

A P P E N D I X D

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# CCP Project Prompts

# RWL Project Database



The RWL Project Database is an online resource for educators looking to bring real-world learning into their classrooms. This growing collection features MVA experiences developed by teachers in the Real World Learning Teacher Network. By using this searchable database, you can filter projects by Subject Areas, Industries, Grade Levels, Project Lengths, and School Districts to find examples that align with your needs.

Beyond just project ideas, the database offers detailed insights into implementation, including lessons learned and best practices shared by your peers. Whether you're seeking inspiration, looking to adapt a project for your classroom, or eager to learn from the experiences of others, this resource provides a wealth of knowledge. Plus, stay tuned as we continue to expand the database with Entrepreneurial Experience (EE) projects, offering even more ways to enhance your teaching and student outcomes.

## Searchable Filters

### 1 SUBJECT AREA

Includes robust list of subject areas from core courses to electives.

### 2 INDUSTRY (PATHWAY)

STEM  
Health Sciences  
Business and Finance  
Information Technology  
Manufacturing and Engineering Technology

Hospitality and Tourism  
Agriculture and Natural Resources  
Arts, Media, and Communication  
Human Services  
Law & Public Safety

### 3 GRADE LEVEL

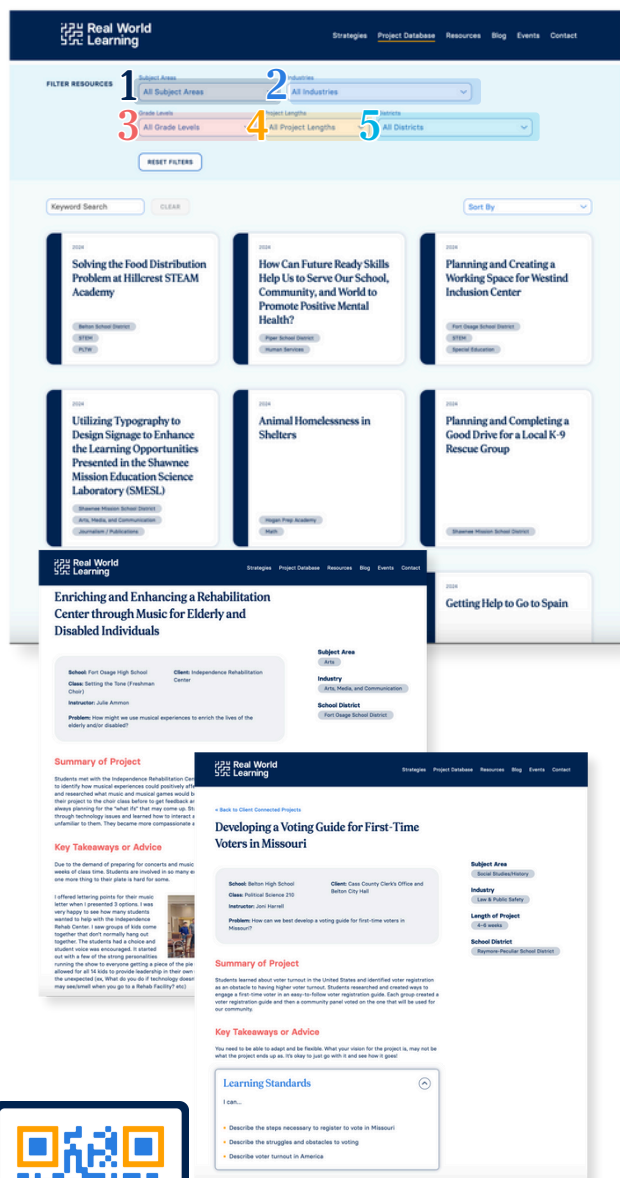
K-3rd  
4th-5th  
Middle School / Jr. High  
9th-10th  
11th-12th

### 4 PROJECT LENGTH

4-6 weeks  
6-8 weeks  
8-10 weeks  
10-12 weeks  
12-14 weeks  
One Semester  
Full year

### 5 SCHOOL DISTRICT

Demonstrates efficiency, coordination of schedules, and confidence when organizing and completing project and course work; demonstrates growth in professional skills and project process; needs occasional support



[LINK TO PROJECT DATABASE](#)

# Prompts for Client-Connected Projects

Project prompts to get you started

**Community partners play an essential role in providing students with authentic problem-solving experiences.**

Regardless of the type of organization, the following areas are great places to identify services and projects that students can complete. In this document, you will find examples of experiences that students can have with community partners—these can guide professional mentors in developing projects, or opportunities where students can identify projects to pitch to clients.



**Business  
Growth**



**Operational  
Support**



**Marketing &  
Customer  
Engagement**

## Key Insights

### Repeatable Client-Connected Projects (CCPs)

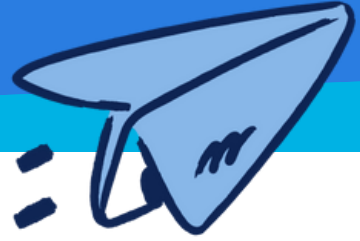
Repeatable CCPs are designed to be sustainable and adaptable, allowing educators to engage new groups of students in meaningful, real-world experiences year after year. Once a project's goals and deliverables have been successfully tested, it can be repeated with the same client or adapted for new clients, ensuring a continuous partnership between the school and the community.

When planning CCPs, it's essential to consider how a project can be repeated and refined over time. Keep detailed notes on what worked well and what could be improved, enabling you to enhance the project for future sessions, semesters, or years. Additionally, if students' deliverables need further development to meet client standards or if organizational changes occur (such as shifts in reporting systems or media strategies), these projects remain valuable learning opportunities. In such cases, partners should collaborate with the Real World Learning (RWL) team to develop new open-ended challenges or elevate the work into internships or paid opportunities for students, keeping the projects authentic and impactful.

### EXAMPLES

- Project | Annual or Quarterly Reports
- Client | Any business
- Lead Class | English, marketing, photography, graphic design
- Deliverables | Case statements, testimonials, surveying, informational graphics
- Students help gather testimonials, take photos, and create informational graphics that capture the annual or quarterly successes of an organization.
- Project | Social Media Strategy Revamp
- Client | Local non-profit organization
- Lead Class | Business, marketing, media studies
- Deliverables | Social media calendar, content creation, analytics report
- Students work with a non-profit to update and enhance their social media strategy, providing fresh content ideas and a schedule for posting that aligns with the organization's goals.

# Business Growth



## Market Research

Students can perform a market analysis for specific opportunities or events for the client.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students develop and submit a report with details on existing best-practice benchmarks or competitors. They identify key trends associated with the growth of the company or the profession as a whole and determine key drivers for its success.

### GUIDING QUESTION

How might we be more successful with [insert product] or [insert demographic], and how will we know when performing competitively or opportunistically?

## Survey & Analysis

Students develop a survey and provide analysis and presentation of results.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students provide a report summarizing trends, leads and opportunities for actionable interventions and strategies to consider that align with the corporate vision.

### GUIDING QUESTIONS

How might we increase revenue or grow our business presence/impact in [specific area], and who should we connect with to do so?

### OPTIONS

If successful, students could extend the initial project into a commission for deeper analysis of other collaboratively developed next steps as determined by the client host.

## Prospect Research

Students research and segment existing lead lists (~100 prospects) based on previous interactions with the business, website, or through other channels.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students create a database of prospects that includes contact name, company they are associated with, their title or role, and contact information (phone #, email address, etc.).

### GUIDING QUESTIONS

How might we increase our customer or constituent base, and who should we connect with to do so?

### OPTIONS

Extend project into designing a campaign or outreach strategy

## Audience (Customer) Profile

Students use the client's website, email analytics, and interviews to create an audience or customer profile.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students generate a demographic report of current website visitors, creates an audience profile, and researches target audiences to better understand and offer suggestions on how the client might be of better service.

### GUIDING QUESTIONS

How might we increase our connection to our wider audience or target populations with products and services that will convert visitors and followers into leads?

## Lead Generation

Students identify 25 companies/contacts that fall under the client-defined audience or customer profile.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students provide a report summarizing leads and opportunities for clients to make connections (including corporate profiles, contact names, and contact email addresses) for decision-makers.

### GUIDING QUESTIONS

How might we increase revenue or grow our business presence or impact in [specific area], and who should we connect with to move that vision forward?

### OPTIONS

If successful, students could extend the project into making initial contact with leads.

## Other Ideas for Business Growth

### ATTRACT AUDIENCE

- Blog
- Keywords & SEO
- Social Publishing

### AUDIENCE RESEARCH

- Social Polls
- Surveys

### CONVERT LEADS

- Online Forms
- Call to Action Landing Pages

## KEY INSIGHTS

*On the one hand, there are always startups, nonprofits, or organizations that have back-burner wish lists—things they'd like to get to if they had more time or resources. These are great opportunities for CCPs. On the other hand, some organizations need particular access to young people to drive their own interests, missions, and projects forward. Although these opportunities need some heavy vetting, they can provide win-win student projects as well.*

# Operational Support



## Data Cleansing

Students can work with a client's dataset to remove duplicates, update outdated records, ensure consistent formatting exists, verify its integrity, and provide all-around quality control.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students extract, process, and upload information into client databases and data systems.

### GUIDING QUESTIONS

How might we ensure there is an accurate set of information to [connect with customers, manage processes, or report results]?

## Talent Sourcing

Using a position description, students identify 25 candidates to recommend as highly qualified and deserving of consideration for a given position.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students provide a brief rationale for why a candidate is being recommended, and will provide customized interview questions based on information available in the candidate's resume to better gauge candidate fit and alignment.

### GUIDING QUESTIONS

How might we find the best candidates to consider for [insert position]?

## Data Insights

Students review and manipulate a dataset (sales, operations, financial, transportation, logistics, etc.) provided by the client.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

After reviewing the data, students provide a summary of actionable insights that will benefit the client's stated objectives.

### GUIDING QUESTIONS

How might we identify trends in [insert business area] that will help us increase revenue or grow our business?

## Physical Space Review or Design

Students may design a plan to make physical space more efficient, safe and aesthetically appealing for customers or employees.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students may conduct interviews and focus groups or develop surveys to understand the intended purpose and most optimal methods of utilizing the space. Students can produce a plan and budget for physical space enhancements.

### GUIDING QUESTIONS

How might we create an environment that allows our customers to better engage with our business or for our employees to be more productive?

## Other Ideas

### DATA ANALYSIS

- Cost Analysis
- Forecasting

### CUSTOMER RELATIONS

- Data Scrubbing
- Customer Relationship Management (CRM)

# Marketing & Customer Engagement



## Event Planning

Students develop a plan to bring customers/constituents together and build connections in support of the business/organization. Establish a plan for promoting the event, attracting guests, working within a budget, and meeting engagement priorities.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students create a budget and “run of show” document outlining the details and itinerary of the event. Students develop a promotions strategy.

### GUIDING QUESTIONS

How might we effectively engage customers/constituents in support of our products/services/event objective?

### OPTIONS

Extend the project to include producing and implementing components of the event.

## Email Marketing Campaign

Students develop a series of three to five emails to help promote an upcoming client initiative. The emails should be structured to be sent out sequentially and play off each other to drive engagement for the client.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students provide a draft and final copy including key art and hyperlinks. They can also provide recommendations on layout, call to action, and the timeline for sending.

### GUIDING QUESTIONS

How might we use email content to build engagement around an initiative?

## Case Studies

Students create case studies for print or digital to be used for marketing purposes.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students provide a final written case study that includes key art, customer quotes, and the impact.

### GUIDING QUESTIONS

How might we use customer impact to market our services?

## KEY INSIGHTS

*Students are most motivated when their ideas can actually work and real progress can be made in turning them into realities. For this reason, find clients who are willing to provide early, authentic feedback. It's even better if the client has a vested interest in the ideas themselves and is committed to action on them.*

## Graphic Design

Design three to four pieces of marketing collateral for an event or campaign. Students will work with the client to identify the information needed, the medium for the finished pieces, and the audience.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students provide draft artwork and incorporate client feedback into finished digital art.

### GUIDING QUESTIONS

How might we create brand awareness, engagement, or attendance via well-designed marketing collateral?

## Customer Feedback

Students develop a plan to gather experience data from customers. They will identify potential feedback vehicles, seek responses, and identify and summarize key themes and opportunities for action.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students begin by creating a strategy document for seeking feedback, and then implement it, culminating in a final report including customer responses and recommendations.

### GUIDING QUESTIONS

How might we use customer feedback to improve customer relations or business operations?

### OPTIONS

If successful, students could extend the project and create a customer journey or customer profile.

## Social Media Strategy

Students create a social media strategy proposal. The posts should have a good mix of thought leadership and informational and promotional content.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Students develop a social media calendar that includes two posts per day for a single month with recommendations on implementation and measurement.

### GUIDING QUESTIONS

How might we leverage social media platforms to better engage with our customers or industry?

## Content Creation

Students research and draft a 1,200-1,600 word blog or edit a video on a specific topic provided by the client. The content should be consistent with the client's brand.

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

Create an outline/draft version for approval and a final blog post or video story.

### GUIDING QUESTIONS

How might we establish our business as an expert in [insert industry/field/topic] through written publication or short video?

## Other Ideas

### CONTENT

- Social Polls
- Surveys

### TESTIMONIALS

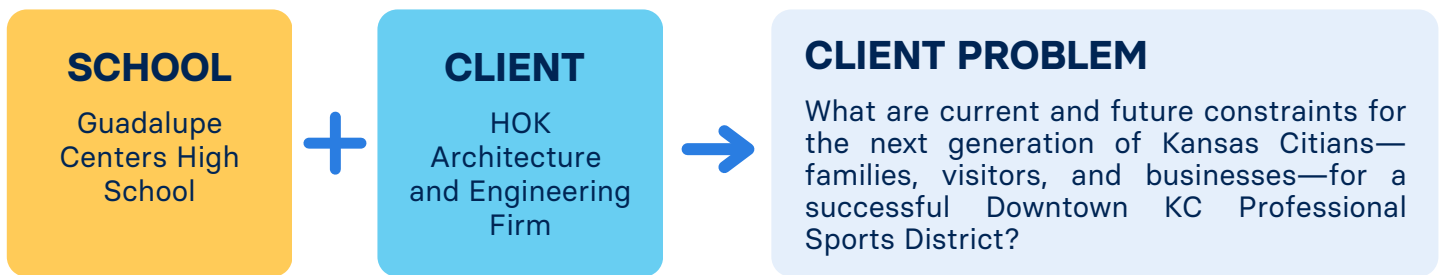
- Blog
- Keywords & SEO
- Social Publishing

### OUTREACH / ADVERTISING

- Online Forms
- Call to Action
- Landing Pages

# CCP Case Study

## Startland EDU Teacher Accelerator Program



### SCHOOL

Guadalupe Centers  
High School

### CLASS

English Language Arts 4

### TEACHER LIAISON

Kate Sweeney

### LENGTH OF PROJECT

Semester-long

### OTHER POTENTIAL COURSES FOR CONTENT ALIGNMENT:

Architecture/ Design; Math;  
Social Studies



*"This project helped me because I want to become an architect [...] I learned that when you're building something, you need to think about three things: the society—what the people want and need; the environment—if it will impact it; and the economy—if it will increase it."*

—Victoria, GCHS senior, team lead

## Project Overview

HOK, Kansas City-based design firm, is responsible for designing upcoming new downtown stadiums. Being a firm of mostly millennials and older, they want input from Gen-Z experts—the youth themselves. The students conducted research on the habits, trends, and needs of their generation and designed and pitched initial renderings of elements to include. They met with their client in weekly Zoom meetings and as needed with assigned SME mentors.

## Behind the Scenes

### TEACHER PROCESS:

Ms. Sweeney was a first-year teacher/ career-change professional, spending over a decade in the business and finance industries. She leveraged her comfort with industry practices and habits, including project management, while learning to integrate ELA standards into this client project she designed with her real-world learning coordinator. Together, they set up a portfolio assessment process to align with narrow ELA MO State standards. The project is one example of a second-semester capstone project for her senior English class.

### STUDENT PROFILE:

GCHS is a Title 1 school in Kansas City's urban core with a majority Latinx student population. Many students are varying degrees of language learners and often have lower confidence in and affect toward traditional ELA/ core-content classes. Also, students in this project were virtual for more than three-quarters of the year. Some students thrived in the client project, whereas others struggled with pandemic and remote-related challenges.

### TEACHER REFLECTION, GUIDEPOSTS, AND INSIGHTS:

#### Successes:

- Power in portfolio assessment: students' choosing artifacts and reflecting.
- RWL provided salient learning for language learners; for ELA, standards for soft and professional skills.
- Students reflected on the benefits of group work despite resisting it at first.
- Students adapted creatively to setbacks and challenges and showed resilience.

#### Next time, I will focus more on:

- Level-setting expectations with clients on the front-end.
- Anticipating motivation needs in the "messy middle" of projects.
- Practicing gradual release of control.

# CCP Case Study

## Startland EDU Teacher Accelerator Program

### SCHOOL

Basehor-  
Linwood High  
School



### CLIENT

Geeks for Kids



### CLIENT PROBLEM

How can we at Geeks for Kids find a battery for our cars that better meet the needs of our clients?

### SCHOOL

Basehor-Linwood  
High School

### CLASS

Innovation Academy (IA)

### TEACHER LIAISON

Jay Johnston

### LENGTH OF PROJECT

Semester-long

### OTHER POTENTIAL COURSES FOR CONTENT ALIGNMENT:

Science/Engineering



*"Once you tap into a passion point for a student, the project drives itself."*

—Jay J., IA Facilitator

## Project Overview

Geeks for Kids is an organization that builds motorized vehicles for kids with movement disabilities. The problem they were having is that their car batteries were dying too quickly. Kennedy, a BLHS student, was able to take on the project of researching, sourcing and testing new batteries for Geeks for Kids, meeting with outside experts, attending GfK Saturday build days, and ultimately helping them purchase and install new batteries for their cars.

## Behind the Scenes

### TEACHER PROCESS:

In IA (flexible microschool model), students receive relevant credits (dependent on their project) and are assessed on project management and content power standards. Mr. Johnson meets with his students to set three goals at the beginning of every week. They conduct regular class standups. The touch points with the client vary, but they need to be at least three times (beginning, middle, and end-of-project deliverables). They have a showcase for the community at the end of the semester.

### STUDENT PROFILE:

This student was a junior who didn't care much about school and entered the Innovation Academy to try something different. At first, he struggled to find a project and only knew he liked working with cars. His passion and drive were ignited once he found Geeks For Kids through another teacher's connections.

### TEACHER REFLECTION, GUIDEPOSTS, AND INSIGHTS:

Overall, these types of client projects are for every student—not just high-flyer, academically-inclined students—and can engage those most checked out on school, leading to a more confident and successful young person.

### Successes:

- Starting with student interests—finding passion points drives the student through the project's ups and downs.
- Students making industry connections even during the pandemic
- Many students are now versed in design thinking, which has had a compounding effect

### Next time, I will focus more on:

- Steady work-flow: getting away from "furious flurries"/"dry spells"
- More peer-peer feedback
- Potentially pushing more group work rather than individual projects

# CCP Case Study

Startland EDU Teacher Accelerator Program

## SCHOOL

Notre Dame de Sion



## CLIENT

Young Family Farm



## CLIENT PROBLEM

How can we better market our products to the community?

### SCHOOL

Notre Dame de Sion

### CLASS

Designing Real World Impacts

### TEACHER LIAISON

JPrentiss Earl; Katie Durkin

### LENGTH OF PROJECT

3–5 months

### OTHER POTENTIAL COURSES FOR CONTENT ALIGNMENT:

Business/ Marketing; ELA/ Communications; Social Studies; Culinary



*"I've noticed that a lot of my other learning across high school is me, me, me...nothing is about community; nothing is really about other people. You're not trying to help the person sitting next to you; you're supposed to beat the person sitting next to you. [...] Coming here is not that environment, and I think we are more productive because we don't have that environment."*

—Sion Senior, DRWI student

## Project Overview

A team of students in Designing Real World Impacts (DRWI) identified food insecurity as a key issue and began their design thinking process with empathy work, interviewing a local chef who connected them to Young Family Farm, a family-run urban farm. By understanding the farm owner's pain points, the students discovered a need for a stronger marketing strategy. After developing and executing their plan, the farm's sales doubled within a week.

## Behind the Scenes

### TEACHER PROCESS:

DRWI is a half-day class that teaches students how to take on resume-worthy passion projects that serve the community in some form. With teacher guidance, the students in DRWI are responsible for sourcing their own clients or entrepreneurial endeavors. The instructors aim to connect the students with community partners that fit their interests, and from there, students must focus on the scope and purpose of their project.

### STUDENT PROFILE:

The Sion students in DRWI are juniors and seniors attending an academically competitive private college prep school. The course aims to deconstruct their understanding of true learning and success, which definitely goes against the grain of the traditional high-achieving culture. Students do a lot of reflection on the different experience they have in DRWI compared to the rest of their education career. Often times the students who have the hardest time embracing DRWI or choose not to take the course are the ones who are most "high-flying"/ successful in the traditional model.

### TEACHER REFLECTION, GUIDEPOSTS AND INSIGHTS:

The authentic engagement that happens in these projects—both in the highs and the lows of the process—is incomparable with traditional classroom work.

### Successes:

- Weekly check-ins, high energy, set and track goals
- Students building their own networks and securing their own mentors and community partners in the "research and discovery phase"
- Students learning perseverance and resilience when they hit walls

### Next time, will focus more on:

- Building a culture of feedback: student to student; student to instructor; instructor to student