

Career Enhancement Grant: ProStart

1. Describe each grant-seeking program's improvement plan's alignment to the appropriate institution or building plan(s). For all program improvement plans which are multi-year in length, explain the connection the funding request has to enhanced or augmented instruction during the grant period, and to longer term improvement for the program and either institution or building plan(s).

Raymore-Peculiar High School has been in the process of systematically expanding/enhancing course offerings in a variety of areas in order to match student career interests and industry needs. The goal of this plan is simple: to increase the number of students who graduate college- and career- ready and to give our students a head start that will benefit them as they prepare for life after high school. Each of our expansions/enhancements are designed to provide a pathway for a student to eventually earn possible college credit and/or an industry credential. Specifically, we are offering ProStart I and II coursework to our students. However, the courses were being offered in a former middle school cooking classroom. The district is currently building an addition to the high school and this addition includes a culinary arts suite that will house the ProStart program. The suite has been purposefully placed next to the library so that, eventually, students will be able to offer a cafe experience to their peers, faculty and community members. This will give our culinary students to opportunity to truly have a real-world experience in alignment with the culinary arts industry. With this expansion of space, the high school staff is continuing their work towards enhancing and expanding the current culinary arts program.

For the culinary pathway, the IRC is through ProStart. In addition to our ProStart curriculum, every student in the program will be taking the ServeSafe exam (our instructor will complete the training this school year). Even though this isn't an IRC through DESE, it is a recognized credential in the industry and many area restaurants hire individuals with this certificate. All of the program improvements to our culinary arts program are designed to enhance our instruction per our advisory board's approval for real-world skills to be taught at the high school level.

This plan falls in line with the visions of our high school's College and Career Readiness Work Group and our district Innovation Committee; both groups are committed to expanding course offerings at the high school in areas of occupational need and increased rigor. The College and Career Readiness Work Group includes district office administrators, building administrators and post-secondary institution representation. The district Innovation Committee includes district administration, building administration (K-12), teachers (K-12) and community members.

The plan for these grant dollars aligns to the Raymore-Peculiar School District's multi-year strategic plan which was developed under the leadership of our superintendent and involving over fifty stakeholders, including administrators, certified and classified staff, Board of Education members and community members. The team developed eight focus areas and all work in the district is aligned to at least one of these areas.

The goals of our strategic plan directly aligned to this improvement plan are as follows:

- I. “We believe we must ensure the relevancy of educational programming for preparation of students for post-secondary opportunities.” A focused, rigorous culinary arts program is absolutely relevant based on the job market needs of our society and the need for students to engage in critical thinking and problem-solving learning experiences. The food service industry is one of the fastest growing in the Kansas City area and is projected to continue to be so through 2023. By opening this opportunity up to all of our students, they will be better prepared for postsecondary opportunities in both postsecondary institutions and the workforce. Each year, more and more students will be able to access this learning to a deeper level as they continue to take courses in the culinary arts pathway.
- II. “We believe we must ensure an environment that is conducive to learning.” ProStart is a national curriculum that is both engaging and challenging to students. In addition, it prepares students for their future by providing real-world, hands-on learning in a scaffolded manner in the area of culinary arts. Students will be able to take concepts they have learned and apply them in an authentic manner in the safety of a school setting. They will then be able to take what they have learned into the workforce.
- III. “We believe we must maximize academic proficiency for all students.” The ProStart curriculum and assessments allow students to participate in an intense, demanding, high level of educational excellence in the area of culinary arts. The skills and knowledge students bring into the course from previous cooking and/or Family and Consumer Science courses will further be sharpened and enhanced through participation in the ProStart curriculum. Through this opportunity, students will be able to maximize their academic potential and challenge themselves and their peers. Students who complete a culinary arts (ProStart) pathway will be able to earn certifications and/or credentials that can be useful after they graduate high school and, in many case, while they are still in high school.

2. Describe how each program to be funded will use measurable objectives to determine effective use of requested funding and to demonstrate successful rollout of the improvement plan for the grant period, and positive impact toward success of the institutional or building plan(s). Explain the extent to which the program improvement plan has determined the composition of allowable items to be funded by the grant.

Each program that is requesting funding will use the following to determine effective use, successful rollout of the improvement plan and positive impact towards success of the district’s overall goals.

- i. Student enrollment in the ProStart courses will double for the 2018-2019 school year (current enrollment is 46 students).
- ii. Within a year, we will use the program’s graduation rate and the required state follow-up survey data (job employment) as a way to measure postgraduate success.
- iii. Industry certifications acquired will increase by 50 percent. Although we’ve had this program in the district for a short amount of time, it has

been taught at a facility that was designed to serve middle school students. We are re-locating the program to the new high school addition to obtain higher fidelity to the ProStart curriculum/expectations and to increase the emphasis on the IRC.

- iv. Successful student completion of the ServeSafe exam will be at 100%.

Our advisory board and Innovation Committee will review this data and create specific benchmarks we will seek to reach in subsequent years. Goals would be focused on continuing to increase enrollment numbers and steadily increasing the number of students who score proficient on the IRC with 100% proficiency being the ultimate goal.

For all of our innovative programs, data and progress will be measured on a regular basis by the advisory board and Innovation Committee. In addition, our district practices the data team process. Specific learning targets have been designed and the teacher will be expected to track student achievement at the classroom level by analyzing pre/mid/post assessment data aligned to the targets. The items requested on the grant are aligned with the ProStart equipment list so there is no question as to whether we have the appropriate items for optimal student learning. Items not covered in the grant will be purchased by the district.

3. Include a description of the improvement plan's measurable objectives for the grant period, and if applicable, longer term rollout of the plan. If the program improvement plan identifies objectives beyond the grant period, explain the correlation between those anticipated to be achieved during the funding timeline and those further into the future. Explain the extent in which the objectives will determine project success.

The ultimate measurable objective of the improvement plan is to increase the number of students who graduate college and career ready. In particular, the grant will focus on the culinary arts program at the high school. Through the enhancement of our current program, we believe this will better prepare our students as they enter high school and generate increased interest in the culinary arts program.

As a result of the strong ProStart curriculum, teacher training and real-world/hands-on learning opportunities the ProStart courses provide, we will be able to provide a relevant, academically challenging path for students that will prepare them for a variety of postsecondary options. We will use our current year of enrollment as baseline data (46 students) and seek to continue to increase this number in subsequent years with the specific intent to grow enrollment numbers by 100% by the end of the 2017-2018 school year (for the incoming 2018-2019 school year). The advisory board will set reasonable yet challenging benchmarks to reach in regards to enrollment for future years and courses. In addition, we will administer the IRC to our students as an external measure of progress made and learning achieved. In the future, the program will work to offer internship experiences for students as well as engage in culinary competitions; data from these experiences will be monitored as another way to determine success of the program. The advisory board will be charged with setting and monitoring measurable goals starting with the baseline. Many postsecondary institutions and businesses use IRC scores for student recognition and/or job opportunities. In addition, we utilize a balanced assessment approach and therefore formative and summative assessments are used

at the classroom level. The teacher will monitor student achievement through the data team process as an internal measure of achievement.

4. Describe the eligible courses for which funding is sought by course name and CIP Code, what teacher will be providing instruction for each course, and designate in what building and room(s) instruction will occur for each funded course. Include a description of what is to be purchased for each course along with how these expenditures will address needed improvements and/or augmentation in the delivery of 28 the eligible course(s) and student performance and/or learning.

ProStart I & II
CSIP Code 12.0500

ProStart I & II will be taught by Christina Hocker at Raymore-Peculiar High School in the new culinary arts addition of the building (room 516). She will be attending training during the summer of 2017 to complete her ProStart certification. The courses will be taught in the new culinary arts area of our high school. The requests for the following equipment will bring the commercial kitchen up to ProStart standards: six burner range, rotating gas oven, double stack convection oven, commercial reach-in refrigerator, six commercial table-top mixers, four large commercial ingredient bins, six commercial carts, five commercial food processors, six commercial blenders and six pasta machine attachments. Monies are also being requested to pay the ProStart registration for the teacher training this summer. The ProStart equipment list was used as guidance in regards to what needed to be purchased. This will ensure the fidelity of the program in regards to equipment being of industry-standard. Training will ensure the fidelity of the program in regards to the curriculum being used and the instruction being delivered. This combination will lead to high student achievement in our ProStart courses.

5. Describe any student performance and/or learning measures which will be used to determine project success.

The courses will be evaluated using a variety of methods during the upcoming and future school years. Results will be shared with building and district administration as well as the advisory board. In addition, regular updates will be provided to the Career and College Readiness Work Group and the Innovation Committee.

- I. Students in ProStart will be assessed through the requisite IRC and the ServeSafe exam.
- II. Throughout the school year, students will be assessed through the use of unit assessments; results will be used to plan for additional instructional opportunities as needed via our data team process.
- III. The teachers will be evaluated using the district's performance-based teacher evaluation tool as required by the state of Missouri and our local school board policies.
- IV. Data gained through assessments, hands-on labs and evaluations will be analyzed by advisory boards, teachers and administration.
- V. Students who complete the program will be surveyed for post-graduation work and/or education through the 180 day follow-up as required by the state.

6. Describe any relationship the program improvement plan and/or funding request has to specific industry credentials, including the development of such when none is presently available, and the potential for future career mobility for students.

The funding requested allows us to bring up the kitchen spaces to the ProStart recommendations for equipment. The addition of the ServeSafe exam will allow our students to have a credential that is recognized by many of our local businesses and allow them to find a job locally. The ProStart curriculum is nation-wide, and once that certificate is presented, students will have job mobility.

Food service is one of the top five industries in the Kansas City area, growing by approximately 2000 jobs each year in just the metro. The job potential for our current students is extraordinary. Jobs available are at all levels of education and certifications such as ServeSafe and those gained from passing the IRC begin to open the door for students. Allowing students the opportunity to enroll in ProStart courses in the culinary arts field will better prepare them for the rigor of post-secondary education and provide them with a solid foundation in this respective area.

7. Describe the composition of the applying program occupational advisory committee. Explain the extent the committee, building/district/institution administration, faculty and other key stakeholders were involved with the development of the program improvement plan and prioritization of the funding request.

The advisory board consists of building administrators, counselors, teachers and district level administration. In addition, we have business/labor leaders, parents, community leaders and senior citizen representation. Members are involved in creating plans and prioritizing objectives. In addition, the members will work as liaisons between the industry and our faculty and students. Student interest is also considered in the development of plans. Interest in the ProStart courses has grown based on enrollment numbers. The equipment for the courses is based on the ProStart recommended equipment list so that students have what they need to achieve. The instructor reviewed the supply list as well. Advisory board members will be a part of reviewing the progress of the implementation of ProStart in the high school and monitoring the success of the program through an analysis of enrollment numbers and assessment data. Eventually, members will also be able to review students' postsecondary decisions to determine if students who are a part of the ProStart program go to further their education and/or start high need, high paying careers.