

Real World, Real Work, Real Life: A Plan for a Holistic Approach to Supporting Students to and Through MVA Attainment

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KANSAS CITY
PUBLIC SCHOOLS



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Executive Summary

The students of Kansas City Public Schools (KCPS) are resilient. Not just the students - the entire KCPS system is resilient. KCPS has a history full of complicated ups and down, and Kansas City residents have different tales to tell, but the resilience can never be disputed. The remnants of a historic desegregation case still linger over public education in this city. While the square mileage of the city has not changed, the options for education have multiplied within the boundaries of KCPS. The district still has much to prove to families regarding the quality of education their children will receive, but it is on the rise, starting with the achievement of reaching full accreditation marks since 2016.

KCPS has come a long way and in recent years, it has made more intentional gains than ever before. A sense of pride is bubbling right at the surface and the students of KCPS will make sure that it overflows. From students pursuing their graphic design dreams, to serving their community while learning in Mexico, to becoming the first high schoolers in the nation to earn credentials once only reserved for adults, to winning oratory contests, KCPS is telling its story on its own terms.

The foundation is set, and it is built on a strong strategic plan centered around supporting the whole child as they become college and career ready. Students are ready to be challenged and want to compete on the national stage, but more importantly, they are ready to live and work in Kansas City to give back to their communities. The district pledges this much to the city and in turn asks for the support of Kansas City leaders to make investments of time, talent and treasure into KCPS scholars.

KCPS wants to provide students with a sense of belonging and support through a focus on Real World, Real Work, and Real Life. Through work experiences, college credit and credential attainment, and entrepreneurial experiences, students will be able to confidently cross the graduation stage knowing exactly what they offer to their Kansas City communities.

It's a win-win. Kansas City industries get high-qualified, critical thinkers with a myriad of Real World, Real Work, and Real Life experiences, and KCPS students get to plant roots as they grow their own families and the next generation of KCPS scholars.

It took a long time and we still have a way to go but staying focused on Real World Learning outcomes will continue to move us forward to make greater gains and toward full accreditation.



Mission and Vision

If KCPS creates quality, equitable and innovative experiences using data-based decisions to close achievement and opportunity gaps, then college and career ready graduates will successfully navigate post-secondary opportunities.

This theory of action, constructed by the Kansas City Public Schools (KCPS) College and Career Readiness Task Force in October 2019, lays the foundation for the unique story that the district must tell. The district's aspirations, core beliefs, and philosophies have remained unchanged over its sorted history. KCPS is made up of 33 schools, centers, and programs. As a 100% free and reduced meal district, the total student enrollment is approximately 15,500 students and is comprised of various race, gender, and language demographics. In KCPS, one out of five students' first/primary language is not English, and more than 50 languages are spoken by students. The goal has always been to recognize the greatness that lives within the students of KCPS and give them the structures and resources to achieve at all levels.

Mission:

The mission of KCPS is to achieve, in a way that is unencumbered by excuses, our vision for education by ensuring that all children benefit from teaching and learning. The school district will do this through:

- Inquiry-based instruction that involves active-learning, and is project-oriented, collaborative, and facilitated by meaningful professional development
- Successful instructional settings where teachers continually coach each child to develop deep understanding and educational proficiency
- Cooperative planning among principals and teachers to ensure attainment of district goals
- Substantial autonomy to each learning community

Vision:

The vision of KCPS is to envision its schools as places where every student will develop a deep understanding of the knowledge and skills necessary to pursue higher education, obtain family-supporting employment, contribute to the civic well-being of the community, and have the opportunity for a rewarding and fulfilling life.

A rewarding and fulfilling life can be achieved through the intentional implementation of Real World Learning. In KCPS, Real World Learning is not a buzz term, but instead a foundation for learning. Beginning in elementary school, it is a priority for students to learn the 21st Century Skills necessary to foster a college and career mindset. During the early years, students engage in rigorous hands-on activities centered around many career fields. Students continue that learning during the middle school years through industry interactions, career assessments, advanced coursework, and project-based learning. The middle school experience

prepares students to select high school pathways that allow them to take a more in-depth look at a career field that aligns to their interests and aptitude. The pathways experience takes students from introductory classes to dual credit to industry recognized credentials with a formula that allows each student to carve out what works for him or her. By providing students with a strong foundation and giving them multiple options from freshman to senior year, students can make informed postsecondary choices based on a rigorous college and career readiness K-12 experience. Pages 41-52 outline pathways for each comprehensive high school.

Preparing students to be college and career ready by using a Real World Learning platform is at the forefront of the district's strategic plan. The strategic plan states that students will become **21st Century Critical Thinkers and Problem Solvers** by demonstrating global competitiveness, creative thinking, and innovation through effective reasoning, communication, and advocacy for themselves and their community. The plan also states that all students will be **Ready for College, Career and Life** by graduating from high school with a postsecondary plan and the experiences and preparation to execute that plan successfully after high school. The proposed Real World Learning plan creates a detailed path forward to execute the goals of the district's strategic plan. Using the goals and pillars of the strategic plan, the Real World Learning experience will be tailored to the strengths and needs of each student. There will be a network of support for students and families, and students will achieve at high levels through exposure of a variety of experiences, advanced coursework, and industry credentials.

The strategic plan laid the groundwork for Real World Learning to flourish in KCPS. Not only are there important goals and measures to ensure all students have postsecondary options, it also displays to stakeholders that Real World Learning is a priority. KCPS sits in the heart of Kansas City, MO and that provides not only opportunities for students, but the benefit for employers to tap into high-level talent. By making Real World Learning a priority, the whole city benefits. During their secondary years, students will receive access to authentic client-based projects, partnerships with local colleges and universities for advanced coursework, industry recognized credentials, and innovative entrepreneurial experiences. At the same time, KC businesses and other community stakeholders are afforded opportunities to mentor students, provide unprecedented industry and community access to students, and gain a large selection of college and career ready students prepared to stay in KC to make it stronger.

In addition to highlighting the mission and vision for Real World Learning, it is critical to document the work completed in support of this initiative during the 2019-2020 academic year.

These accomplishments and notes include:

- Completed the College and Career Readiness framework
- Established a College and Career Readiness Task Force
- Conducted 110 Nepris (The Connector) sessions throughout classrooms
- Participated in all Real World Learning trips with Kauffman Foundation and Getting Smart
- Conducted initial evaluation of IRCs earned in the district
- Identified baseline data regarding dual/AP credit attainment
- Completed Draw Your Future Workshop for all students at Manual Career and Technical Center
- Grand opening of Cardinal Café with collaboration between Culinary + Digital Marketing and Media programs
- Started implementation of career pathways in grades 9 -12
- Increased staffing to support college and career readiness goals (Real World Learning Coordinator, Director of Innovation and Post-Secondary Programming, two CTE Coordinators, ELL Paraprofessional, EMT Lab Instructor)
- Conducted initial evaluation of IRCs earned in the district



Current Conditions and MVA Data

Each high school within KCPS has a unique personality and history that contributes to the overall essence of the school district. Central High School, with its strong alumni support, is made up of loyal students. After gaining trust through intentional relationship building, Central students will remain committed to whatever goal is placed in front of them. The community of Southeast High School is unmatched. The African-centered theme associated with the school is demonstrated daily through the willingness of students, teachers, staff and administration who support one another. Northeast High School serves as a symbol of pride in its historic community and while representing a variety of countries, the new building leadership is moving forward with a shared vision for success. Paseo Academy is a symbol of creativity and the classrooms are filled with students who are fully supported in their quest to be their true, authentic selves. Affectionately known as the Castle on the Hill, Lincoln College Preparatory Academy represents a history of academic excellence and tradition. East, the largest high school in the district, has a proud history of multiculturalism. One step into the building and diverse stories of resiliency and hope resonate. Building administrators lead from the heart with passion and purpose. The beauty of Manual Career Technical Center is that it represents each of the high schools and provides a place where a student only needs to be equipped with dedication to their program; teachers and staff handle the rest. Ultimately, the outcome of the KCPS Real World Learning plan is simple: all students will have equitable access to earning at least one MVA upon graduation. Utilizing the asset that is Kansas City, the physical space of each building and coaching and support of teachers and staff, this mission is possible.

Diving deeper, the assessment of the Real World Learning opportunities within KCPS has shown two things. First, the district has ample opportunity to facilitate growth in the attainment of MVA's for students. Secondly, establishing baseline data is critical to knowing where the district has been and where it will go in the future.

The table below outlines the type of MVA's that are currently offered at all high schools, including Manual Career Technical Center:

School	MVA's Offered
Central High School	Entrepreneurial Experiences
East High School	College Credit Entrepreneurial Experiences Industry Recognized Credentials Work Experiences
Lincoln College Preparatory Academy	College Credit
Manual Career and Technical Center	College Credit Entrepreneurial Experiences Industry Recognized Credentials Work Experiences
Northeast High School	Entrepreneurial Experiences
Paseo Academy of Fine and Performing Arts	Entrepreneurial Experiences
Southeast High School	Entrepreneurial Experiences
Success Academy	n/a

Total Percentage of Graduates Completing MVA's

MVA Type	2018-2019 Academic Year	2019-2020 Academic Year (estimate)
College Credit	8.5%	10%
Industry Recognized Credentials	10%	9%
Work Experiences	9%	2%
Entrepreneurial Experiences	2%	8%

The method used to establish baseline data was to review the number of graduates from the classes of 2019 and 2020. The number of graduates for the class of 2020 as of May 11, 2020 is 894 students and a final number of completers will be available by summer 2020. 734 students represent the Class of 2019. KC Social Innovation also provided data on the number of students in KCPS who

participated in summer work experiences. It is important to note that while KCPS has not had a comprehensive method to capture all work experiences, such as an online platform, students in the district have participated in PREP-KC's Pathways to Technology internship program and KC Social Innovation's Hire KC and Project Commons programs in summer 2019. Additionally, the number of students who participated in work experiences with KC Social Innovation was not disaggregated by grade level, but provided to represent the number of students who participated by school.

March 2020 brought unprecedented and abrupt change to education with the declaration of a global pandemic as a result of COVID-19. Students in KCPS have not stepped foot into their respective buildings since March 10 and will complete the 2019-2020 academic year at a distance with the use of technology and learning packets. The shift to online learning, in combination with the already existing inequity as related to access to both internet and devices, has had an impact on the continuation of MVA attainment for KCPS. Students choose to engage in career and technical education for the hands-on, interactive nature of their respective fields, especially construction and automotive technology and collision. Students and instructors are adjusting to the shift and as the district's digital conversion plan moves forward, a plan will be established to create a learning environment that is conducive for learning and adheres to physical distancing. Elements of that plan include teachers creating instructional videos and developing kits with materials that students can use to practice their work within their homes and safe spaces. Furthermore, Real World Learning will provide additional opportunities for students in KCPS as the district takes a holistic approach to implementation. Regardless of who a student is born to or the zip code in which they reside, KCPS has a commitment and obligation to assist students in navigating post-secondary opportunities and achieving success. Additionally, the pandemic has impacted the way in which summer internships and experiences are administered. In some cases, these opportunities have been eliminated or modified to be completed in a virtual format. Ultimately, this impact is reflected in the estimated number of work experiences students will participate in, along with MVA attainment.

In the past year, students have engaged in entrepreneurial experiences and industry recognized credentials through the Cardinal Café and the new Waste Water Management program at Manual Career and Technical Center. The Cardinal Café serves as a student-led, entrepreneurial experience that offers students an opportunity to operate a food service business. The business is open twice per week to district staff, students and the public. Students in the center's culinary arts program are learning business basics including when to restock inventory, customer service and how to calculate loss and profits. While the café began operating in January 2020, a grand opening was held on February 4 to celebrate the success. To expand on the capabilities of the café, for the 2021-2022 school year, Cardinal Café will become a standalone class for a mixture of Business and Culinary students. Entrepreneurial experiences provide a way for students to feel really connected to their secondary experience. By creating more experiences, like a centralized district spirit wear store or space redesign at Manual, students can immediately see and feel their success.

For the 2019-2020 academic year, a new Waste Water Management program was established at Manual Career and Technical Center. The instructor, John Lopez, recently retired from the City of Kansas City’s Water Services Department and the program kicked off this academic year with five students. The highlight of this program is that students can complete the certification tests needed to begin employment with the City of Kansas City upon graduation. Nasson Toban, a current senior in the program, became the first high school student in the country to pass the first portion of the Waste Water Management certification test in November 2019. An additional highlight is the \$32,000 - \$45,000 salary range that graduates of the program can expect upon completion of certification exams.

As the district looks ahead to achieving its College and Career Readiness and Real World Learning plans, it is important to note the number of students who are currently on track for graduation in the classes of 2021 and 2022:

On-Track Graduate Enrollment	Central High School	East High School	Lincoln College Prep	Northeast High School	Paseo Academy	Southeast High School	Success Academy	Total
10th Graders (Class of 2022)	61	199	208	101	65	71	7	712
11th Graders (Class of 2021)	82	156	186	95	62	83	1	665
Total	143	355	394	253	127	154	8	1377

Emerging MVA’s

KCPS participated in the evaluation of emerging MVA’s to determine what opportunities can be enhanced to support full attainment. The evaluation brought the following conclusions:

College Credit

Students taking Advanced Placement (AP) and International Baccalaureate (IB) programs are eligible to earn college credit if they pass a certain number of exams. For example, if a student passes three AP exams, they are eligible for nine college credit hours, ultimately earning an MVA. Currently, all high schools offer AP courses. This plan outlines the opportunities that students will have to get closer to this goal, including additional teacher training, institution of a research class supported by Math and English Language Arts personnel, as well as additional AP course offerings at comprehensive high schools.

Work Experiences

Currently, all seniors are required to complete a senior capstone project; however, implementation varies across high schools. The goal of the capstone project is for students to dive deeper into a topic of interest. This plan outlines how students will complete a capstone project as part of their selected pathway and ultimately, complete a client project as defined.





Design Team

A College and Career Readiness Task Force was developed and began meeting in October 2019 to start conversations about what steps would be taken to increase the awareness of college and career opportunities for students. The task force is also charged with implementing strategies to increase the number of students engaged with college and career opportunities, including identified market value assets. For KCPS, it was critical to engage internal stakeholders and develop processes before engaging with external partners. Moving forward, the College and Career Readiness Task Force will continue to meet quarterly throughout the 2020-2021 academic year to gauge progress toward the district’s college and career readiness plan that includes Real World Learning. The members of the College and Career Readiness Task Force include:

Name	Role
Dr. Marla Sheppard	Deputy Superintendent
Rashawn Caruthers	Director, Career and Technical Education
Crystal Everett	Real World Learning Coordinator
Dr. Jermaine Wilson	Director, Counseling and Support Services
Dr. Lloyd Jackson	Assistant Superintendent, School Leadership
Dr. Darrin Slade	Assistant Superintendent, School Leadership
Sherelle Foust	Director, Innovation and Post-Secondary Programming
Dr. Derald Davis	Assistant Superintendent, Equity, Inclusion and Innovation
Dr. Christy Harrison	Director, Intervention and Enrichment
Dr. Trinity Davis	Assistant Superintendent, Curriculum, Instruction and Professional Development
Dr. Lateshia Woodley	Executive Director, Student Support Services
Jerome Williams	Research and Assessment Manager
Christin Collins	CTE Coordinator
Shannon Elijah	CTE Coordinator

Nicole Collier-White, Executive Director of the Kansas City Public Schools Education Foundation has provided support and guidance to KCPS’ Real World Learning plan, specifically in the area of partnership development and engagement.

Moving forward, the district’s design team will meet quarterly to engage both internal and external stakeholders. Individuals who have been identified to serve on the design team are as follows:

Name	Role	Affiliation
Danielle Binion	Academies Coordinator	PREP-KC
Kellen Duryea	General Manager	No Other Pub (Cordish Companies)
Kevin McGinnis	Founder	Keystone
Martha McCabe	Executive Director	KC STEM Alliance
Marvia Jones	Board Member	KCPS
Jennifer Wolfsie	Board Member	KCPS
Tiffany Dixon	Math Interventionist	KCPS
Kyle Smith	Digital Marketing Teacher	KCPS
Deborah Etterling	Social Studies Teacher	KCPS

The design team will have the opportunity to share feedback at four large meetings during the academic year, held on the following dates:

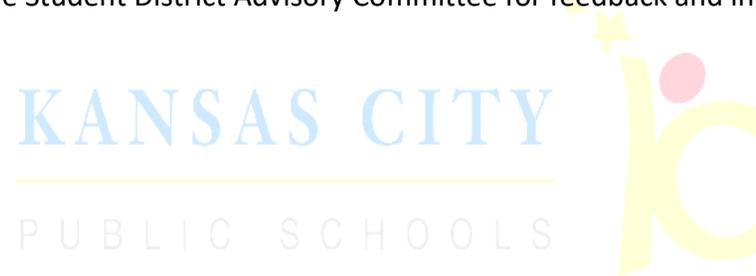
- September 18, 2020
- November 20, 2020
- January 15, 2021
- March 19, 2021

The method of the meeting will be determined in accordance with appropriate social and physical distancing guidelines set forth by health and public officials. Smaller subcommittees will be established in accordance with each MVA and in alignment with development and implementation of the “I See Me in KC” curriculum.

Milestones for the design team are set as follows:

2020-2021	Development of “I See Me in KC” curriculum
2021-2022	Provide guidance in student professional development components and serve in advisory capacity for selected pathways
2022-2023	Assist with the support services of the Real World, Real Work, Real Life components

The personnel dedicated to the implementation of Real World Learning in KCPS recognizes that student and parent voice is critical to the success of this plan. The team is committed to attending District Advisory Committee (DAC) and School Advisory Committee (SAC) meetings as outlined in the Tactics and Implementation section. Furthermore, the team is committed to utilizing the voice of those who have been selected for the Student District Advisory Committee for feedback and input.





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Objectives, Goals, Measurements and Evaluations

Pages 18-28 outline the specific objectives and goals that will guide Real World Learning implementation and execution in KCPS. Equally important are the specific actions and evaluative tools that will be used to show how the work will be completed. The first chart reflects how the idea of Real World, Real Work, Real Life fits into the district strategic plan goals and objectives.

Real World Learning Goal 1: Real World
Strategic Plan Goal: Every Kansas City Public Schools student will be 21 st century critical thinkers and problem solvers by demonstrating global competitiveness, creative thinking, and innovation through effective reasoning, communication, and advocacy for themselves and their community.
Objective 1: Increase percentage of students who can solve real-world, interdisciplinary problems
Real World Learning Goal 2: Real Work
Strategic Plan Goal: Students in Kansas City Public Schools will demonstrate readiness for college, career, and life by graduating from high school with a post-secondary plan and the experiences and preparation to execute that plan successfully after high school.
Objective 1: KCPS will increase percentage of students who complete courses, activities and experiences based on college and career plan
Objective 2: KCPS will expand opportunities for students to earn Industry Recognized Credentials (IRCs) while in high school.
Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.
Objective 4: KCPS will expand opportunities for students to participate in meaningful client projects, internships, and apprenticeships while in high school.
Objective 5: KCPS will expand opportunities for students to engage in entrepreneurial experiences as high school students.
Real World Learning Goal 3: Real Life
Strategic Plan Goal: Every student will be challenged and supported within a safe learning environment to be a responsible and productive citizen capable of meeting high expectations.
Objective 1: KCPS will Leverage community resources for student growth and school/district improvement.

Year	Strategic Plan Alignment	Task(s)	Accountability	Timeline	Key Actions	Evaluation/Follow Up
Year One, 2020-2021	Goal 1, Objective 1: Increase percentage of students who can solve real-world, interdisciplinary problems	Develop District Real World Learning standards	Career and Technical Education	Dec-20	Develop Design Thinking on-boarding curriculum for Real World capstone; Develop Real World capstone	Learning management system report District lesson plan template
Year One, 2020-2021	Goal 1, Objective 1: Increase percentage of students who can solve real-world, interdisciplinary problems	Complete audit of facility usage and CTE programs in preparation for CAPS branding and implementation	Career and Technical Education	Dec-20	Complete building renaming process for Manual Career Technical Center; Establish benchmarks for CAPS assessment in collaboration with CAPS Network; Meet with internal facilities team	Completed CAPS evaluation documentation School board records and documentation
Year One, 2020-2021	Goal 2, Objective 1: KCPS will increase percentage of students who complete courses, activities and experiences based on college and career plan	Staff at middle school level will implement College and Career Ready Framework	School Leadership	May-21	Work in collaboration with School Leadership + Curriculum to train principals on CCR framework, including pathway implementation; Provide training and coaching for teachers at established professional development days; Provide support for teachers with Nepris platform; write curriculum for 10th grade research course with math and ELA coordinators	Learning management system report District lesson plan template
Year One, 2020-2021	Goal 2, Objective 1: KCPS will increase percentage of students who complete courses, activities and experiences based on college and career plan	Create a continuous conduit of MVA exposure through industry and community partnerships	Career and Technical Education	May-21	Collaborate with Communications and Community Engagement Department and KCPS Education Foundation via monthly scheduled meetings and established action items; Create shared document with list of community contacts	Excel spreadsheet

Year One, 2020-2021	Goal 2, Objective 1: KCPS will increase percentage of students who complete courses, activities and experiences based on college and career plan	Pilot a Spring launch of tracking Real World, Real Work, Real Life components	Career and Technical Education	Nov-20	Prepare list of needs in preparation for meeting with IT team; Establish monthly meeting dates with action items and benchmarks; Gather feedback from internal stakeholders regarding usage	Learning management system
Year One, 2020-2021	Goal 2, Objective 2: KCPS will expand opportunities for students to earn Industry Recognized Credentials (IRCs) while in high school.	Recruit additional students to participate in CTE courses awarding IRC	Career and Technical Education	May-21	Explore additional IRC opportunities and align current IRCs with regional preferred list; Pilot accelerated Culinary program in Fall 2020	KC Rising data DESE data
Year One, 2020-2021	Goal 2, Objective 2: KCPS will expand opportunities for students to earn Industry Recognized Credentials (IRCs) while in high school.	Award IRCs to 5% of high school students	Career and Technical Education	May-21	Provide opportunity for teachers to complete IRC pre-tests for further understanding; Create stackable credentials that equal IRCs	June Core data 180 day follow up reports
Year One, 2020-2021	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Begin partnership with Skilled KC and start enrollment of students	Innovation and Postsecondary Programming	May-21	Market and recruit students into Software Development program to begin 1st cohort in spring 2021 with goal of 10 students	Enrollment reports provided by Skilled KC
Year One, 2020-2021	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase offering of AP courses by 75%	Innovation and Postsecondary Programming	May-21	Work to increase student knowledge regarding World Language Exam opportunity while expanding recruitment and information sessions to middle schools and lower grades in high school; 40% target increase in AP exams ordered and 50% increase in exams passed	AP exam scores Transcripts
Year One, 2020-2021	Goal 2, Objective 3: KCPS will expand opportunities for students to receive	Implement targeted strategies to increase IB test scores by 10%	Innovation and Postsecondary Programming	May-21	Provide testing taking strategies for students; Collaborate with school IB coordinator	Transcripts IB testing data

	college credit while in high school.					
Year One, 2020-2021	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase number of dual credit course offerings at all high schools by 20%	Innovation and Postsecondary Programming	May-21	Begin marketing and recruitment efforts in spring 2021 for the Class of 2023; Track Class of 2022 through completion of first three credit hours	Transcripts Enrollment reports shared by colleges
Year One, 2020-2021	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase number of dual enrollment course participation by 50%	Innovation and Postsecondary Programming	May-21	Market and recruit students for after-school dual enrollment program with focus on Class of 2022 for Spring 2021 courses	Transcripts Enrollment reports shared by colleges
Year One, 2020-2021	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase enrollment and retention in Early College Academy	Innovation and Postsecondary Programming	May-21	Partner with ECA principal to develop tactics and strategies; Gather student testimonials about ECA experience; Outreach to students with required GPA and ACT test scores	Student enrollment reports from MCKC Transcripts
Year One, 2020-2021	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Begin Grow Your Own program in partnership with UMKC's Institute for Urban Education	Innovation and Postsecondary Programming	May-21	Recruitment of students from Class of 2023 for enrollment in "Introduction to Education and Social Justice" for Fall 2021	UMKC student enrollment reports Transcripts
Year One, 2020-2021	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Continue to identify and expand opportunities for students to participate in emerging MVA opportunities	Career and Technical Education	May-21	Creation of shared document with opportunities; Conduct survey of secondary teachers about experiences offered via pathway courses	Survey data B2E Network meeting outcomes
Year One, 2020-2021	Goal 2, Objective 4: KCPS will expand opportunities for students to participate in meaningful client projects, internships, and apprenticeships while in high school.	Implementation of year-long student professional development experiences at Manual Career Technical Center	Career and Technical Education	May-21	Create schedule of bi-monthly professional development activities to include guest speakers and workshops	Survey data Completed events
Year One, 2020-2021	Goal 2, Objective 4: KCPS will expand opportunities for	Engage 10% of high school students in work experiences	Career and Technical Education	May-21	Identify a plan with KCPS HR to create work experiences for high	June Core data

	students to participate in meaningful client projects, internships, and apprenticeships while in high school.				school students; Continue partnership with Hire KC and KC Social Innovation to prepare students for work experiences; Pilot ImBlaze for internship tracking; Implement client projects in all Manual programs; Finalize and implement iGROW Internship collaboration with JE Dunn; Develop process to identify challenges in Kansas City and how students can help solve; CTE team participation in Show Me Educators Experience in June 2020	
Year One, 2020-2021	Goal 2, Objective 5: KCPS will expand opportunities for students to engage in entrepreneurial experiences as high school students.	Implement Youth Entrepreneur II class	Career and Technical Education	May-21	Launch Red Birdy Digital student-run business and soft launch Agriculture student-run business; Provide coaching and support for implementation of Youth Entrepreneurs curriculum into courses	Learning management system District lesson plan template Transcript data
Year One, 2020-2021	Goal 2, Objective 5: KCPS will expand opportunities for students to engage in entrepreneurial experiences as high school students.	Increase student competition participation and Career and Technical Student Organization offerings	Career and Technical Education	May-21	Student participation in entrepreneurial experiences such as the MECA Challenge, Skills USA and DECA	Field trip attendance lists Student organization rosters Learning management system

Year One, 2020-2021	Goal 3, Objective 1: KCPS will leverage community resources for student growth and school/district improvement.	Develop "I See Me in KC" curriculum	Design Team	Mar-21	Collaborate with members of the Design Team to determine list age-specific milestones (I.E. photo ID/drivers permit attainment) ; Develop Real Life attainment components in collaboration with Office of Equity, Inclusion and Innovation to ensure accessibility for all students; Development of "I See Me in KC" research course ; Trademark "I See Me in KC"	Learning management system District lesson plan template Transcript data
Year Two, 2021-2022	Goal 1, Objective 1: Increase percentage of students who can solve real-world, interdisciplinary problems	Implement Real World capstones	Career and Technical Education	May-22	Provide training, coaching and support for teachers during implementation process	Learning management system District lesson plan template Transcript data
Year Two, 2021-2022	Goal 1, Objective 1: Increase percentage of students who can solve real-world, interdisciplinary problems	CAPS program implementation for CTE programs	Career and Technical Education	May-22	Continued engagement with CAPS Network; Monthly check-ins for support within network; Visual displays of CAPS pillars in classrooms, training, coaching and support for teachers	District lesson plan template Formal announcement of Kansas City CAPS
Year Two, 2021-2022	Goal 1, Objective 1: Increase percentage of students who can solve real-world, interdisciplinary problems	Implement Real World Learning standards into the pathway curriculum	Career and Technical Education	May-22	Implement CCR assessments for 9th graders via determined career assessment method; Training, coaching and support for teachers during implementation phase	District lesson plan template Learning management system
Year Two, 2021-2022	Goal 2, Objective 2: KCPS will expand opportunities for students to earn Industry Recognized	Award IRCs to 10% of high school students	Career and Technical Education	May-22	Continue to pursue additional IRC and CTE program opportunities	June Core data 180 day follow up reports

	Credentials (IRCs) while in high school.					
Year Two, 2021-2022	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase dual-credit opportunities in CTE programs	Innovation and Postsecondary Programming /Career and Technical Education	May-22	Continue engagement with Dual Credit/Dual Enrollment teams at Metropolitan Community College, UMKC, Northwest Missouri State and University of Central Missouri; Utilize consultation of PREP-KC for additional opportunities	Transcripts MOU agreements
Year Two, 2021-2022	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase enrollment of student participation in Skilled KC	Innovation and Postsecondary Programming	May-22	Market and recruit students into Software Development program to begin 2nd cohort in spring 2022 with goal of 15 students	Enrollment reports provided by Skilled KC
Year Two, 2021-2022	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase number of students passing AP exams by 30%	Innovation and Postsecondary Programming	May-22	Increase student knowledge regarding World Language Exam opportunity while expanding recruitment and information sessions to middle schools and lower grades in high school	AP exam scores Transcripts
Year Two, 2021-2022	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Implement targeted strategies to increase IB test scores by 10%	Innovation and Postsecondary Programming	May-22	Provide testing taking strategies for students; Collaborate with school IB coordinator	Transcripts IB testing data
Year Two, 2021-2022	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase number of dual credit course offerings at all high schools by 20%	Innovation and Postsecondary Programming	May-22	Begin marketing and recruitment efforts in spring 2022 for the Class of 2024; Track Class of 2023 through completion of first three credit hours	Transcripts Enrollment reports shared by colleges
Year Two, 2021-2022	Goal 2, Objective 3: KCPS will expand opportunities for students to receive	Increase number of dual enrollment course participation by 25%	Innovation and Postsecondary Programming	May-22	Explore synchronous online dual enrollment course opportunities; Market courses and recruit students for	Transcripts Enrollment reports shared by colleges

	college credit while in high school.				after-school dual enrollment program with focus on Class of 2023 for Spring 2022 courses	
Year Two, 2021-2022	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase enrollment and retention in Early College Academy	Innovation and Postsecondary Programming	May-22	Partner with ECA principal to revisit tactics and strategies; Outreach to students with required GPA and ACT test scores; Support Accuplacer administration in schools; Target of 20% increase in recruited students and applicants	Student enrollment reports from MCKC Transcripts
Year Two, 2021-2022	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Target 20% increase in students enrolled in Grow Your Own program	Innovation and Postsecondary Programming	May-22	Offer "Introduction to Education and Social Justice" course to current juniors and seniors that incorporates practicum experience	Student enrollment reports from UMKC Transcripts
Year Two, 2021-2022	Goal 2, Objective 4: KCPS will expand opportunities for students to participate in meaningful client projects, internships, and apprenticeships while in high school.	Continue to identify and expand opportunities for students to participate in emerging MVA opportunities	Career and Technical Education	May-22	Expand shared document with opportunities; Conduct survey of secondary teachers about experiences offered via pathway courses	Survey data B2E Network meeting outcomes
Year Two, 2021-2022	Goal 2, Objective 4: KCPS will expand opportunities for students to participate in meaningful client projects, internships, and apprenticeships while in high school.	Engage 40% of high school students in work experiences	Career and Technical Education	May-22	Participation in region-wide apprenticeship initiative; Continue to utilize key learnings from Show Me Educators Experience and develop similar experience for internal stakeholders; Continue partnership with KC Social Innovation and JE Dunn for internship opportunities	Learning management system
Year Two, 2021-2022	Goal 2, Objective 5: KCPS will expand opportunities for students to engage in	Increase number of student-led businesses	Career and Technical Education	May-22	Launch Agriculture student-run business; Soft launch Automotive student-run business	Grand opening events Client tickets

	entrepreneurial experiences as high school students.					
Year Two, 2021-2022	Goal 3, Objective 1: KCPS will leverage community resources for student growth and school/district improvement.	Implement "I See Me in KC" curriculum	College and Career Readiness Team	May-22	Implement Real Life components into pathway courses; Implement research project into pathway foundation class	District lesson plan template Posting via KCPS Intranet
Year Three, 2022-2023	Goal 1, Objective 1: Increase percentage of students who can solve real-world, interdisciplinary problems	Presentation of Real World capstones	College and Career Readiness Team	May-23	All high school graduates will participate in at least one MVA related to their career interest with ability to articulate work completed throughout high school career	Established presentation dates in high schools Documentation in learning management system
Year Three, 2022-2023	Goal 2, Objective 1: KCPS will increase percentage of students who complete courses, activities and experiences based on college and career plan	All rising freshmen will be able to select a pathway based on their career interest	College and Career Readiness Team	May-23	Create a regional college and career readiness experience for rising 9th grade students; Collaborate with Junior Achievement and School of Economics; Partner with industry and postsecondary institutions on experience components	Learning management system Student transcript data
Year Three, 2022-2023	Goal 2, Objective 2: KCPS will expand opportunities for students to earn Industry Recognized Credentials (IRCs) while in high school.	Award IRCs to 15% of high school students	Career and Technical Education	May-23	Recruit and retain 25% of eligible students for CTE programming, teacher completion of IRC testing as needed; Ensure student preparation for testing	June Core data 180 day follow up reports
Year Three, 2022-2023	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase enrollment of student participation in Skilled KC	Innovation and Postsecondary Programming	May-23	Market and recruit students into Software Development program to begin 2nd cohort in spring 2023 with goal of 20 students	Enrollment reports provided by Skilled KC
Year Three, 2022-2023	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase number of students passing AP exams by 20%	Innovation and Postsecondary Programming	May-23	Share opportunity to complete World Language Exam test via pathway courses with 10% increase; Continue to provide teacher	AP exam scores Transcripts

					training and coaching for AP administration	
Year Three, 2022-2023	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Implement targeted strategies to increase IB test scores by 10%	Innovation and Postsecondary Programming	May-23	Provide testing taking strategies for students; Collaborate with school IB coordinator	Transcripts IB testing data
Year Three, 2022-2023	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase number of dual credit course offerings at all high schools by 20%	Innovation and Postsecondary Programming	May-23	Begin marketing and recruitment efforts in spring 2023 for the Class of 2025; Track Class of 2024 through completion of first three credit hours	Transcripts Enrollment reports shared by colleges
Year Three, 2022-2023	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase number of dual enrollment course participation by 25%	Innovation and Postsecondary Programming	May-23	Market courses and recruit students for after-school dual enrollment program with focus on Class of 2024 for Spring 2023 courses	Transcripts Enrollment reports shared by colleges
Year Three, 2022-2023	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Increase graduation rate of Early College Academy students by 5%	Innovation and Postsecondary Programming	May-23	Partner with ECA principal to revisit tactics and strategies; Outreach to students with required GPA and ACT test scores; Support Accuplacer administration in schools; Target of 20% increase in recruited students and applicants	Student enrollment reports from MCKC Transcripts
Year Three, 2022-2023	Goal 2, Objective 3: KCPS will expand opportunities for students to receive college credit while in high school.	Target 20% increase in students enrolled in Grow Your Own program	Innovation and Postsecondary Programming	May-23	Confirm completion of nine credit hours by students in Class of 2023; Students in Class of 2024 on track to earn first three credit hours	Student enrollment reports from UMKC Transcripts
Year Three, 2022-2023	Goal 2, Objective 4: KCPS will expand opportunities for students to participate in meaningful client projects, internships, and apprenticeships while in high school.	Continue to identify and expand opportunities for students to participate in emerging MVA opportunities	Career and Technical Education	May-23	Expand shared document with opportunities; Conduct survey of secondary teachers about experiences offered via pathway courses	Excel spreadsheet Survey data

Year Three, 2022-2023	Goal 2, Objective 4: KCPS will expand opportunities for students to participate in meaningful client projects, internships, and apprenticeships while in high school.	Engage 70% of high school students in work experiences	Career and Technical Education	May-23	Continued training, coaching and support for teachers to implement experiences within pathway courses; Utilize evaluation of previous year and adjust accordingly	Learning management system Transcript data KC Social Innovation reports
Year Three, 2022-2023	Goal 2, Objective 5: KCPS will expand opportunities for students to engage in entrepreneurial experiences as high school students.	Increase number of student-led businesses	Career and Technical Education	May-23	Launch Automotive student-run business, Soft launch Construction student-run business	Grand opening events Client tickets
Year Three, 2022-2023	Goal 3, Objective 1: KCPS will leverage community resources for student growth and school/district improvement.	Unveil Real World, Real Work, Real Life Store that provide post-graduate toolkit items (I.E. portfolios, business card holders), in addition to professional dress items	Career and Technical Education	May-23	Determine locations inside of school buildings; Administer student surveys in pathway courses for input; Gather input from RWL Design Team; Meet with internal facilities team; Determine costs and funding of project	Grand opening of each store Tracking of student usage in each site





Tactics and Implementation Plan

Staffing Considerations

The staffing considerations for the KCPS Real World Learning plan include continued support for the Real World Learning Coordinator, hired in September 2019. Based on the needs as outlined in this plan, the title and responsibilities of the Real World Learning Coordinator will shift to Coordinator of Career Access and Navigation and provide support and leadership on the tactics as presented.

Maximizing MVA attainment, particularly college credit and industry recognized credentials, is an important part to address for KCPS as they also allow the district to achieve its goal of full accreditation. To this point, continued engagement with the College and Career Readiness Task Force will be critical to this work. Furthermore, weekly meetings between the Real World Learning Coordinator (Coordinator of Career Access and Navigation), Director of Career and Technical Education and the Director of Innovation and Post-Secondary Programming will continue throughout plan implementation. Under the leadership of the Director of Career and Technical Education, professional development and training sessions will be administered to CTE teachers and offered to other teachers as well.

Policies and Procedures

One of the first procedures to address is the ability for students to earn industry-recognized credentials within one semester. The worldwide COVID-19 pandemic has affected all industries, including K-12 education and handed the economy its biggest blow since the Great Depression. In providing students the ability to complete their culinary arts certification, KCPS stands ready to support students as they enter the workforce, equipped with the appropriate tools. Additional efforts to support students and the workforce include requiring all CTE teachers to complete a one credit hour co-op course that allows them to be an instructor on record for students who spend half of their school day at an approved worksite. Finally, addressing equity is a team effort and the execution and implementation of Real World Learning tactics requires the support of internal stakeholders such as Students in Transition, the Office of Equity, Inclusion and Innovation and Exceptional Education. One step that has already been taken is the hiring of an ELL paraprofessional to work with students at Manual Career Technical Center. The goal with this position is to increase the number of students who can access CTE programming and support the need for a bilingual workforce. Additional policy considerations include the following:

- Creation of a College and Career Readiness board policy
- Change high school graduation requirements to include attainment of one MVA
- Restructure graduation credits to include utilizing career and technical education courses as core credit
- Require each 9th grader to complete a Personalized Education Plan (PEP) that leads to placement in entry-level, credit-bearing college courses, attainment of an industry-recognized certificate or license, or enrollment in a workforce training program
- Accelerate learning options through competency-based credit

A final point to highlight is the district's current Blueprint 2030 process. Blueprint 2030 is a year-long planning and community engagement effort that will define how KCPS should serve students in the future and the system-level changes needed to achieve those goals. The recommendations will be identified by November 2020 and are scheduled for implementation beginning in winter 2021. Those components will be incorporated into future follow-up to the Kauffman Foundation as they impact Real World Learning and College and Career Readiness.

Community Engagement

Initial efforts to ensure widespread community engagement will begin with meetings and milestones set up with the Communications and Community Engagement team. Justin Robinson, Director of Communications, has been designated as the lead for Real World Learning communications efforts and any internal or external collateral materials will be created in collaboration with his team. The Real World Learning Coordinator (Coordinator of Career Access and Navigation) and Director of Career and Technical Education collectively plan to attend at least one District Advisory Council (DAC) meeting and one School Advisory Committee (SAC) meeting per district high school. Furthermore, Real World Learning updates will be provided at two school board meetings per year.

Members of the community will have the ability to access a Real World Learning landing page on the KCPS website that will provide the district's Real World Learning goals, announcements of opportunities, quarterly reports and an annual report. The work of the Real World Learning team will be highlighted through webinars and short videos to be posted via YouTube and other social media. The belief is that public accountability will assist in making sure Real World Learning remains a district priority. Additionally, the Design Team will be engaged as a result of quarterly meetings regarding this effort.

Employer Engagement

KCPS operates under the notion that the work of educating students cannot be done alone. There are a several partnerships and relationships the district is already engaged in that support MVA programming and attainment. One of the first ways that employer engagement will take place is through the Coffee + Connect series, to debut in Fall 2020. This is an opportunity for professionals, community and business leaders to learn more about ways in which they can engage with KCPS, as well as the initiatives being implemented to amplify student success, specifically Real World Learning. Participants will be invited based on the specific MVA highlighted at that session. Ideally, this series of events will be held in the Cardinal Café at Manual Career Technical Center, however, as physical distancing may be required, it can be conducted virtually as well.

Business relationships will continue as a result of attending at city-wide networking events, as well as engagement with the Greater KC Chamber of Commerce, MidAmerica Regional Council and the Economic Development Corporation. Additional guidance for employer engagement will be sought from the Executive Director of the KCPS Education Foundation. Finally, Superintendent Bedell's

role as a board member of the Greater KC Chamber of Commerce will be leveraged to support goals and initiatives. KCPS, specifically the Career and Technical Education Department, has partnership agreements with intermediaries such as PREP-KC and Truman Medical Center. PREP-KC has provided consultation with pathway selection and students enrolled in the Certified Nursing Assistant/Health Sciences program complete their clinicals at Truman Medical Center. A one-page document has been created to share with employers and business partners, outlining the number of ways in which they can support Real World Learning and MVA programming (see additional documents section).

Resource Reallocation

One of the resources needed for the appropriate execution of the KCPS Real World Learning plan is consultation from the Getting Smart and Kauffman Foundation teams. The internal team charged with the execution of Real World Learning will continue to attend B2E network meetings, webinars and other trainings as established by the Kauffman Foundation. Additionally, curriculum writing will be critical, establishing a need for stipends to compensate teachers to do so. A proposed amount of \$500 per teacher is included to execute this component. An additional resource will be the cost to cover the one credit hour co-op course for all CTE teachers. One of the objectives outlined above is completing an evaluation of Manual Career Technical Center and the outcomes of that evaluation will provide opportunities to reconsider the allocation of resources. Blueprint 2030 feedback will also provide information that will guide reallocation discussions and decisions.



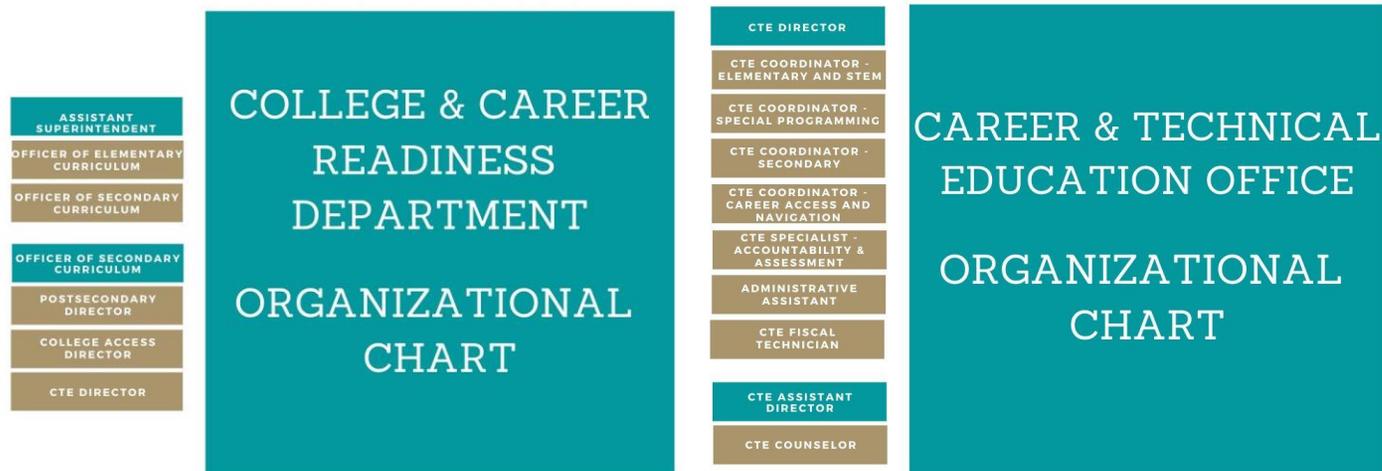


Budget and Sustainability

During the 2019-2020 academic year, the district has taken significant strides in creating a college and career framework for middle through high school students. Beginning in the 7th grade, students will interact virtually with industry partners and continue to engage in a college and career going culture through their high school graduation. Utilizing a college and career readiness curriculum, students will choose career pathways and engage in real world experiences to prepare them for real work and real life.

KCPS has already shown a commitment to college and career readiness in the district strategic plan. With goals targeted toward building 21st century learners and preparing students for college, career, and life, the district has taken intentional steps to ensure equity and access for all. Although strong initial steps have been taken around college and career readiness, it is prudent that sustainable policies and procedures are implemented to push this work forward. The implementation of the goals and objectives, alongside the utilization of measurement and evaluative tools, chart a clear path to employ sustainable policies and procedures.

One proposed method of building sustainability for the plan as proposed is the realignment of personnel accountabilities and the creation of a college and career readiness department. The proposed budget on page 35 is reflective of the priorities related to college and career readiness and Real World Learning.



Expense	Year 1 (2020- 2021)	Year 2 (2021- 2022)	Year 3 (2022- 2023)	Real World Learning Goal Alignment	Additional Notes
<i>*CCR Course Curriculum Development</i>	\$25,000	-	-	Real World	Stipends for teachers to complete curriculum writing, materials
<i>*"I See Me in KC" Curriculum Development</i>	\$25,000	-	-	Real Life	Stipends for teachers to complete curriculum writing, materials
<i>*Nepris (The Connector)</i>	\$52,650	\$52,650		Real Work	Licensing; CCR course for students
Google Academy Course	\$7,500	\$7,500	\$7,500	Real World	200 students @ \$37.50 per student
<i>*IRC testing for students</i>	\$5,000	\$5,000	\$5,000	Real Work	Additional testing support for increased enrollment
Circle lot cementing at Manual	\$10,000	-	-	Real Work	Providing parking for Cardinal Café
Culinary arts accelerated program materials	\$4,500	-	-	Real Work	Materials for students to complete culinary lessons in home
Culinary program catering supplies	\$5,000	-	-	Real Work	Supplies to ensure start of student-led catering business
Off campus experiences	\$28,000	\$28,000	\$28,000	Real Life	Transportation cost at \$7000 per high school grade level related to I See Me in KC curriculum
ImBlaze	-	\$5,000	\$5,000	Real Work	Licensing
YouScience	-	\$6,500	\$6,500	Real Work	Licensing
<i>*Entrepreneurial Expansion</i>	\$85,000	25,000	25,000	Real Work	District-wide spirit store, revamped learning spaces
Agriculture program expenses	-	\$3,000	-	Real Work	Student-led business startup costs
Marketing for Auto Tech/Collision services	-	\$2,000	-	Real Work	Student-led business startup costs
Construction program expenses	-	-	\$7,000	Real World	Cost of starting student-led business
<i>*Real World Learning Coordinator</i>	\$102,669	\$103,602	\$105,486	Real World	Salary + Benefits
College credit costs	\$168,115	\$170,115	\$173,115	Real Work	Includes tuition, textbooks, transportation, stipend
Total Request	\$518,434	\$408,367	\$362,601		Total: \$1,289,402
Total Year One Priority Request	\$295, 319				

**Indicates budget priorities*



Appendix

This document will be shared with prospective employers and partners looking to work with KCPS and engage in Real World Learning.

Real World Learning Opportunities for Engagement

Shadowing: An educational program where high school students, or teachers, can learn about a profession to begin to determine fit

Field Trips: A visit to a job site to learn more about a career field or a visit to an entity to enhance classroom knowledge

Job Fairs: Employers provide career information to potential employees

Guest Speakers: Professional invited to present a speech at an event or in a classroom setting.

Master Classes: A class given by an expert in a specific industry.

TED Talks: A presentation, typically around technology, entertainment, and design, that is focused on a local community and presented by a local voice

Lecture Series: Educational presentation centered about a specific topic (career or soft skills related)

Career Mentors: Industry professional that keeps students grounded in their professional journey, provides direction, and serves as a professional champion

Teacher in Residence: Professional in the classroom under the guidance of a certified teacher

Externships: A temporary training program for teachers

Networking Events: A social event used to build and reinforce professional relationships

Mock Interviews: Practice interview sessions used for training purposes

Donations: Resources or funding given to a program

Scholarships: A grant or payment made to support a student's education or career path

Client Projects: Students analyze and solve authentic problems working with other students and industry professionals

Internships: Students perform meaningful job tasks for at least 120 hours at a worksite under the guidance of a qualified supervisor

This graphic is representative of the framework of college and career readiness that KCPS will use moving forward.

The diagram illustrates the College & Career Readiness framework. At the top, it is titled 'COLLEGE & CAREER READINESS' with the Kansas City Public Schools logo. Below the title, a central graphic shows a graduation cap with arrows pointing to six career sectors: Arts & Communication, Business, Industrial & Engineering Technology, Agriculture, Health & Human Services, and another Agriculture. Below this, four pillars represent different levels of readiness: College Credit (Care & Qualification Program, 120 Hours), Work Experience (Industry Gateway, 1 year or a year), Industry Recognized Certifications (1 year or a year), and Entrepreneurial Experiences. To the right of these pillars are three assessment levels: ACT, ACCU-PLACER, and ASVAB. The bottom section is divided into three horizontal bands: Exposure & Strength Inventory (Grades 7-8, Pre-AP, Access to Career Courses), Engagement & Experience (Grade 9, Pre-AP/AP, Research Class - Naviance), and Expansion & Evidence (Grade 10, AP, Foundation, ACT SAT). At the very bottom, it says 'COLLEGE AND CAREER TASK FORCE' and 'Working to provide College & Career experiences for our students. For more information contact the Division of Academics: mshppard@kcpublicschools.org'.

Providing College and Career experiences for our students.

Exposure and Strength Inventory: Students have an opportunity to experience advanced grade-level coursework, career coursework and programming geared toward academic growth and preparation for high school success and pathway options.

Engagement and Experience: Students are further introduced to career options and advanced level academic coursework, having opportunities to hear from and see potential careers in action.

Expansion and Evidence: Students grow knowledge based on introductory experiences to college and careers through options for college credit-bearing courses and exams and client projects.

College Credit – (AP, Dual Credit, IB): Students have opportunities for multiple ways to gain college credit through Advanced Placement exams, International Baccalaureate exams, college courses at a local college campus, online or through instruction from a high school teacher on a high school campus.

Work Experience: Students complete meaningful workplace job tasks that develop readiness for work, knowledge and skills that support entry or advancement in a particular career field. The job tasks will be accomplished through internships and/or client projects.

Industry Recognized Credentials: Students will earn credentials that are published by the state education departments that are reviewed and validated by employers. Students will be able to use the credentials as proof of entry level training in a chosen career field.

Entrepreneurial Experience: Students will identify a compelling social or market problem and mobilize resources to research and solve the problem.

Early College Academy (ECA): Kansas City Public Schools and Metropolitan Community College – Penn Valley partnership for highly motivated high school students ready to leave the high school environment and participate in the rigor of being full-time college students. Students will earn high school credits while also earning college credits as they attend classes, full-time on a college campus.

AVID: AVID Elementary assists students to develop the academic habits they will need to be successful in middle school, high school and college, in an age-appropriate and challenging way. AVID Secondary equips teachers and schools with what they need to help these students succeed on a path to college and career success. This is accomplished through the AVID Elective course. For one period a day, students receive the additional academic, social and emotional support that will help them succeed in their schools most rigorous courses.

Career Mentoring: Career Mentors provide career guidance, career exposure and career planning support for students in grades 11-12 as they begin their transition into a post-secondary institution, career pathway or trade school. Additionally, Career Mentors connect their mentee to workshops, internships and networking opportunities when possible.



Pages 41-52 outline the pathways selected for KCPS comprehensive high schools.

Central High School
Health and Human Services Academy

	9th Grade	10th Grade	11th Grade	12th Grade
Health Science and Bioscience	JROTC	PLTW Principles of Biomedical Science	PLTW Human Body Systems	Pharmacy Tech or PLTW Medical Interventions and Biomedical Innovations or Health Science I (Manual)
Nursing	JROTC	PLTW Principles of Biomedical Science	Anatomy and Physiology	Health Science
Teaching	JROTC	Principles of Health and Human Services	Psychology (Semester One or Two) or Sociology (Semester One or Two)	Educator Preparation
Emergency Medical Technician	JROTC	PLTW Principles of Biomedical Science	Anatomy and Physiology	Emergency Medical Technician
Law and Public Safety	JROTC	Principles of JROTC	Psychology (Semester One or Two) and Sociology (Semester One or Two)	Law Enforcement
Barber, Cosmetology, and Manicure	JROTC	Principles of Business	Barber or Cosmetology (must begin the summer before the 11th grade year)	Barber or Cosmetology II or Manicure
Hospitality and Tourism	JROTC	Principles of Business	Youth Entrepreneurship I	Hospitality and Tourism Management or Culinary or

				Digital Marketing and Media or Youth Entrepreneurship II
JROTC	JROTC	Principles of JROTC	STEM in JROTC (Semester One) and ASVAB Prep (Semester Two)	JROTC Practicum
Pharmacy Tech	JROTC	Principles of Business	Anatomy and Physiology	Pharmacy Tech

Central High School
Business, Arts and Media Technology Academy

	9th Grade	10th Grade	11th Grade	12th Grade
Digital Media	JROTC	YouTube Academy (Semester One) and Google (Semester Two)	Marketing	Digital Media and Marketing
Business	JROTC	Principles of Business	Youth Entrepreneurship I	Digital Media and Marketing
Entrepreneurship	JROTC	Youth Entrepreneurship I	Youth Entrepreneurship II	Cardinal Cafe
Music: Instrumental	JROTC	Beginning Band	Concert Band I	Concert Band I or II and Music Theory (if schedule allows)
Music: Choir	JROTC	Introduction to Choir	Chamber Choir I	Chamber Choir I or II and Music Theory (if schedule allows)

Central High School
Industrial and Engineering Technology Academy

	9th Grade	10th Grade	11th Grade	12th Grade
Engineering	JROTC	PLTW Introduction to Engineering Design	PLTW Principles of Engineering	Engineering, Architecture, and Urban Planning (Semester One) and PLTW Civil Engineering and Architecture (Semester Two)
Architecture	JROTC	PLTW Introduction to Engineering Design	Principles of Business	Engineering, Architecture, and Urban Planning I (Semester One) and PLTW Civil Engineering and Architecture (Semester Two)
Construction	JROTC	PLTW Introduction to Engineering Design	Principles of Business	Construction Technology
Auto Technology and Collision	JROTC	PLTW Introduction to Engineering Design	Principles of Business	Auto Collision and Repair or Auto Technology
Water Management Systems	JROTC	PLTW Introduction to Engineering Design	Principles of Business	Water Management Systems

East High School
Natural Resources Agriculture Academy

	9th Grade	10th Grade	11th Grade	12th Grade
Natural Resources Agriculture Academy	Principles of Agriculture, Food, and Natural Resources	Ag Science I	Ag Science II	Plant Science or Small Animal Science



East High School
Health and Human Services Academy

	9th Grade	10th	11th Grade	12th Grade
Health Science and Bioscience	PLTW Principles of Biomedical Science	PLTW Human Body Systems	Anatomy and Physiology	Pharmacy Tech or PLTW Medical Interventions and Biomedical Innovations or Health Science I (Manual)
Nursing	PLTW Principles of Biomedical Science	Anatomy and Physiology	Health Science I	Health Science II
Teaching	Contemporary Issues in Health and Human Services	Foundations of Education	Instructional Practices and Psychology or Sociology	Educator Preparation
Emergency Medical Technician	PLTW Principles of Biomedical Science	PLTW Human Body Systems	Anatomy and Physiology	Emergency Medical Technician
Law and Public Safety	Leader Ed and Training I	Psychology (Semester One or Two) and Sociology (Semester One or Two)	Law Enforcement I	Law Enforcement II
Barber, Cosmetology, and Manicure	Principles of Business	Marketing or Accounting or Youth Entrepreneurship I	Barber or Cosmetology I (must begin the summer before the 11th grade year) or Youth Entrepreneurship	Barber or Cosmetology II or Manicure
Hospitality and Tourism	Contemporary Issues in Health and Human Services	Marketing or Accounting or Youth Entrepreneurship I	Hospitality and Tourism Management I or Culinary I or Digital Marketing and Media I	Hospitality and Tourism Management I or II, Culinary I or II, or Digital Marketing and Media I or II

Interpretation (Courses Determined by Pathway Choice)	Any 9th Grade Pathway Course	Any Coordinated Pathway Course (based on 9th grade selection)	Introduction to Interpreting (Semester One) and Foundations of Interpreting (Semester Two)	Medical or Legal Interpreting (Semester One) and Interpreting Practicum (Semester Two)
JROTC	Leader Ed and Training I	Leader Ed and Training II	Leader Ed and Training III	Leader Ed and Training IV
Pharmacy Tech	Contemporary Issues in Health and Human Services	Principles of Business	Anatomy and Physiology	Pharmacy Tech

East High School
Industrial Engineering Technology Academy (Robotics, Engineering, Construction)

	9th Grade	10th Grade	11th Grade	12th Grade
Robotics	PLTW Introduction to Engineering Design	Robotics I	Robotics II	PLTW Engineering Design and Development
Engineering	PLTW Introduction to Engineering Design	PLTW Principles of Engineering	Engineering, Architecture, and Urban Planning I (Semester One) and PLTW Civil Engineering and Architecture (Semester Two)	PLTW Engineering Design and Development
Construction	PLTW Introduction to Engineering Design	Principles of Construction Technology I	Principles of Construction Technology II or Construction Technology I	Construction Technology I or Construction Technology II
Auto Technology and Collision	PLTW Introduction to Engineering Design	Robotics I	Auto Collision and Repair I or Auto Technology I	Auto Collision and Repair II or Auto Technology II

East High School
Business Management and Technology Academy (Business and Finance)

	9th Grade	10th Grade	11th Grade	12th Grade
Business and Finance	Principles of Business	Marketing or Youth Entrepreneurship I or Accounting	Marketing or Accounting or Digital Marketing and Media I	Digital Marketing and Media I or Digital Marketing and Media II
Computer Science	Principles of Computer Science	PLTW Computer Science Essentials	PLTW Computer Science Principles	PLTW Computer Science A or PLTW Cybersecurity
Graphic Design	Graphic Design I	Graphic Design II	Digital Media and Marketing I	Digital Media and Marketing II
Digital Media and Marketing	YouTube Academy (Semester One) and Google (Semester Two)	Marketing	Digital Media and Marketing I	Digital Media and Marketing II



Northeast High School
Health and Human Services Academy

	9th Grade	10th Grade	11th Grade	12th Grade
Nursing	Freshman Academy or JROTC	PLTW Principles of Biomedical Science	Anatomy and Physiology	Health Science
Teaching	Freshman Academy or JROTC	Principles of Health and Human Services	Psychology (Semester One or Two) or Sociology (Semester One or Two)	Educator Preparation
Emergency Medical Technician	Freshman Academy or JROTC	PLTW Principles of Biomedical Science	Anatomy and Physiology	Emergency Medical Technician
Law and Public Safety	Freshman Academy or JROTC	Contemporary Issues in Health and Human Services	Psychology (Semester One or Two) and Sociology (Semester One or Two)	Law Enforcement
Barber, Cosmetology, and Manicure	Freshman Academy or JROTC	Principles of Business	Barber or Cosmetology I (must begin the summer before the 11th grade year)	Barber or Cosmetology II or Manicure
Hospitality and Tourism	Freshman Academy or JROTC	Contemporary Issues in Health and Human Services	Youth Entrepreneurship I	Hospitality and Tourism Management or Culinary or Digital Marketing and Media or Youth Entrepreneurship II
Interpretation (Courses Determined by Pathway Choice)	Freshman Academy or JROTC	Any 10th Grade Pathway Course	Introduction to Interpreting (Semester One) and Foundations of Interpreting (Semester Two)	Medical or Legal Interpreting (Semester One) and Interpreting Practicum (Semester Two)

Northeast High School
Industrial and Engineering Technology Academy

	9th Grade	10th Grade	11th Grade	12th Grade
Architecture	Freshman Academy or JROTC	PLTW Introduction to Engineering Design	Principles of Architecture	Engineering, Architecture, and Urban Planning I (Semester One) and PLTW Civil Engineering and Architecture (Semester Two)
Engineering	Freshman Academy or JROTC	PLTW Introduction to Engineering Design	PLTW Principles of Engineering	Engineering, Architecture, and Urban Planning I (Semester One) and PLTW Civil Engineering and Architecture (Semester Two)
Construction	Freshman Academy or JROTC	PLTW Introduction to Engineering Design	Principles of Architecture	Construction Technology
Auto Technology and Collision	Freshman Academy or JROTC	PLTW Introduction to Engineering Design	PLTW Digital Electronics	Auto Collision and Repair or Auto Technology

Northeast High School
Business Management and Technology Academy (Business and Finance)

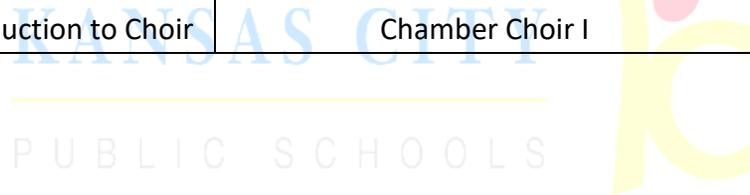
	9th Grade	10th Grade	11th Grade	12th Grade
Digital Media	Freshman Academy or JROTC	YouTube Academy (Semester One) and Google (Semester Two)	Marketing	Digital Media and Marketing or Youth Entrepreneurship II
Business	Freshman Academy or JROTC	Principles of Business (Semester One) and Principles of Marketing (Semester Two)	Youth Entrepreneurship I	Youth Entrepreneurship II

Southeast High School
Health and Human Services Academy

	9th Grade	10th Grade	11th Grade	12th Grade
Nursing	JROTC	Principles of Business	Anatomy and Physiology	Health Science
Teaching	JROTC	Principles of Business	Psychology (Semester One) and Sociology (Semester Two)	Educator Preparation
Emergency Medical Technician	JROTC	Principles of Business	Anatomy and Physiology	Emergency Medical Technician
Law and Public Safety	JROTC	Criminal Justice (Semester One) and Multicultural Studies (Semester Two)	Psychology (Semester One or Two) and Sociology (Semester One or Two)	Law Enforcement
Barber, Cosmetology, and Manicure	JROTC	Principles of Business	Barber or Cosmetology (must begin the summer before the 11th grade year)	Barber or Cosmetology II or Manicure
Hospitality and Tourism	JROTC	Principles of Business	Marketing or Youth Entrepreneurship I	Hospitality and Tourism Management or Culinary or Digital Marketing and Media
JROTC	JROTC	Principles of JROTC	STEM in JROTC (Semester One) and ASVAB Prep (Semester Two)	JROTC Practicum

Southeast High School
Business, Arts and Technology Academy

	9th Grade	10th Grade	11th Grade	12th Grade
Computer Science	JROTC	Exploring Computer Science I	PLTW Computer Science Essentials	PLTW Computer Science Principles and Cybersecurity
Digital Media	JROTC	Principles of Business	YouTube Academy (Semester One) and Google (Semester Two)	Digital Media and Marketing or Cardinal Cafe
Entrepreneurship	JROTC	Youth Entrepreneurship I	Youth Entrepreneurship II	Cardinal Cafe
Music: Instrumental	JROTC	Beginning Band	Concert Band I	Concert Band I or II and Music Theory (if schedule allows)
Music: Choir	JROTC	Introduction to Choir	Chamber Choir I	Chamber Choir I or II and Music Theory (if schedule allows)



Southeast High School
African Centered Academy

	9th Grade	10th Grade	11th Grade	12th Grade
African American History - Technology	JROTC	African American History (Semester One) and Multicultural Studies (Semester Two)	YouTube Academy (Semester One) and Google (Semester Two)	Digital Media and Marketing
African American History - Arts	JROTC	African American History (Semester One) and Multicultural Studies (Semester Two)	Exploring African Drumming (Semester One) and Exploring African Dance (Semester Two) or Barber or Cosmetology (must begin the summer before the 11th grade year)	Digital Media and Marketing or Barber or Cosmetology II or Manicure
African American History - Business	JROTC	African American History (Semester One) and Multicultural Studies (Semester Two)	Youth Entrepreneurship I	Youth Entrepreneurship II

Pages 53-54 showcase the internal coverage of real world learning application that has been achieved in KCPS, specifically at Manual Career Technical Center.

the plug
CONNECTING YOU TO KCPS

45.2 Kansas City Tuesday, May 12, 2020

District Departments College & Career Readiness School News Manual Career and Technical Center Read Southeast High School Tell Me Something Good The Latest School News Top Story

Drawing It Out and Pushing It Through to Create a Life in Art

SEHS senior Tomaryon Davis part of cohort of creatives at Manual Career Tech

By Ray Weikal - May 7, 2020

539

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CONNECTING YOU TO KCPS

45.2 Kansas City Tuesday, May 12, 2020

District Departments College & Career Readiness School News East High School JROTC Manual Career and Technical Center Read

Wastewater Management Student Earns National Distinction

Nasson Toban becomes the first high school student to pass certification exam

By Ray Weikal - December 13, 2019

1257

Share on Facebook Tweet on Twitter G+ P

Kansas City, December 13, 2019: East High School senior Nasson Toban wants to make sure you can have a glass of clean drinking water.

Mr. Toban recently became the first high school student in the nation to pass the Wastewater Treatment Plant Operator Certification exam, thanks to his participation in Kansas City Public Schools' new Wastewater Management program at Manual Career and Technical Education Center. As a result, he's now in line for a potential career opportunity with KC Water.

This unique accomplishment marks an important next

the plug
CONNECTING YOU TO KCPS

45.2 Kansas City Tuesday, May 12, 2020

District Departments College & Career Readiness School News Manual Career and Technical Center Read Tell Me Something Good

Cardinal Café Takes Flight at Manual Tech

New café provides real-world learning experiences for culinary arts students

By Ray Weikal - February 7, 2020

623

Share on Facebook Tweet on Twitter G+ P

Kansas City, February 6, 2020: Coffee lovers have a new spot to roost in Kansas City thanks to the students of Manual Career and Technical Center.

Students, staff, and leaders from across Kansas City Public Schools celebrated the grand opening of the new Cardinal Café during an event Tuesday morning, Feb. 4 at Manual Tech, which is located at 1215 E. Truman Rd.

The Cardinal Café was started this school year by Culinary Arts Instructor Thomas Belisle, Career and Technical Education Coordinator Christin Collins and other members of the center's administration. It's designed to provide real-world learning experiences for the students enrolled in the culinary arts program at Manual Career Tech.

KANSAS CITY

SCHOOLS

Apple Podcasts Preview



1 hr 1 min

PLAY ▶

Episode 6: Real World Learning Applications

[We Are KCPS](#)

Education

[Listen on Apple Podcasts](#) ↗



On this episode, I sat down with Nasson Toban and Cyrille Deoutar who are both seniors who attend East High School. We talked about their experiences while attending East and what they envision for their future when they graduate. Nasson and Cyrille also expanded on the East High School culture, what they love about East and how East can be better in the future.

[Episode Website](#) ↗

[More Episodes](#)

Apple Podcasts Preview



41 min

PLAY ▶

Episode 4: Real World Learning

[We Are KCPS](#)

Education

[Listen on Apple Podcasts](#) ↗



Welcome to the We Are KCPS debut episode! On this episode, I sat down with Crystal Everett who currently serves as the Real World Learning Coordinator for Kansas City Public Schools. She takes us behind the curtain on the idea of real world learning which afford students the opportunity to have real experiences to help them understand potential future career paths, as well as develop the desire for life-long learning.

[Episode Website](#) ↗

[More Episodes](#)

Apple Podcasts Preview



59 min

PLAY ▶

Episode 3: The Culinary Arts Program and The Cardinal Cafe

[We Are KCPS](#)

Education

[Listen on Apple Podcasts](#) ↗



On this episode, I sat down with Chef Thomas Belisle and some of his students from the Pro-Start Culinary Arts Program to talk about the program in detail. We covered the dos and don'ts in the kitchen, how the program affects their eating habits now and their experiences in the classroom. Chef Belisle explained how a student can succeed in the program and how he never stops learning as well due to his students bringing some scenarios he didn't consider. His students also talked about their future plans as well as what they would tell any student looking to join the program.

[Episode Website](#) ↗

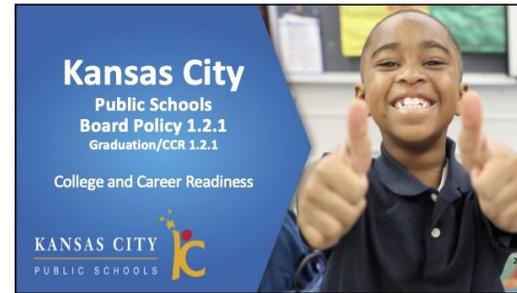
[More Episodes](#)

Pages 55-61 showcase the presentation made by the KCPS College and Career Readiness Task Force at the March Board of Directors Meeting, demonstrating the support garnered for Real World Learning and College and Career Readiness.

5/13/20



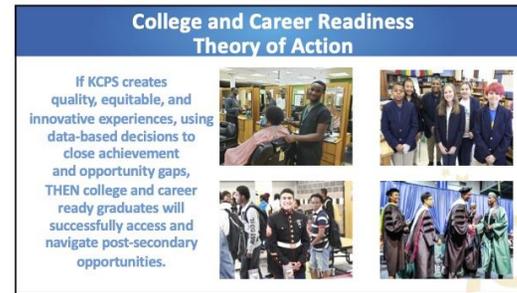
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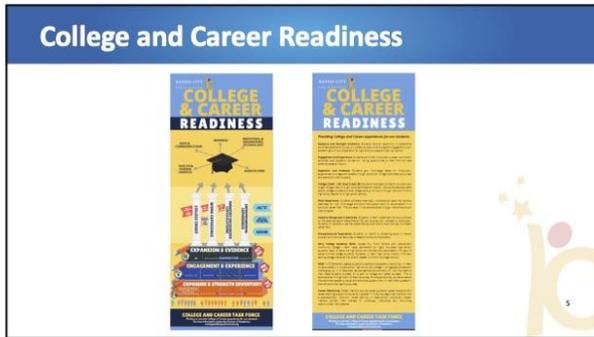


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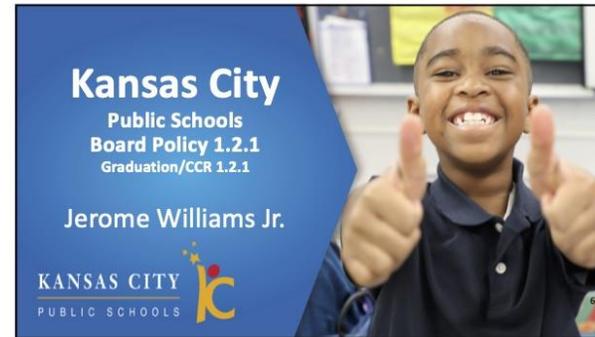


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1



5



6

**MSIP5 Standard 3
College and Career Readiness: Indicator 1-3**

Assessment	Student Weight →	0	0.25	0.75	1	1.25
ACT*	Composite Score	No record of participation	≤ 17	18 - 21	22 - 25	26 - 36
SAT	New SAT* scores as of March 2016 (prior SAT scores)	No record of participation	≤ 999 (≤ 800)	1000 - 1099 (1075 - 1080)	1100 - 1200 (1090 - 1180)	1240 - 1600 (1290 - 1500)
COMPASS**	Algebra + Reading	No record of participation	Algebra < 66 and Reading < 81	Algebra OR Reading ≥ than cut scores	Algebra AND Reading ≥ than cut scores	N/A
ASVAB	Armed Forces Qualification Test Score	No record of participation	≤ 29	30 - 62	63 - 87	88 - 99
ACCUPLACER*	Next Generation scores 6, 6 (Writing scores) Reading and Math (AZS, AAF)	No record of participation	<250 Reading (AZS, AAF) <230 Math (AZS, AAF) Next Generation OR (AFS Reading +120 Algebra Class)	Reading OR MA ≥ than cut scores	Reading AND MA ≥ than cut scores	N/A
ACT WorkKeys	Versions 2.0 and (1.0) Workplace Documents (Reading for Information, Applied Math, and Graphic Literacy (Locating Information))	No record of participation	3 or below	4	5	6 or 7

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**MSIP5 Standard 3
College and Career Readiness: Indicator 4**

Student Weight	AP	IB	PLTW	IRC	Dual Credit or Dual Enrollment
0	No record of participation or earn <B	No record of participation or earn <B	No record of participation or score <6	No record of participation or score < proficient	No record of participation or earn <B
1	Earn "B" or greater in department approved AP course	Earn "B" or greater in department approved IB course	Exam score of ≥ 6 on approved PLTW	Earn an IRC	Earn "B" or greater in department approved dual credit course or dual enrollment course
1.25	Exam score of ≥ 3	Exam score of ≥ 4	N/A	N/A	N/A

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College and Career Readiness 3 Year Goals (APR)

- Goals for all three standards are based off three-year averages
- Monitoring of participation
- SY20 CCR 3*1-3 and 5-6 SY20 data are preliminary



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MSIP5 CCR Standard 3*1-3 Assessments

MSIP5 CCR Standard 3*1-3 Assessments

	SY18	SY19	3 Year Goals			Data as of
	% at or Above State Standard	% at or Above State Standard	SY20	SY21	SY22	3/6/20
*1-3 Assessments	43.6	39.0	44.0	48.0	50.0	36.1

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MSIP5 CCR Standard 3*4 Advanced Placement

MSIP5 CCR Standard 3*4 Advanced Placement

	SY18	SY19	3 Year Goals		
	% at or Above State Standard	% at or Above State Standard	SY20	SY21	SY22
*4 Advanced Placement	44.9	39.7	43.0	46.0	49.0

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MSIP5 CCR Standard 3*5-6 Postsecondary Placement (SY20 Data are preliminary)

MSIP5 CCR Standard 3*5-6 Postsecondary Placement (with Preliminary SY20 data)

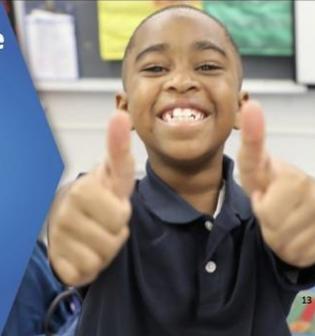
	SY18	SY19	3 Year Goals			Data as of
	%Earning Qualifying Score	%Earning Qualifying Score	SY20	SY21	SY22	3/6/20
*5-6 Post Secondary Placement	88.8	91.7	92.0	93.0	95.0	87.4

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A Journey to College Readiness...

**"Meet Allen...
A KCPS AVID Student"**

Dr. Jermaine Wilson



KANSAS CITY
PUBLIC SCHOOLS

13

Allen Brenson

10th Grade

Elementary School: Martin Luther King, Jr.

Middle School: Central Middle

High School: Central High School



14

AVID (Advancement Via Individual Determination)



- **AVID, which stands for Advancement Via Individual Determination, is a college-readiness program designed to help students develop the skills they need to be successful in college.**
- **The program places special emphasis on increasing writing, critical thinking, teamwork, organization and reading skills.**
- **AVID Secondary for KCPS (7th-10th- Current)**

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CCR: AVID

- **Exposure and Strength Inventory**
 - Strengths Explorer
 - College Visits
 - Service Learning Projects
 - GPA Tracking and Goal Setting
- **Engagement and Experience**
 - College Visits/College Fair
 - Interviewing and Parent Nights
 - Life Goals Essay
 - Scholarship Practice and Application
- **Expansion and Evidence**
 - College Visits
 - ACT Preparation
 - Testing Vocabulary for College Admissions
- **CCR Pillars**
 - AP/IB/Dual Credit
 - Middle School
 - Challenge Courses for Rigor

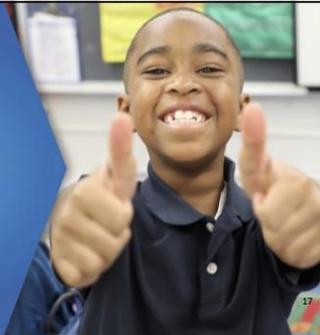


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A Journey to College Readiness...

Career and Technical Education

Rashawn Caruthers

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CCR: Career and Technical Education

- Exposure and Strength Inventory
 - Individual Career Academic Plans
 - Careers course
- Engagement and Experience
 - Client projects
 - Academics
- Expansion and Evidence
 - Stackable credentials
- CCR Pillars
 - Dual Credit
 - Work Experiences
 - Industry Recognized Credentials
 - Entrepreneurial Experiences

	3 Year Goals				
	SY18	SY19	SY20	SY21	SY22
% at or Above State Standard					
% Advanced Placement	44.9	35.7	41.0	46.0	49.0

PRESS RELEASE



18

CCR: Career and Technical Education

	9th Grade	10th Grade	11th Grade	12th Grade
Nursing	Freshman Academy	PTW Principles of Biomedical Science	Anatomy and Physiology	Health Science
Teaching	Freshman Academy	Principles of Health and Human Services	Psychology (Semester One or Two) or Sociology (Semester One or Two)	Educator Preparation
Emergency Medical Technician	Freshman Academy	PTW Principles of Biomedical Science	Anatomy and Physiology	Emergency Medical Technician
Law and Public Safety	Freshman Academy	PTW Principles of Biomedical Science	Psychology (Semester One or Two) and Sociology (Semester One or Two)	Law Enforcement
Barber, Cosmetology, and Manicure	Freshman Academy	Marketing: Human Services	Barber, Cosmetology, and Manicure I (must begin the summer before the 11th grade year)	Barber, Cosmetology, and Manicure II
Hospitality and Tourism	Freshman Academy	Marketing: Human Services	Youth Entrepreneurship I	Hospitality and Tourism Management or Culinary or Digital Marketing and Media or Youth Entrepreneurship II
Interpretation	Freshman Academy	Principles of Interpreting	Interpreting Skills	Interpreting Practicum

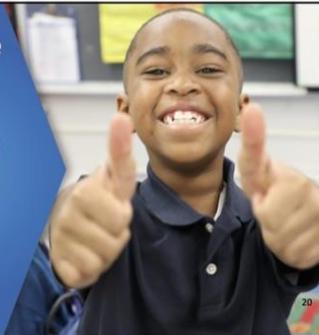



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A Journey to College Readiness...

Advanced Courses

Sherelle Foust

20

CCR: Advanced Courses

- Educator Preparation
- Northeast Student at Gladstone Elementary
- UMKC 3.0 credit hour transferrable course

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CCR: Advanced Courses

	3 Year Goals				
	SY18	SY19	SY20	SY21	SY22
% at or Above State Standard					
% Advanced Placement	44.9	39.7	43.0	46.0	49.0

- **Exposure and Strength Inventory**
- **Engagement and Experience**
- **Expansion and Evidence**
- **CCR Pillars**
 - AP – AP US History, Testing more students in World Languages
 - IB – Increasing number of students in Full IB
 - Dual Credit – ECA, Addition of two courses with MCC-Penn Valley

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CCR Advanced Courses

School Year	Advanced Placement	IB Diploma Plus Candidates	Dual Credit
2018-2019	189	32	53
2019-2020	282	38	70
2020-2021	Estimate 10 new courses	47	Estimate 5 new courses

23

A Journey to College Readiness...

Graduation PLC

Christy Harrison

KANSAS CITY PUBLIC SCHOOLS

24

Graduation Professional Learning Community

Collaborative Strategic Focus on Increasing Graduation Rates
 -Professional Development
 -Data Dive
 -Goal Setting

January 15, 2020

9:00 Welcome

9:05-9:20 Follow Up Items for CIP-26, Jennifer Wilson

- Student Experiences (Shared Data Presentation in April)
- Identify Senior Meeting (SJC, Community Service, and Credit)
- College Readiness Update
- Scholarship Opportunities Meeting
- Share PLC, CIP-26, and Goals/Strengths
- Senior Cohort

9:20-9:35 "Dear Parents" "Keeping Students On Track to Graduate" Dr. Inesha Wilson

9:35-9:55 Follow Rates 90 and 120th Grade Dr. Christy Harrison

- Student Experiences
- Senior Semester Grad Lab Meet

9:55-10:05 120th Cohort and S.A.P. Update: Mike Brooks

10:05 Closure
 PLC Focus Calendar and Schedule

Month	Large Group Focus
September	Training and Data Clean Up (9-12)
October	Project Graduation Preparation (12th Grade)
November	Graduation PLC- Visit to Houston ISD <ul style="list-style-type: none"> • Principal • Grad Lab Coach • 1 Counselor
December	Project Graduation Presentations
January	Failure Rates and Dropout Prevention
February	Junior Cohort Clean-Up and Preliminary Reporting
March	Interventions and Safety Nets
April	Project Graduation- Presentation #2
May	Sophomore Clean-Up and Preparation for Graduation Reporting

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Graduation Professional Learning Community



Graduation PLC
 For each goal, establish objective(s) targeting essential components of a graduation PLC. Incorporate goals and/or objectives that target specific challenges. Define the activity or implementation that will address each objective and the strategies for each activity implementation and timeline for implementation.

Year	Goal	Action Steps	Anticipated Implementation Strategies	Timeline
1	Increase building level graduation rate by 25%	Implementation of building level data monitoring team Weekly/Monthly PLC District meeting	Weekly meeting to address student level concerns. Maintain accessibility to students and communication to staff and families to support student growth goals.	In progress
	Increase cohort passing rate by 25%	Develop cohesive building level teams to monitor student progress. Provide timely data to building level teams. Advocate and assist students at risk of falling behind cohort @100.	Early interventions with grades 9-12 to capture younger students.	In progress
2			Provide flexible lab options for students would need a variety of recovery opportunities. Determine specific student needs and assist in the allocation of support as needed.	In progress

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