Agenda

Tom Vander Ark

① **Welcome and Overview of MVAs**

② **National Perspective**

③ **Local Perspective**

④ **Closing**

Regionally-recognized Market Value Assets (MVAs)

work experiences
- Internships
- Client Projects

industry-recognized credentials
- Employer verified industry recognized credential

college credit
- 9+ hours

entrepreneurial experiences
- Solve compelling market problem

Real World Learning

Client-Connected Projects (CCPs)

Students want to **learn what matters**. They need to know how their academic experience **connects** with their post secondary opportunities. Client-connected projects (CCPs) are **authentic problems** that students solve in **collaboration** with professionals from industry, not-for-profit, or community-based organizations. Working with these professionals, students are not only addressing real world problems, but also **developing essential skills**. CCPs are one of the key work experiences that may be recognized as a Market Value Asset.

Output of Client-Connected 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.

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

Output of Entrepreneurial Experiences

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.

Launchpad for Client-Connected Projects

Embedded in a class

- Ray-Pec English 4

Embedded in a block (ELA + SS)

- Basehor-Linwood Innovation Academy, Notre Dame de Sion

Embedded in career academy pathways
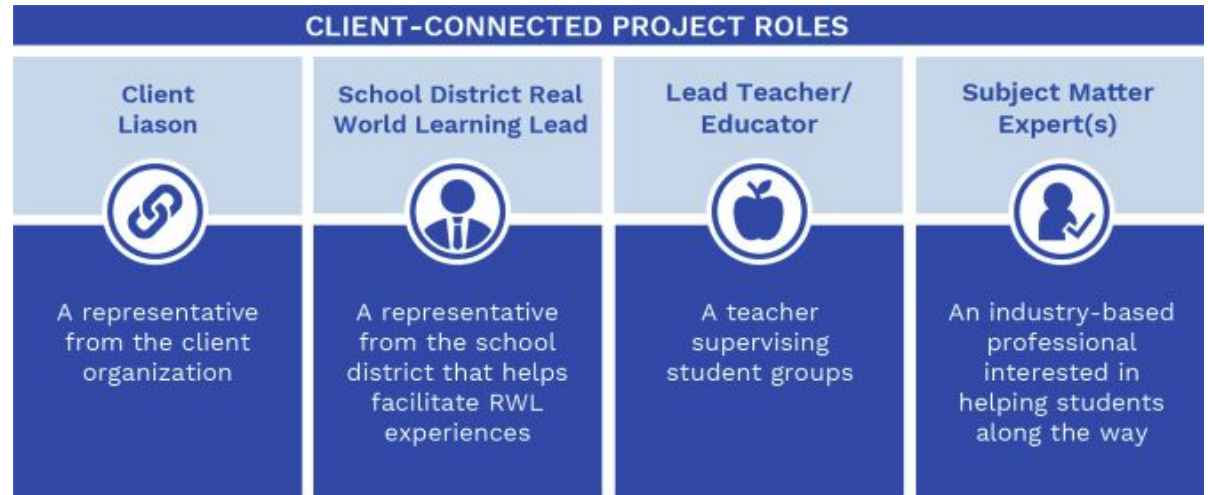
- NKC, Belton High

Afterschool

- FFA, DECA
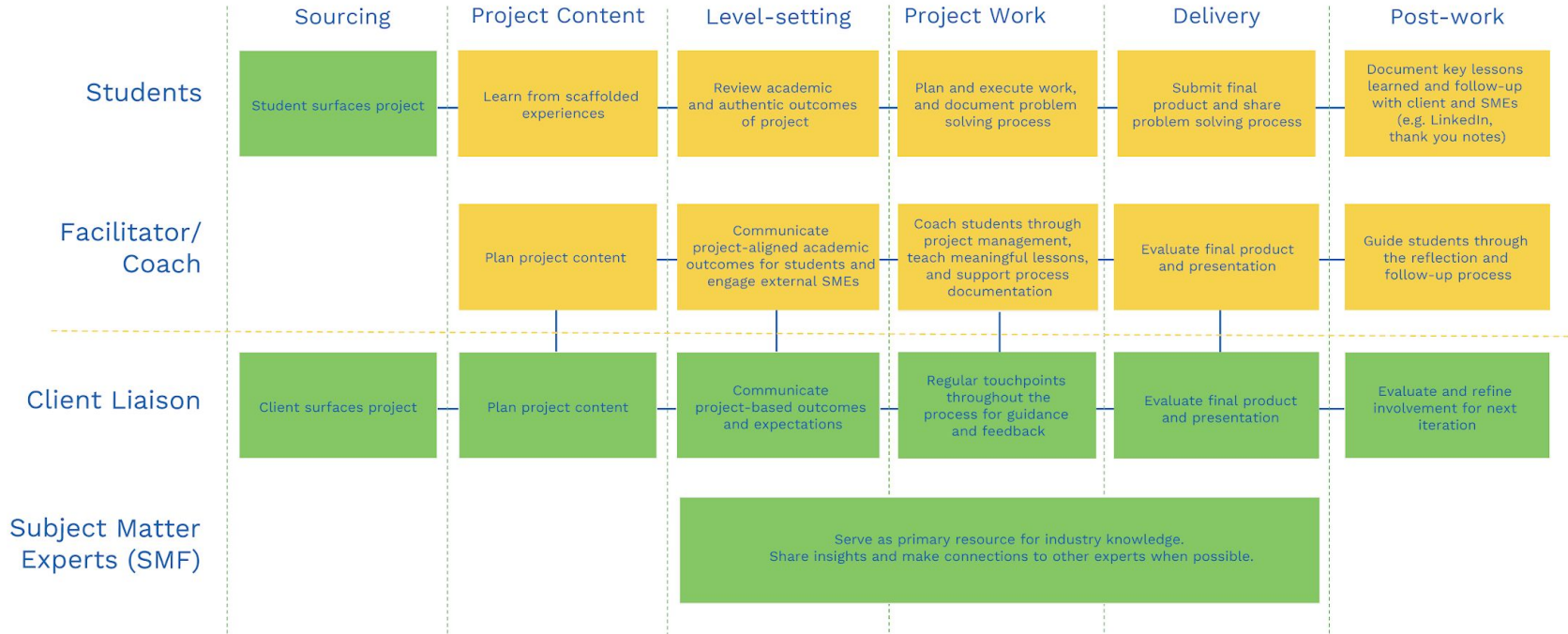
Summer

Help Students Develop Project Plans

Project plan should include:

- Sponsor (client)
- Facilitator (teacher)
- Student(s)
- Goal
- Steps
- Timeline
- Resources
- Deliverables
- Assessment
- Reflection

CLIENT-CONNECTED PROJECT ROLES

Client Liason	School District Real World Learning Lead	Lead Teacher/ Educator	Subject Matter Expert(s)
A representative from the client organization	A representative from the school district that helps facilitate RWL experiences	A teacher supervising student groups	An industry-based professional interested in helping students along the way

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Planning the Process

Consider this process outline as you plan the phases, roles, and respective activities throughout the project.
Prior to starting this process, the teacher, course and learning objectives have been defined and mapped to necessary standards.

	Sourcing	Project Content	Level-setting	Project Work	Delivery	Post-work
Students	Student surfaces project	Learn from scaffolded experiences	Review academic and authentic outcomes of project	Plan and execute work, and document problem solving process	Submit final product and share problem solving process	Document key lessons learned and follow-up with client and SMEs (e.g. LinkedIn, thank you notes)
Facilitator/ Coach		Plan project content	Communicate project-aligned academic outcomes for students and engage external SMEs	Coach students through project management, teach meaningful lessons, and support process documentation	Evaluate final product and presentation	Guide students through the reflection and follow-up process
Client Liaison	Client surfaces project	Plan project content	Communicate project-based outcomes and expectations	Regular touchpoints throughout the process for guidance and feedback	Evaluate final product and presentation	Evaluate and refine involvement for next iteration
Subject Matter Experts (SMF)			Serve as primary resource for industry knowledge. Share insights and make connections to other experts when possible.			

Real World Learning

Planning Considerations

Evaluate Work

What work is available?

Is work appropriate for student involvement?

Which work optimizes student and organizational needs?

Who would be most appropriate to serve as the primary client contact?

Set Goals

What would make this experience a success for the employer?

Which essential skills can be developed?

o Communication
o Collaboration
o Critical Thinking
o Interpersonal
o Proactivity
o Executive Function

Set Expectations

Establish project parameters to help students understand the project and plan execution

o Problem Statement
o Student Goals
o Engagement with SMEs
o Feedback & Reflection Cycle
o Documentation of Approach
o Finished Product

Create Timeline

Establish key milestones for students

Ideate back-up plans for any surprises

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KAUFFMAN
FOUNDATION

Estimated Time Investment

Client-connected Projects are authentic problems which students solve in collaboration with professionals from industry, not-for-profit, or community-based organizations.
Projects should require at least 24 hours of work,
with at least 4 hours engaged directly with the client.

TIME INVESTMENT SUMMARY

Project Sponsor	Facilitator	Students	SMEs
4 hours	~6 hours	24 hours	~2 hours

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Value of CCPs

Client-Connected Projects provide value for:

CLIENT/EMPLOYER	STUDENTS	EDUCATORS
• Access to emerging talent	• Authentic project work	• Authentic project prompts/problems
• Increased awareness of client organization	• Increase in professional network	• Exposure to industry trends and expectations
• Leadership development for the client liaison	• School credit in real-world setting	• Students are more engaged in topic with real-world context.
• Increased bandwidth for important but non-urgent project completion	• Potential stepping stone for future internship	

*a Market Value Asset is an industry valued and recognized skill that creates a seamless transition post-high school.

Client-Connected Projects

- Purdue Polytechnic High
- Energy Institute High
- High Tech High
- Crosstown High
- New Tech Network
- Iowa Big

GETTING SMART
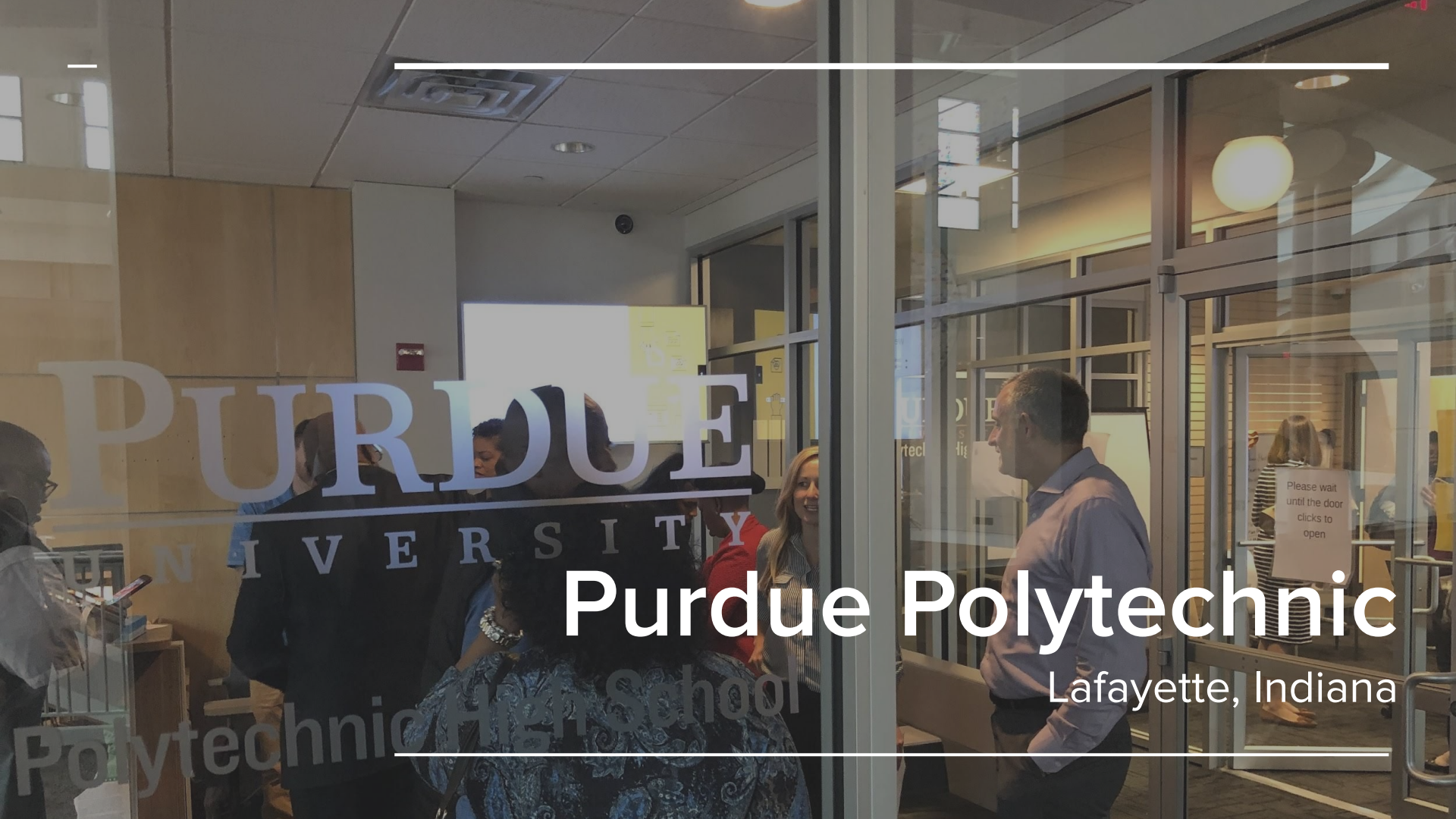
Purdue Polytechnic

Lafayette, Indiana

Purdue Polytechnic

Design thinking and community challenges

Students, teachers or industry partners create project proposals that address competencies

Every cycle have between 25 and 35 Passion Projects available that students bid
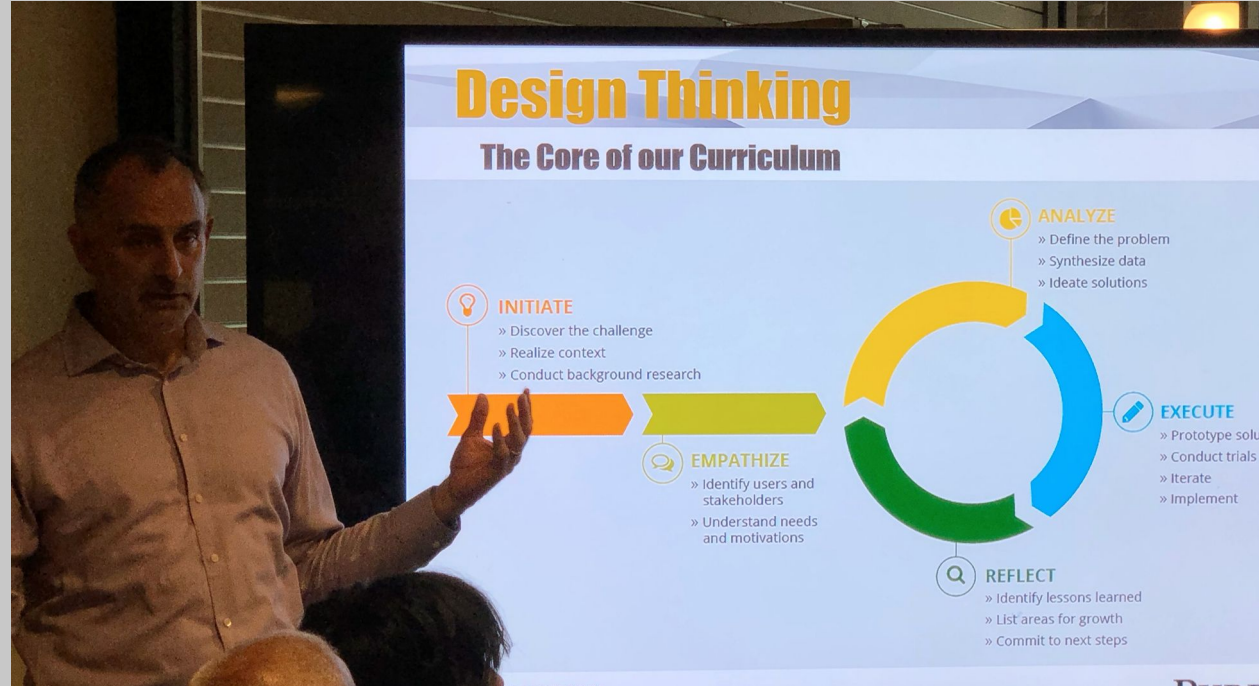
Year 1

How might we use emerging technologies to reshape an existing or future industry?
SIA
SUBARU of INDIANA AUTOMOTIVE, INC.

How might we move people or products farther, faster, cheaper, and more efficiently?
REPUBLIC AIRLINE

How might we optimize a machine?
INDYCAR

How does Indiana develop a connected and viable transportation infrastructure?
The Heritage Group

How might we power the world's innovation with great efficiency and access?
citizens energy group

How might we create or enhance products or services to help community members lead healthier lives?
ESKENAZI HEALTH

Year 2

How might technology take one of your solutions from Year 1 to the next level?
The Anvil

How might we move people or products farther, faster, cheaper and more efficiently?
REPUBLIC AIRLINE

How might we create or enhance products or services to help community members lead healthier lives?
ESKENAZI HEALTH

How might we create new and better food sources to feed nine billion people by 2050?
CORTEVA agriscience

How might we extend the healthy human lifespan worldwide?
Lilly

How do we allocate $500 billion to meet the world's biggest challenges?
United Way
United Way of Central Indiana

Energy Institute High School

Houston, TX

Energy Institute High School

Energy industry connected projects
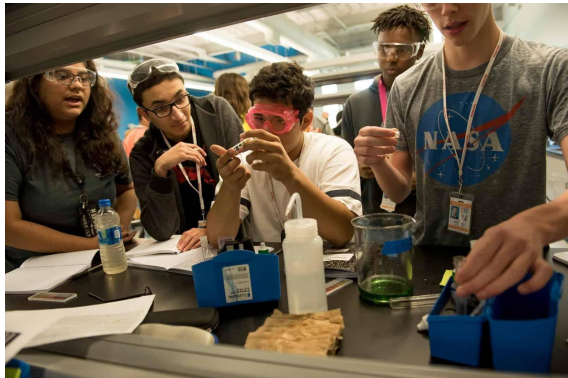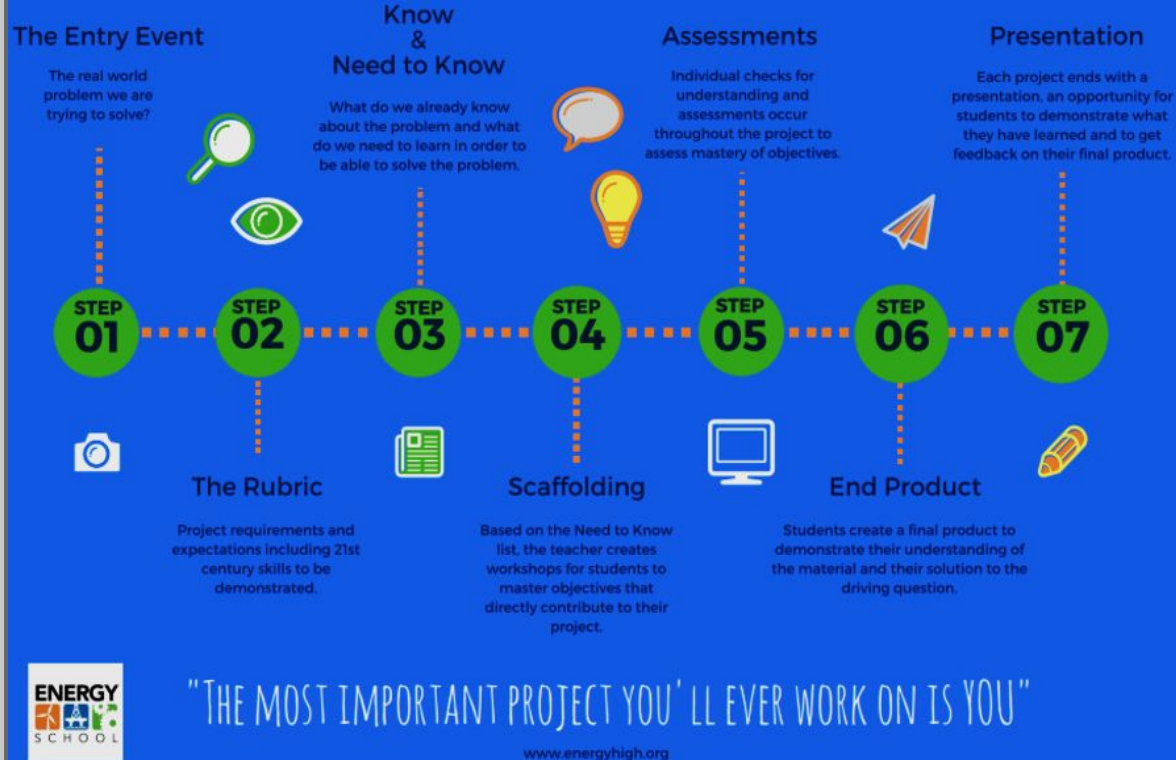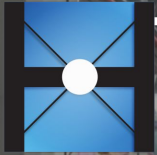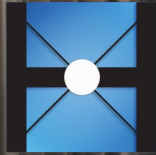
High Tech High
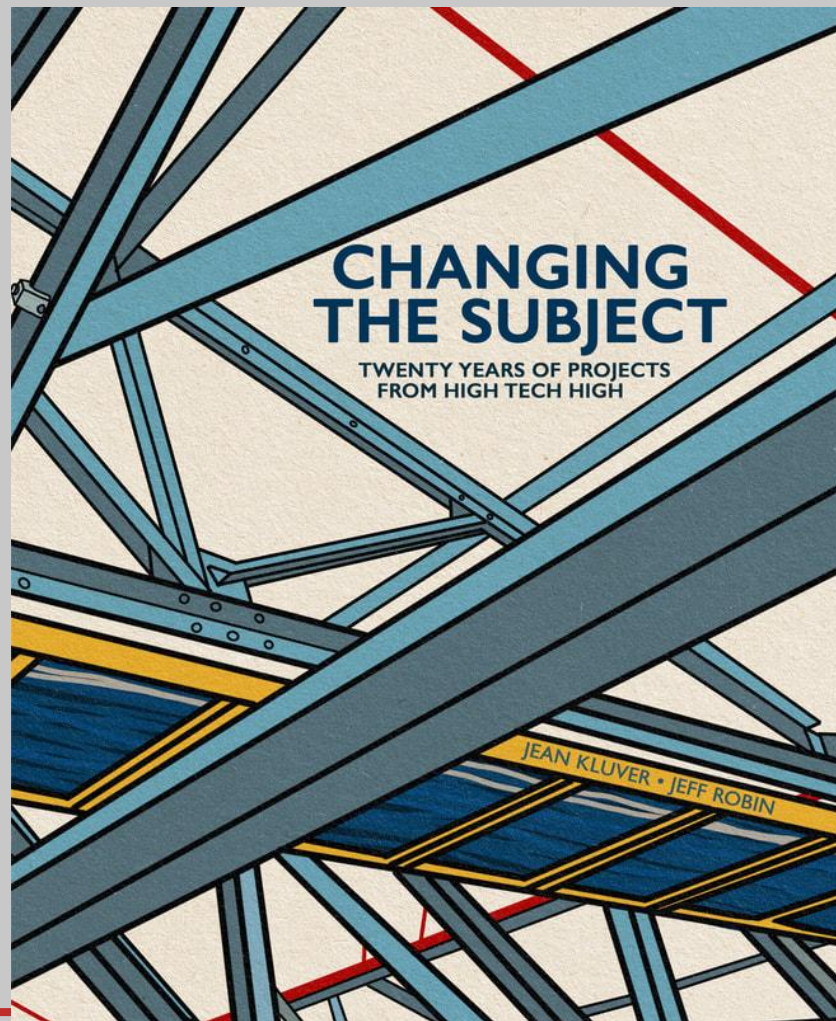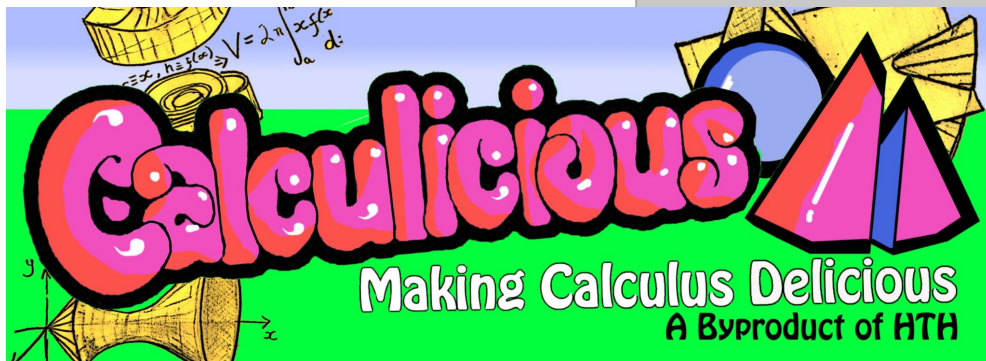
San Diego, CA

High Tech High

San Diego network of 16 schools

Integrated team taught units often community connected and art infused

High Tech High - Changing the Subject

Catalog of 50 projects from over 20 years at HTH

CHANGING THE SUBJECT

TWENTY YEARS OF PROJECTS FROM HIGH TECH HIGH

JEAN KLUVER • JEFF ROBIN

Crosstown High

Memphis, TN

Project 901

- English & AP Geography
- Learners pick topic after community tour
- Deliverables: research paper, design thinking solution, presentation

Project 901

Driving Question: What challenges exist in Memphis neighborhoods, and how can we design or adapt solutions to address them?

The End Goal: By the end of this project you will present your findings to a community partner (or set of stakeholders), whose feedback will determine whether or not your solution would actually work.

New Tech Network

New Tech Network

200 project-based schools share, platform, project library, rubrics, and PD.

Team-taught integrated community-connected projects.

El Paso developed 10 New Tech academies to jump start active learning.

New Tech Goals
- Culture that Empowers
- Teaching that Engages
- Technology that Enables
- Outcomes that Matter

Where to Start

- Build support with community conversations
- Update your goals, prioritize client connected projects
- **Identify** recurring client connected projects
- **Enhance** activities that are close
- **Expand** access to client-connected projects
- **Innovate** to create new opportunities
  - Identify teams willing to pilot
  - Create a little version of Iowa BIG

Anna Hennes

The Kauffman Foundation

Local Examples of Client-Connected Projects

Real World Learning

Jayme Breault
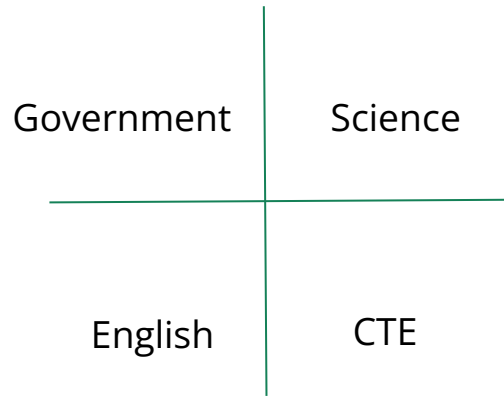
Basehor-Linwood

The Innovation Academy at Basehor-Linwood HS

➔ Personalized learning with an emphasis on Essential Skills

➔ Project-based

➔ Cross-curricular **core** and **CTE** credits

➔ Community partnerships

➔ Real world problem solving through the Design Thinking Process
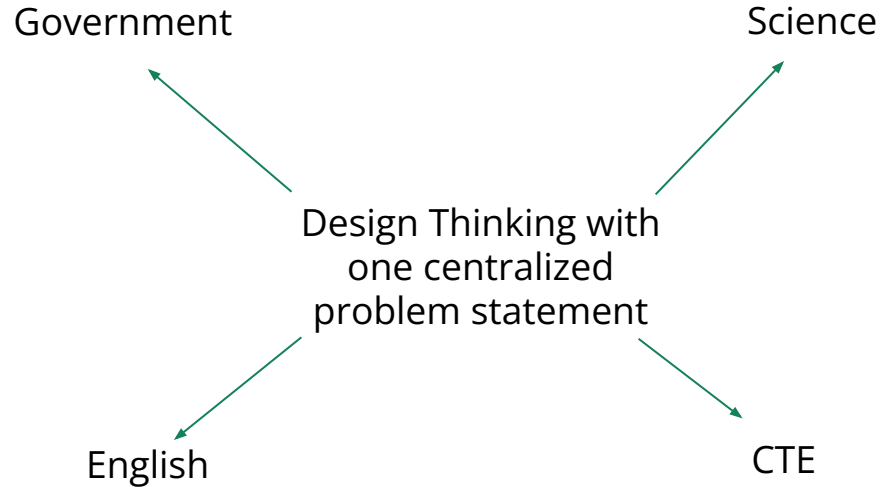
➔ Flexible scheduling

[Innovation Academy Video](#)

Connecting Core and CTE Content

TRADITIONAL CLASSROOMS

Government	Science
English	CTE

(4 Different "Problem Statements",
with no connection to one another)

INNOVATION ACADEMY

Government   Science

Design Thinking with
one centralized
problem statement

English   CTE

INNOVATION ACADEMY
at Basehor-Linwood High School

EMERGE

FRESHMAN 2021-2022

1ST SEMESTER

Course Credits: Exploring Social Studies & English I (Honors Option)

IA EMERGE STUDENTS WILL MEET DAILY AS A COHORT. CONTENT IS TAUGHT WITH AN EMPHASIS ON LEARNING THE DESIGN THINKING PROCESS AND 21ST CENTURY SKILLS IN A CO-TAUGHT CLASSROOM.

PROBLEM STATEMENT: **HOW MIGHT WE DECIDE WHAT KIND OF PARK OUR COMMUNITY NEEDS ON THE 4 ACRE TRACT ON 155TH ST, THEN DESIGN IT AND NAME IT?**

2ND SEMESTER

Course Credit: CTE & English I (Honors Option)
Choice of Business Essentials or Intro to STEAM

AS THEY DEVELOP THEIR INTERESTS, STUDENTS WILL CHOOSE BUSINESS OR INTRO TO STEM TO BLEND WITH ENGLISH I DURING THE 2ND SEMESTER. THE DESIGN THINKING PROCESS AND COMMUNITY BASED PROJECTS WILL CONTINUE TO GUIDE STUDENT GROWTH AND LEARNING.

PROBLEM STATEMENT: **HOW MIGHT WE HELP THE CITY PLAN COMMUNITY ENGAGEMENT EVENTS AND ENGINEER WAYS TO INFORM OUR CITIZENS ON UPCOMING CITY PROJECTS.**
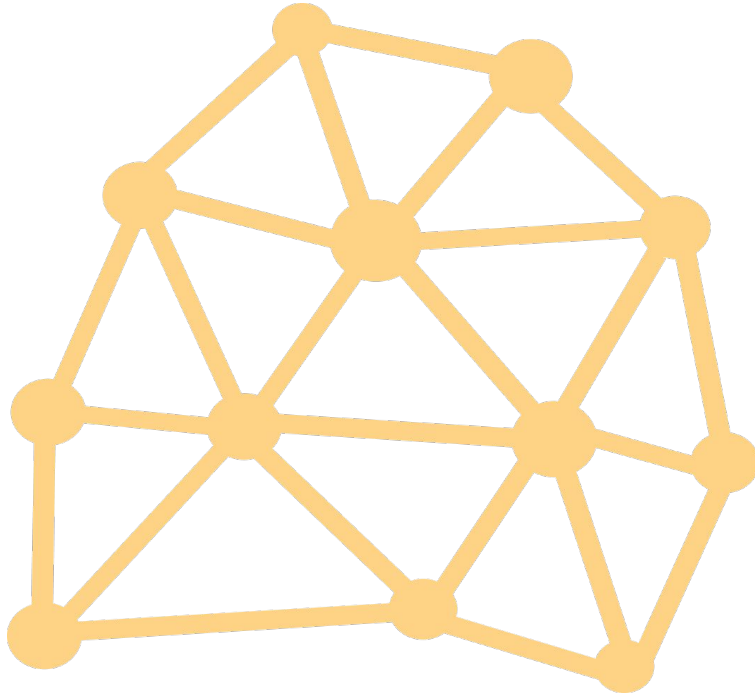
Fernande Raine

Emily Wegner

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The Learning Collaborative

Designing Client
Connected Projects with
Museums and Community
Institutions

WHAT SHOULD LEARNING LOOK LIKE IN HUMANITIES, ART, SOCIAL STUDIES AND HISTORY?

CCPs ARE THE NEXT LOGICAL STEP TO PEDAGOGICAL PRIORITIES SET IN RECENT YEARS

COMMON SECTOR COMPETENCIES

FOR THE *Kansas City* REGION

Client   Harry S. Truman Library

Need   Marketing Campaign for Reopening

Project   Create Art connecting Student's Story of Self to Story of Truman

Client Outcomes:

Artworks that can be put on display and shared in a re-opening campaign

First opportunity to hear voice of students in connection to assets of museum

Student Outcomes

- Market Value Asset (24 Hours of Client-Focused Design Work)
- Marketing/Communications
- Project planning/management
- Oral Communications

- Sense of connection to community
- Sense of being seen in own identity
- Relevance of history today
- Reflection on leadership
- "One of best learning experiences ever"

Client   University of Missouri

Need   Research for Walking Tour of Missouri

Project   Create Tour Stops for Historic Missouri Site

Client Outcomes:

Site descriptions that can be integrated into walking tours for general audience

First opportunity to hear voice of students in connection to historic Missouri sites

Student Outcomes

- Market Value Asset (24 Hours of Client-Focused Design Work)
- Marketing/Communications
- Research
- Written communications

- Sense of connection to community
- Relevance of history today
- Self-expression in selection of site

KEY SUCCESS FACTOR #1: ALIGNMENT ON GOALS/OUTCOMES

Identity
Has developed a sense of identity and feels they have a voice.

Bridging
Is able to understand others' perspectives and bridge across differences.

Belonging
Feels belonging in their local and global community.

Curiosity
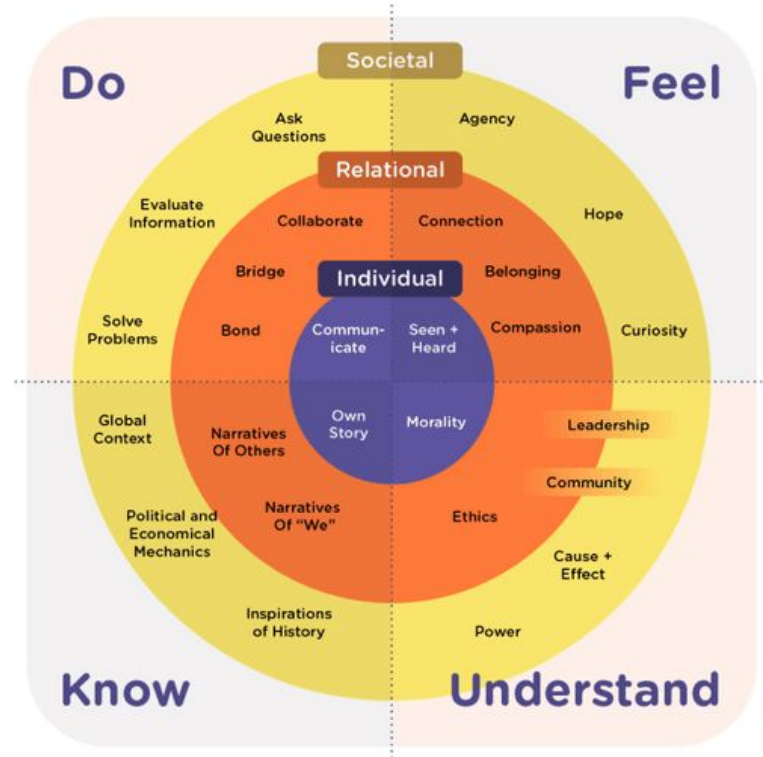Develops skills to ask questions, find answers, and work with sources

Agency
Has a sense of power for themselves and in their community.

Context
Develop an understanding of systems, justice and structures in society.

KEY SUCCESS FACTOR #2: TEMPLATES TO FRAME PROJECTS

OUR TOWN

A TEMPLATE FOR MUSEUM & COMMUNITY INSPIRED PBL

In this work, we are guided by our belief that learning should inspire inquiry, be rooted in place, focus on developing change-makers and be democracy-oriented.

TLC The Learning Collaborative | GETTING SMART

OurTown/ OurState: Research and Tour Design

—

A COLLABORATION BETWEEN *[INSERT NAME OF YOUR INSTITUTION HERE]* AND SCHOOL

DETAILS

# of Students: **Whole Class**
Partner: **Institution**
Timeframe: **4 weeks**

CATEGORY

For Institution:
Marketing and Engagement
For Students:
Research and Production

By using this template, you are agreeing to share your feedback and findings with The Learning Collaborative in order to improve the user experience. Please fill out this short form to support us in growing and improving. Before you get started, please take a look at the Learner Experience Survey that will be completed at the end of this project.

Project Overview

In this project, students are asked to help conduct research and create content on local tours that will connect members of our community with the sites and assets of our city and state. These tours can be part of an app, a website or an institution's tour collection.

This project allows teachers to teach local history in a format that is uniquely empowering to students, as students conduct research on relevant local sites that they care about with the help of researchers and community members. Given the vastly rich history in the region, the possibilities of important places, people, and stories are almost endless.

Your group of teens will decide on the topics themselves, but you will need to provide a framework of options based on your conversations as a teacher with a partner institution. . At the conclusion of this experience, students will have created a product that will be presented to a team from a community institution for the opportunity to be included on a website or on an app.

Project Goal

With this project, we aim to empower young people as storytellers weaving the social fabric of our community. With their tours and research, they connect their interests to the assets of their home town and share their story to engage others. This is both the value to your town, to the students, and the community. *This also provides them with an opportunity to collect information about contested and complex stories, and develop the skills to discuss challenging conversations rooted in their long history.*

TLC The Learning Collaborative

Replace This With Your Logo

Key Learning Outcomes

We have identified six core pillars of civic learning without which a student cannot thrive and grow. Please see our website for the research behind our rationale for picking these.

Pillar	How this lesson strengthens it	Pillar	How this lesson strengthens it
Identity	Students develop a sense of identity by being allowed to choose an object that is meaningful to them. They can be encouraged to look for objects/places that speak to who they are and what they value.	Bridging	The conversations in class students selections allow them to hear other peoples' perspectives and values, and see where commonalities and differentiators exist.
Belonging	The students' research allows them to connect to their community in new ways and make meaning as they learn.	Curiosity	The students' selection is driven by personal curiosity, and they have to work with providers of resources to find answers to their questions. Depending on the partner you select for this project, they may be able to do primary source research.
Agency	Students develop agency through the process of selection, in managing communications with resource providers and in preparing an end-product for public consumption.	Context	There is potential for students to learn about larger systems and structures in society through their research, as they see how they are reflected in the story of the object they selected.

Competencies

In order to prepare students for the economy of the future, we need to focus on developing competencies, not just content. We have curated a framework of competencies from the ones most used in the field, but invite you to see a full collection here.

Core Competency developed in this module	How it is developed
Communication	Students need to think about how to share story in a way that engages
Collaboration	Students need to work with others to collect material and create a story
Critical thinking	Students have to ask lots of questions (see above, curiosity)
Interpersonal skills	Students have to engage in a mature way with the client
Proactivity	Students have to be proactive in their selection
Executive functioning	Students have to manage many different pieces of the project

TLC The Learning Collaborative

Replace This With Your Logo

KEY SUCCESS FACTOR #3: TIME TO CO-CREATE

KEY SUCCESS FACTOR #4: COMMUNITY OF LEARNING

www.thelearningcollab.org

WHERE ARE WE NOW: RESOURCES FOR YOU!
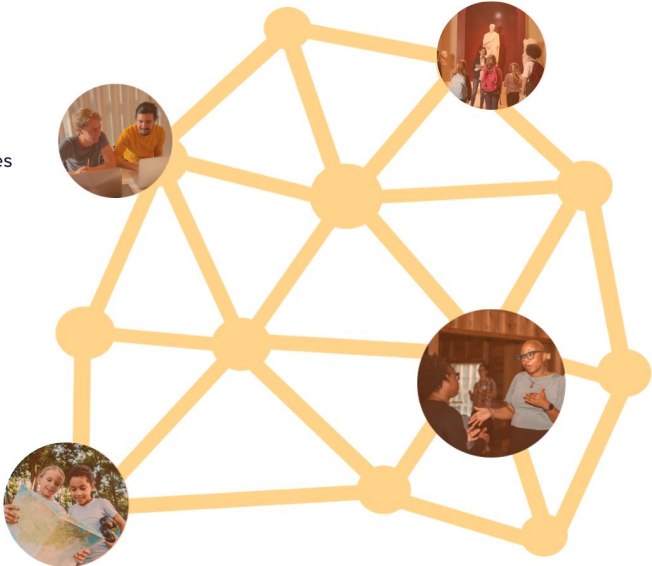
- List of existing Client Connected Project Opportunities
- Co-Creation Workshops hosted by the Learning Collaborative (TLC Website)
- Free lessons and templates for projects

Additional Opportunity:
- Graduate Course offered by LSR7
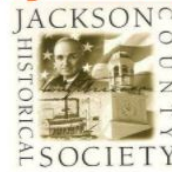
Project Based Learning

Play Based

Peak Experiences

Inspired Inquiries

?

REAL WORLD LEARNING IS MOBILIZING AN ECOSYSTEM

Question and Answer

Real World Learning

High School Action Team Update

Previous HS Action Teams Sessions
November 10: Leading RWL

December 2: Creating Microschools and
Pathways to Increase Access to RWL

Upcoming HS Action Teams Sessions
February 3: KC Regional School Visits

March 3: RWL **Un**Conference

- District-wide representation
- Strong takeaways and follow-up conversations
- Networking opportunities

Real World
Learning
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GETTING SMART

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Upcoming RWL Webinar Sessions

January 20, 8:00 am

Part One: Emerging Issues in Clean Tech, Artificial Intelligence, Sustainability and Data Science for RWL

February 17, 8:00 am

Part Two: Emerging Issues in Clean Tech, Artificial Intelligence, Sustainability and Data Science for RWL

Real World Learning
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GETTING SMART

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ThankYou!

Tom Vander Ark	@tvanderark	Fernande Raine	@fernanderaine
Donna McDaniel	@KauffmanFDN	Emily Wegner	@WegnerEmily
Anna Hennes	@KauffmanFDN	Jayme Breault	@Jayme_Breault