Market Value Assets

Key high school student outcomes that signal career and college readiness, so that every student is prepared to make, or get, a quality job and be economically self-sufficient. Guiding principles for identifying whether an output or experience rises to the level of a market value asset include:

Work output has recognized value within industry or post-secondary	The student grows in multiple 'Essential Skills' areas
Student performance is evaluated by multiple stakeholders, some external to education	The process of obtaining the asset adds to the student's social capital

Background

A market value asset (Source: PREP-KC 2017) is defined as industry valued and recognized skills acquired in high school that create a more seamless transition from school to postsecondary education and/or the workplace. Students who leave high school with a diploma and market value assets are more likely to enroll in postsecondary education/training and successfully navigate the journey from school to employment without getting lost along the way.

Market value assets make further education and training, and ultimately, a job, more affordable and more attainable. Examples of market value assets achieved in high school are: internships and apprenticeships, substantive dual college credit applicable toward a degree or certification, select industry-recognized credentials, completion of authentic, substantive project work for clients, paid work experience in area of career interest, entrepreneurial experiences, provisional patents, etc.

Measurement Focus

To establish a working baseline for our work and inform future learning, we will begin by measuring the number of high school students who obtain the following market value assets:

- Work Experiences (Internships, Client Projects)
- College Credit
- Regionally vetted IRCs (Industry Recognized Credentials)
- Entrepreneurial Experiences

Work Experiences

Students complete meaningful workplace job tasks that develop readiness for work, knowledge and skills that support entry or advancement in a particular career field.

INTERNSHIPS

Learners perform meaningful job tasks at worksite or approved location, under the guidance of a qualified supervisor.

- Should qualify for high school and/or college credit and/or be paid.
- Minimum 120 hours within a calendar year, at least 60 onsite.
- Performance evaluated by work manager in addition to educator.
- Internship completion substantive enough to be included on students' LinkedIn and/or resume.

CLIENT PROJECTS

Learners analyze and solve authentic problems, working in collaboration with other learners and professionals from industry, not-for-profit, civic or community-based organizations.

- Work involves authentic methods and tools used by professionals in work environment.
- Experience includes mentoring and evaluation by working professionals.
- Output is viewed as value-add by external stakeholders and resume-worthy.

College Credit

Nine (9) or more hours of college-level credit, progressing toward an industry-recognized degree or credential.

Regionally Vetted IRCs
(Industry-Recognized Credentials)

Current lists published by state education departments will be reviewed with employers and validated for applicability and relevance – we anticipate a small subset will be included. There may be a small number of regional 'custom' credentials identified that also become part of this category.

Entrepreneurial Experiences

Students identify a compelling social or market problem and mobilize resources to research and solve it. Leveraging input and support from multiple stakeholders, students iteratively analyze, prototype, implement, reflect and adapt potential solutions. Outputs of MVA-level entrepreneurial experiences include a market and stakeholder research summary, a 'business plan' that includes an assessment of costs and benefits associated with development or operation of their solution, and feedback from relevant external stakeholders obtained through exhibition or 'shark-tank' type pitch opportunities