

G U I D A N C E

Client-Connected Projects (CCPs)

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Connecting Students With Professionals to Solve Problems



MVA DEFINITION

Learners analyze and solve authentic problems by working in collaboration with other learners and professionals and impacting employer, civic, social, or faith-based organizations.

MVA-Level CCPs Include:

- Client-identified open-ended problems whose potential solutions provide value to the community partner/employer.
- Authentic methods and tools used by professionals in the work environment, including project management and process.
- Mentoring and evaluation by clients at multiple points throughout the process (4+ hours).
- Twenty-four (24) hours of engagement in project work that aligns with course goals.
- Output or product solves a problem or addresses an employer need that is viewed as valuable by the client(s).
- Feedback from stakeholders and potential mentoring from SMEs.

Why?

Benefit for Community Partner (Client / Employer)

Community partners benefit by gaining access to emerging talent through community and employer partnerships, enhancing awareness of their organization, and expanding their capacity to complete important but non-urgent projects. Additionally, they can resolve back-burner projects or problems innovatively through the contributions of students.

Benefit for Students

Students benefit by engaging in authentic project work that allows them to expand their professional network and social capital. Through real-world encounters with client feedback, they develop important Portrait of a Graduate (POG) traits. Additionally, they have the opportunity to establish professional relationships with clients, which can potentially lead to future opportunities such as internships or Youth Apprenticeships.

Benefit for Educators

Educators benefit by gaining exposure to industry trends and expectations, which helps them develop a greater understanding of potential career pathways. This knowledge enables them to increase student engagement by incorporating real-world context into their teaching, thereby strengthening the connections between classroom learning and professional practice.

SPECIAL CONSIDERATIONS IN PLANNING

- Anticipating potential barriers or circumstances that may crop up will allow the RWL team to support students adapting to events such as clients changing jobs or losing funding for a project.
- Subject matter experts can be helpful addition to clients. They can support students who need to use specific skills or tools, provide community partner contact in situations where students are not making connections out of their comfort zone, and provide professional feedback.



Pre-MVA Opportunity

Some RWL experiences may be missing one or more important MVA element, such as simulation projects whose solutions won't be implemented. These are valuable experiences for students that will support development of POG traits in preparation for future MVAs!

STUDENT PREPARATION

Encourage students to take advantage of opportunities to use their voice and agency.

Review policies, procedures, and resources with students, ensuring they can access them easily.

Guide students in researching the business or community partner.

Help students set clear personal goals and revisit them regularly with you and their counselor.

CLIENT PREPARATION

Develop an onboarding process that ensures the client understands their role, the role of teacher and RWL coordinator, what to expect, and who to contact with questions or issues.

Review district policies with the client including modes of communication and travel, if applicable.

Remind clients that while a viable solution to their problem is desirable, they may be working with students who are still working on the skills to produce quality products.

Make sure the client understands they will be working with the students directly and not with the teacher as an intermediary unless absolutely necessary.

Encouraging Student Agency

Encouraging student agency is not always natural for clients (or even educators.) Make sure all adults are aware that the goal is for students to develop skills they can transfer to other experiences, and working to remove reliance on adults is a crucial step in the process. Jumping in to help at the first sign of struggle can signal to students that they can't be trusted to make decisions.



01 Assemble The Team

RWL COORDINATOR

A representative from the school who helps facilitate client connection.

CLIENT

A representative from the client organization who provides a problem for students to solve.

TEACHER/EDUCATOR

A teacher supervising student groups.

SUBJECT MATTER EXPERT (OPTIONAL)

Can offer students advice and share resources and techniques to help improve project outcomes.

02 The Plan

PROJECT PROMPT

The client should identify a project or problem from their to-do list that a high school student (or team of students) could help tackle or solve.

PROJECT DESCRIPTION

Develop a plan that includes deliverables and a time frame for completion.

03 Quality Considerations

- Project planning documentation showing process.
- Use of authentic methods and tools relevant to the industry.
- Viable product and/or service that is evaluated by the client.
- Work aligns with students' course of study.

04 Student Voice, Agency & Support

Refer to Student Centered Practices on Page 24 - 27, but a few things to consider:

- Students request and receive feedback from professional mentors.
- Students retain some agency of the project (not a predetermined series of steps).
- Students can describe their experience and the value of the achievement and be prepared to add it to their resume or LinkedIn profile.

05 Assessment & MVA Completion

- Engaging in at least 24 hours of project work with 4+ hours of client connection.
- Work in a collaborative/team setting and complete a project process cycle.
- Employer provides feedback.
- Demonstrate mastery of course learning standards and reflect on development of student outgrowths.



Can an Eagle Scout or Girl Scout Gold Award count as a CCP when all of the criterion are met?

Yes, if it meets the quality of a CCP as noted on the previous page.

Is the Seal of Biliteracy considered an MVA?

The “Seal” itself is not considered an MVA, but simple connections to professional experiences can get it to a CCP or EE. Examples include working with organizations to translate materials or working with district ELL educators to develop professional learning materials for other teachers.

Alternatively, schools can find ways to connect the “Seal of Biliteracy” to college-level credit (e.g., Guadalupe’s CLEP program).

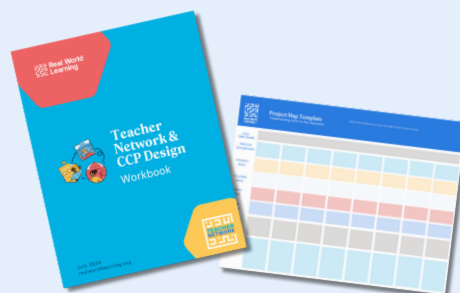
How do you count “out-of-school” experiences, part-time jobs leadership, or service experiences as CCPs or EEs?

The question “Is completing ____ equal to an MVA?” can be answered by looking at the student outgrowths and “quality considerations for CCPs, EEs, or Internships. (i.e., Did the student work with an expert in the field for the recommended amount of time to learn and receive feedback while completing ____?)



CCP Workbook for Teachers

- Considerations for Planning
- Outcomes: Learning Targets & Essential Skills
- Setting Goals
- Project Process
- Sourcing Community Partners



- Elements of a Quality MVA
- Transitioning to Student-Centered Practices
- Building Resources to Support Learning
- Grading and Feedback Practices