear preference for a four-year degree**. Over half expressed a moderate interest in a two-year or technical degree / certification.



Respondents indicating they would be very or extremely supportive of their child's **pursuit of a technical degree or certificate**.



Parents indicating it was very or extremely important for their child to develop **career-related skills prior to graduation** (time management, problem-solving, leadership).



Focus Group Feedback

The District Design Team conducted focus groups with high school students from each of the five high schools, Blue Valley Academy and CAPS. In addition, focus groups were also conducted with parents, members of the business community, and Blue Valley teachers.

The following defines some of the commonalities or notable points from the focus groups:

- Necessary skills: confidence as communicators, time management, executive functioning skills, organizational techniques, flexibility, critical thinking, creativity, and an understanding of the larger community context within which they exist.
- Adults indicated information availability at the middle school level would better allow parents to help their children plan for high school real world learning opportunities and options within pathways of interest.
- Make sure students know about high demand or emerging careers.
- Consider expanding the role of mentors. Consider allowing upper classmen or recent graduates to serve as mentors to younger peers.
- Develop strategies to expose students earlier to a wide variety of career options.
- The district should make sure students get to “experiment” in their areas of passion prior to graduation.
- Communication should be targeted at helping parents understand the benefits and potential
- While students pointed they understood the importance of information about career and college programming they often stated just in time information would be most effective if it is intended to influence decision making.
- Students also indicated information regarding college credit options was either absent or not timely enough for decision making purposes.

Focus Group Questions

QUESTION #1

What skills do you believe students need to develop prior to graduation in order to be successful in a career or college? What experiences do you believe would help facilitate the development of these skills?

QUESTION #2

What should be considered to improve communication to assist students and parents a better understanding of Real World Learning opportunities in high school?

QUESTION #3

What options should be considered to expose students to leadership opportunities in order to increase their leadership skills development prior to high school graduation?

BVEDGE

The **EDGE** that Makes a Difference

Goals

Three goals will guide the Blue Valley Real World Learning Strategic Plan, otherwise known as BVEdge. These goals were written by District Design Team members with feedback from the additional design team contributors are presented earlier within this grant proposal. The strategies to achieve these goals are time bound. These goals are as follows:



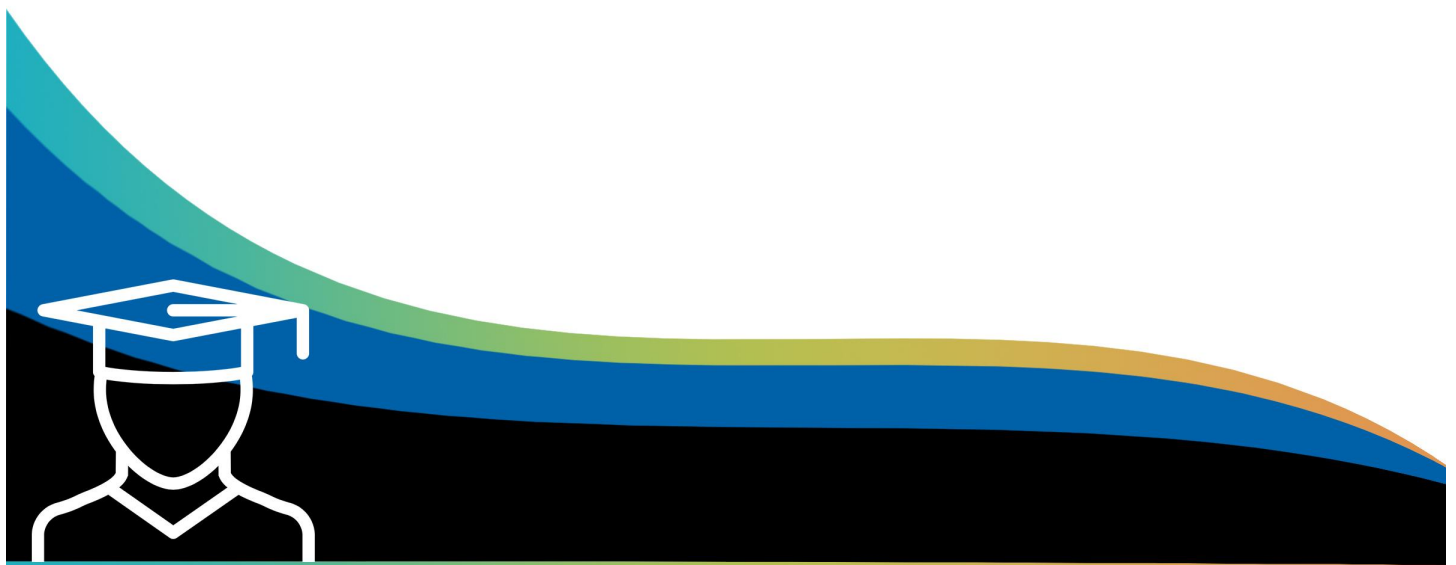
The district will increase by 10% annually the number of graduates exiting Blue Valley schools with at least one market value asset.



The district will increase by 10% annually the overall number of students from underrepresented groups attaining at least one market value asset.



The district will annually enhance and expand avenues to receive MVAs particularly in the area of client connected projects, Industry Recognized Credentials, and college credit.





Blue Valley School District Real World Learning 3-Year Strategic Plan

The goals of the Blue Valley Real World Learning Strategic Plan are aligned to the Board approved Blue Valley School District Strategic Plan. The intention of this plan is to ensure that each graduate acquires at least one market value asset prior to high school graduation while creating expanded career pathways facilitating opportunities for attainment of multiple MVAs should a student so desire.



All students (K-12) will engage in authentic, relevant, and personalized learning experiences – including experiences directly connected to community and industry – that develop students’ competencies, activate their interests, and nourish their sense of purpose.



The district will increase by 10% annually the number of graduates exiting Blue Valley schools with at least one market value asset.

Goal #1 YEAR ONE | 2021-22

Strategies & Metrics	Evaluation		
1 By May 2022 the district will expand Career Ready Programming enrollment to facilitate employability skills and competency development within students.	Completed	Progressing	Not Yet
2 By May 2022 the district will identify a building level Market Value Asset Champion at each middle and high school to assist in expansion of student, teacher, and parent knowledge of Real World Learning and MVAs.	Completed	Progressing	Not Yet
3 By May 2022 the district will expand the role of the Career Ready Programming Liaison’s responsibilities in order to attract and onboard business partners in identified pathways.	Completed	Progressing	Not Yet

- 4 By May 2022 the district will identify high priority and high interest areas for regionally accepted Industry Recognized Credentials. This strategy will include:
 - Definition of value placed on IRCs in Blue Valley
 - Research and catalog current IRCs with Blue Valley
 - Define and update prioritized IRCs within Blue Valley
- 5 By May 2022 the district will redefine work based learning in Blue Valley.
- 6 By May 2022 will implement the utilization of a data tool solution for the purpose of documenting student participation in Real World Learning opportunities.
- 7 By January 2022 the district will expand student and family education regarding Career Ready Programming beginning at middle school.

Completed	Progressing	Not Yet
Completed	Progressing	Not Yet
Completed	Progressing	Not Yet
Completed	Progressing	Not Yet

Goal #1 YEAR TWO | 2022-23

Strategies & Metrics	Evaluation		
1 By October 2022 the district will analyze student participation data by student demographic groups in order to design and deploy strategies to further attract all students to these opportunities.	Completed	Progressing	Not Yet
2 By May 2023 identify work based learning opportunities after implementing work based course offerings and opportunities.	Completed	Progressing	Not Yet
3 By January 2023 the district will design, within the curriculum, expanded career exploration for middle school students.	Completed	Progressing	Not Yet
4 By August 2022 middle schools will implement an Elective Design Lab to allow students to engage in entrepreneurial experiences and the design thinking process.	Completed	Progressing	Not Yet
5 By January 2023 as a result of previous industry research, the district will refine, build and implement programming targeted at assisting students in attaining newly defined and prioritized Industry Recognized Credentials.	Completed	Progressing	Not Yet
6 By May 2023 the district will continue to expand business partnerships in identified pathways.	Completed	Progressing	Not Yet

Goal #1 YEAR THREE | 2023-24

Strategies & Metrics	Evaluation		
1 By May 2024 each student will be enrolled in an experience which will allow them to earn at least one MVA.	Completed	Progressing	Not Yet
2 By October 2024 the district will identify and utilize a platform to assist middle school students with the identification of student passions and interests in order to align students to specific career pathways.	Completed	Progressing	Not Yet
3 By May 2024 the district will design a leadership series of experiences for middle school students to create awareness of personal strengths and passion areas relative to high demand careers and work areas across the region.	Completed	Progressing	Not Yet
4 By May 2024 the district will continue to expand business partnerships in identified pathways based.	Completed	Progressing	Not Yet



We will ensure engaging, meaningful and extraordinary educational opportunities for all students.



The district will increase by 10% annually the overall number of students from underrepresented groups attaining at least one market value asset.

Goal #2 YEAR ONE | 2021-22

Strategies & Metrics	Evaluation		
1 By May 2022 the district will mine its MVA data to determine existing opportunities to decrease MVA attainment data variance between student demographic groups.	Completed	Progressing	Not Yet
2 By May 2022 the district will survey student and parent groups to garner data about the barriers that exist related to accessing MVA opportunities.	Completed	Progressing	Not Yet
3 By May 2022 the district will create targeted marketing and engagement opportunities based on feedback data to provide increased education about MVA opportunities to identified student groups.	Completed	Progressing	Not Yet
4 By May 2022 the district will identify options to eliminate transportation as a barrier to accessing MVA opportunities.	Completed	Progressing	Not Yet

Goal #2 YEAR TWO | 2022-23

Strategies & Metrics	Evaluation		
1 By May 2022 the district will mine its MVA data to determine existing opportunities to decrease MVA attainment data variance between student demographic groups.	Completed	Progressing	Not Yet
2 By May 2023 the district will expand College Now opportunities through a review of courses and marketing for the purpose of student attraction towards this option.	Completed	Progressing	Not Yet
3 By May 2023 the district will expand student and parent education beginning in middle school regarding availability of real world learning experiences.	Completed	Progressing	Not Yet
4 By May 2022 the district will identify options to eliminate transportation as a barrier to accessing MVA opportunities.	Completed	Progressing	Not Yet
5 By May 2023 the district will explore student scholarship opportunities to remove cost as a barrier to attain college credit.	Completed	Progressing	Not Yet

Goal #2 YEAR THREE | 2023-24

Strategies & Metrics	Evaluation		
1 By May 2024 the district will expand problem based learning at each school level.	Completed	Progressing	Not Yet
2 By May 2024 the district will expand professional learning for teachers at both the elementary and middle school level intended to create opportunities for career awareness and exploration.	Completed	Progressing	Not Yet
3 The district will annually review data and engagement strategies to decrease the variance that exists between student groups acquiring MVAs.	Completed	Progressing	Not Yet



Establish systems that empower students to personalize learning through multiple or flexible matriculation pathways, such as graduation requirements, grade-to-grade movement, and/or course-to-course movement.



The district will annually enhance and expand avenues to receive MVAs particularly in the area of client connected projects, Industry Recognized Credentials, and college credit.

Goal #3 YEAR ONE | 2021-22

Strategies & Metrics	Evaluation		
<p>1 By August 2021 the district will initiate a High School Study Team to consider opportunities to enhance the high school student experience and address the structures and practices which present limitations.</p>	Completed	Progressing	Not Yet
<p>2 By May 2022 the district will explore revisions to high school graduation requirements.</p>	Completed	Progressing	Not Yet
<p>3 By May 2022 the district will develop a team to analyze the high school schedule to begin to eliminate barriers to accessing MVA opportunities.</p>	Completed	Progressing	Not Yet
<p>4 By May 2022 will begin to evaluate high school courses and rewrite curriculum in identified courses to include a client connected project for each student taking said courses beginning fall 2022.</p>	Completed	Progressing	Not Yet
<p>5 By May 2022 the district will contract with an identified consultant to design marketing efforts relative to increasing the number of students attaining a MVA.</p>	Completed	Progressing	Not Yet
<p>6 By May 2022 the district will begin to expand business partnerships in identified pathways based.</p>	Completed	Progressing	Not Yet
<p>7 Annually the district will review new and revised course proposals targeted at providing MVA attainment opportunities.</p>	Completed	Progressing	Not Yet

Goal #3 **YEAR TWO | 2022-23**

Strategies & Metrics	Evaluation		
1 By May 2023 the district will begin to evaluate high school courses and embed within courses a client connected project for each student taking said courses beginning fall 2024.	Completed	Progressing	Not Yet
2 By May 2023 the district will identify options to eliminate transportation as a barrier to accessing client connect project or internship opportunities.	Completed	Progressing	Not Yet
3 By May 2023 the district will expand student and parent education beginning in middle school regarding availability of real world learning experiences.	Completed	Progressing	Not Yet
4 May May 2023 the district will implement a Real World Learning Coordinator aimed at supporting RWL efforts at the elementary and middle schools.	Completed	Progressing	Not Yet
5 By January 2023 the district will implement an Elective Design Lab at the middle school level intended to allow students to apply design thinking to industry based problems and solutions.	Completed	Progressing	Not Yet
6 By May 2023 the district will be prepared to launch two teacher cohorts engaged in externships in order to expand client connected projects for students.	Completed	Progressing	Not Yet
7 Annually the district will review new and revised course proposals targeted at providing MVA attainment opportunities.	Completed	Progressing	Not Yet

Goal #3 YEAR THREE | 2023-24

Strategies & Metrics	Evaluation		
1 By Fall 2023 the district will expand teacher cohorts designed to engage in externships in order to expand client connected projects for students.	Completed	Progressing	Not Yet
2 By May 2024 the district will explore options to incentivize staff to attain Higher Learning Commission credentials.	Completed	Progressing	Not Yet
3 By May 2024 the district will design revisions to the career or college planning guide.	Completed	Progressing	Not Yet
4 By May 2024 the district will review and analyze opportunities to solicit client-connected opportunities in targeted pathways based on historical student enrollment trends and desires.	Completed	Progressing	Not Yet
5 Annually the district will review new and revised course proposals targeted at providing MVA attainment opportunities.	Completed	Progressing	Not Yet



Tactics

Resource Allocation



- Retract and retain staff with critical licensure and professional experiences to serve as teachers in CTE related courses.
- Demonstrate interconnectedness between professional learning for staff as related to the Building BluePrint Plans, BV Strategic Plan, and the BVEdge plan.
- Maintain the roles of the Director of Career Ready Programs and the Career Ready Programs Liaison to JCCC which will provide the leadership and oversight required with this plan.

Engaged Partnerships



- The BV Design Team will continue to serve as a steering committee utilized to inform the district of needs and ideas related to this fluid plan.
- Additional Design Team Collaborators may be invited to consult on specific design work associated with identified pathways, course or program revisions, etc.
- The district Career Ready Programs Liaison will remain engaged with JCCC on a tactical and strategic level. Semester enrollment gains by program, school, and student group will be reported.
- Attract and recruit key staff to serve in the first teacher externship cohorts who will later serve as ambassadors for the district and with other teachers publicizing the benefits to the exercises within the externship experience.
- Engage members of the Chamber of Commerce who may assist with partnership expansion needs.

Curriculum & Instruction



- Review and recommend policy changes related to high school graduation credits.
- Review and recommend policy changes to concurrent credit.
- Review and revise identified curriculum with critical department or grade level teacher input.
- Monitor recommendations and resources provided from the state in the way of career ready programming pathways.

Communication



- Ensure information is accessible via multiple languages, utilization of interpreters, personalized planning sessions within a families native language when possible, etc.
- Continue to survey staff, parents, students, and industry stakeholders.
- Target communications so they are age appropriate in order to better attract student attention to the topic and information.
- Facilitate regular meetings with BVEdge Building Champions highlighting program or student success stories each encounter.
- Communication Tool Kits will be developed to assist teachers, counselors, and administrators with communicating pathway options and course experiences.
- Report on success metrics annually to the Board of Education.

Measurement & Evaluation

Metrics indicating success of the BVEdge three year year strategic plan were indicated directly or indirectly within the Goals and Strategies statements of the proposal. These metrics are planned to be realized in full by 2024. The following summarizes these metrics:

- Annual 10% increase year over year of sum total graduates exiting high school with at least one MVA.
- Annual 10% increase year over year of sum total of types of MVAs being acquired most specifically in the targeted areas of:
 - College credit
 - Industry Recognized Credentials
 - Client Connected Projects
- Annual 10% increase year over year of number of students from historically underrepresented groups receiving at least one MVA prior to graduation.
- Annually review MVA data with each building principal, BVEdge Champion, and/or building leadership team.
- Implement and utilize a data warehouse tool.
- Review, revision, and implementation of curriculum with embedded MVA attainment opportunities particularly in the area of client connected projects.
- Implementation of leadership series at the middle school level applicable to sixth, seventh, and eighth graders.
- Real World Learning opportunities will be implemented at the elementary level creating opportunities for increased exposure to careers and skills for success in life.



- Identify, prioritize, and program for IRCs with a defined avenue to achievement of these certifications for students.
- Business partnerships will increase annually based in specified pathways or articulated industries serving as a nexus to IRCs for students.
- Real World Building Champions will be established in each middle school, high school, Blue Valley Academy, and CAPS.
- Creation of teacher externships involving teacher participation from each middle school, high school, Blue Valley Academy, and CAPS.
- Conduct annual focus groups or surveys to gather input and ideas from Design Team Contributors in order to ensure the strategic plan components remain relevant to district, community, and industry needs.
- Solutions for students are defined to resolve hurdles to MVA access with associated sustainable funding sources.
- Deliverables within the plan and associated data will be communicated via the district website and other modes of communication to demonstrate transparency and accountability regarding this work and the work of the high school study team.
- The Design Team will provide an annual public report to the Board of Education regarding BVEdge progress. The team will report on the specific status of each strategy and metric for that specific school year. Progress will be indicated as completed, in progress, or not yet. Any modifications to the plan will also be presented to the Board of Education during the annual public report.

The above indicate metrics which will serve as success and progress markers along this journey. Other metrics remain identifiable within the aforementioned strategic plan year by year.



BVEdge Budget

The corresponding year-by-year budget projection(s) for BVEdge may be found in Table 4.0. This budget embedded within this proposal reflects the total cost associated with implementation of the BVEdge goals and strategies over three years. The table defines anticipated expenditures, projected annual costs, explanation of each budget line and funding sources. As the district develops and evaluates its budget annually the embedded budget is subject to revision.

Sustainability

The goals of BVEdge, the Blue Valley School District's three year strategic plan for increasing student attainment of MVA's prior to graduation, is linked to the district's overall strategic plan as demonstrated in the opening phase of this grant proposal. The district is committed to its diversity, equity, and inclusion work. The plan for Real World Learning is applicable to each student and not a select few. The district is committed to internal and alternative funding solutions aimed at decreasing hurdles to access to a varied student learning experience inclusive of Real World Learning. That being stated, the district has been public about its current and ongoing budget reality resulting in budget reductions which have been further complicated by unforeseen COVID-19 related expenses. As a result, the timeline for some priorities within the plan may necessitate adjustment with annual district budget modifications and the fiscal goals and priorities of the Board of Education.



Table 4.0

Budget Item(s)	Description	2021-22	2022-23	2023-24	Potential Funding Source
Career Ready Program Liaison to JCCC	Salary & Benefits	\$74,000	\$75,110	\$76,236	Kauffman Foundation & JCCC Agreement
Real World Learning Coordinator	Salary & Benefits	\$37,000	\$37,555	\$38,118	Kauffman Foundation
BVEdge Building Champions	Stipends	\$32,500	\$32,500	\$32,500	Kauffman Foundation
Course Scholarships	Scholarships to help students access college credit	\$28,000	\$28,000	\$28,000	Blue Valley Education Foundation, Kauffman Foundation
Transportation	Transportation to allow student access to opportunities	\$54,000	\$54,000	\$54,000	Kauffman Foundation, Blue Valley Education Foundation
Real World Learning Professional Learning for Staff	Defined within Strategies & Metrics (subs, consultants, travel, etc.)	\$35,000	\$45,000	\$35,000	Federal Title I/II Funds
Teacher Externships	Substitutes, travel, etc.	\$0	\$50,000	\$50,000	Kauffman Foundation
MVA Data Management Platform	Transeo Software	\$48,000	\$36,000	\$36,000	District Funds
New Courses	Course Development & Instructional Resources	\$120,000	\$138,000	\$110,000	District Funds
Career Planning & Passions Alignment Tool	Naviance Software	\$67,000	\$67,000	\$67,000	Kauffman Foundation District Funding
Marketing Consultant	Communication need	\$5,000	\$5,000	\$5,000	Kauffman Foundation
Total Projected Cost of Proposal		\$463,500	\$530,000	\$493,736	

3-Year Strategic Plan Cost \$1,599,909

Appendix **A**

Kauffman MVA Attainment Data Template

Appendix **B**

Blue Valley CTE Survey Report