

**Kansas City Roundtable on Access & Opportunity  
Action Planning Meeting  
June 22<sup>nd</sup> & 23<sup>rd</sup>, 2006**

**“Keep-In-Mind” Check-List Sheets**

*As you develop the action steps, keep the following in mind. Not all items will apply to every category we are working on, but we've included them because they may spark other ideas.*

| <b>Areas &amp; Elements to Keep in Mind</b>   | <b>x</b> |
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| What is the <u>existing work</u> in this area? (Programs, initiatives, etc.)  |          |
| What are the best ways to keep the pipeline fluid in the plan? Are we <u>avoiding the usual “siloiing”</u> of points along the pipeline? Are we avoiding the siloiing of sectors?   |          |
| How are the <u>curricula</u> in place in learning environments supporting or undermining student success?   |          |
| What is the role of <u>affordability</u> in school and employment success—particularly in post-secondary education?   |          |
| How do <u>students experience learning environments</u> ? Are learning environments in Kansas City supportive enough of students?   |          |
| What is the experience of <u>teachers and professors</u> ? Do they have the supports and knowledge they need to adequately prepare their students for an ever-changing economy?   |          |
| Are <u>learning institutions structured</u> in ways that are conducive to supporting students and teachers?   |          |
| What kind of community awareness and buy-in should be in place? Are there <u>community involvement or organizing strategies</u> that should be considered?  |          |
| What role is played by <u>public policies</u> ? Are there public policies that are undermining the goals of excellent education and employment outcomes for everyone? Are there public policies that are supporting the goals?      |          |
| What is the role played by <u>institutional practices</u> ? What institutional practices seem to work for children, students, families? What institutional practices tend to undermine them?  |          |
| What is the role played by <u>culture</u> ? What cultural aspects lift people up and help them to persevere? What cultural aspects tend to undermine living up to one's potential?  |          |
| What are the roles played by <u>stereotypes</u> of students of color? How do negative stereotypes keep people—teachers and students, fellow citizens, those working in different sectors—from working together and making progress? |          |
| How do <u>expectations</u> of students affect their individual development?   |          |
| What are there roles to be played by community institutions like hospitals, libraries, police departments and other <u>human-</u>   |          |

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| service and public-safety oriented institutions?  |  |
| What contributions can be made by <u>national organizations</u> ?   |  |
| What contributions can be made by <u>civil rights organizations</u> ?   |  |
| What is the role of <u>employers, business, and corporations</u> ?  |  |
| What roles can <u>unions</u> and other similarly oriented organizations play?   |  |
| What roles can <u>congregations</u> play?   |  |
| What is the role of different <u>media</u> outlets in supporting or undermining children, students and families in their efforts to succeed in the educational and employment arenas? |  |
| What contributions can be made by <u>philanthropy</u> ?   |  |
| What unorthodox, unconventional, or <u>extraordinarily creative ideas</u> might be applied?   |  |
| What are the best ways to build <u>public will</u> around better education and employment outcomes?   |  |
| What is the role of <u>infrastructural elements</u> like transportation and housing in promoting better education and employment outcomes?  |  |
| What kind of <u>data</u> is most useful in planning and strategizing for better education and employment outcomes?  |  |
| What elements can be <u>measured</u> so that progress is apparent in the short- and long-term?  |  |
| Anything else?  |  |