



# Learnings from North Kansas City: Creating an Inclusive Work-Based Learning System

February 21, 2024



## I-WIN

Illinois Work-Based Learning  
Innovation Network



# North Kansas City School District

*Developing a System  
of Work-Based  
Learning*

February 21, 2024

# Introductions



**Bambi Powell**  
Administrative Assistant  
Partners in Education

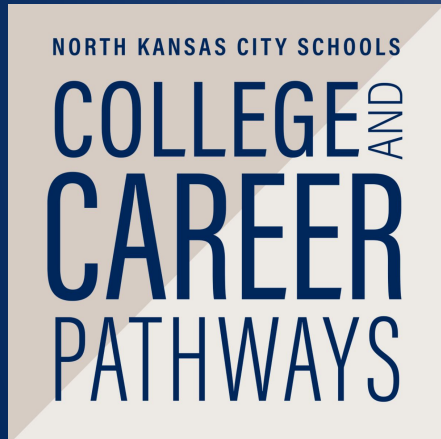


**Athena Graham**  
Partners in Education  
Coordinator



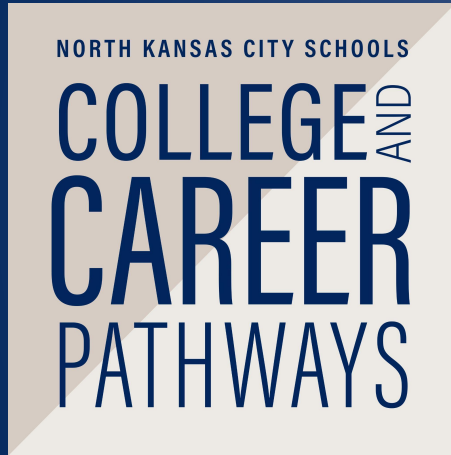
**Shannon C. Shelton**  
Director, Work-Based  
Learning

# Four Key Components of a Pathway



- ▶ Rigorous Academics
- ▶ Comprehensive Student Supports
- ▶ Series of Career Technical Education (CTE)
- ▶ *Work-Based Learning*

# Work Based Learning (Part A)



## Obtaining Partners ( Part A)

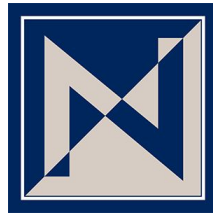
- District Demographics
- Pathway Structure

## Obtaining Partners ( Part B)

- Establishing Partnerships
  - Marketing Materials
    - Portrait of a Graduate
    - Work-Based Learning Continuum
    - Marketing Flyer

## Maintaining Partners ( Part C)

- Work-Based Learning Goals
- Industry Executive Council & Pathway Advisory Boards



# Second Largest District in Missouri

## ABOUT THE DISTRICT

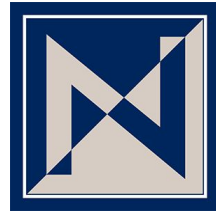
- ▶ **Student Enrollment** 21,233
- ▶ **2nd Largest School District in Missouri**
- ▶ **Budget** \$335 Million
- ▶ **Workforce** 3,536 Full-time Employees
- ▶ **Technology** 29,295 Computers
- ▶ **Nutrition** 3,045,459 Meals Served Annually
- ▶ **Transportation** 161 Buses  
Traveling 2.9 Million Miles Annually
- ▶ **Facilities** More than 3.4 Million  
Square Feet in 55 Facilities on 900 Acres
- ▶ **School-age Child Care** 991 Children
- ▶ **Preschool Students** 753 Children

## SCHOOLS

- ▶ **High Schools** 4
- ▶ **Middle Schools** 4
- ▶ **Sixth-grade Centers** 2
- ▶ **Elementary Schools** 22



# NKC Schools Partnerships



EWING MARION  
**KAUFFMAN**  
FOUNDATION

**connect**<sup>ED</sup>  
The National Center for College & Career



## — PORTRAIT OF A NORTH KANSAS CITY SCHOOLS GRADUATE —

### **ADAPTABILITY**

Work effectively in a climate of ambiguity and changing priorities. Demonstrate agility in thoughts and actions. Seek out and respond productively to feedback, setbacks, and constructive criticisms. Understand, negotiate, and balance diverse views and beliefs to reach broadly supported solutions.

### **COMMUNICATION**

Articulate thoughts and ideas using oral, written, and nonverbal skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions. Exchanges ideas for a range of purposes and audiences (i.e., to inform, instruct, motivate, persuade, learn, develop relationships, etc.).

### **COLLABORATION**

Honor and leverage strengths of group members to build collective commitment and action. Enrich the learning of both self and others via cooperative efforts. Seek, contribute, and respond to feedback to achieve collective outcomes. Elicit diverse perspectives and contributions. The greater good, common ground, and compromise are vital concepts related to this competency.

### **EMPATHY**

Demonstrate awareness, sensitivity, concern, and respect to connect with others' feelings, opinions, experiences, and cultures. Use awareness of others' feelings, opinions, perspectives, and experiences to inform creative and effective decisions and actions.

### **INTEGRITY**

Actively evaluate and develop a set of core values that are evident in choices and behaviors. Earn and value others' trust and respect through honest, principled behaviors. Develop personal, civic, social, local, and global responsibility through ethical and empathetic behaviors.

### **LEARNER'S MINDSET**

Embrace curiosity and creativity to experience new ideas. Possess the desire to seek new knowledge and understandings, and to refine and update current knowledge and understandings. Seek divergent perspectives in order to broaden and/or refine knowledge. Develop positive dispositions and beliefs about learning to power a lifelong attitude. Challenge untested assumptions.

### **PROBLEM SOLVING**

Identify and analyze underlying causes of issues. Identify, evaluate, and prioritize creative responses to difficult or complex situations. Integrate multiple sources of data for informing issue understanding. Persevere and maintain curiosity to advance understanding of core issues to complex challenges. Reflect critically on successes and failures for further understanding original issues.







## We have 4 “School of” /Pathways:

- School of Business, Leadership & Entrepreneurship
- School of Design, Innovation & Technology
- School of Health & Wellness
- School of Public & Human Services



# Work-based Learning Continuum

## NKC Schools College & Career Pathways

- School of Business, Leadership & Entrepreneurship
- School of Design, Innovation & Technology
- School of Health & Wellness
- School of Human & Public Services

## CAREER TRAINING

12<sup>th</sup>  
GRADE

## CAREER PREPARATION: PRACTICUM & INTERNSHIPS

11<sup>th</sup>/12<sup>th</sup>  
GRADES

## CAREER EXPLORATION

10<sup>th</sup>  
GRADE

## CAREER AWARENESS

9<sup>th</sup>  
GRADE

### Learning ABOUT Work

Build awareness of the variety of careers available and the role of post-secondary education; broaden student options.

- One-time interaction with partner(s), often for a group of students
- Designed primarily by adults to broaden student's awareness of a wide variety of careers and occupations

### Experiences Defined By

- Guest speaker\*
- Career fair
- Workplace tour

- Grade level goals

### Learning ABOUT Work

Explore career options and post-secondary requirements for purpose of motivation and to inform decision-making in high school and post-secondary.

- Student taking an active role in selecting and shaping the experience
- Building skills needed for in-depth learning

### Experiences Defined By

- Resume writing\*
- Mock interview\*
- Informational interview
- Industry-themed projects

### Learning THROUGH Work

Apply learning through practical experience that develops knowledge and skills necessary for success in careers and post-secondary education.

- Application of skills transferable to a variety of careers
- Students participating in Real World Learning activities for success beyond the classroom

### Experiences Defined By

- Mentorship\*
- Job shadow
- Client-connected project\*
- Curriculum connected internship
- NCC/NCAPS/ECA

### Learning FOR Work

Train for employment and/or post-secondary education in a specific range of occupations.

- Mutual benefit to the student and the employer
- Developing mastery of occupation specific skills

### Experiences Defined By\*

- Culminating Experience
- NCC/NCAPS/ECA
- Curriculum aligned internship
- Apprenticeship
- On-the-job training
- Work experience

Partner with  
Pathways



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# Work Based Learning (Part B)

## Establishment of Partners

Identifying Quick Wins within our organization





# Adaptability (Marketing Materials)



## PARTNER WITH PATHWAYS

IN NORTH KANSAS CITY SCHOOLS





In 2019, business leaders from across KC's Northland came together to compare notes on the qualities needed from employees. This discussion evolved into a list of attributes necessary for high school students BEFORE they moved onto college, vocational training, the military, or the workforce. The group created A Portrait of a Graduate, citing seven unique qualities a student should possess.

A deeper dive into how best to bring these qualities to the classroom determined that it was time to **boldly** redefine the high school experience.

Students attending all four high schools within NKC Schools will engage with business partners through authentic pathways programs.

- ▶ School of Business, Leadership & Entrepreneurship
- ▶ School of Design, Innovation & Technology
- ▶ School of Health & Wellness
- ▶ School of Human & Public Services

These experiences will provide work-based learning opportunities for students benefitting the business community both now and later.

NKC Schools' College and Career Pathways allow businesses to collaborate in shaping the future workforce by working with students in ways ranging from job shadowing and guest speaking opportunities to internships and mentorships for individual students or groups of students.

Your business can benefit from students in your workplace. You can act as a mock interviewer. You can speak to a class. You can host a teacher, so they will see firsthand what your business does. Please work with NKC Schools to create the kind of worker you want to hire as we prepare students for life after graduation.

### PARTNERSHIP OPPORTUNITIES

- ▶ Guest speaker
- ▶ Internships for students
- ▶ Job shadowing
- ▶ Externships for teachers
- ▶ Mentoring
- ▶ More opportunities available

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## PARTNER WITH NKC SCHOOLS!

*Help us reimagine the high school experience!*

Our students each choose a pathway to shape their learning: Business, Leadership and Entrepreneurship; Design, Innovation and Technology; Health and Wellness; or Human and Public Services.

**North Kansas City School District needs your expertise** to bring authentic career experiences to our students. We would be thrilled to partner with you as we prepare our students for life beyond high school!





### GET CONNECTED:

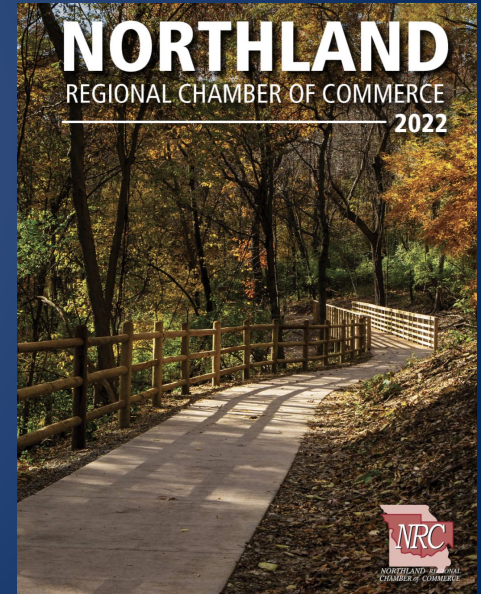
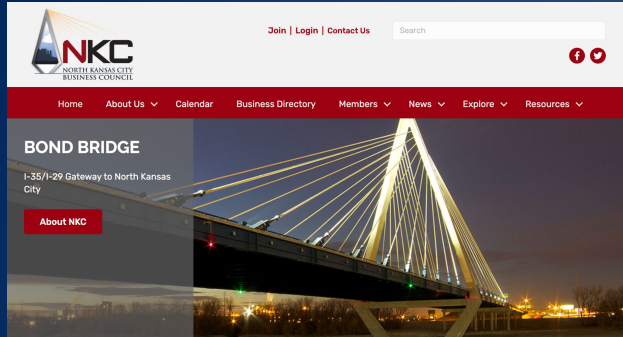
**Athena Graham**  
PARTNERS IN EDUCATION COORDINATOR

athena.graham@nkcschools.org  
816.321.4696





# How Do We Find Partners to Add?



# Do's and Don'ts - Adding Partners



Office Use Only

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

Enter in PowerSchool

Enter Advisory Board in Google Doc

Post to CCP webpage(s)

Upload Form to PowerSchool

## Meeting Notes for Potential Business Partnerships

Meeting Date & Time: \_\_\_\_\_

Name of Business/Organization: \_\_\_\_\_

Business/Organization Contact Person: \_\_\_\_\_

Business/Organization Contact Person Job Title: \_\_\_\_\_

Business/Organization Contact Person Email: \_\_\_\_\_

Business/Organization Address: \_\_\_\_\_

Street City State Zip Code

Business/Organization Website: \_\_\_\_\_

Business/Organization Phone Number(s): ( \_\_\_\_\_ ) \_\_\_\_\_

School/Department Contact Person: \_\_\_\_\_

**Please briefly describe the business.**

**Please share how you learned of College and Career Pathways at NKC Schools.**

### **Which School does this business fit in?**

- School of Business, Leadership, and Entrepreneurship
- School of Design, Innovation, and Technology
- School of Health and Wellness
- School of Human and Public Services

### **What are your interest categories in supporting Career pathways? (Please circle all that apply)**

|                          |                          |                  |                         |
|--------------------------|--------------------------|------------------|-------------------------|
| Advisory Board           | Apprenticeship           | Capstone Project | Career Fair             |
| Client Connected Project | Curriculum Input         | Employment       | Guest Speaker           |
| Industry Themed Project  | Informational Interviews | Internships      | Job Shadow              |
| Mentoring                | Mock Interviews          | Service Learning | Site Visit/Company Tour |
| Teacher Externships      | Virtual Exchange Partner |                  |                         |



## Partner/Business Application Form

Please read through the following list of partnership opportunities your business can engage in to support students' real-world learning experiences in North Kansas City Schools. You may choose more than one way to engage. Upon submitting your engagement preferences, North Kansas City Schools will organize this information using a database and two-way communication as we move forward.

### Business Info

Name of Business \*

Address Line 1 \*

Address Line 2

City \* State \* Zip Code \*

Select an option

Business Website

[https://nkc-wbl.nkcschools.org/app\\_form](https://nkc-wbl.nkcschools.org/app_form)



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# Celebrations & Considerations

*(Challenges)*

## 551 Business Partners

- Who are possible partners inside your district?
  - Start with where you are
- Organization is key
- Google document did not work (double work)

# Questions *(Due to time please place in chat)*

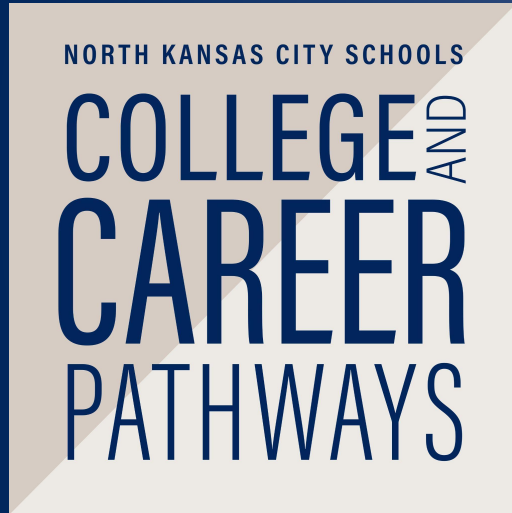
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## Look Ahead



- Work-Based Learning Goals
- Industry Executive Council & Pathway Advisory Boards
- Requesting/Tracking System
- Success
- Considerations

# Work Based Learning (Part C)



- Work-Based Learning Goals
- Industry Executive Council & Pathway  
Advisory Boards
- Requesting/Tracking System
- Celebrations & Considerations (*Challenges*)



# Work-based Learning Continuum

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Partner with  
Pathways



# Work-Based Learning Continuum

\* Grade level goals

## *Year One Goals*

### **2021-2022 Industry Executive Council Goals**

## *2023-2024 Goals*

### **Student Participation in Work-Based Learning**

#### **Freshmen**

- ▶ 100% of students will hear from two guest speakers per pathway per semester

#### **Sophomores**

- ▶ 40% of students will participate in a mock interview
- ▶ 25% of students will complete an industry themed project
- ▶ 100% of students will write a resume

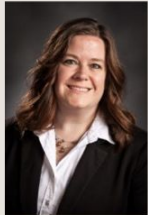
#### **Juniors**

- ▶ 20% of students will complete a client connected project
- ▶ 40% of students will complete a job shadow

#### **Seniors**

- ▶ 40% of students will complete a culminating experience

# Industry Executive Council



| Industry Executive Council  |   |
|---|---|
| Cori Day, Chair   | Worlds of Fun                                     |
| Laura Wagner, Co-Chair  | HNTB Corporation                                  |
| Amy Washam, Secretary   | Northwest Missouri State University (Kansas City) |
| Janet Rhone<br>Kael Martin<br>Raquel Garcia<br>Judith Navarro<br>Benner Holland | University Health                                 |
| Amy Harlin  | Hunt Midwest                                      |
| David Slater  | Gladstone Area Chamber of Commerce                |
| Kyana Bowers  | Clay County EDC                                   |
| Teri Laverty  | Economic Development Corporation of Kansas City   |
| Kevin Kurtz   | Northland Regional Chamber of Commerce            |
| Luke Deets  | Iron Workers Local 10                             |
| Jason Crowley   | McCownGordon Construction                         |
| Christine Murray  | INDIGEX   |
| Mary Guerra   | KC Tech Council                                   |
| Scott Archer  | City of Kansas City Missouri, KC Water            |
| Dr. Ellen Crowe   | Clay County Sheriff                               |
|   | MCC-Maple Woods                                   |

**\*Board Members 22-23**

# Pathway Advisory Boards

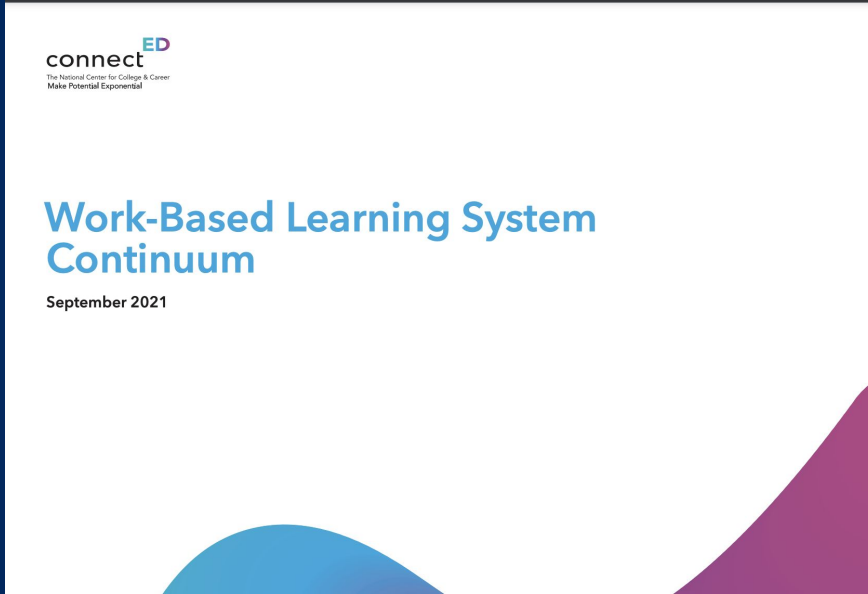


| Pathway Advisory Boards                          |   |
|--|---|
| Business, Leadership, and Entrepreneurship (BLE) |   |
| Richard Groves, Chair                            | NKC Business Council  |
| Edward Watts, Co-Chair                           | CSD Credit Union  |
| Kristin Turner, Secretary                        | KCRE Real Estate  |
| Stephanie Davis                                  | Farmers Insurance   |
| Heather Mansell                                  | Full Nelson Plumbing & Cooling                              |
| Tate Fisher                                      | Katalyst Group  |
| Jesse Pedraza                                    | Barkley   |
| Xavier Musenger                                  | TCS- Tata Consultancy Services                              |
| Mike Graves                                      | North Kansas City Hospital                                  |
| Design, Innovation, and Technology (DIT)         |   |
| Kirk Horner, Chair                               | Hollis+ Miller  |
| Marilyn Beach, Co-Chair                          | Holland 1916  |
| Coby Crowl, Secretary                            | McClure Engineering Company                                 |
| Brooke Nelson                                    | KCRE Real Estate  |
| Travis Downing                                   | McCownGordon Construction                                   |
| Monica Harrell                                   | Paylt   |
| Public and Human Services (PAH)                  |   |
| Corky McCaffrey, Co-Chair                        | Synergy Services  |
| Kurt Austin, Secretary                           | Sporting KC   |
| Paul Skehen                                      | RE/MAX Revolution   |
| Tereasa Brown                                    | Department of Homeland Security                             |
| Melanie Austin                                   | Metropolitan Organization to Counter Sexual Assault (MOCSA) |
| Tracy Flowers                                    | Tracy Flowers, LLC  |
| Wesley Boston                                    | Worlds of Fun (Culinary Arts)                               |
| Nick Norton                                      |   |
| Health and Wellness (HAW)                        |   |
| Jenifer Wilson, Chair                            | Children's Mercy Hospital                                   |
| Tami Carolan, Co-Chair                           | YMCA (Northland)  |
| Becky Kendrick                                   | Missouri Area Health Education Center                       |
| Michelle Lane                                    | North Kansas City Hospital                                  |
| Brittany Semsch                                  | Tri-County Mental Health Services Inc.                      |
| Sara Albright                                    | Shepherd Elder Law Group                                    |
| Jessica Popescu                                  | Research College of Nursing                                 |

# Supporting Structure For Work Based Learning in North Kansas City Schools



# ConnectED District Framework





## Advisory Board Meeting Roles and Responsibilities

| Student  | Teacher   | College and Career Facilitator   | NKC District Staff  | Principal   | Chair  | Advisory Board Members  | Atmosphere   |
|--|---|--|---|---|--|---|--|
| <p>Student leader in attendance (if available) with primary purpose to make a student report/voice of peers.</p> <p>Student selected by lead teacher/facilitator</p> <p>Engage in discussions and activities as needed.</p> <p>At least one student per high school.</p> | <p>One rotating lead teacher in attendance with primary purpose to make a report.</p> <p>Time limited.</p> <p>Monthly Report on agenda</p> <p>Teacher named by principal</p> <p>Pre-screened agenda item by principal</p> | <p>Supports their Pathway Advisory Board by being in attendance and available to support planning and experiences</p> <p>Serves as the liaison for the lead teacher, teachers, principals, and counselors (as needed).</p> <p>Celebrate the success/provide data from Pathway/WBL experiences.</p> <p>Available to help build agenda, if needed.</p> | <p>Ensure fidelity of model.</p> <p>Assist with strategic planning &amp; advisory board development.</p> <p>Monthly report on agenda.</p> <p>Assist with recruiting new members.</p> <p>Collect Sign-in Sheets</p> <p>Time limited Purposeful</p> <p>Available to help build agenda, if needed.</p> | <p>Monthly attendance</p> <p>Serve as liaison to staff</p> <p>Monthly Report (i.e., needs of school and opportunities available for advisory board engagement).</p> <p>Handle feedback with all staff as related to PAB activities and/or recommendations.</p> <p>Support Chair (assist) with agenda building.</p> <p>Handle mailings/communications with board members.</p> <p>Ensure all board members receive copy of school calendar of events (i.e., NKCS pathway events; pathway lessons/projects; mock interview, etc.) Could be a voting member (optional).</p> | <p>Be a representative from Business/industry</p> <p>Set goals annually and assess progress</p> <p>Serve as primary agenda developer (i.e., with standard monthly timed reports)</p> <p>Keep agenda on target</p> <p><u>Select Co-Chair</u></p> <p>Determine meeting dates and time.</p> <p>Report to Industry Executive Council (IEC) and feedback to PAB attend bi-monthly meetings.</p> <p>Ensure all board members have opportunity to share out (i.e., roundtable).</p> <p>Communicate clear roles and expectations.</p> <p>Develop positive atmosphere (i.e., engage members in discussions based on principal report out and other student engagement opportunities).</p> | <p>Commit to model/standards</p> <p>Engage in district/academy Work Based Learning Continuum and Graduate Outcomes</p> <p>Report an absence prior to meeting by contacting alternate and ensure he/she can be present</p> <p>Take part in a sub-committee, Curriculum, Marketing, and Internship</p> <p><b>Elected Secretary</b><br/>Take minutes</p> <p>Communicates with Principal the need for any assistance in distributing documents to all members.</p> <p>Minutes and reminder need to be distributed at least one week in advance.</p> | <p><b>Positively Engaged Roundtable</b></p> <p>Allow each member to share (i.e., roundtable).</p> <p>Appreciate and recognize board members involvement (i.e., including name and company in school marketing materials; distribute end-of-year certificate/award).</p> <p>Share pathway/board activities with others in the community.</p> <p>Provide opportunities for members to interact with teachers and/or students in classroom related activities.</p> <p>Add board contact information to school news networks and invitation lists for school events/classroom projects.</p> <p>Establish norms of appropriate and respectful behavior in and out of meeting.</p> |

# Roles & Responsibilities

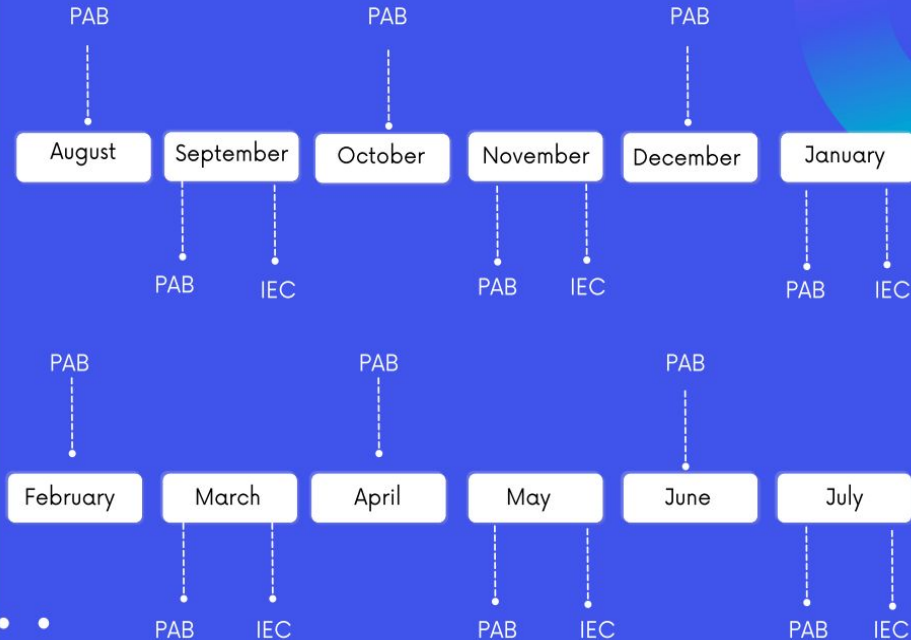
## Industry Executive Council Roles and Responsibilities

| NKC District Staff  | Building Leadership Representative   | Chair   | Industry Executive Council Members  | Government & Local Officials  | Atmosphere   |
|---|--|---|---|---|--|
| <p>Ensure fidelity of model.</p> <p>Assist with strategic planning &amp; advisory board development.</p> <p>Monthly report on agenda.</p> <p>Assist with recruiting new members.</p> <p>Collect Sign-in Sheets</p> <p>Time limited Purposeful</p> <p>Available to help build agenda, if needed.</p> | <p><b>Monthly attendance</b></p> <p><b>Serve as liaison to staff</b></p> <p>Monthly Report (i.e., needs of school and opportunities available for advisory board engagement).</p> <p>Handle feedback with all staff as related to PAB activities and/or recommendations.</p> <p>Support Chair (assist) with agenda building.</p> <p>Handle mailings/communications with board members.</p> <p>Ensure all board members receive copy of school calendar of events (i.e., NKCS path events; pathway lessons/projects; mock interview, etc.) Could be a voting member (optional).</p> | <p><b>Set goals annually and assess progress</b></p> <p><b>Serve as primary agenda developer (i.e., with standard monthly timed reports)</b></p> <p><b>Keep agenda on target</b></p> <p>Determine meeting dates and time.</p> <p>Report to Industry Executive Council (IEC) and feedback to PAB attend bi-monthly meetings.</p> <p>Ensure all board members have opportunity to share out (i.e., roundtable).</p> <p>Communicate clear roles and expectations.</p> <p>Develop positive atmosphere (i.e., engage members in discussions based on principal report out and other student engagement opportunities).</p> | <p><b>Commit to model/standards</b></p> <p><b>Engage in district/academy Work Based Learning Continuum and Graduate Outcomes</b></p> <p>Report an absence prior to meeting by contacting alternate and ensure he/she can be present</p> <p>Take part in a sub-committee, Curriculum, Marketing, and Internship</p> <p><b>Elected Secretary</b><br/>Take minutes</p> <p>Communicates with Principal the need for any assistance in distributing documents to all members.</p> <p>Minutes and reminder need to be distributed at least one week in advance.</p> | <p><b>Commit to model/standards</b></p> <p><b>Engage in district/academy Work Based Learning Continuum and Graduate Outcomes</b></p> <p>Report an absence prior to meeting by contacting alternate and ensure he/she can be present</p> <p>Take part in a sub-committee, Curriculum, Marketing, and Internship</p> <p><b>Elected Secretary</b><br/>Take minutes</p> <p>Communicates with Principal the need for any assistance in distributing documents to all members.</p> <p>Minutes and reminder need to be distributed at least one week in advance.</p> | <p><b>Positively Engaged Roundtable</b></p> <p>Allow each member to share (i.e., roundtable).</p> <p>Appreciate and recognize board members involvement (i.e., including name and company in school marketing materials; distribute end-of-year certificate/award).</p> <p>Share pathway/board activities with others in the community.</p> <p>Provide opportunities for members to interact with teachers and/or students in classroom related activities.</p> <p>Add board contact information to school news networks and invitation lists for school events/classroom projects.</p> <p>Establish norms of appropriate and respectful behavior in and out of meeting.</p> |

# Roles & Responsibilities

# MEETING TIMELINE

## IEC & PAB Boards



Industry Executive Council- IEC  
Pathway Advisory Board- PAB



## Responsibilities of the Chair include:

### Responsibilities of the chair include:

- Determine the **monthly meeting dates** well in advance, length of meetings, location, a roster of members, and agendas.
- Assign a **scribe**.
- Call the meeting to **order** and review minutes of the previous meeting.
- Make sure meetings **start and end** on time.
- **Preside** over all meetings, **lead discussions, set goals, try to bring closure** on key points of discussion.
- Develop an **"action list"** that defines the "ask" and review/update this list at each meeting.
- **Ensure** that all board members have an **opportunity to be heard**.
- **Communicate** clear **roles and expectations** for board members.
- **Develop an atmosphere** conducive to productive discussion, dialogue and decision making.
- **Engage** the board on such topics as:
  - reviewing curriculum and making recommendations.
  - planning professional development for teachers/students; and
  - job training issues, etc.
- Provide each member with a **notebook** labeled with his/her name/company and always provide three-hole punched agendas and materials.
- **Create sub-committees** with specific tasks such as:
  - securing internships.
  - acquiring excess equipment.
  - recruitment of additional BCAB board members.
  - marketing of the small school.
  - organizing a career fair.
  - fundraising/grant writing; and
  - recruiting student exhibition panel members, etc.

## Responsibilities of the Co-Chair include:

- Assist in planning and development of committee activities.
- Conduct meetings and committee business in the absence of the chair
- Work with the chairperson on specified tasks.
- Ensure meeting minutes are taken and review minutes for accuracy before they are distributed to committee.
- Ensure meeting topics and discussion remain focused on agenda item needed for meeting productivity.
- Co-Chair participate equally, along with any other committee member, in the discussions and decisions of the committee.



## Benefits:

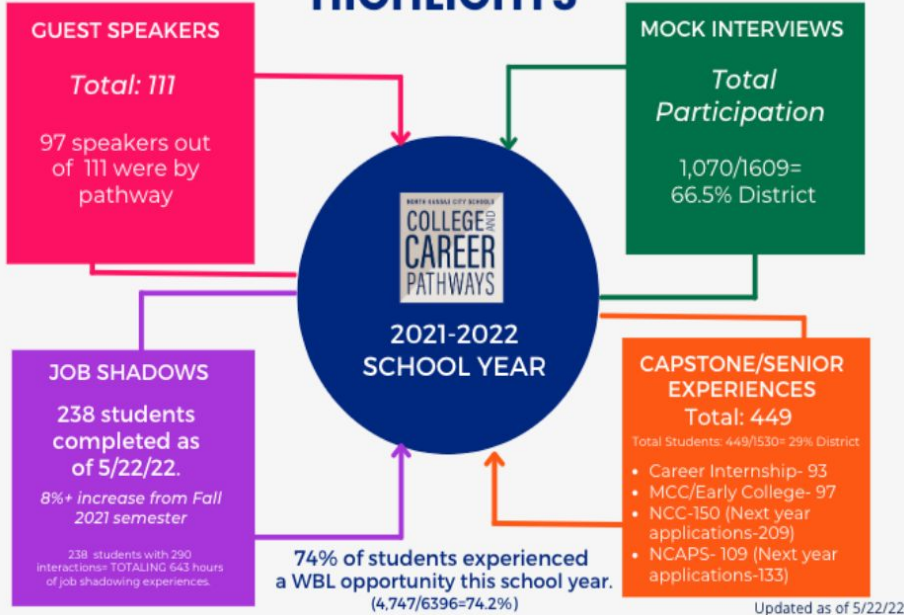
- **Give back to the profession:** Share your professional expertise, insights, and experiences to develop emerging professionals.
- **Drive the association's strategy:** Help guide the direction of the board to better serve students.
- **Establish a network:** Experience valuable networking opportunities across the Northland business, industries, and education.
- **Engage in strategic dialogue about the profession:** Through small and large group conversations with fellow professionals and teachers, determine best practices for reaching students with valuable career information. Help fellow Advisory Board members identify and articulate trends that will shape the profession and thus the education of interested students.
- **Focus on the profession:** Participate knowing that NKC Schools values your time and expertise. The district carefully crafts Advisory Board responsibilities and agendas to utilize your expertise.
- **Sharpen your leadership skills:** Participate in committee work and sharpen your business leadership skills in a supportive, non-work environment.

NORTH KANSAS CITY SCHOOLS  
**COLLEGE AND  
CAREER  
PATHWAYS**

# 2021-2023 Highlights

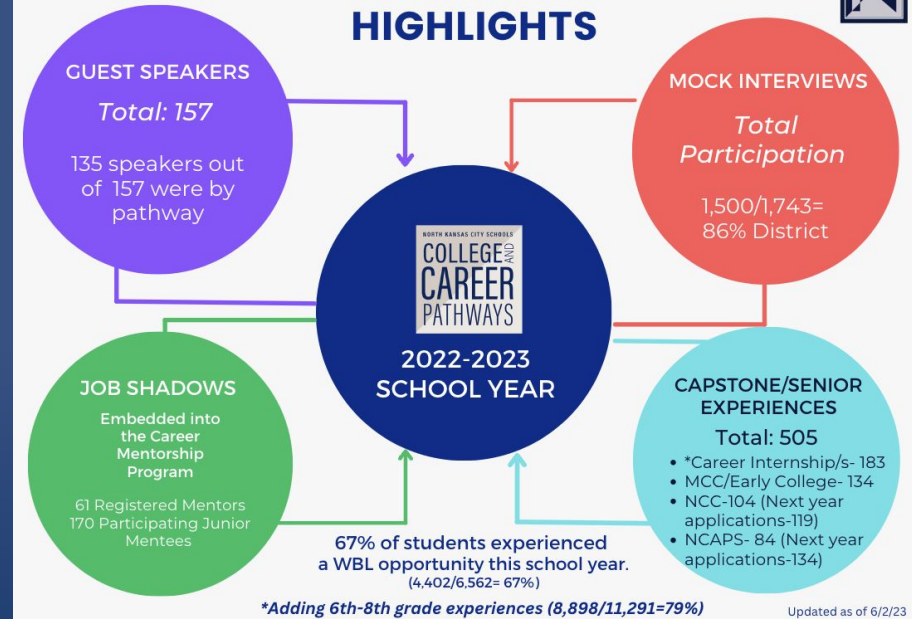
## 2021-2022 School Year

### WORK-BASED LEARNING HIGHLIGHTS



## 2022-2023 School Year

### WORK-BASED LEARNING HIGHLIGHTS



# 2021-2022 Highlights

## 2021-2022 School Year

### WORK-BASED LEARNING

Completed by Grade Level



| Grade            | Numbers Inputted on Dashboard | Total Student Numbers by Grade Level | Percentages |
|------------------|-------------------------------|--------------------------------------|-------------|
| 9 <sup>th</sup>  | 1662                          | 1695                                 | 98%         |
| 10 <sup>th</sup> | 1324                          | 1606                                 | 82%         |
| 11 <sup>th</sup> | 871                           | 1567                                 | 56%         |
| 12 <sup>th</sup> | 890                           | 1528                                 | 58%         |



*\*\*Data above shows students from every grade level that experienced at least one hour of WBL across the district including all opportunities provided (i.e., guest speakers, job shadowing, interviews, etc.) for the 21-22 school year.*

Updated as of 5/22/22

## 2022-2023 School Year

### WORK-BASED LEARNING Completed by Grade Level



| Grade            | Numbers Inputted on Dashboard | Total Student Numbers by Grade Level | Percentages |
|------------------|-------------------------------|--------------------------------------|-------------|
| 9 <sup>th</sup>  | 1649                          | 1690                                 | 98%         |
| 10 <sup>th</sup> | 1500                          | 1717                                 | 87%         |
| 11 <sup>th</sup> | 606                           | 1610                                 | 38%         |
| 12 <sup>th</sup> | 647                           | 1545                                 | 42%         |

| Grade                 | Numbers Collected<br>(Dashboard collection currently available for HS.)  | Total Student Numbers by Grade Level | Percentages |
|-----------------------|--|--------------------------------------|-------------|
| 6 <sup>th</sup> grade | 1536   | 1545                                 | 99%         |
| 7 <sup>th</sup> grade | *Still looking for an experience for an 7 <sup>th</sup> graders. K-8 <sup>th</sup> grade committee established for 23-24 SY to start developing opportunities. | 1568                                 | -----       |
| 8 <sup>th</sup> grade | 1383   | 1616                                 | 86%         |

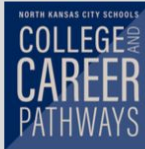


*\*\*\*The data above represents the participation of our high school students (2022-2023 SY) that engaged in at least one hour of Work-Based Learning (WBL), which included various opportunities such as guest speakers, job shadowing, interviews, and more. Notably, our efforts this year were directed towards expanding these opportunities for younger grade levels as well.*

# Work-Based Learning Impact Report (Fall 2023)

## Work-Based Learning Impact Report

FALL 2023



The role and purpose of our Industry Executive Council (IEC) & Pathway Advisory Board (PAB) is to keep the district focused on the transformation of schools, monitor progress, celebrate success, advocate, provide community accountability, and ultimately support the needs of the district and pathways.

"I asked my class what they learned from the Game of Life experience and one student said, 'I learned I need to help my Mom more!'"

Eastgate Teacher

| EXPERIENCE |  | OUTCOME  | EXPERIENCE |                                      | OUTCOME  |
|------------|--|--|------------|--------------------------------------|--|
| 6th        | Game of Life Financial Experience  | 1,413+ 6th graders at Eastgate & Gateway centers participated this year.         | 9th        | Zoo and Starlight Pathway Experience | 1,624 9th graders from all 4 high schools attended.  |
|            | Company/Career Tours   | 1,587 7th graders from all 4 middle schools participated within this experience. |            | 10th                                 | Resumes' and Mock Interviews   |
| 8th        | Worlds of Fun (Pathway Exposure)   | 1,613 8th graders from all 4 middle schools were in attendance.                  | 11th       |                                      | Career Mentorship Program  |
| 12th       | <b>Looking Ahead:</b><br><b>Career Exploration (Intern) Program</b><br>Collectively, our team is dedicated to fostering a brighter future for our students by actively shaping opportunities for seniors to secure meaningful summer internships and work experiences. |  |            | Totals                               | During the Fall 2023 semester, <b>7,976 students experienced impactful opportunities</b> across our 6th-12th grade campuses, with many more opportunities awaiting in the upcoming semester. |

### Status for Work-Based Learning Goals

83 Guest Speakers and 70 aligned by pathway.



10 new teachers are piloting Client-Connected Projects.



Senior Data Only



1,523 students completed resumes and 1,412 sophomores participated in mock interviews.

76 Career Mentors & 216 Student Mentees



- NCC-120
- NCAPS-72
- FACS-8
- Marketing Internship-45
- Career Internship-119
- Early College-205
- 22-23 SY Total: 384
- 23-24 SY Total: 569

### Teacher Externship Feedback/Results

94.7%

Out of 38 surveys conducted, 36 indicate teacher engagement levels rated at 4 or higher, accounting for 94.7% of responses. This feedback encompasses teachers from both middle school and high school.

100%

Businesses willing to host again 2/2=100%. Next experience scheduled for 3/14/24.

95%

Teachers felt their experience was engaging on a scale of 4 and higher. 37/38=97.3%

# Pathway Advisory Board

[https://youtu.be/Jx\\_xOd23kI0](https://youtu.be/Jx_xOd23kI0)



# Game of Life Highlights

<https://www.youtube.com/watch?v=32rnKe2fKrs>

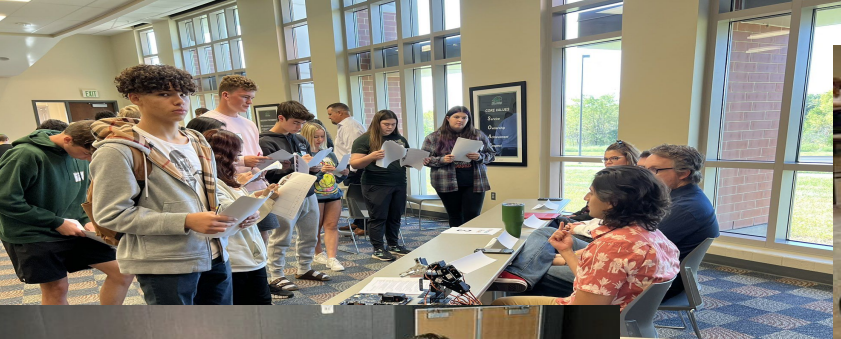




# October Hosting Sites:

|                                     |   |                                     |
|-------------------------------------|---|-------------------------------------|
| Antioch Urban Growers               | Heartland Chevrolet                     | Missouri Organic Recycling          |
| Brown Industries Inc                | Holland 1916                            | MULTIVAC                            |
| Builders Associations               | Ingredion                               | Nextran Truck Centers               |
| Butler Brothers Steel Rule Die      | KC Metro Crime Commission/Greater KC    | North Kansas City Fire Department   |
| C.S. Humphrey & Company, LLC        | KC Streetcar Constructors               | North Kansas City Hospital          |
| Christian Brothers Roofing          | KC Water                                | North Kansas City Police Department |
| Clay County Public Health Center    | SM Products/Spyder Products/Yummy Combs | Orange EV                           |
| Continental Disc Corporation        | Heartland Chevrolet                     | Precision Elements                  |
| Design Supply Doors                 | Mainstreet Credit Union                 | Wabtec Corporation                  |
| Fabri-Quilt                         | Mid-America Carpenters Regional Council | Wayside Waifs                       |
| Federal Reserve Bank of Kansas City | Miss Dianna's School of Dance, Inc.     | Worcester Investments               |
| Worlds of Fun                       | Kansas City Zoo                         | Starlight Theatre                   |





# Leadership Team, Request, Tracking Systems

## Part One

### Building Requests/WBL Goals



- ▶ High School College and Career Facilitators
  - ▶ Counselors
  - ▶ Leadership Teams

## Part Two

### IEC/PAB Recruiting of Stakeholders



| Student   | Teacher  | College and Career Facilitator  | IEC Director  | IEC Board  | Industry Representative                  | Business Partner                         | Advisory Board                              | Workforce Development                    | Workforce Learning                       | Workforce Training                       | Workforce Research                       | Workforce Innovation                     |
|---|--|---|---|--|--|--|---|--|--|--|--|--|
| Students receive information on pathways and primary purpose to track & monitor progress of work. | Clear working relationship with primary purpose to track & monitor progress of work. | Supports local business and industry in making a request for support and expertise. | Represents local business and industry in making a request for support and expertise. | Assist with strategic planning & advisory board development. | Assess business to staff.                | Identify attendees for advisory board.   | Be a representative from business/industry. | Engage in advisory board development.    | Engage in advisory board development.    | Engage in advisory board development.    | Engage in advisory board development.    | Engage in advisory board development.    |
| Request received from business/industry.  | Request received from business/industry.   | Request received from business/industry.  | Request received from business/industry.  | Request received from business/industry.                     | Request received from business/industry. | Request received from business/industry. | Request received from business/industry.    | Request received from business/industry. | Request received from business/industry. | Request received from business/industry. | Request received from business/industry. | Request received from business/industry. |
| Engage in advisory board development.   | Engage in advisory board development.  | Engage in advisory board development.   | Engage in advisory board development.   | Engage in advisory board development.                        | Engage in advisory board development.    | Engage in advisory board development.    | Engage in advisory board development.       | Engage in advisory board development.    | Engage in advisory board development.    | Engage in advisory board development.    | Engage in advisory board development.    | Engage in advisory board development.    |
| At least one student per high school.   | At least one student per high school.  | At least one student per high school.   | At least one student per high school.   | At least one student per high school.                        | At least one student per high school.    | At least one student per high school.    | At least one student per high school.       | At least one student per high school.    | At least one student per high school.    | At least one student per high school.    | At least one student per high school.    | At least one student per high school.    |

- ▶ Onboarding of Business Partners
- ▶ Pathway Advisory Boards/IEC

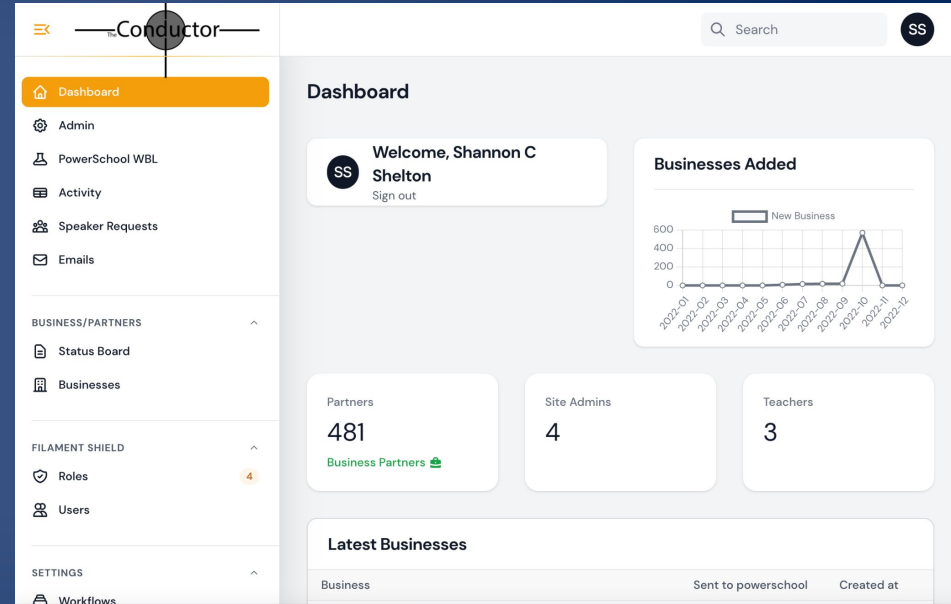
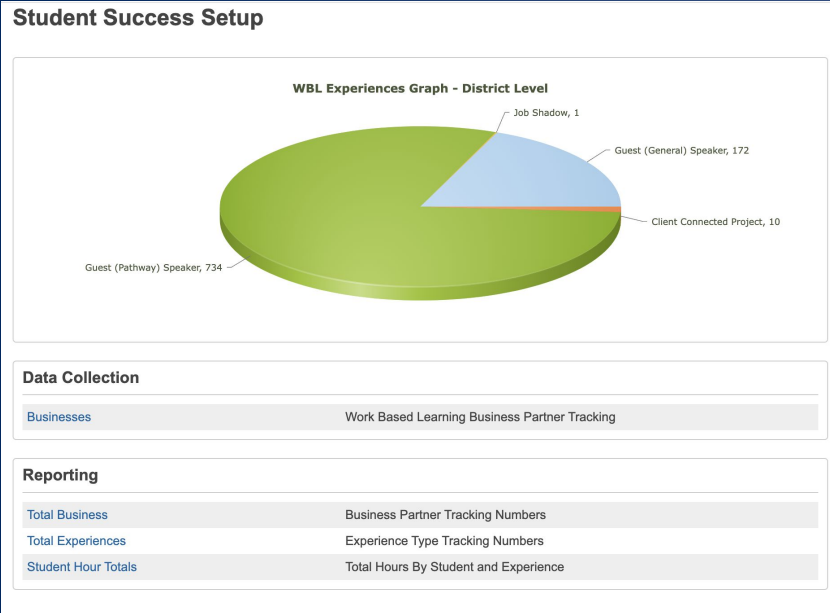
## Part Three

### Curriculum & CTE Development



- ▶ Instructional Coaches
- ▶ Director of College and Career Pathways
- ▶ Assistant Director, College and Career Readiness
- ▶ Assistant Principals
- ▶ Principals

# PowerSchool Database (Student Management System)



<https://powerschool.nkcschools.org/admin/home.html>

Link is not active due to being a student database system. Example shown in video.

# Work-Based Learning Toolkit



North Kansas City Schools

Overview

Activities ▾

Employers

Opportunities/Requests

Contact

# Work-Based Learning Toolkit

The Work-Based Learning Toolkit of North Kansas City Schools College and Career Pathways has been formulated to aid school leaders, college and career facilitators, educators, students and partnering intermediaries in crafting, executing, and nurturing effective Work-Based Learning experiences for high school students. This toolkit seamlessly aligns with the domains of College and Career Readiness, serving as a foundational pillar to bolster comprehensive school-wide endeavors that equip students to graduate well-prepared for diverse postsecondary pathways and successful careers.

Activities

Employers

Opportunities/Requests

Contact

[https://sites.google.com/view/nkcschoolswbl/overview?  
authuser=0](https://sites.google.com/view/nkcschoolswbl/overview?authuser=0)





Align roles and responsibilities in a process

# Swimlane Diagram

a template brought to you by your friends at MURAL

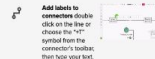
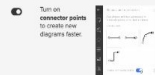
## INTRODUCTION

A swimlane diagram (also called a swimlane flowchart) uses the visual metaphor of a pool to provide clarifying structure to complex processes and responsibilities. It can help team members or different teams work together more effectively by visualizing everyone's "swimlane". If you're onboarding a new team member or experiencing confusion or project responsibilities, using our swimlane diagram template is a great solution. Use vertical lanes to divide focus areas and shapes and connectors to show how tasks or projects move through the workflow.



## TOOL TIPS

Create connections at the speed of thought:



## RESOURCES



## INSTRUCTIONS

- Define the project you want to visualize
- Brainstorm stages and assign recommended shape codes
- Think about which stakeholders or teams are involved
- Place the stakeholders in the lanes and map the process from start to finish
- Review the system
- Prioritize actions and next steps

## BRAINSTORMING AREA



## NEXT STEPS



## FLOW KEY

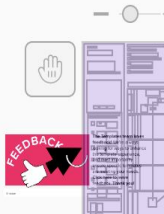
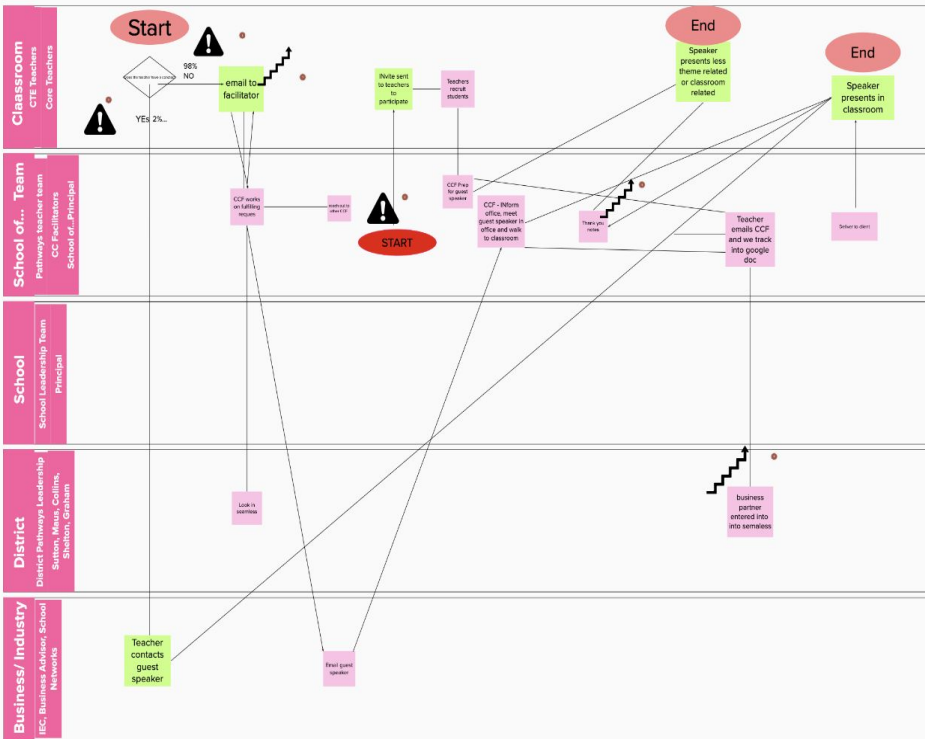
- Start** Every process has a start and an end point. Use this shape to identify each resource.
  - Action** This shape is used for action or connectors, the things that must be done.
  - Decision** The diamond shape is commonly used for asking a question or for decisions. In this step, you choose what to move out of it, depending on the answer.
  - Delay** Use this shape when a process is delayed, and you need to wait.
  - Document** It is used to represent tasks or observations that can be read.
- Points toward the next step

## VISUAL KEY

You can also make your diagrams more engaging by using images and sound

- Staircase
- Action
- Decision
- Delay
- Document
- Add your own

## Project name: Guest Speaker - Grade 9





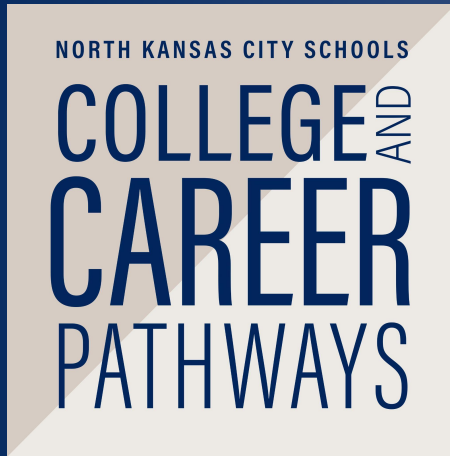
# PreK-Adult Education Committee Members

## Looking Ahead



|  |   |   |  |
|--|---|---|--|
| <p><b>Nick Pettit</b>, Principal @ Maplewood</p>   | <p><b>Christy Collins</b>, Director of College and Career Pathways</p>  | <p><b>Jamie McSparin</b>, College and Career Facilitator @ Northtown</p>    | <p><b>ConnectED (Pathway Consultants)</b></p> <ul style="list-style-type: none"> <li><b>Julie Koenke</b>, Director, District and Regional Support</li> <li><b>Rob Atterbury</b>, Director, District and Regional Support</li> <li><b>Jenn Lutzenberger Phillips</b>, Director, Learning Teaching, and Pathway Development</li> </ul> |
| <p><b>Tammy Bunch</b>, Counselor @ Bell Prairie</p> <p><b>Amy Maskil</b>, Counselor @ Meadowbrook</p> <p><b>Samantha Atkins</b>, Counselor @ Oakwood Manor</p> | <p><b>Elizabeth Hughes</b>, 1st grade teacher @ Maplewood</p>           | <p><b>Athena Graham</b>, Partners in Education Coordinator @ CO</p>         | <p><b>Shannon Cunningham</b>, College and Career Facilitator @ Oak Park</p>  |
| <p><b>Bri Bradford</b>, Kindergarten Teacher @ Maplewood</p>   | <p><b>Andrea Stauch</b>, Principal @ Davidson</p>                       | <p><b>Courtney Judd</b>, Teacher/Math Demonstration teacher @ Maplewood</p> | <p><b>Shannon C. Shelton</b>, Director for Work-Based Learning</p>   |
| <p><b>Jamie Neibling</b>, TLC @ New Mark</p>   | <p><b>Stephanie Schnoebelen</b>, Principal @ Antioch</p>                | <p><b>Dr. Katie Lawson</b>, Executive Director of Special Programs</p>      | <p><b>Amanda Dillon</b>, Gateway 6th Grade Center (Microschools)</p>   |
| <p><b>Rene Cooper</b>, Assistant Principal/Coordinator @ HSAP</p>  | <p><b>Jocelyn Wilcox</b>, Behavior Intervention Teacher @ Maplewood</p> | <p><b>Dr. Janelle Porter</b>, Executive Director-Student Services</p>       | <p><b>Eric Alberston</b>, Gateway 6th Grade Center (Microschools)</p>  |
| <p><b>Shannon Gilliland</b>, Assistant Director of College and Career Readiness</p>  | <p><b>Alayna Martin</b>, College and Career Facilitator @ Tonka</p>     | <p><b>Kezia Bohanon</b>, Gateway 6th Grade Center (Microschools)</p>        | <p><b>Tina Hinds-Booth</b>, Principal @ Topping</p>  |

# Work Based Learning (Part A)



## Obtaining Partners ( Part A)

- District Demographics
- Pathway Structure

## Obtaining Partners ( Part B)

- Establishing Partnerships
  - Marketing Materials
    - Portrait of a Graduate
    - Work-Based Learning Continuum
    - Marketing Flyer

## Maintaining Partners ( Part C)

- Work-Based Learning Goals
- Industry Executive Council & Pathway Boards
- Requesting/Tracking System

# Questions/Contact Information



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**Shannon C. Shelton**

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Work-Based Learning

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816.413.3769



# Resources, Opportunities & Next Steps

# Manufacturing internships

## New resources for employers!

The Illinois Manufacturers' Association and EdSystems released new one-pagers to guide employers in effectively hosting high school interns under 18 while championing equity in placement and career progression.

[Learn more...](#)

## Hear from employers in March!

Morton Industries and the McHenry County Manufacturing Pathways Consortium will share their models and resources for supporting high school students in career development experiences, including internships and apprenticeships, in manufacturing.

[Learn more...](#)

# Ideating with I-WIN: AI for WBL

## Goals for this space

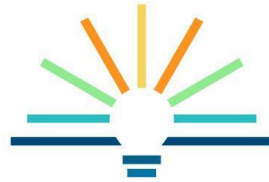
- Encourage a culture of collaboration and knowledge sharing.
- Share community models and resources to inspire enhance understanding of AI tools and their applications in WBL.
- Actively involve students through work on AI-related projects and offering their insights.

## Sessions to keep engaging

**ICYMI:** Margaret Janke, Wilco Area Career Center, shared how they used a variety of AI tools ([recording and presentation](#))

**Save the date:** AI & the Future of Work

- Monday, April 29, 1–2:15 p.m.
- Presented by: [JFFLabs Center for Artificial Intelligence & the Future of the Work](#)



**EdSystems**

EDUCATION SYSTEMS CENTER *at*  
NORTHERN ILLINOIS UNIVERSITY

**Thank you!**

Heather Penczak, [hpenczak@niu.edu](mailto:hpenczak@niu.edu)