Real World Learning

**VERSION 1
March 2024**

Market Value Asset Achievement

DEVELOPING SYSTEMS + PREPARING STUDENTS

A GUIDE FOR SCHOOLS AND COMMUNITIES

"The MVA, for all its efforts, changes how schools operate, how community partners interact with schools, and even what it means to be a high school graduate."

Contents

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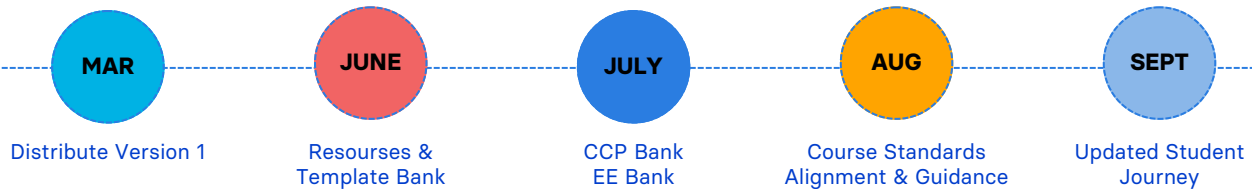# Contents

Preface and Acknowledgments

Purpose & Context

Although this guide is tailored for the Real World Learning collaborative in the greater Kansas City area, its recommendations, resources, and templates can benefit any school or community that offers real-world learning experiences for high school students.

Regardless of how Market Value Assets (MVAs) are implemented, they require specific attributes for a high-quality experience. These include a meaningful project, student agency, practical application, skill development, and professional networking opportunities.

This guidance document aims to ensure consistency in MVA implementation across all districts and schools. It also aims to establish a shared understanding and common outcomes among educators involved in MVA implementation. While reviewing, consider the following: Are MVAs consistently applied in your district? Do all educators share the same understanding of MVA implementation?

TIMELINE OF REVISIONS & ADDITIONS

MAR	JUNE	JULY	AUG	SEPT
Distribute Version 1	Resourses & Template Bank	CCP Bank EE Bank	Course Standards Alignment & Guidance	Updated Student Journey

Contributors

Real World Learning has adopted a systemic approach to supporting educational change. Building a collaborative requires buy-in from stakeholders, which was reinforced with the ratification of the RWL 2.0 Strategic Plan. These stakeholders, including educators, employers, and community partners, have informed the guidance for MVA experiences in this guidebook. In addition, resources and guidance have been provided by the 35 RWL network districts and the following individual and intermediary partners:

Resources from RWL Master Teachers

Andrew Smithson — Hickman Mills School District
Annie Flurry — Shawnee Mission School District
Destiny Marsh — Smithville School District
Emily Craig — Raymore-Peculiar School District
Dr. Jonathan Hart — Lee's Summit School District
Kaitlyn Lafrenz — Kearney School District
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Stephanie Wixon — Shawnee Mission School District
Tiffany Dixon — Shawnee Mission School District
Tori Deneault — Piper School District

This artifact is intended to be a living document that the RWL Superintendent Leadership Advisory group and the RWL Network Advisory (made up of employers, intermediaries and educators) will review annually.

Intermediary Partners

In 2017, PREP-KC introduced the term Market Value Assets, noting that students graduating with diplomas and valuable experiences (MVAs), such as college credit and internships, gain advantages over their diploma-only peers.

- Blue Valley CAPS
- The Cambrian Group
- Debruce Foundation
- Getting Smart
- History CoLab
- Junior Achievement 3DE
- KC STEM Alliance
- Northland CAPS
- On The Up
- PREP-KC
- ProX
- Startland
- Student Reporting Labs
- Success Ready Student Network
- The Urban Education Research Center (UERC)
- Uncharted Learning

Introduction to Real World Learning & MVAs

Introduction

In 2018, the Kansas City Real World Learning Collaborative was born with the vision of stakeholders from schools, communities, businesses, and industries collaborating to redefine the high school experience for future graduates. At the time, there were some immersive work-based learning experiences offered by school districts, business partners, and intermediaries. Although these experiences were valuable, they were limited in scale and not accessible to all students. However, they laid the foundation for a region-wide effort to provide equally valuable experiences to every high school graduate, aiming to enhance student outcomes while meeting workforce demand.

Our goal is to ensure that by 2030, all students in the Kansas City region graduate with one or more Market Value Assets.
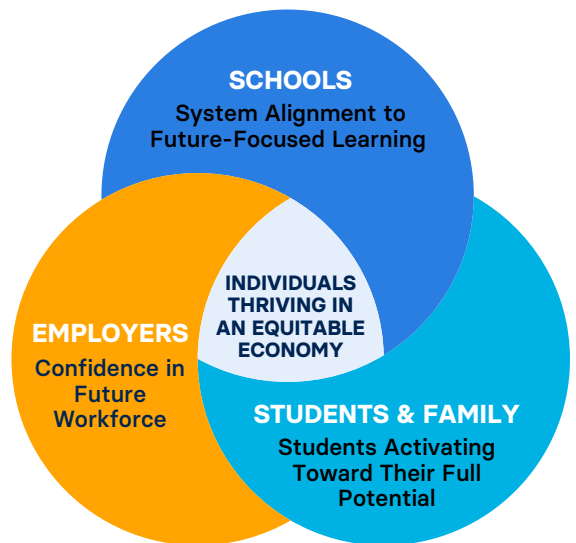
Cultivating an Active and Equitable Two-Sided Market

Real World Learning in Kansas City relies on a dynamic partnership between education and employers. Like many markets, this regional community of communities has historically faced challenges in efficiently and fairly connecting both sides for meaningful and sustained collaborations. However, as the network of districts adopted a common framework, it became easier for employers to find suitable entry points. Consequently, businesses started creating activities that helped students understand their skills and professional networks, paving the way for meaningful career paths.

Moreover, as school districts succeeded in providing opportunities for students, industry leaders began changing their approach to talent acquisition and development. This created a natural opportunity for coordinated K–12 engagement.

Honing In On "The Why" for MVAs

Initially, it's easy to view MVAs as professional skill-building experiences for the workplace. Although this is true, it's essential to recognize that a high-quality MVA profoundly impacts how students perceive themselves and engage with the world. As one Kansas City administrator noted, "MVAs drive the why, but the ultimate goal is student outgrowths." In her book, "Who You Know," Julia Freeland Fisher argues that students who would benefit most from meaningful relationships are often least likely to reach college. However, immersive MVA experiences empower students, fostering self-awareness and confidence.

SCHOOLS
System Alignment to Future-Focused Learning

INDIVIDUALS THRIVING IN AN EQUITABLE ECONOMY

EMPLOYERS
Confidence in Future Workforce

STUDENTS & FAMILY
Students Activating Toward Their Full Potential

Access and Equity: Why KC's Real World Learning Collaborative is Unique

The term "real-world learning" isn't unique, but what sets Kansas City's collaborative apart is notable. The goal of ALL students graduating with an MVA means districts must address barriers hindering historically marginalized groups from benefiting. MVAs are "uniquely elegant" because whereas definitions are standard, how schools, teachers, and businesses organize for accessibility varies. In Kansas City, the 80+ high schools in the RWL Collaborative are diverse—urban, suburban, and rural, with varied socioeconomic, racial, and ethnic populations. Yet, each school has RWL in its strategic plan and strives for the collaborative's overarching goal.

Preparing for Real World Learning

Real World Learning & MVA Scope & Sequence

The journey to real-world experiences should begin as early as elementary school and allow students to own their path by recognizing their unique interests, passions, and goals. All students should have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success. Results should be monitored, documented, and included in a student's personalized learning plan.

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Market Value Assets

Building Pathways to Success for Future Learning and Employment

What is a Market Value Asset?

A Market Value Asset (MVA) is a cornerstone experience that prepares a student for future learning and employment. MVAs are authentic previews of the world of work or post-secondary education. While the professional and academic worlds are ever-changing, the outgrowths* students develop when they work on authentic projects with real employers and mentors are durable enough to benefit them throughout their lives.

The Kansas City Real World Learning network recognizes the following categories of MVAs:

Work Experiences

INTERNSHIPS
Learners perform authentic job tasks at a worksite or approved location (including virtual) under the guidance of a qualified supervisor. These experiences typically include some of the following:
- Academic credit (high school or college);
- Compensation;
- One hundred and twenty (120) hours of engagement; and
- Performance is evaluated by the work manager in addition to the educator.

CLIENT CONNECTED PROJECTS
Learners analyze and solve authentic problems by working in collaboration with other learners and professionals and impacting employer, civic, social, or faith-based organizations. These experiences typically include some of the following:
- Authentic methods and tools used by professionals in the work environment;
- Mentoring and evaluation by working professionals with multiple interactions;
- Twenty-four (24) hours of engagement, with project work throughout the school day(s) facilitated by the educator;
- Output or product solves a problem or addresses an employer need that is viewed as valuable by the client(s); and
- Performance is evaluated by the work manager in addition to the educator.

YOUTH APPRENTICESHIPS
Learners combine academic and technical classroom instruction with work experiences through a program registered with or through an employer sponsor. Historically involving skilled trades careers but increasingly applied to all occupations.

Entrepreneurial Experiences (EEs)

Using input and support from multiple stakeholders, learners iteratively analyze, prototype, implement, reflect on, and adapt potential solutions to a problem. Outputs of EEs typically include some of the following:
- Learners themselves identify, research, and develop a solution to solve a social or market problem;
- A market and stakeholder research summary;
- A business plan that includes an assessment of costs and benefits associated with the development and operation of their solution; and
- Feedback from relevant external stakeholders obtained through exhibition or Shark Tank–type pitch opportunities.

Regionally Vetted IRCs
(Industry-Recognized Credentials)

These typically include: current lists published by state education departments (reviewed with employers and validated for applicability and relevance), and regionally customized and vetted credentials.

College Credit

Nine (9) or more hours of college-level credits, in which the student completes coursework progressing towards a college degree.

*Updated March 2024 - Updates are intended to provide clarity and developed in collaboration with RWL Superintendents & MDRC

5

Student Outgrowths

When a student has a deep, rich, immersive MVA experience, they...

become a new-and-improved version of themselves, aware of their skills and abilities with a new confidence that is truly justified.

Ideally, a student who earns a Market Value Asset:

BENEFITS FROM SOCIAL CAPITAL
A student feels confident contacting a "weak tie"—a person they have interacted with just enough to be recognized—for help or mentorship.

REVISITS AND TESTS INTERESTS
A student regularly asks, "Is this something I want to do in the future?" They explore and update the path they are on as they experience more.

SEEKS FEEDBACK FROM MENTORS WHO ARE OUTSIDE OF THE SCHOOL CONTEXT
A student understands that authentic feedback helps them and their work. They embrace positive and critical comments, adjusting along the way.

COMMUNICATES CLEARLY
A student can communicate complex ideas and needs in writing or verbally, even to people who are unfamiliar to them.

PLANS AND MANAGES PROJECTS
A student can envision and express the steps needed to accomplish a project.

COLLABORATES TO AN END
A student advocates for changes, works with others on shared goals, and finds compromise when necessary.

IS PROACTIVE
A student advances a project with regular employer–student engagement points. Eventually, students become so valuable that they don't need to ask for work.

WORKS THROUGH DIFFICULTY
A student is comfortable with assignments that stretch what they already know and have done.

IS COMFORTABLE IN DIFFERENT CONTEXTS
A student doesn't mind working on unfamiliar assignments, with new people, or in new places.

CONDUCTS RESEARCH AND REFINES PLANS
A student seeks external input (e.g. Google searches, contacting "weak ties," joining interest/industry/affinity groups) at all stages of a project.

Encouraging Student Agency
Voice & Choice in Real World Learning Experiences

A key component to the work of Real World Learning is ensuring student agency exists in each MVA experience. When voice and choice are proactively planned, student outgrowths are all but assured.

A core tenet in this work is empowering students to take ownership of their learning journey, make meaningful decisions about their education and career pathways, and actively shape their overall high school experience based on their unique interests and goals.

Examples of Student Agency in CCPs & EEs

CHOICE

What it looks like:
- Students choose/apply for projects they are interested in.
- Students work with teams to assign roles and norms.
- Students create team and personal schedules.
- Students decide how to navigate team dynamics and challenges.

PROJECT AUTONOMY

What it looks like:
- Students work through steps of projects independent of adult direction when possible.
- Students create the agenda and focus of client meetings.
- Students identify and solve problems within project.

STORY OWNERSHIP & REFLECTION

What it looks like:
- Students reflect on artifacts of work (work submissions, blogs, vlogs, etc.).
- Students reflect on personal acquisitions, outgrowths, and learning standards and are able to communicate their growth.
- Students showcase work to the community
- Students transfer experiences to resumes, cover letters, or portfolios.

The Student Journey

A path created in partnership with employers and educators

EXPLORE
Develop awareness through short bursts of content or activities, such as a workplace tour or virtual career introduction.

ENGAGE
Apply learning through practical experience, such as CCPs

IMMERSE
Perform work in authentic environments with other working professionals, such as in an internship or apprenticeship.

PREK - 5TH GRADES
Interest awareness & exposure to jobs

MIDDLE SCHOOL/ JUNIOR HIGH
Interest awareness, exploration into industries, & career clusters

EARLY HS 9TH & 10TH GRADES
Career exploration & Practical Experiences via MVAs

11TH & 12TH GRADES
Practical or immersive experiences via MVAs

BEYOND
Student can apply and share outgrowths

EMPLOYERS ARE ON THIS JOURNEY WITH STUDENTS CREATING AWARENESS, BUILDING INTEREST AND PROVIDING OPPORTUNITIES

Where do educators fit into all of this?

Design
- Design exploration experiences and MVAs to fit your courses' and students' needs.
- Identify the standards/learning targets you will assess through the projects.
- Pro Tip: Take just enough time to plan a great project prompt and "overcommunicate" with clients. You can front-load planning time to help alleviate future troubleshooting.

Refine & Ask for Support
- Reach out to your Real World Learning coordinator and instructional coach to support and refine your work.
- Ideate backup plans for any surprises (e.g. delays, client changes, unexpected barriers).

Collaborate
- Work with other educators at your school and across the RWL network to share project planning materials and best practices.
- Build a relationship with the client to ensure employers' needs and classroom needs are in sync.

Is This Project a CCP / EE MVA?

Hallmarks and Guidance for a Quality Experience

The following checklist is a guide for answering the question "Is this project an MVA?" It can be used for both in and out-of-school CCP and EE experiences to determine if they meet the quality standards of an MVA.

Hallmarks

Guidance & Outgrowths

✓ PROFESSIONAL INTERACTION

Hours of client/subject matter expert (SME) interaction: 4+ HRS

OUTGROWTHS:
- The student develops positive, personal, and professional relationships with the client and/or SME to the point that they can be included as a reference on a resume.

✓ OUTCOMES

Students meet course learning targets
Students develop essential skills

OUTGROWTHS:
- The student compiles evidence of learning and skill growth, makes connections, and reflects thoughtfully on pursuing personal goals in a portfolio of work.

✓ DEPTH

Problem is open-ended, multifaceted, and requires application of new learning

OUTGROWTHS:
- The student uses higher-order critical thinking, including evaluation, analysis, and synthesis.
- The student recognizes and transfers their application of skills to discussion, creation, and revision in areas outside the course and project.

✓ VALUE

Project benefits student, organization, community and/or customer(s).

OUTGROWTHS:
- The student is confident and proactive in identifying and solving problems in varied contexts.
- The organization's problem is solved and/or the community or market need is filled.

5 Ways to Signal MVA Evidence

Can students recognize the value of their real-world experience?

1. Social Capital

A student feels confident contacting a "weak tie"—a person they have interacted with just enough to be recognized—for help or mentorship

2. Self-Reflection

A student can ask themselves, "Is this something I want to do in the future?" They explore and update the path they are on as they experience more. Students realize their strengths/abilities and know how to apply them to future opportunities

3. Shares Experience

A student is able to explain their experience including skills they gained in casual conversation—that is a "hallway pitch" (aka the "elevator pitch"). When asked, they can tell a parent or friend why this was a valuable experience.

4. Prepared for the Next Step

A student has the language and understanding to describe their experience on a resume, their LinkedIn profile, college application, scholarship or job application.

5. Seeks Feedback

A student seeks feedback from mentors who are outside of the school context. A student understands that authentic feedback helps them and their work. They embrace positive and critical comments, adjusting along the way.

RESUME-WORTHY STUDENT OUTGROWTHS

- **Communicates clearly**—A student can communicate complex ideas and needs in writing or verbally, even to people who are unfamiliar to them.

- **Plans and manages projects**—A student can envision and express the steps needed to accomplish a project.

- **Collaborates to an end**—A student advocates for changes, works with others on shared goals, and finds compromise when necessary.

- **Is proactive**—A student advances a project with regular employer–student engagement points.

- **Works through difficulty**—A student is comfortable with assignments that stretch what they already know and have done.

- **Conducts research and refines plans**—A student seeks external input (e.g. Google searches, contacting "weak ties," joining interest/industry/affinity groups) at all stages of a project.

Internships

Internships
Creating Successful Internship Experiences

Building successful internships is rooted in both student and employer commitment to learning. In most cases, a perfect fit doesn't exist, but when you combine a student's desire to learn and build skills with an employer that wants to provide rich learning and opportunities to build skills—magic can happen.

Readiness

Readiness is a key consideration—students should have already been exposed to real-world learning experiences that build on one another, and employers should be familiar with the expectations around working with aspiring young professionals.

Student Preparation

Student preparation should include building AWARENESS of the variety of ways to apply skills and interests to work. Then, cultivating that awareness into INTEREST in more specific jobs or industries might happen through job shadows, career fairs, SME interviews, or site visits/tours. When a student is ready for ACTION and to be matched, the process and requirements should be transparent and supported.

Employer Preparation

Employer preparation should include creating an internship job description and planning the work within the team hosting the intern(s). Work should balance exposure across different business departments and provide opportunities to go deeper on a project. Identifying a manager responsible for monitoring and supporting progress is required; an additional mentor is even better. Students should interview with their hiring manager before being placed. That manager will be prepared to complete a performance evaluation similar to employer practices to provide feedback on skills and information for grading.

STUDENT + TEACHER INPUT
▼ ▼ ▼

STUDENT INTEREST + READINESS

STUDENT SUCCESS

EMPLOYER INTEREST + READINESS

▲ ▲ ▲
EMPLOYER INPUT

Fortifying the internship experience and partnership could include a final and public presentation that celebrates the student's work and the employer's support in the experience.
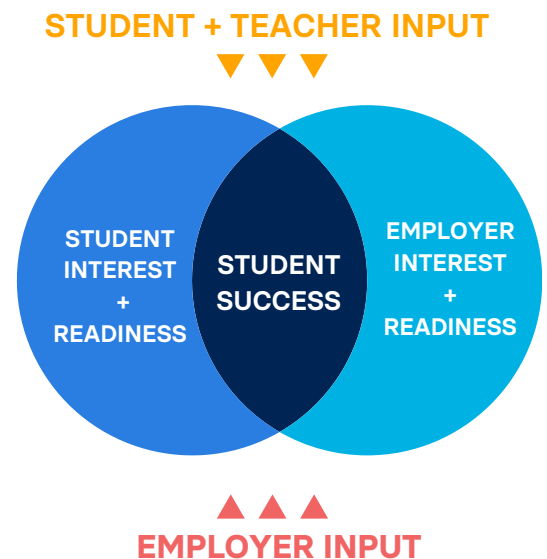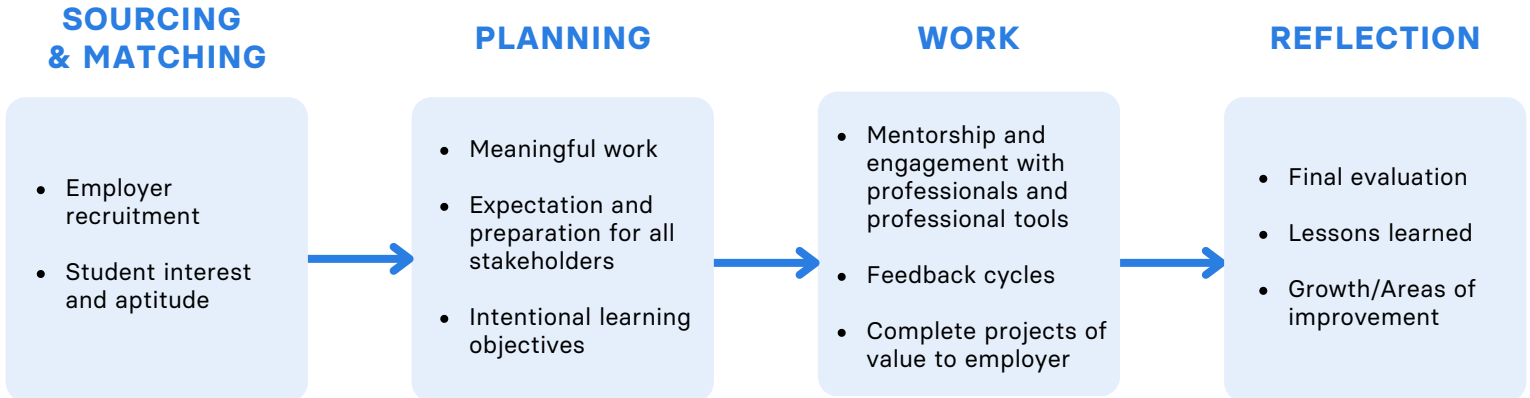
MVA Definition
Work Experience | Internships

Learners perform authentic job tasks at a worksite or approved location (including virtual) under the guidance of a qualified supervisor. These experiences typically include some of the following:

- Academic credit (high school or college);
- Compensation;
- One hundred and twenty (120) hours of engagement; and
- Performance is evaluated by the work manager in addition to the educator.

Phases & Interaction of an Internship

SOURCING & MATCHING

- Employer recruitment
- Student interest and aptitude

PLANNING

- Meaningful work
- Expectation and preparation for all stakeholders
- Intentional learning objectives

WORK

- Mentorship and engagement with professionals and professional tools
- Feedback cycles
- Complete projects of value to employer

REFLECTION

- Final evaluation
- Lessons learned
- Growth/Areas of improvement

Planning Conversations Between Employer & School Liaison

In addition to logistics, people who want to start a quality internship for students should have preliminary conversations about any special circumstances.

WHAT IS CONSIDERED MEANINGFUL WORK IN THIS CONTEXT?
- Focus on authentic work duties.
- Be wary of too many administrative tasks.
- Should be a "resume-worthy" experience.

WHO WOULD BE MOST APPROPRIATE TO SERVE AS MANAGER AND MENTOR?
- Managers/mentors who have proven to be successful with employee development.
- Junior associates who have proven leadership experience.

BASICS ON COMMUNICATING WITH YOUNG ADULTS
- Balance expectations—still a teen, but not a child.
- Treat the intern as a regular employee.
- Escalate any issues to the educator/coordinator if necessary.

WHAT BACKGROUND CHECK REQUIREMENTS ARE THERE?
- Follow standard school district processes for any adult participant requirements.
- Follow standard employer policies for employee requirements.

WHAT INTELLECTUAL PROPERTY OR CONFIDENTIALITY CONCERNS ARE THERE?
- Are there situations in which the student may need particular clearance?
- Follow standard employer policies.

ARE INTERNS EXPECTED TO TRANSPORT THEMSELVES TO THE WORKSITE?

Best Practices for a Virtual Internship

Best practice guidance for remote internships for both schools and employers includes considerations for effective communication, mentorship, project management, and ensuring a positive learning experience for the interns. Virtual, hybrid or remote internships should strive for the same quality and engagement as in-person internships. Below are some key considerations:

Supporting Student Success:

1. Clarify with the employer in advance that they can provide a clear project plan, remote access, and guidelines for "presence" with the team,
2. Offer guidance and resources to help students identify and apply for remote internship opportunities that align with their interests and career goals.
3. Educate students on professional communication etiquette and virtual collaboration skills to prepare them for remote work environments.
4. Facilitate regular check-ins with students to monitor their progress, address any challenges they may encounter, and provide support as needed.
5. Encourage students to reflect on and share their remote internship experiences and integrate their learning into their academic and career planning.

Elements of a Virtual Internship

Provide Guidelines & Expectations	Offer Guidance and Resources	Educate Students on Communication	Facilitate Regular Check-Ins	Encourage Reflection

Supporting Employer Success:

1. Coach employers in designing remote internship projects that are suitable for high school students' while still providing valuable learning experiences.
2. Confirm assignment of a dedicated supervisor and/or mentor to manage the intern throughout the experience, providing support, feedback, and encouragement.
3. Review provided instructions, resources, and tools necessary for interns to complete their assigned tasks remotely.
4. Create opportunities for networking and collaboration among high school interns and other team members to foster a sense of belonging and teamwork.
5. Confirm available flexibility in scheduling and communication to accommodate students' academic commitments and other responsibilities.
6. Ensure students have opportunities to showcase their work and accomplishments, such as virtual presentations or portfolio reviews.

5 Key Components for Internship Planning

01
Quality Considerations

- The internship involves authentic work that will challenge the intern and advance the employer's goals.
- Minimum of 120 hours within a calendar year (at least 60 hours on-site).
- Students have regular check-ins with an internship teacher/sponsor in addition to their managers and mentors.

02
Student Support

- The School has an RWL-informed counselor to refer students to opportunities.
- Designated school staff serving as facilitators/coaches for students.

03
Making it "Real"

- Employers host interns on-site for students to observe industry operations.
- On-site supervisors provide regular feedback to interns.
- School sponsors provide professional skills training to support student success at their internship.
- Employers provide training to students (e.g., orientation, job-specific training provided by the on-site supervisor).

04
Student Agency & Voice

- Students request and receive feedback from supervisors.
- Internships can be sourced by a student, intermediary, or school.
- Students can describe their experience and the value of the achievement and are prepared to add it to their resume, portfolio, and/or LinkedIn profile.

05
Assessment & MVA Completion

- Student performance is evaluated by the mentor/manager.
- Student completes internship and receives high school credit.
- Evidence of student outgrowths.
- Steps & Assessment can be used toward a grade or other school-awarded transcript indicator (i.e. MVA badge).

Internship

Real World Learning

Is a summer job an internship?

Refer back to "Is This Project An MVA?" guidance.

- Does the summer job involve meaningful work that will challenge the intern and advance the employer's goals?
- Minimum of 120 hours within a calendar year.
- Students have regular check-ins with an internship teacher/sponsors.
- Students show evidence of underline student outgrowths.

What constitutes meaningful work?

- Tasks and projects that provide insights into the potential career path or industry.
- Opportunities to learn technical skills or gain industry-specific knowledge,
- Be wary of too many administrative tasks.
- Should be a "resume-worthy" experience.

Why 120 hours?

A landscape analysis was conducted of national internship programs and feedback from post-secondary institutions and employer partners. The research concluded that 120 hours is considered the baseline number of hours for a quality internship within a single academic year. It also represents a common format to "systemize" in a semester with school schedules. Many existing programs in the region have established programs with the below schedule:

- Four (4) Days: 2 class periods at the internship = 8–10 hours/week.
- One (1) Day: 2 class periods with the internship teacher/coordinator—skill development, readiness building, etc. = 2 hours/week.
- Additional hours might be accumulated through remote work, after school, or on weekends.

TOTAL = 120–150 hours

Link to resources, and assets

NAF Future Ready
Parker Dewey

Link or scan for additional
internship resources

Client Connected Projects (CCPs)

Client Connected Projects
Connecting Students to Professionals

Client Connected Projects (CCPs) are authentic problems that students solve in collaboration with professionals from industry, not-for-profit, or community-based organizations. They provide students with access to industry professionals, real-world problems, and essential skills.

CLIENT CONNECTED PROJECTS PROVIDE VALUE FOR:

Client / Employer

- Access to emerging talent
- Increased awareness of client organization
- Leadership development for the client liaison
- Increased bandwidth for important but non-urgent project completion

Students

- Authentic project work
- Increase in professional network/social capital
- School credit in real-world setting
- Potential stepping stone to future internship or pre-apprenticeship

Educators

- Authentic project prompts/ problems
- Exposure to industry trends and expectations
- Students are more engaged in topic with real-world context.

TIME INVESTMENT SUMMARY

Employer	Teacher	Students	SMEs
4 hours	~6 hours	24 hours	~2 hours

MVA Definition
Work Experience | CCPs

Learners analyze and solve authentic problems by working in collaboration with other learners and professionals and impacting employer, civic, social, or faith-based organizations. These experiences typically include some of the following:
- Authentic methods and tools used by professionals in the work environment;
- Mentoring and evaluation by working professionals with multiple interactions;
- Twenty-four (24) hours of engagement, with project work throughout the school day(s) facilitated by the educator;
- Output or product solves a problem or addresses an employer need that is viewed as valuable by the client(s); and
- Performance is evaluated by the work manager in addition to the educator.

Facilitating CCPs | Individual Roles

RWL Coordinator
A representative from the school district who helps facilitate client connection

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

Who?
Business
Industry
Civic
Non-profits
Faith-based
Schools

Teacher/ Educator
A teacher supervising student groups

Subject Matter Expert
An industry-based professional interested in helping students along the way

The student is at the center, but their success depends on supportive adults who guide, support, facilitate, and mentor them along their path.

How to Get Started

Create a project plan on the front-end of the experience.

☐ **Project Prompt from Employer**
Employer 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.

☐ **Employer Client Liaison |**
Determine who would connect with the educator and students to lay out the project, give feedback on progress, and evaluate final output. Total time commitment expected: at least four hours over the course of the project.

Create Problem/Question

Work with your RWL Coordinator and Client Liaison to determine:

- What real, open-ended question/problem does the organization need answered/solved?
- Is the work required to answer the question or solve the problem appropriate for student involvement?
- Is the work complex and adaptable to multiple approaches?
- Will the work allow students to demonstrate mastery of course learning targets?
- Will the work allow students to develop essential skills?

Set Goals

Work with the instructional coach and client liaison to set appropriate goals.

- What learning targets must be assessed through the process of the project?
- What essential skills and professional skills should be developed through the process of the project?
- What would make this experience a success for the organization?
- What are the outgrowths for students?

Set Expectations

Establish project parameters to help clients and students understand the project and plan execution. Consider the following questions:

- What course content learning standards will be mastered as a result of the project?
- What is the timeline for the project?
- What are the individual goals of each person involved in the project?
- How frequently and how will students meet clients, and what's expected in those meetings?
- What aspects of the project do clients give feedback on, and how?
- How should conflicts be handled?
- What policies and procedures must be followed
- What technology is required?

Create Timeline

Work with RWL coordinator and relevant administrators to approve and finalize the plan.

- Develop the time frame for the project
- Consider when students will be working on the project (e.g. is this every day for several weeks or weekly throughout the year?)
- Adjust for any relevant client needs
- Establish key milestones for students
- Ideate backup plans for any surprises (e.g. delays, client changes, unexpected barriers)
- Consider how students will reflect on and showcase learning

How to Get Started

It's recommended to create a project plan on the front-end of the experience (See project template on page 51 & 53).

01
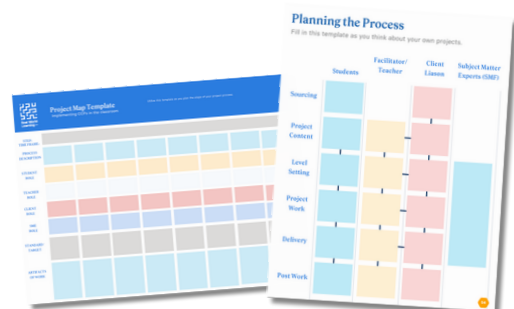
Quality Considerations

- 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.

02

Student Support

- The School has an RWL-informed counselor to refer students to CCP opportunities within specific courses.
- Designated school staff and/or teachers serving as facilitators/coaches for students.

03

Making it "Real"

- Engage in at least 24 hours of project work with an employer partner within a semester (or a determined multi-week period of time).
- Employer meets with students at least four times (kickoff meeting, two check-ins, and a final presentation.

04

Student Agency & Voice

- Students request and receive feedback from professional mentors.
- Students retain some agency over the course 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

- Students complete quality client projects using problem-solving and creative thinking.
- Refer back to student outgrowths.
- Employer feedback can contribute toward the final grade.
- Additional guidance on student assessments in the Appendix

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 organizationsto 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____?)

Link to resources, and assets

Example: Out-of-School Review Process from Liberty
Example: Out-of-School Review Process from Kearney
Prompts for CCP Projects

Link or scan for additional
CCP resources

Youth Apprenticeships

Youth Apprenticeships

Requirements and Benefits of HS Apprenticeships

Framework of How to Build Youth Apprenticeships

1. **Legal Compliance:** High school students should meet the minimum legal age of 16 to be employed as apprentices. Across the country, Registered Apprenticeship (RA) programs for high school students have diverse definitions and requirements dictated by state laws. Such programs must comply with all applicable laws, including federal regulations on child labor as stated in the FLSA, in addition to state child labor laws. Programs must also comply with state workers' compensation laws.

2. **Academic and Career Alignment:** High school programs should combine academic and technical classroom instruction with work experience, allowing youth to explore a career and develop industry-specific workplace competencies, skills, and knowledge while still being enrolled in high school.

3. **Academic and Technical Skill Alignment:** Programs should align academic and technical standards in secondary and postsecondary education, career and technical education (CTE), IRCs, and certifications.

4. **Credential Attainment:** Programs should incorporate stackable credentials of value for multiple pathways, including entrance into RA programs, community and technical colleges, universities, and sustainable employment.

5. **Employer involvement** is critical in developing and sustaining the program.

Core Elements of an Apprenticeship

Direct business involvement	On-the-job training	Academic and technical classroom instruction	Development of industry-specific workplace competencies
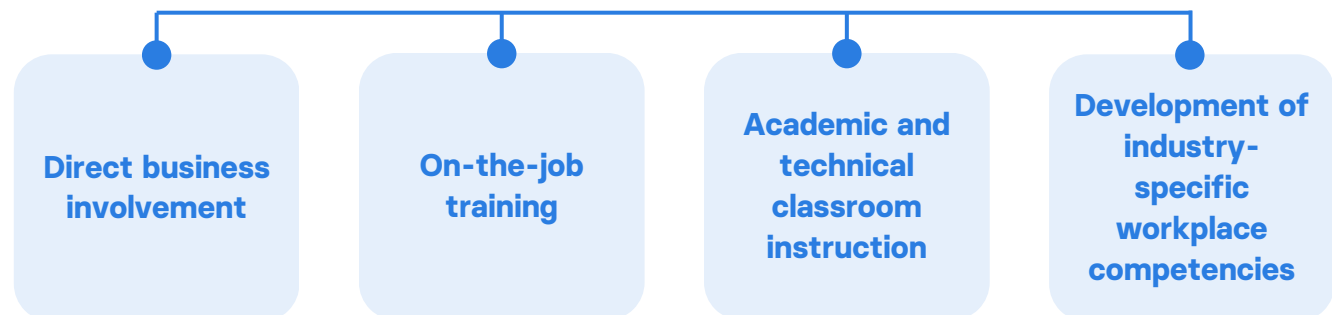
Completion resulting in stackable credentials

MVA Definition

Work Experience | Youth Apprenticeships

Learners combine academic and technical classroom instruction with work experiences through a program registered with or through an employer sponsor. Historically involving skilled trades careers but increasingly applied to all occupations.

Elements of Quality RA Programs for High School Students

High-quality RA programs for high school students should address the needs of students, employers, sponsors, and local school districts. Although they may employ different program designs and approaches that are consistent with state and local education guidelines, the model should form the foundation of students' participation in pre-apprenticeship or RA programs during high school and beyond. High school programs have strong links to an RA program during and after high school graduation in each model. Students are encouraged to begin career exploration (e.g. job shadowing, career fairs, internships) prior to entering these programs. Students may begin related classroom instruction and some work-based learning before entering an RA program.

Models of Youth Apprenticeships

PRE-APPRENTICESHIP FOR HIGH SCHOOL STUDENTS OR SCHOOL-TO RA

- A pre-apprenticeship is a program designed to prepare individuals to enter into and succeed in an RA program. Pre-apprenticeship programs should have strong direct links with RA programs.
- Students take courses for their pre-apprenticeship that are approved by an RA program in addition to their required high school coursework.
- These courses count towards high school graduation. Students participate in OJL activities beginning at age 16, which can count towards entry into an RA program. As students move through the program, they advance their OJL to become more skilled and more productive.
- Students may have opportunities to earn IRCs and certifications.
- Students can apply to the RA program leading up to or upon high school graduation.
- Postsecondary credits are awarded based on signed articulation agreements established between local school districts, postsecondary institutions, and RA programs.

RA PROGRAM THAT BEGINS IN HIGH SCHOOL

- Students begin their RA program in high school and are fully registered as apprentices in the RA system.
- RA agreements are signed by a parent/guardian (if the student is under age 18), the student, and the employer/sponsor.
- Students take courses at their high school and/or community and technical colleges for their apprenticeship that are approved by an RA program in addition to their required high school coursework. These courses should count towards high school graduation. Coursework can start as early as ninth grade.
- Postsecondary credits are awarded based on signed articulation agreements established between local school districts, postsecondary institutions, and RA programs.
- Students may start OJL activities at age 16, which will count towards entry into an RA program. The specific types and conditions of permissible work activities are outlined for 16–17-year-olds in the FLSA and State Child Labor laws. The work portion of the program is flexible and is done when school is not in session, including summers and weekends, or as part of a work-study program.
- Students are employed by a participating signatory partner to the Registered Apprenticeship Guideline Standards or program and are under the supervision of a skilled mentor during OJL.
- Students who complete the RA program upon high school graduation will have gone through a time-based (a minimum of 2000 hours of OJL and 144 hours of related instruction), competency-based, or hybrid program and will receive an RA certificate of completion and a high school diploma.
- The length of the program depends on the occupation's standards, industry norms, and the type of program (time-based, competency-based, or hybrid).
- Enrollment in an RA program may begin in high school and continue after graduation. A signatory partner to the RA guideline standards or program will continue to employ the individual and count the OJL hours earned while in high school toward the RA program. Postsecondary coursework can be provided by community, technical, or four-year colleges, accredited online programs, or recognized RA training centers per the program's standards.
- Students may have opportunities to earn IRCs and certifications.

01
Quality Considerations

- Direct links between youth apprenticeships to pre-apprenticeship and registered apprenticeship programs.
- Progression in on-the-job learning to enhance skills and productivity.
- Consistent with state and local employment and education guidelines.

02
Student Support

- Career exploration activities such as job shadowing and career fairs should occur prior to program entry.
- Relationships exist between the school, employers and workforce intermediaries to connect students to Youth Apprenticeship opportunities that also meet high school graduation course requirements.

03
Making it "Real"

- Students choose to pursue IRCs or certifications relevant to their chosen career path, which provides them with tangible qualifications and enhances their employability.
- Employer involvement is critical in Pre-Apprenticeships for developing and sustaining the program.

04
Student Agency & Voice

- Students are actively involved in providing feedback on the apprenticeship program structure, curriculum, and overall experience.
- Students can describe their experience and the value of the achievement and are prepared to add it to their resume or LinkedIn profile.

05
Assessment & MVA Completion

- Completion largely contingent on individual pre-RA or RA program.
- Students may have earned industry-recognized credentials and certifications.
- Application to RA program before or upon high school graduation.
- Awarding of postsecondary credits through signed articulation agreements between school districts, postsecondary institutions, and RA programs.
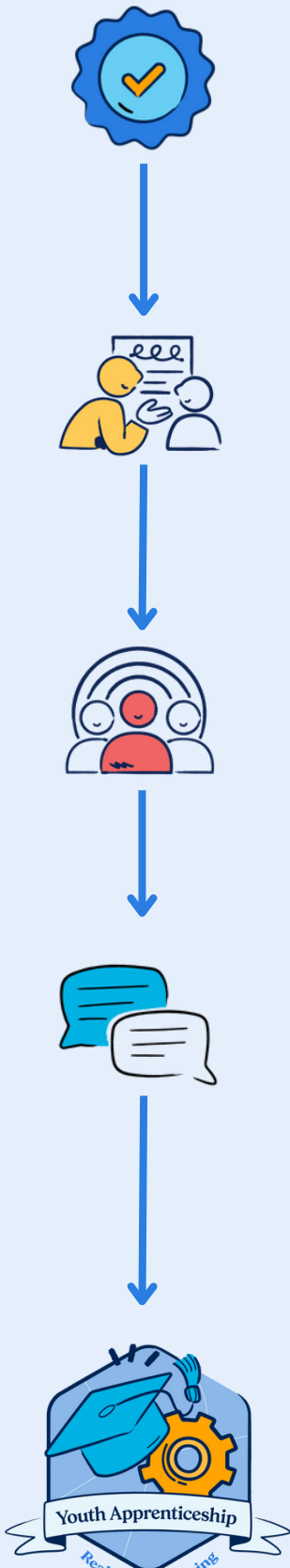
Entrepreneurial Experiences (EEs)

Entrepreneurial Experiences

An Entrepreneurial Experience Primer

An Entrepreneurial Experience (EE) equips students with the knowledge, skills, and mindset needed to pursue entrepreneurial ventures, whether starting their own businesses or becoming innovative leaders in various industries. An EE could include all or some of the below principles and practices of entrepreneurship:

1. **Business Fundamentals:** Students learn the basics of starting and running a business, such as creating a business plan, understanding market research, and identifying target customers.
2. **Innovation and Creativity:** Students think innovatively and creatively to develop unique business ideas and solutions to real-world problems.
3. **Marketing and Sales:** Students learn about marketing strategies, branding, advertising, and sales techniques to effectively promote their products or services.
4. **Financial Literacy:** Students learn financial management, budgeting, pricing strategies, and understanding financial statements.
5. **Risk Management:** Students learn about assessing and managing risks associated with starting and running a business, including legal and ethical considerations.

MVA-level EEs need a connection to the external business community. Why?

Bridging the Gap Between Theory and Practice

Professionals can offer insights that go beyond the classroom setting. Feedback helps students understand market dynamics, customer needs, and industry trends, which are essential for developing viable business ideas.

Fostering Networking Opportunities

Interacting with professionals allows students to expand their professional networks, potentially leading to mentorship, internships, or future collaboration opportunities.

Adding Credibility

Students can gain confidence in their ideas and projects when they receive validation or constructive criticism from experienced professionals. This validation can motivate students to further develop their skills.

MVA Definition

Entrepreneurial Experiences

Using input and support from multiple stakeholders, learners iteratively analyze, prototype, implement, reflect on, and adapt potential solutions to a problem. Outputs of EEs typically include some of the following:

- Learners themselves identify, research, and develop a solution to solve a social or market problem;
- A market and stakeholder research summary;
- A business plan that includes an assessment of costs and benefits associated with the development and operation of their solution; and
- Feedback from relevant external stakeholders obtained through exhibition or Shark Tank–type pitch opportunities.

Pillars of an Entrepreneurial Experience

Iterative Problem-Solving
Engaging in an iterative process, like design thinking or lean start-up

Opportunity Identification
The student determines an unmet need in the world—whether for a product or service.

For whom?
The students themselves can identify key stakeholder groups!

The student identifies an opportunity, and as they progress in problem-solving, they engage professional mentors, iterate on their solution, and document their work.

Professional Mentors
Authentic SMEs regularly work with the student

Documentation
The student proactively tracks progress in a formalized way (e.g. a business model canvas)

How to Get Started

Create a project plan on the front-end of the experience.

☐ **Project Prompt from Student** | Identify an opportunity that exists in the world - whether social, economic, civic, etc. Create a coherent project prompt to guide the work.

☐ **Project Description** | Develop a plan that includes deliverables and a time frame for completion.

☐ **Professional Mentor(s)** | Determine who could assist the student as they tackle their opportunity. Consider subject matter experts and/or "connectors" in the identified stakeholder groups.

Practical Entrepreneurial Mindset

Bringing Creativity, Initiative, and Resilience to MVAs
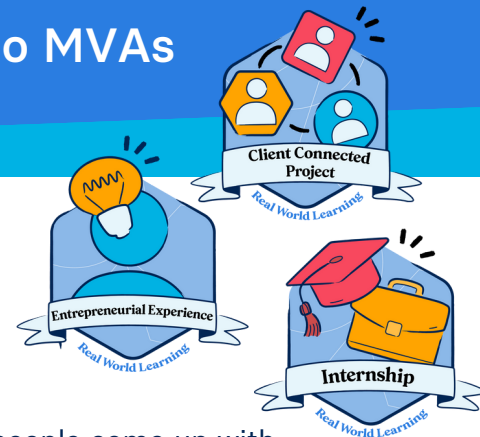
What does it mean to have an Entrepreneurial Mindset?

An entrepreneurial mindset is a special way of thinking and acting that helps people come up with new ideas, solve problems, and create something valuable. Adopting this mindset isn't just for starting a new business, it can also be used for being innovative within an existing organization.

Creativity: Entrepreneurs like to think of new ideas to make the world or market a better place.

Taking Action: Entrepreneurs don't just dream; they do!

Curious: Entrepreneurs ask questions to solve problems.

Brave: Not afraid to take risks and learn from both successes and failures.

Problem-Solving Design Strategies Simplified

Below are several methods that can be used for Client-Connected Projects, Entrepreneurial Experiences. and internships.

Design Thinking

- An iterative problem-solving method using empathy and creativity.

- Understand user needs, generate ideas, test solutions, and refine.

Human-Centered Design (HCD)

- Focus on understanding the needs, behaviors, and experiences of end users.

- Use empathy and research to create user-friendly solutions by involving users in every stage of the design process.

Lean Start-Up

- Rapidly test business ideas with minimum viable products (MVPs) to test assumptions and gather user feedback.

- Encourages a scientific approach to entrepreneurship by using iterative experimentation.

Life-Centered Design

- Extends the principles of Human-Centered Design to address broader societal and environmental challenges.

- Considers long-term impacts and creates solutions for sustainability and community well-being.

5 Key Components for EE Planning
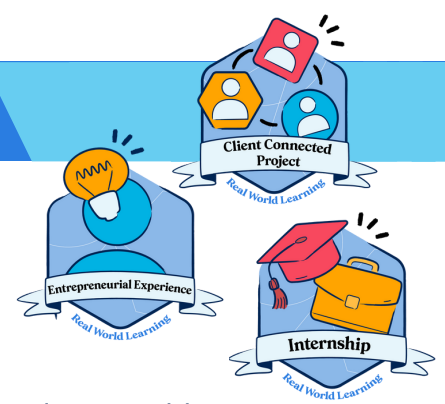
01
Quality Considerations

- Students use a human-centered approach to solve a problem.
- There is evidence of a need. An example might include getting stakeholder input or conducting research to identify the scope and scale of the need.
- Evidence of ideating solutions, costs and benefits and a rationale of final choice.

02
Student Support

- The school has an RWL-informed coordinator/liaison to refer students to entrepreneurial opportunities available in specific courses.
- Counselors are able to share out-of-school programs where students can gain Entrepreneurial Experiences.
- Designated school staff and/or teachers serving as facilitators/coaches for students.

03
Making it "Real"

- Engage in at least 24 hours of project work with a professional mentor within a semester (or a pre-determined number of weeks).
- Complete a "business plan" or final "pitch" detailing the process of problem definition, solution definition, and minimum viable product of solution.
- Complete at least 3–4 client (could be potential customers or people they intend to impact) check-ins prior to final delivery of pitch.

04
Student Agency & Voice

- Students request and receive feedback from professional mentors.
- Students can describe their experience and the value of the achievement and are prepared to add it to their resume or LinkedIn profile.

05
Assessment & MVA Completion

- Students show evidence of problem-solving and documentation of their process.
- SMEs provide feedback through a pitch, business plan or other evidence of experience.

Is starting your own lawn mowing business an Entrepreneurial Experience?

The value of the Entrepreneurial Experience largely rests on how the student identified an opportunity, and the rigor to which they took advantage of it. A student who launches their own business can certainly reach an MVA-level EE, provided they can show evidence of:

- Why their arrived-at solution was the best approach to solve a problem;
- How they solicited and implemented stakeholder input;
- How they iterated on their solution;
- When and how they engaged with authentic SMEs during their problem-solving; and
- How they reflected on their progress.

How is an EE different from a CCP?

Entrepreneurial Experiences and Client-Connected Projects share key similarities:

- Structuring problem-solving around a key prompt or opportunity
- Engaging with real-world professionals
- Amount of engaged time in solving a problem

The differences exists in who dreams up the key project prompt (e.g. a client vs. a student), and/or for whom the intended solution is for (e.g. a client vs. an identified stakeholder group). If both of these dimensions lean more towards a client, the project is closer to a Client-Project Project. If both of these dimensions lean more towards a student or a different stakeholder group, the project is likely more of an Entrepreneurial Experience.

Are pitch competitions MVA-level Entrepreneurial Experiences?

As mentioned above, the value of the Entrepreneurial Experiences largely rests on how the student identified an opportunity; and the rigor with which they took advantage of it. Pitch competitions certainly provide opportunities for students to ideate solutions to a given problem, and depending on their rigor and real-world connectedness, they may constitute an MVA-level experience. Refer to the guidance in this document to help make that call.

Link to resources, and assets

- Startland EDU
- Uncharted Learning

Link or scan for additional Entrepreneurial Experiences resources

Dual or College Credit

Dual or College Credit
Maximizing Post-Secondary Education Preparedness

As noted in the <u>MVA Definitions</u> section, an "MVA is a cornerstone experience that prepares a student for future learning and employment." Dual or College Credit checks off this box by letting students take classes that count for both high school and college credits, giving them a jumpstart on college. Dual credit programs also save students time and money by earning college credits in high school, potentially reducing the overall cost of college and speeding up degree completion.

The following considerations should be made around Dual or College Credit MVA achievement.
- Opportunities to obtain college credit, including AP, IB, Dual Credit, Early College, Articulated Courses, etc., should be identified based on the student's career and post-secondary education goals.
- Emphasis should be placed on credit attainment toward a degree or meeting the Core 42 or Kansas Core requirements.
- Successfully completing the equivalent of nine (9) credit hours with a passing grade. This approach rewards students for engaging in rigorous coursework that will prepare them for higher education and increase the likelihood of completion.

Core Elements of College Credit Opportunities
AP, IB, Dual Credit, Early College, Articulated Courses

Earning college credit toward a degree	Developing college-level skills	Standing out in college admissions	Exploring interests before committing to a specific major
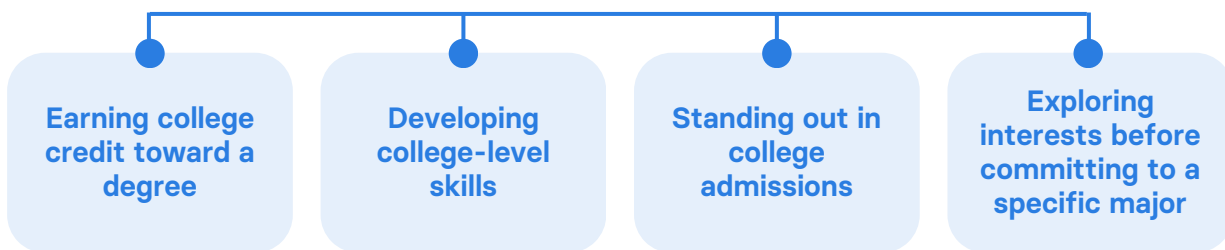
Equity Considerations for Economic Barriers:

Districts should address economic barriers to accessing dual credit and taking assessments, so students earn the asset valued in the post-secondary education market. However, IF economic obstacles can not be overcome, MVA achievement should be considered based on the 'college experience'—not the college credit. Suggested considerations to ensure equitable access include the following:

- Fee waivers or reduced costs for low-income students based on eligibility criteria.
- Scholarships and financial aid to cover costs for students with demonstrated financial need.
- Establish community partnerships to provide funding for dual credit programs, thereby easing financial barriers.

- Offer flexible payment plans for families to pay for dual credit courses over time
- Raise awareness about financial assistance options among students, parents, counselors, and educators, thereby advocating for equitable access to dual credit opportunities for all students.

MVA Definition
Dual/College Credit

Nine (9) or more hours of college-level credits, in which the student completes coursework progressing towards a college degree.

Dual or College Credit

01
Quality Considerations

- Nine (9) or more hours of college-level credit (on- or off-campus).
- Progresses to a degree or credential that aligns with the student's post-high school plans.
- If taught in HS, curriculum (syllabus, exams, etc.) and grading are on par with the same course in college.

02
Student Support

- The school has an RWL-informed coordinator/liaison or school counselor to refer students to dual credit opportunities.
- The school is able to communicate the specific value of the course and how it will apply to post-secondary education goals and meet Core 42 or Kansas Core requirements.

03
Making it "Real"

- By taking dual credit course, a student feels ready for college and knows whether the rigor of college is right for them.
- Course aids in college completion, choice of study, financial savings, etc.

04
Student Agency & Voice

- Students report increased exposure to career options and pathways as a result of dual credit coursework.
- Students would recommend dual credit coursework to other students.
- Students can describe their experience and the value of the achievement.

05
Assessment & MVA Completion

- Students pass dual credit courses and receive high school credit plus college credit.
- Students pass dual credit courses and receive a credential plus credit toward a training program.

Dual Credit
Real World Learning

What if a student cannot afford to pay for the college credit or assessments?

Districts should work to ensure that economic barriers do not preclude students from accessing dual credit opportunities or taking exams for college credit. The credit is the tangible asset that has value in the market. However, ultimately, MVA achievement is based on the 'college experience' - not the college credit.

Links to resources and assets

Missouri Transfer and Articulation Agreement (CORE 42)
Missouri Dual Credit Partnership (MoDUAL)
Kansas Core Outcomes Project
Kansas Dual Credit Partnership
College Board (AP)
International Baccalaureate Organization (IBO)

Link or scan for additional
College Credit resources

Industry Recognized Credentials (IRCs)

Industry Recognized Credentials

Regionally vetted, employer-valued

In schools, industry-recognized credentials (IRCs) serve as verification of a person's qualifications or competence in a technical area. They are issued by a third party, such as an industry council, government, or a company that developed a particular methodology.

Students can earn IRCs in high school or at community or technical colleges. IRCs can take different forms, including certificates, certifications, or licenses.

At the high school level, they are a cornerstone of career and technical education (CTE), which is defined and financially supported by The Strengthening Career and Technical Education for the 21st Century Act, commonly referred to as "Perkins V."

OFFERED TO STUDENTS

REGIONALLY VETTED IRCS

VALUED BY EMPLOYERS
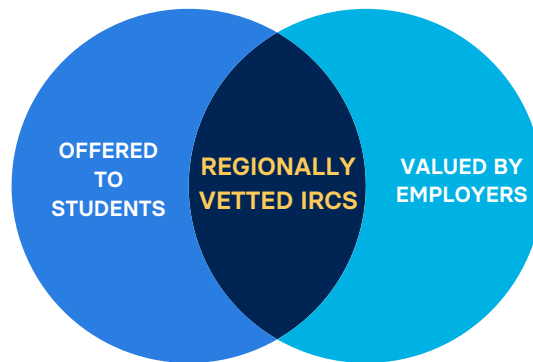
What is "Regionally-vetted"?

Ideally, IRCs offered to students, are also ones that local employers see as relevant and as actionable hiring signals based on the credential or skills included in it. As schools determine which IRCs are best positioned to be offered, there are some key considerations to keep in mind:

- Relevance to the industry—is there enough employer awareness and demand to ensure the given IRC is "valuable" to both the student and employer?
- Rigor and assessment—most, if not all, IRCs culminate in a comprehensive assessment to test skills. The assessments should represent real-world scenarios or evaluation.
- Immediate on-the-job value—some IRCs can be looked at as immediately "hireable" if it is valuable enough to an employer. Others, while valuable, may not be as quickly actionable, but they can be stacked with other credentials to form a bundle of more desireable certifications.

MVA Definition

Regionally Vetted IRCs
(Industry-Recognized Credentials)

These typically include: current lists published by state education departments (reviewed with employers and validated for applicability and relevance), and regionally customized and vetted credentials.

5 Key Components for IRCs

01
Quality Considerations

- Does the IRC have high value to employers?
- Does the IRC align with an in-demand career?
- Does the IRC "stack" to allow the student to progress to a more advanced industry credential within a specific field?

02
Student Support

- The school has an RWL informed coordinator/liaison to refer students to IRC opportunities
- The school is able to communicate the specific value of the IRC earned.

03
Making it "Real"

- Industry or employer represented in school-led IRCs through job shadow, career-fair, information interview, or classroom visit.
- IRC program partners with Industry, Colleges, Third-Party technical training providers

04
Student Agency & Voice

- Students report increased exposure to career options and pathways as a result of IRC coursework.
- Students would recommend IRC coursework to other students.
- Students can describe their experience and the value of their achievement.

05
Assessment & MVA Completion

- Students pass IRC exam and receive credential.
- Students pass IRC exam and receive credential plus college credit.
- Students pass IRC exam and receive credential plus credit towards training program.

Is [INSERT CREDENTIAL HERE] a regionally-vetted IRC?

For the purposes of documenting MVAs, the RWL team recognizes all IRCs sponsored by the state boards of education. This is a recognition of the fact that "regionally-vetted" is an aspirational guidance, not a formulaic definition.

Factors that schools should consider as they direct students to different IRCs include:
- Employer awareness, or if employers in the related industry value the credential;
- Employer demand (e.g. number of jobs seeking this credential);
- "Stackability" (whether the credential can stack with other credentials to increase viability); and
- "Hireability" (the extent to which employers would hire an applicant largely based on this credential).

What about "home-grown" or new IRCs?

There have been instances of regionally created IRCs in recent years. These offerings were created by direct partnerships between schools and employers—implying a direct value that employers will see in the given IRC. Provided these IRCs are immediately valuable to local employers, these credentials are certainly worthwhile for students. The biggest consideration with this is sustainability - which would typically involve recognition by the state board of education (different processes depending on which side of the state line you fall on).

Is there a definitive list of regionally-vetted IRCs?

No. Based on the above guidance, if the five factors for an IRC experience are met, it should be counted. All IRCs may rise up to the level of "regionally-vetted" if they can provide value to employers, and thereby to students.

Link to resources, and assets

Kansas KSDE Pathway Assessments and Credentials
Missouri DESE-approved IRCs
Regional Jobs Snapshot—October 2023

Link or scan for additional
Industry Recognized
Credentials resources

Appendices

Assessing Learning & Feedback Strategies

Assessing Learning

Grade
mastery of learning targets

Post
everything possible to make learning visible

Document
progression of project process

Celebrate
achievement of personal/team goals

Showcase
development of skills

EXAMPLE WEEK

Monday	Tuesday	Wednesday	Thursday	Friday
Students conduct team stand-ups	Students post daily goals and work on team agenda	Teacher conducts individual conferences on previous concept and provides feedback on individual work	Class has a Socratic seminar over the concept article	Teams meet with clients and record feedback; teams decide on their next course of action
Teams post progress on project steps	Teacher circulates to teams, providing just-in-time learning as needed, identifying what work students could submit for learning targets and posting any resources that other teams can use in easy-to-access places	Teams conduct retrospectives, celebrating wins and identifying areas of improvement	Teacher celebrates progression of understanding and addresses any misconceptions	Teacher circulates to teams, providing just-in-time learning as needed
Teacher sets the week's expectations and assigns article over concept for Socratic seminar, providing additional resources for understanding			Students record main takeaways of concept and submit reflection	Teacher posts next week's schedule

Effective Feedback Strategies

COMMUNICATE CLEAR GOALS AND JUSTIFICATION TO REFERENCE OFTEN IN FEEDBACK
Strategies:
- Goals should be clear and concise. Link to in-depth information if necessary.
- Provide checklists when you have specific requirements.
- Provide information in multiple ways when possible, such as videos explaining the expectation.
- Review goals and expectations often, especially early on.
- Review how to find or receive and how to respond to feedback often, ideally after checkpoints.

PROVIDE PERSONAL, TIMELY, CLEAR, AND ENCOURAGING FEEDBACK
Strategies:
- Refer to students by name, even in typed feedback.
- Provide feedback within two weeks of submission.
- Tie each piece of feedback to a specific course goal; if it doesn't connect, don't comment.
- Communicate how far students have progressed towards a goal and what next steps are.
- Feel free to use video feedback, but pair it with written feedback that is easily accessible.

USE A DIALOGICAL APPROACH, TRANSFERRING AUTHORITY AND RESPONSIBILITY TO THE LEARNER
Strategies:
- Ask students to assess example work with assignment checklists and rubrics.
- Ask questions and make suggestions rather than making statements and marking errors.
- Comment on rubrics rather than on student work.
- Conference with students one-on-one or in groups and allow students to schedule meetings.
- Encourage students to respond to feedback in some way (e.g. rewriting, tracking, reflecting.
- Differentiate between the abilities of learners, such as by using the "Matrix of Feedback."

CREATE A PATH FOR AUTONOMY
Strategies:
- Encourage students to set individual goals tied to course outcomes and conduct self-assessments.
- Use a peer-review process; provide a space (e.g. review groups, discussion boards) to provide regular, continuous feedback on performance.
- Encourage students to crowdsource feedback by posting works in progress and soliciting feedback from the larger group.
- Allow students to feel frustrated because the answer to the problem is not readily apparent. This is where real growth happens.
- Ask students to provide reflections on their work to identify strengths and weaknesses.
- Continue to provide specific feedback on the above strategies to encourage progress.

SAVE TIME
Strategies:
- Don't spend time identifying/marking repeated errors or errors not tied to course goals.
- Don't spend time giving/writing general feedback (e.g. Great job!). Leave sections of the rubric blank.
- Don't spend time giving feedback on work that can't be revised or replicated.
- Don't spend time giving feedback students can identify themselves or give each other.
- Don't spend time giving feedback at the end of the semester/year—let the students take over!

DOWNSIDE: These strategies take time to set up effectively and use class time to put in place.
UPSIDE: They save quite a bit of time outside of class once the procedures are routine.

A Matrix of Feedback for Learning

	FEEDING UP: Where am I going?	**FEEDING BACK:** How am I going?	**FEEDING FORWARD:** What do I have to do next?
TASK	**Feeding-Up Prompts:** • Today we are learning… • Success in this task will look like… (explanation) • The key criteria for success are… • We are looking for… **Feedback Strategies** • Reduce complexity Use exemplars/models • Identify misconceptions • Use diagnostic assessment for goal setting	**Feeding-Back Prompts:** • You have/haven't met the learning intention by… • You have/haven't met the success criteria by… • Your answer/work is/isn't what we are looking for because… **Feedback Strategies** • Avoid over emphasis of error analysis • Feedback must be immediate • Match feedback to success criteria	**Feeding-Forward Prompts:** • To fully meet the learning intention you could… • Addressing the following success criteria would improve your work… • Adding/removing _____ would improve your work. **Feedback Strategies** • Use language from the success criteria • Use scaffolding • Feed forward must be timely • Use challenge • Refer to goals
PROCESS	**Feeding-Up Prompts:** • The key ideas/concepts in this task are… • These ideas/concepts are related by… • Key questions you could ask about this task are… • Strategies you will need in this task are… **Feedback Strategies** • Use graphical organizers • Reduce scaffolding • Increase complexity • Use mastery goals	**Feeding-Back Prompts:** • Your understanding of the ideas/concepts within this task is… • You demonstrated _____ skills to a _____ level. • You used _____ strategies to a _____ level. **Feedback Strategies** • Feedback amount can start to increase • Feedback complexity can increase • Use prompts or cues	**Feeding-Forward Prompts:** • You could improve your understanding of _____ concepts by… • Thinking further about could improve your work by…. • You could improve your _____ skills by… **Feedback Strategies** • Feed forward amount can start to increase • Feed forward complexity can increase • Use prompts or cues • Use challenge
SELF-REGULATORY	**Feeding-Up Prompts:** • How will you use the learning intention? • How could you use the success criteria? • Which other ways could you monitor your work? **Feedback Strategies** • Reduce emphasis of exemplars • Mastery and performance goals	**Feeding-Back Prompts:** • Are you on track with your work? • How do you know? • To which level are you satisfying the success criteria? • Are you on track to achieving your goal? • How do you know? **Feedback Strategies** • Delay feedback • May only require verification feedback	**Feeding-Forward Prompts:** • How could you deepen your understandings? • How could you improve your work? • What is the next step for your learning? • How do you know? **Feedback Strategies** • Delay feedback • Reduce teacher reliance • Develop self-regulated learners

Client Feedback Form

Understanding the Employer Experience

Please rate your experience based on the criteria below. We would appreciate any feedback you have about your experience working with this student and the project they completed for your organization.

Client Name _____   **Student Name** _____

Business / Organization Name _____

How would you rate your overall experience working on a Client Connected Project (CCP) with our students?

○ **Very Satisfied**   ○ **Satisfied**   ○ **Neutral**   ○ **Dissatisfied**   ○ **Very Dissatisfied**

How was the student's communication throughout this process? (i.e. Were they easy to contact? Did they ask enough questions to create a satisfactory product?)

○ **Excellent**   ○ **Good**   ○ **Average**   ○ **Poor**   ○ **Very Poor**

How do you feel about the final product? (i.e. Is it what you asked for? Is it what you needed? Does it represent your company or group?)

○ **Very Satisfied**   ○ **Satisfied**   ○ **Neutral**   ○ **Dissatisfied**   ○ **Very Dissatisfied**

After receiving feedback on the first round of created projects, was the student responsive to what you said? (i.e. Did they make changes according to your wishes?)

○ **Excellent**   ○ **Good**   ○ **Average**   ○ **Poor**   ○ **Very Poor**

Did the student create something that you plan to use?

○ **Yes**   ○ **Maybe**   ○ **No**

How likely would you be to recommend working with high school students with a colleague or other business/organization?

○ **Very Likely**   ○ **Likely**   ○ **Neutral**   ○ **Unlikely**   ○ **Very Unlikely**

Are there any other comments you would like to share about your experience working with our students?

_____
_____
_____

Student Feedback Form
Understanding the Student Experience

This is a survey about working on a client-connected project (CCP) in the classroom. For the first part of this survey, we are going to give you a set of statements, and we need you to think about two different time periods in response to each statement.

First, how true was this for you BEFORE you started the client-connected project?
Then, how true was this AFTER you finished the client-connected project?

Not at all true	Not very true	Somewhat true	Mostly true	Very true

The difference before and after completing my Client Connected Project:

1. I am comfortable working with people I have never met before.
2. I am comfortable working on unfamiliar tasks.
3. I am comfortable working in new places.
4. I identify all the tasks I need to get done for a project.
5. I can make a plan for how to finish project tasks on time.
6. I seek out new information when I'm working on a project.
7. I use new information to revise my understanding of a topic.
8. As soon as I see things aren't going right with a project, I do something about it.
9. I am able to explain, elaborate on, or justify my thinking to others.
10. I share ideas with others to accomplish a task.
11. I think an exchange of ideas among team members can lead to creative solutions.
12. I am able to work with others to complete a project.
13. I am comfortable accepting a group's decision even if I have a different opinion.
14. Once I've decided to accomplish something, I keep trying, even if it is harder than I thought.
15. My ability grows with effort.
16. I am confident that I can perform effectively on many different tasks.

As a result of my Client Connected Project experience:

1. I will be able to achieve most of the goals that I have set for myself.
2. I learned about jobs that I didn't know existed before
3. My experience helped me consider work I may or may not want to do in the future.
4. I can determine how my interests and strengths connect to different career opportunities
5. I acquired new skills and knowledge in my experience that will benefit me in the future.
6. I interacted with adult mentors other than my teacher(s) as part of my CCP.
7. I think it is important to ask for guidance on my work from adult mentors.
8. I generally seek out as much information as I can from adult mentors.
9. I found value in the feedback provided by my adult mentors.
10. I am able to adjust my ideas after receiving feedback from my adult mentors.
11. I feel comfortable reaching out to my adult mentors for guidance related to my career goals.

How useful is the information you have learned through this experience:

1. How often did you apply what you learned to a situation outside the classroom?
2. How often did you address issues that are important to people outside your school?
3. How useful is the information you have learned to you in your life outside of school?
4. How useful is the information you have learned for your work in other classes?
5. How useful is the information you have learned for a job you will have in the future?

Student outgrowths are the outcomes of an MVA. The MVA guide is used for creating the experience that will ultimately result in those outgrowths. Overall, whether or not a student earns a "Work Experience MVA" can be assessed by both the elements of building the experience and the outcomes of the experience. Consider using this checklist to review evidence like a portfolio or interview/conversation with the student.

☐ The student worked with an expert in the field for the recommended amount of time to learn and receive feedback while completing [CCP, EE, internship, seal of biliteracy, Scouts, etc].

☐ The students met course learning targets while completing the MVA

☐ The student compiled evidence of learning and skill growth, made connections, and reflected thoughtfully.

☐ The project prompt or problem statement (CCP or EE) or internship assignments are open-ended, multifaceted, and require the application of new learning

Outgrowths

☐ Benefits from social capital

☐ Revisits and tests interests

☐ Seeks feedback from mentors who are outside of the school context

☐ Communicates clearly

☐ Collaborates to an end

☐ Plans and manages projects

☐ Is proactive

☐ Works through difficulty

☐ Conducts research and refines plans

☐ Is comfortable in different contexts

Project Planning

Client Connected Projects Process Outine

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.

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

Planning the Process

Fill in this template as you think about your own projects.

	Students	Facilitator/ Teacher	Client (Employer) Liaison	Subject Matter Experts (SME)
Sourcing				
Project Content				
Level Setting				
Project Work				
Delivery				
Post Work				

Project Map Example

Consider this process example of a 16-week project with a showcase in a Missouri 11/12 ELA course using design thinking as you plan the steps of your project process.

Implementing CCPs in the classroom

Real World Learning—

Step	Introduction	Empathize	Define	Ideate	Prototype	Test	Implement	Reflection
Time Frame	2 weeks	4 weeks		1 week	4 weeks		1 week	4 weeks
Process Description	Establish team, project, and process expectations	Compile data to understand the pain points of stakeholders or end users	Analyze and convert data to a problem or need statement that informs the project	Brainstorm potential solutions, sort and classify ideas, and verify their viability	Utilize project management to develop iterations of a prototype meeting the problem/need	Compile and analyze data to determine how the prototype solves the problem or meets the need	Pitching the plan for the solution and/or putting the plan into action	Documenting progress and telling the student story
Student Role	Develop team agreement; send professional introduction email to client	Learn, develop and execute an appropriate system/plan to gather relevant data	Learns how to compile, analyze, and communicate data effectively	Brainstorms and learns to sort and classify ideas; pitches ideas effectively to client	Commits to creative process, collaborates, documents progress, and reflects on growth	Learn, develop, and execute an appropriate system to test prototype iterations and make needed adjustments	Develop presentation, pitch plan, and/or put plan into action	Guide students through documentation and delivery of reflection & storytelling process.
Teacher Role	Communicates team, project, and process expectations and resources to students, clients, and SMEs	Provides and supports using resources for appropriate data collection	Provides and supports using resources for reporting key data	Provides and supports using resources for sorting and classifying ideas and pitching effectively to client	Coach students through project and change management, meaningful lessons, and support process documentation	Receives testing report and provides any relevant feedback on changes before implementation	Evaluate any final elements tied to standards/learning targets/essential skills	Evaluate any final elements tied to standards/learning targets/essential skills
Client Role	Develops open-ended question or problem and reviews project and process expectations	Meets with student(s) to clarify issue and connect them with relevant stakeholders	Receives data report and provides any relevant feedback	Receives Idea pitch and gives feedback and approval to begin prototype(s)	Meets for regular touchpoints throughout the process for guidance and feedback	Provides & supports using resources for appropriate testing & coaches through barriers and setbacks	Evaluate final product and presentation	Evaluate and refine Involvement for next Iteration
SME Role	Reviews project and process expectations	Presents appropriate techniques for data collection	Presents effective data analysis and report writing / presentation techniques	Presents effective techniques for sorting & classifying ideas and/or pitching effectively to client	Serve as primary resource for industry knowledge when/if client Is not available. Share insights and make connections to other experts when possible		Evaluate and refine Involvement for next Iteration	
Standard / Target	• Collaborating • Following a writing process (email) • Reviewing, revising & editing	• Comprehending and interpreting informative texts • Researching • Speaking and listening	• Analyzing craft and structure (informative texts) • Researching • Following a writing process (report) • Reviewing, revising & editing	• Collaborating • Speaking and listening	• Collaborating • Speaking and listening	• Researching • Following a writing process (report) • Reviewing, revising & editing • Speaking and listening	• Following a writing process (presentation) • Reviewing, revising & editing • Collaborating • Speaking and listening	• Following a writing process (reflection/presentation) • Reviewing, revising & editing • Speaking & listening
Artifacts of Work	• Team agreement • Introduction email to client	• Record of Initial client meeting • Empathy map or main user profile	• Initial project report • Record or of presentation of report to client • Documentation of team retrospective • Client feedback form	• Documentation of brainstorming, sorting, and classifying • Pitch slides • Record of presentation to client • Documentation of client approval for next steps • Definition of "done"	• Goals and team assignments posted and updated daily on project management tool (Trello, Kanban) • Documentation (images, video) of all iterations of prototype	• Testing report • Record of presentation of report to client • Documentation of team retrospective • Client feedback form	• Final pitch slides • Record of presentation of pitch to client • Documentation of implementation (pictures, video) if applicable • Documentation of team retrospective • Client feedback form	• Thank you card/email • Resume • Portfolio • Reflections on Portrait of a Graduate skills • Showcase presentation

Project Map Template

Implementing CCPs in the classroom

Consider this process example of a 16-week project with a showcase in a Missouri 11/12 ELA course using design thinking as you plan the steps of your project process.

Real World Learning—

Time Frame	Step	Process Description	Student Role	Teacher Role	Client Role	SME Role	Standard / Target	Artifacts of Work

Tying CCPs to Learning Standards

Curriculums are full of hypothetical situations that could be turned into real CCPs and flexible standards that can be retrofitted to a wide variety of project tasks and topics.

English Language Arts (ELA):
- Reading and comprehending complex texts across various genres.
- Analyzing and interpreting information from diverse sources.
- Writing for different purposes and audiences, including persuasive, narrative, and expository writing.
- Speaking and listening skills, including effective communication and presentation techniques.

Mathematics:
- Understanding and applying mathematical concepts to real-world problems.
- Analyzing data and making informed decisions.
- Using mathematical modeling to solve practical problems.
- Applying mathematical reasoning and logic in various contexts.

Science:
- Understanding scientific concepts and principles.
- Conducting experiments and investigations to solve real-world problems.
- Applying scientific knowledge to analyze and interpret data.
- Understanding the impact of science and technology on society and the environment.

Social Studies:
- Understanding historical events and their impact on current issues.
- Analyzing different perspectives and interpreting primary and secondary sources.
- Applying critical thinking skills to evaluate social, political, and economic systems.
- Understanding global interconnectedness and cultural diversity.

Technology and Computer Science:
- Understanding computer systems and networks.
- Coding and programming skills for software development.
- Applying technology tools for problem-solving and innovation.
- Understanding ethical and responsible use of technology.

Arts and Humanities:
- Applying artistic skills to real-world projects or community engagement initiatives.
- Understanding cultural perspectives and traditions.

Learning Targets
& Standards

CCP IMPLEMENTATION CHECKLIST

NECESSARY?

YES   NO   COMPLETE

YES	NO		COMPLETE
☐	☐	Confirm Learning Targets With IC	☐
☐	☐	Essential Skills/Portrait of a Grad Poster/Handout	☐
☐	☐	Client Onboarding/Ask Information/Letter/Email	☐
☐	☐	Project Timeline	☐
☐	☐	Project Application	☐
☐	☐	Plan for Student Showcase	☐
☐	☐	Learning Resources	☐
☐	☐	Assessment/Grading Plan	☐
☐	☐	Project Overview Handout	☐
☐	☐	Project Management Tool(s) - Teacher Use	☐
☐	☐	Parent Permission and/or Information/Letter/Email	☐
☐	☐	Communication Protocol	☐
☐	☐	Time Reporting System	☐
☐	☐	Plan for Social Media Updates	☐
☐	☐	Financial Tracking System	☐
☐	☐	....	☐
☐	☐	....	☐
☐	☐	....	☐
☐	☐	....	☐
☐	☐	....	☐
☐	☐	....	☐

NECESSARY?

YES	NO		COMPLETE
☐	☐	Posted Learning Standards/Targets	☐
☐	☐	Meet with RWL Coordinator Regarding Plan	☐
☐	☐	SME Onboarding Info/Letter/Email	☐
☐	☐	Project/Team Assignment System	☐
☐	☐	Plan for Student Reflection(s)	☐
☐	☐	Student Feedback System	☐
☐	☐	Use of AI in Project Work	☐
☐	☐	Confirm Plan with IC/Admin	☐
☐	☐	Project Process Guidelines	☐
☐	☐	Project Management Tool(s)— Student Use	☐
☐	☐	Team Agreement Template	☐
☐	☐	Travel Protocol	☐
☐	☐	Technology Info/Protocol	☐
☐	☐	Client Feedback System	☐
☐	☐	Conflict Resolution Plan	☐
☐	☐	....	☐
☐	☐	....	☐
☐	☐	....	☐
☐	☐	....	☐
☐	☐	....	☐
☐	☐	....	☐

Project Prep Help

Think about your project plan. What are you prepared to create/communicate/teach, and what do you need help with?

WHAT I CAN HANDLE:

CURRICULUM QUESTIONS I HAVE OR SUPPORT I NEED FROM MY INSTRUCTIONAL COACH:

PROJECT OR COMMUNITY PARTNER QUESTIONS I HAVE OR SUPPORT I NEED FROM MY RWL COORDINATOR:

BARRIERS I ANTICIPATE THAT I WILL NEED HELP OVERCOMING:

CCP Apprentice Program Resources

During the 2023-24 school year, CCP Master Teachers collaborated to share resources from their respective schools in order to provide guidance to teachers new to implementing CCPs in the classroom. The following links are collections of those resources.
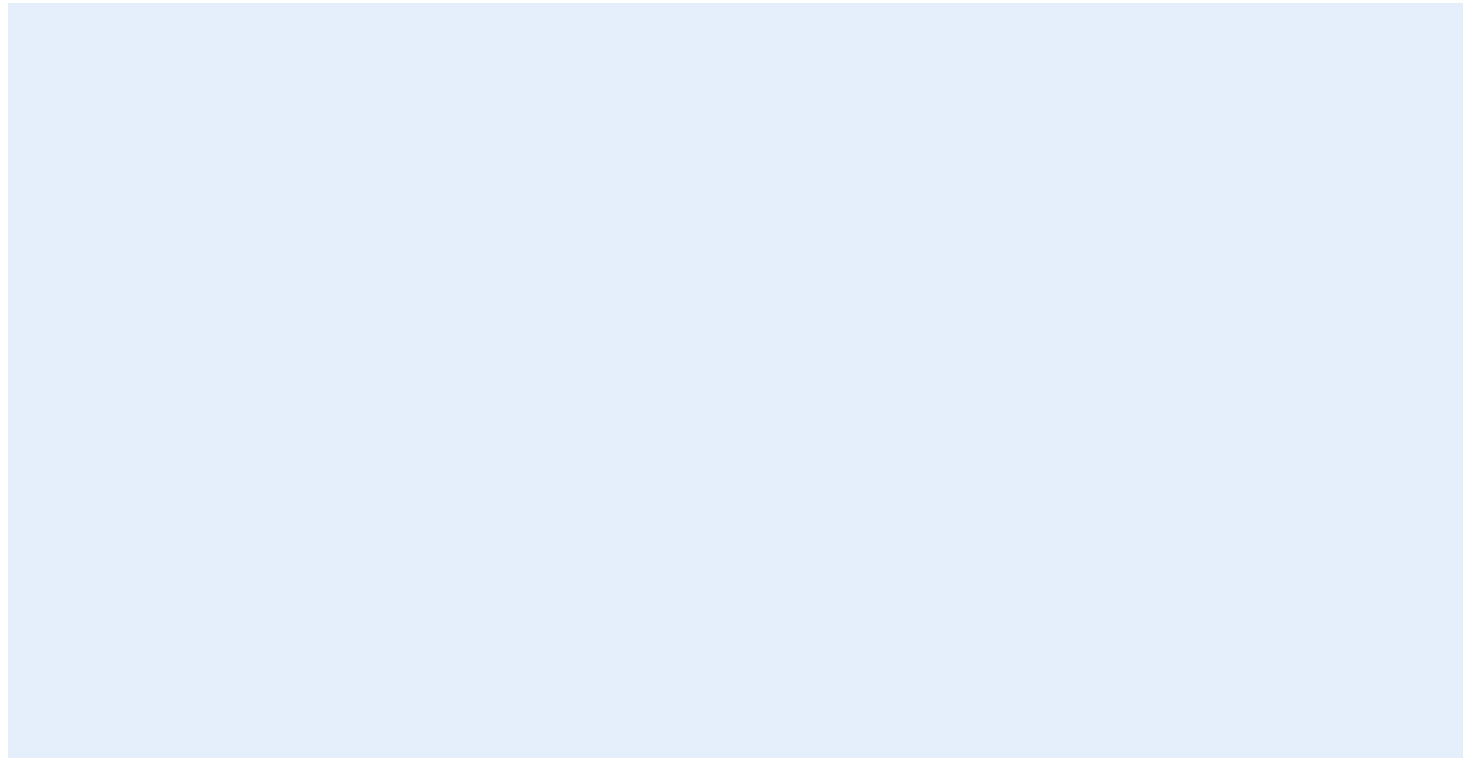
Link to folder

Folder	Description of Resources
Books / Article Recommendations	
Grading	Rubrics Client Feedback Forms
Outcomes / Resources Supporting Learning	Learning Targets Professional Skills
Learning Targets	Learning Targets by Subject
Processes & Policies	Communication Protocol Overcoming Barriers Parent Communication Project Management Tools Teaming Strategies Technology Travel/Time/Finances
Sourcing & Retaining Employer Partners	Sample MOU Employer Letter Templates
Project Process	Editable Templates Pitch Templates
Student Voice	Student Porfolio Reflections Resume/Cover Letter Showcase Encouraging Student Voice
Portrait of a Graduate Links	Examples of RWL Network Portrait of a Graduate

Outcomes
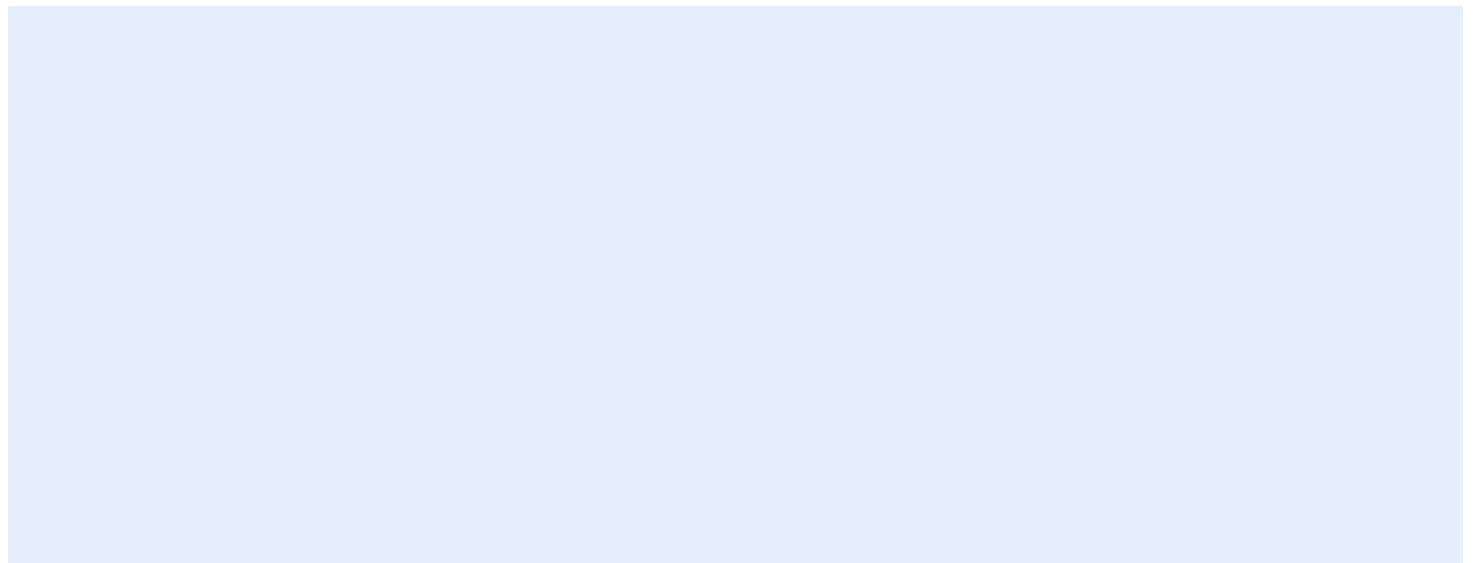
Standards/Learning Targets

Identify the standards/learning targets you will assess through the projects.

Essential Skills

Identify the essential skills (e.g., Portrait of a Graduate of your district, professional skills) students will build and reflect on throughout the process.

Employer Engagement & Sourcing Projects

Sourcing Projects
Lessons from Startland EDU Teacher Accelerator Program

Think Locally

This means: Every educator, student, and school is already part of a network. Learning how to leverage an existing network is an entrepreneurial mindset skill! If you are looking for a client, then ask people you already know who they know. There is probably a colleague, neighbor or friend who knows someone who can help.

The process of finding a client is not limited to LinkedIn and Google searches. Even if your school has an employee whose job is to source clients, sometimes the best clients are only one or two degrees separated from local colleagues. Talk to colleagues about the need of a client for students with particular skill sets and learning goals. Leverage the personal and professional networks of colleagues.

Find the Win–Win

This means: The best kind of CCPs provide authentic value to all stakeholders, especially the client. When students are meeting a real need for the client—rather than receiving charitable attention—it makes the ask easier and the chance for retaining the partnership greater.

Shared Pain Points

This means: Many students (and teachers) share lived experiences that can be improved upon. These small or large "pain points" are a great way to identify a potential project.

Interdisciplinary Approach

This means: Curricula are full of hypothetical situations that could be turned into real CCPs and flexible standards that can be retrofitted to a wide variety of project tasks and topics. Instead of classes and projects always operating independently, existing CCPs occurring in other classes and co-curriculars can provide great, collaborative access points to CCPs and more salient learning for students.

Key Insights

1. District as a Client
2. Ask District Vendors
3. Ask Parents

Key Insights

1. Meet a Real Need
2. Student Voice
3. Authentic

Key Insights

1. Solve a community need
2. Solve a district need

Recruit

- Collect parent or volunteer employment data. Ask parents and volunteers to engage as professionals.
- Canvas the employers within a five-mile radius of each building in the district,
- Ask your vendors and suppliers to include RWL engagements as contract requirements.
- Develop a relationship with your local chamber of commerce or EDC.
- Find existing groups who can extend RWL asks (e.g. PTO, Boosters).
- Don't count yourself out! Look inside your organization and partners.
- Don't count your students out! Enable them to create and find their own opportunities.

Engage

- Start small, keep it simple, and always have a specific ask to support what you know is needed.
- Build a relationship focused on multiple engagements; try everything new twice.
- Make an effort to understand their business opportunities and threats
- Offer multiple engagement options (see RWL engagement menu)
- Identify timing barriers (ie. don't ask an accountant to visit during tax season or turn away someone who only wants to come in during state testing).
- Create opportunities to bring employers together to co-create with teachers and students.

Retain

- Manage contacts and engagement in an organized and shareable way.
- Establish a process to clearly define what is needed to start each engagement successfully.
- Create tools to measure effectiveness and gather feedback
- Measure the satisfaction of students, employers, and teachers.
- Publicly recognize partners and student experiences
- Encourage referrals and network building through existing partners.
- Tell those student success stories EVERYWHERE!

What does your system look like?

Who is responsible for recruiting, retaining, and engaging employers?

RWL Coordinator

Teacher/ Educator

Other

RECRUIT

What does recruitment look like? What is your workflow? What is your feedback loop?

RETAIN

How are you currently tracking, retaining, and celebrating your employer partners?
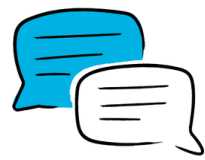
ENGAGE

Who are your employer partners and and how are you engaging with them?

What does your system look like?

Identify whose role it is at your school
for recruiting, retaining, and engaging

RWL Coordinator   **Teacher/Educator**   **Other**

🟥	🟧	🔷	
☐	☐	☐	Collect parent employment data. Ask parents to engage as professionals.
☐	☐	☐	Canvas the employers in a five-mile radius of each building in the district.
☐	☐	☐	Ask your vendors and suppliers.
☐	☐	☐	Develop a relationship with your local chamber of commerce or EDC.
☐	☐	☐	Find existing groups to extend RWL asks (e.g., PTO, Boosters).
☐	☐	☐	Look inside the district and other organizations providing services to your students.
☐	☐	☐	Don't count your students out! Enable them to create their own opportunities.

RECRUIT

🟥	🟧	🔷	
☐	☐	☐	Manage contacts with a spreadsheet or CRM system.
☐	☐	☐	Create a process to measure effectiveness and gather feedback Measure satisfaction of students/employers/teachers.
☐	☐	☐	Recognize partners.
☐	☐	☐	Encourage referrals and network building through existing partners.
☐	☐	☐	Tell those student success stories EVERYWHERE!

RETAIN

🟥	🟧	🔷	
☐	☐	☐	Build a relationship and understand their business before you ask. Listen for what you know matches your needs.
☐	☐	☐	Articulate engagement options (see RWL engagement menu).
☐	☐	☐	Start small, keep it simple and always have a specific ask to support what you know is needed.
☐	☐	☐	Identify timing cycles (e.g. if client is an accountant, avoid tax season).
☐	☐	☐	Create opportunities for employers to co-create with teachers and students.
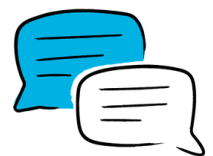
ENGAGE

NO TWO EMPLOYERS ARE THE SAME...

They differ widely when it comes to priorities, capabilities and people. Ultimately, the goal is to discover these nuances and align them with student needs. As you work closely with employers, we encourage you to have several potential options available to discuss.

This menu should enable you to speak to most engagement possibilities within the key stages of Real World Learning (explore, engage, immerse). Each activity includes a brief description, benefits, requirements, preparation, and expected time commitments for guidance.

Employers participating in Real World Learning ensure the viability of their business by investing in the workforce of tomorrow, understanding the ways the talent pool is evolving, and attracting future industry superstars early on in their career exploration.

EXPLORE

Develop awareness through short bursts of content or activities, such as a workplace tour or virtual career introduction.

ENGAGE

Apply learning through practical experience, such as client-connected projects.

IMMERSE

Perform work in authentic environments with other working professionals, such as in an internship or apprenticeship.

Explore

	Workplace Tour (Students or Educators)	Career Presentation* (Offsite or Virtual)	Informational Interviews (SME)	Job Shadow
Description	Host students or educators inside workplace to learn about the business, company culture, and observe work in progress.	Professionals participate in school-based classroom activities or an event focused on understanding a range of career options.	Engage with students in-person or virtually either one-on-one or in small group settings to build relationships and answer questions about careers and professional skills.	Engage with students one-on-one or in small groups to give real-time insights into what a 'day in the life' in a career or within a company involves.
Benefits	• Amplify the connection between school-based skills and the essential skills needed in a profession. • For educators: Awareness of professions for career advice and how to make academic standards relevant.	• Create awareness of future careers. • Amplify the connection between school-based skills and the essential skills needed in a profession.	• Build communication skills and social capital.	• Student awareness of career options, pathways, preparations and requirements • Build social capital.
Preparation	• Route the tour • Prepare the main points • Make accommodations for security and logistics • Solicit key staff	• Identify subject matter experts (SMEs) • Prepare summary of personal learning/career journey • Prepare summary of company and/or industry.	• Identify subject matter experts (SMEs) • Develop sample interview questions • Consider adding a mini-tour	• Make accommodations for security and logistics • Create an agenda that provides a range of things to see, people to meet and skills to learn.
Time Commitment	2–5 hours planning time + 1–2 hours onsite hosting	2–4 hours planning time + 30–60 minutes of engagement	2–4 hours planning time + 2–6 hours host time	2–4 hours planning time + 2–6 hours host time

Engage
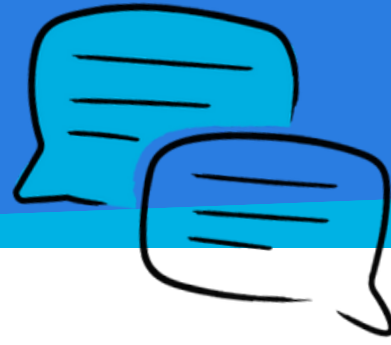
	Client Connected Project Sponsorship	Educator Externships
Description	Provide authentic projects for students to complete individually or in small groups that allows for coaching and engagement with professionals along the way.	Engage with educators one-on-one or in small groups to show what a "day in the life" of a job or industry involves.
Benefits	• Develops student essential skills and technical skills aligned with career options within the industry. • Provide access to a growing and developing talent pool • Create mentoring relationships and strengthen leadership skills in current associates • Opportunity to collaboratively select real-world problems for students to engage in	• Develop educator awareness of career options, pathways, and preparation requirements • Builds social capital
Preparation	• Determine problem statement and dates of interest in project engagement • Coach through project design process, provide engagement, and feedback during project cycle • Participate in project evaluation	• Experience planning • Accommodating security and safety requirements • Optional: Coordination between public affairs teams
Time Commitment	2-4 hours planning time + 8-10 hours engagement (e.g., site visit, project check-ins, and review)	1-4 hours planning time + 2-6 hours hosting time

Immerse

	Internships	Apprenticeship	Hosted Classroom
Description	Provide student internships (may be paid or unpaid) that allows them to perform real work activities under the supervision of current professionals.	Provide paid apprenticeships with on-the-job training as a pathway to full-time employment within the company.	Host courses, learning or professional events, and/or provide real-world equipment or other resources needed to support authentic learning environments.
Benefits	• Develop student essential skills and professional skills aligned with the industry. • Develop pipeline of potential future associates calibrated to company expectations. • Strengthen connection between classroom and real-world application • Opportunity for students to receive compensation for their contributions (e.g., financial or school credit.)	• Develop student essential skills and professional skills aligned with the industry. • Develop pipeline of potential future associates calibrated to company expectations • Strengthen connection between skills learned in the classroom and real-world skills learned in an authentic professional environment • Potential for funding through Department of Labor	• Provide authentic opportunities for students to learn as they build knowledge and practice about the profession
Preparation	• Recruiting and placement process, onboarding, continuous feedback process, evaluation. • Potential background checks required	• Recruitment and placement process, onboarding, continuous feedback, and evaluation.	• Secure physical space, • accommodation for security, and safety requirements
Time Commitment	24–40 hours of preparation for student internship of 120+ hours.	40–60 hours of preparation for apprenticeships of 1,000+ hours	2–4 hours planning time, daily presence with some oversight

Ecosystem Support

	Curriculum Support	Industry Task Force	Guest Instruction	Project Review	Career Mentoring
Description	Share company/industry insights to support alignment of academic content to real-world knowledge and skills.	Provide information about hiring needs, skills, and job progression to inform talent and workforce development efforts.	Provide SMEs to assist with content delivery in the classroom.	Provide SMEs to assist with evaluation of student projects.	One-to-one relationships between professionals and students to support pathfinding and build social capital.
Benefits	Ensure learning objectives and approach reflect real-world expectations and skills. Emphasize connection between school and work. Expand professional learning for teachers.				
Preparation	• Expand professional learning for teachers	• Identify SMEs • Manage availability and coordinate support of internal information	• Potential background checks required dependent upon length or depth of engagement	• Identify SMEs • Ensure joint understanding of definition of success for student work and learning process	• Recruitment and placement process, likely in partnership with school or intermediary • Background check
Time Commitment	1–2 hours planning + 12–24 hours professional engagement	1–2 hours planning + 12–24 hours professional engagement	8–10 hours planning + 5–40 hours professional engagement	1–2 hours planning + 1–4 hours professional engagement (in-person or virtual)	2–4 hours planning + 4–120 hours professional engagement

CCP Project Prompts

Client -Connected Projects
CONNECTING STUDENTS TO WORK

Employers play an essential role in providing students with authentic problem-solving experiences. Regardless of the type of business, 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 employers—these can guide professional mentors in developing projects, or opportunities where students can identify projects to pitch to clients.
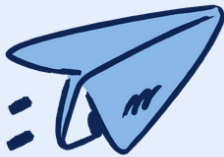
Business Growth

Operational Support

Marketing & Customer Engagement

Client-Connected Projects (CCPs) are authentic problems that students can solve in collaboration with professionals from varied industries, corporations, not-for-profit companies, and community-based organizations.
Projects should require at least 24 hours of student work, with at least 4 hours of that engagement being directly with the client.

TIME INVESTMENT SUMMARY

Employer/Client	Teacher	Students	SMEs
4 hours	~6 hours	24 hours	~2 hours

Business Growth
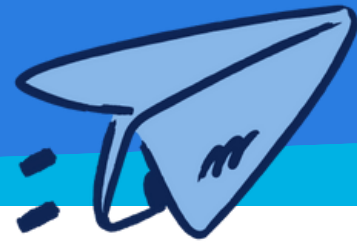
Market Research

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

DELIVERABLES

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

GUIDING QUESTIONS

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.

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 or 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.

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.

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.

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.

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.

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.

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.

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 Scrubing
- 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.

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.

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.

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. 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.

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.

DELIVERABLES
Students begin by creating a strategy document for seeking feedback, and then implement it. A final report will include 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.

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.

DELIVERABLES
Create an outline/draft versionfor 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

Repeatable Client-Connected Project Examples

These are projects that, once goals and deliverables have been tested, can be repeated year after year with new students and the same client or same project and new client. When identifying CCPs for students, consider how a project could be repeated and take extra notes on what worked and what did not to improve on the CCP for the following session, semester or year.

Project | Recruiting Families for Early Childhood Education

Project Details

Students help develop a marketing campaign to encourage families to enroll their Pre-K children into a district's early childhood education offerings.

Client | Any school district
Lead Class | Marketing
Deliverables | Recruitment materials, social media graphics, email newsletter, media campaign.

Project | Annual or Quarterly Reports

Project Details

Students help gather testimonials, take photos, and/or create informational graphics that captures the annual or quarterly success of an organization.

Client | Any business
Lead Class | English, marketing, photography, graphic design
Deliverables | Case statements, testimonials, surveying

Project | Energy Audit

Project Details

Students help gather data and insights on the energy ef- ficiency of a given building or space within a school dis- trict. They take into consideration equipment, appliances, design, and usage.

Client | School District
Lead Class | Science
Deliverables | Final audit and recommendations for improvement

SCHOOL

Guadalupe Centers High School

+

CLIENT

HOK Architecture and Engineering Firm

→

CLIENT PROBLEM

What are current and future constraints for the next generation of Kansas Citians—families, visitors, and businesses—for a successful Downtown KC Professional Sports District?

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

Go to Project Files

"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, having spent over a decade in the business and finance industries. She leveraged her comfort with industry practices and habits, including project management, while learning how to integrate ELA standards into this client project that she designed with her real-world learning coordinator. Together they set up a portfolio assessment process to align to a narrow set of 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 population of majority Latinx students. 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 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 benefits of group work despite resisting it at first
- Students adapted creatively to setbacks and challenges; showed resilience

Next time, will focus more on:
- Level-setting expectations with client 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

Go to Project Files

"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), where students are receiving 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 it needs to be at the very 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 much care for school and entered Innovation Academy to try something different. He struggled to find a project at first and only knew he liked working with cars. Once he found Geeks For Kids through another teacher's connections, his passion and drive were ignited.

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 project ups and downs
- Students making industry connections even during the pandemic
- Many students now versed in design thinking which has had a compounding effect

Next time, will focus more on:
- More steady work-flow: getting away from "furious flurries" and "dry spells"
- More peer–peer feedback
- Potentially pushing more group work, rather than mostly individual projects

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 (DRWI)

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

Go to Project Files

"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 significant interest of theirs. They first conducted initial empathy work and research by interviewing a local chef (SME) who then connected them to a family-run urban farm, Young Family Farm. When the students met with this organization/ small business, they built empathy for their pain points and learned that they could help by developing a better marketing strategy to get the word out to the community. Within a week of the student team developing and executing their marketing plan, the urban farm saw their sales double.

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

Standards Alignment

ELA CCP Example

Developed by Sarah Renfrow, Ray-Pec School District

Although it is designed for a full year of junior- or senior- level English meeting the Missouri ELA priority standards, each element can be broken down into smaller pieces to use as needed in shorter units or time frames.

1ST SEMESTER

Course Units
-Analyzing Craft and Structure
-Following a Writing Process
-Revising and Editing
-Researching

Essential Skills (Team Choice and Accountability)
-Project Choices
-Team Choice Form
-Roles and Norms
-Team Retrospectives
-Team Feedback
-Time Sheet

Essential Skills (Reflecting on Skills)
-SME Feedback Reflection
-Portrait of a Grad Reflection
-Project Portfolio

Design Thinking Steps
-Empathize
-Design
-Ideate

2ND SEMESTER

Course Units
-Comprehending and Interpreting
-Synthesizing
-Collaborating
-Telling Your Story

Essential Skills (Team Choice and Accountability)
-Team Retrospectives
-Team Feedback
-Time Sheet

Essential Skills (Reflecting on Skills)
-SME Feedback Reflection
-Project Presentation
-Project Showcase
-Project Portfolio
-Project Reflection
-Resume and Mock Interview

Design Thinking Steps
-Prototype
-Test
-Implement

Course Units

The key to implementing client-connected projects in the classroom is looking for ways to allow students to demonstrate mastery of the standards through the projects. Each standard on the timeline links to a flexible unit lesson plan and most units could be used to assess multiple standards if necessary. Any lesson or unit could be dropped in favor of assessing a standard that occurs naturally throughout the project.

For example, if a project calls for multiple revisions of drafts, the revising and editing unit could be dropped for that project team and the teacher could assess the drafts submitted for the project instead.

MO ELA PRIORITY STANDARDS

COLOR KEY:

- READING STANDARDS
- WRITING STANDARDS
- SPEAKING & LISTENING STANDARDS

First Semester

- Analyzing Craft and Structure
- Following a Writing Process
- Revising and Editing
- Researching

Second Semester

- Comprehending and Interpreting
- Synthesizing
- Collaborating
- Telling Your Story*
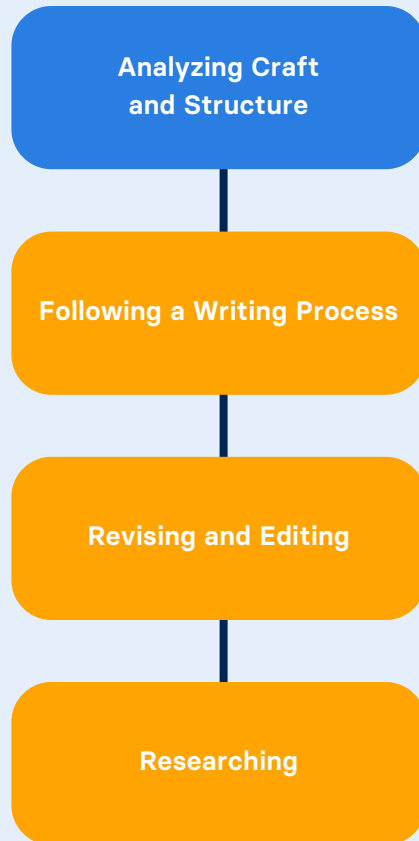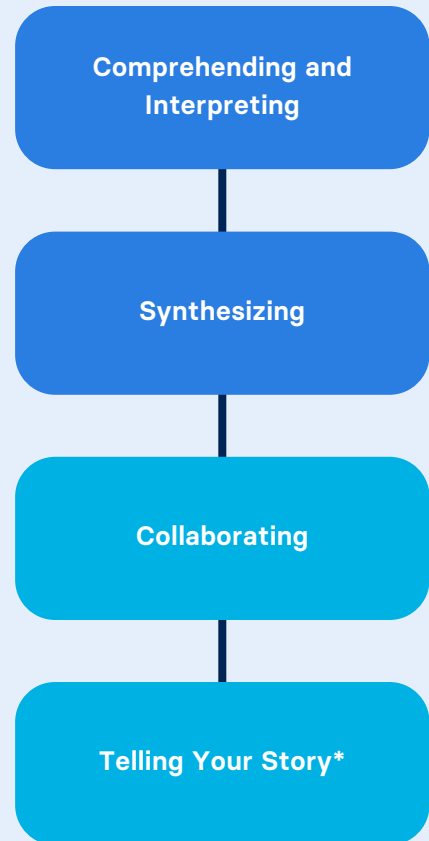
*Not priority standard

Course Units

Links to unit outlines available here
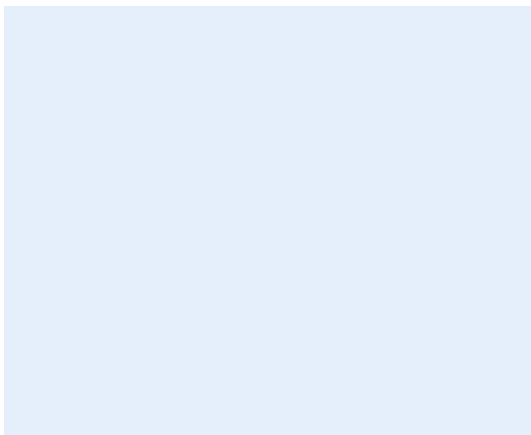
	Priority Standard:	Guiding Question:
U N I T 1 Empathy Summative 15-19 days	Approach the writing task as a reader. **11-12.W.3**	How can you illustrate your understanding of the problem and stakeholder needs?
U N I T 2 Client Email 4-6 days	Approach the writing task as a writer. **11-12.W.2**	How can you introduce your team to your client in a clear and professional manner?
<u>**U N I T 3**</u> Initial Project Report 12-21 days	Approach the writing task as a reader. **11-12.W.3**	How can you introduce your team to your client in a clear and professional manner?
U N I T 4 Annotated Bibliography 7-10 days	Approach the writing task as a researcher **11-12.W.1**	What is the best information you can gather to answer a question about your project?
U N I T 5 Short Story Interpretation 12-14 days	Approach texts as a reader by comprehending and interpreting texts. **11-12.RL.1**	What is happening in the text and how is it relevant in our world?
U N I T 6 Project Pitch 10-16 days	Approach texts as a researcher by synthesizing/comparing/contrasting ideas from multiple texts. **11-12.RI.3**	How can you use evidence to indicate your solution to the project problem is empathetic, novel, and useful?
U N I T 7 Project Presentation 27-34 days	Collaborate **11-12.SL.1**	How did you demonstrate the traits of the Portrait of a Graduate (including responsible collaboration) throughout your project?
U N I T 8 Resume and Mock Interviews 12-15 days	Approach the writing task as a writer; approach the writing task as a reader. **11-12.W.2; 11-12.W.3**	How can you best document your skills and strengths and tell your story in a way that sells yourself?
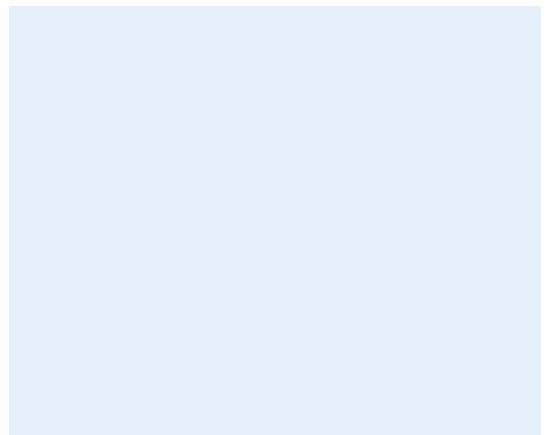
LEARNING TARGETS

PROBLEM STATEMENT - HOW MIGHT WE USE ELEMENTS OF A CCP TO HIT STUDENT LEARNING TARGETS IN CORE COURSES?
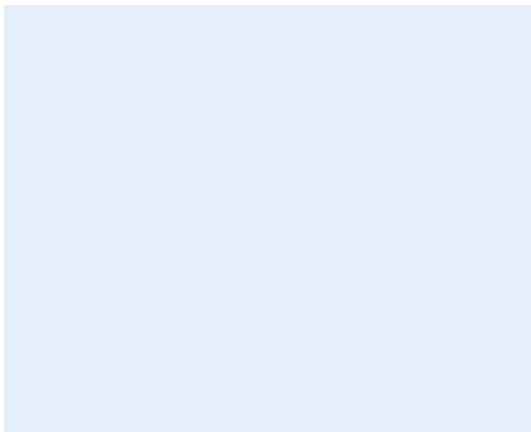
Social Studies
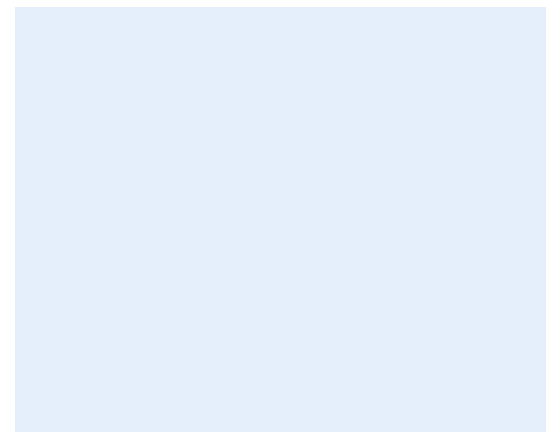
Math

ELA

Science

CONSIDER THESE ELEMENTS OF THE CCP THAT MIGHT ALIGN

problem-solving, communication, collaboration, and critical thinking

Additional Resources

Glossary of Terms

Business Partner: The business partner is the organization working with the student(s).

Career and Technical Education (CTE): CTE is an educational approach focused on equipping students with specific skills and knowledge for various careers. It integrates academic learning with hands-on training in fields like healthcare, technology, and manufacturing, preparing students for the workforce or further education in their chosen fields.

Client-Connected Project (CCP): A CCP is a project in which students solve a problem for a business partner, build professional relationships with the client, develop essential, resume-worthy skills, and learn course-related content/

Client Liaison: Also known as the client, the client liaison is the individual working for the business partner who interacts with the student(s) while they complete the project.

Elevator Pitch: An elevator pitch is a short description of a person, idea, or product that is explained in a way so that anyone can understand. This description usually explains the who, what, why, and how. The goal is to explain the overall topic in a way that excites the listener and lasts no longer than a person's time in an elevator.

Entrepreneurial Experience (EE): An EE is when students define a compelling social or market problem and mobilize resources to research and solve it. In general, the work is unsolicited by an outside source, so they work with SMEs rather than clients to move through their project process and pitch their solution or product.

The Fair Labor Standards Act (FLSA): A federal law that establishes standards for minimum wage, overtime pay, recordkeeping, and child labor for full-time and part-time workers in the private sector and in Federal, State, and local governments.

Market Value Asset (MVA): An MVA is a cornerstone experience a student completes during high school that makes it easier for them to transition from school to postsecondary education and/or the workplace.

Memorandum of Understanding (MOU): An MOU between classrooms and business/community partners outlines the terms of collaboration for real-world experiences. It delineates roles, responsibilities, goals, and resources involved, ensuring mutual understanding and commitment.

Onboarding: Onboarding is the process of introducing those new to the process, especially new business partners and clients, to the information, systems, and expectations of the project process.

On-the-job learning (OJL): A structured method of training in which companies hire registered apprentices and provide hands-on guidance from an experienced mentor. OJL is a part of every Registered Apprenticeship (RA) program, which also includes classroom instruction.

Pain Points: Pain points are the issues stakeholders are experiencing that contribute to and help define the problem.

Pitch: Not to be confused with the elevator pitch, the "pitch" usually references the full pitch of the problem solution. During the pitch, students should include evidence documenting support for their claims.

Glossary of Terms

Project Process: The process student(s)will use to complete the project. The project process is often an accepted method used to design new systems, technology, or products, like the design thinking process.

Registered Apprenticeship (RA): RA is a structured training program where individuals, often high school students, learn a skilled trade through a combination of on-the-job (OTJ) training and classroom instruction. Students earn wages while acquiring IRCs, gaining practical experience, and preparing for careers in their chosen fields.

Retrospective: Student teams can use the retrospective process to assess their problem-solving system, review their working agreement, and resolve conflicts.

RWL Coordinator: The Real World Learning coordinator is the district employee who is tasked with connecting business partners and students to create real-world learning opportunities. They can also support teachers as they design effective projects.

Stakeholders: Stakeholders are the people impacted by the problem students are attempting to solve. They may also be referred to as end users.

Stand-ups: Stand-ups are short presentations (always standing!) that students use to summarize their progress and next steps.

Subject Matter Expert (SME): An SME is a person other than the client with expertise in the field students are working in who helps support the student's work and provides resources and/or feedback.

Working Agreement: The working agreement defines expectations of roles and norms while the students work on the project. It helps students work at the highest functioning level and creates an awareness of both the positive and negative behaviors that can impact the project.

Links to Additional Resources

[RWL Employer Engagement Menu](#)

[Employer Relationship Guide](#)

[CCP Project Prompts](#)

[CCP Case Studies](#)

[Infographic: Is this an MVA? Flowchart](#)

[Example: MO ELA Course Units & Priority Standards](#)

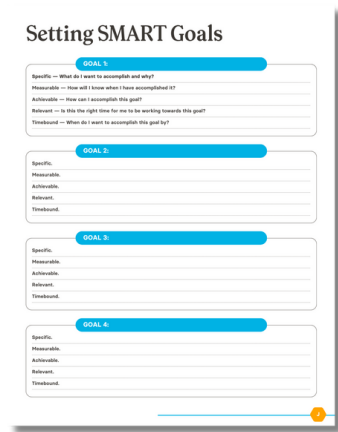[The Student Portfolio & Portrait of a Graduate](#)

Links to Templates & Worksheets
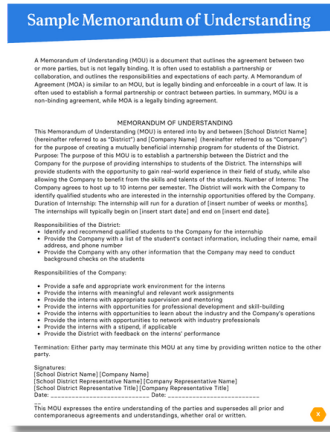

Template: MVA SOAR Analysis

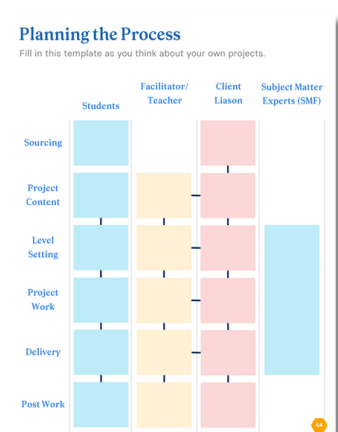Template: MVA Student Outgrowth Assessment Checklist
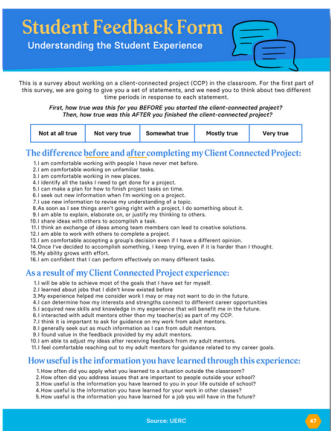

Template: Setting SMART Goals
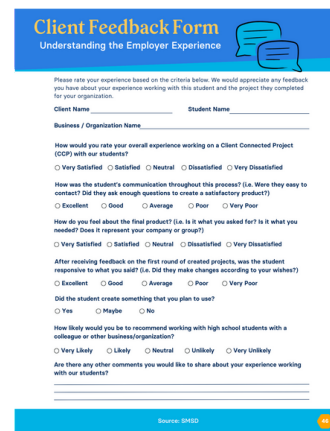

Template: CCP Implementation Checklist

Sample: Memorandum of Understanding

Template: Planning the Process

Sample: Student Feedback Questions

Sample: Client Feedback Form

Links to Articles, Videos, and Sites

Guidance & Informational Articles

- Real World Learning 2.0 Strategic Plan
- Real World Learning Network—Districts & Schools
- Regional Jobs Snapshot—October 2023
- Career Education Landscape Analysis
- RWL Navigating Perceived Barriers White Paper

Video Stories

- Shawnee Mission West: Real World Learning Goes to the Mall
- Campus Grounds Provides a Latte Real World Learning
- South KC Sets the Scene for Real World Learning
- Piper Capstones Lead to MVA Achievement for All Graduates

Interest & Career Exploration Tools

Connector - PrepKC
The Industry-Informed Instruction Connector connects students and teachers to the 21st-century workforce through virtual matches.

Agilities by the DeBruce Foundation
The DeBruce Foundation's seeks to raise awareness of the value one brings to a marketplace by better preparing and affirming individuals to be better informed in their career decisions.

Virtual Job Shadow
A career exploration and planning platform that offers day-in-the-life job shadowing videos, assessments, and search and administrative tools

Roadtrip Nation
Videos and curriculum designed to help students explore 21st century career paths and pursue meaningful careers

CareerVillage
An online platform that uses crowdsourcing to connect high school students with professional mentors for career advice and guidance

Career Cruising
A platform designed to give students a taste of different careers of interest to them and develop critical 21st-century employability skills

Sharing Your Sucess Stories
Raising awareness for continuous growth and collaboration

Sharing the achievements of students completing MVAs, educators implementing innovative practices in their classrooms, and community employer partners providing unique opportunities for high school students not only celebrates individual accomplishments but also underscores the positive impact Real World Learning is having in the region. Moreover, social sharing facilitates mutual learning among educators and schools, fostering a culture of continuous improvement and collaboration.

Document the Process

- [ ] Take photos or ask students to take photos and keep them in shared spaces.

- [ ] Capture quotes from both students and employers about their experience.

- [ ] Ask employers for social handles.

- [ ] Celebrate successes and milestones along the way—not just at the end (e.g., "First day connecting with our employer partner").

- [ ] Feedback from students on what worked and what could have been better.

What to include in posts

- Images featuring student and employer interactions
- MVA milestones
- Student achievements/outgrowths
- Tag employer
- RWL Hashtag(s): #RealWorldLearning #RWLKC #CCP #internship #MVA
- School hashtag(s)—confirm with your school

Recommendations for IG Reel or TikTok

- Capture content along the MVA journey and edit together for a full story.
  - Problem + Work Progress + Solution
- Consider a series that includes
  - Three Things I've learned about my employer
  - POV day in the life of...
  - Office tours / Job site tour
  - Three questions with... interview employer/SME

Follow RWL Social Channels & Learn from others

📷 **@realworldlearningkc**   🐦 **@RWL_KC**

📷 **@proxsummer**   ♪ **@proxsummer**   in **ProX Summer**

Download Guide & Resources

Real World
Learning

END OF GUIDE

Resources to Add to website or Google Folder

Portrait of a Grad & The Student Portfolio

Can students reflect on their outgrowths and apply them to future opportunities?

PORTRAIT OF GRADUATE

More than half of the RWL network of schools have created their own Portrait of a Graduate. This framework outlines the skills, attributes, and competencies that educators aim to cultivate in students by the time they graduate from high school.

LEARN
Growth Mindset
Curiosity & Flexibility
Self-Directed Learning
Reflect & Adapt

THRIVE
Comfortable to Fail & Recover
Seek & Use Feedback
Manage Ambiguity
Express Agency
Be Courageous

CONTRIBUTE
Earn a Living
Find & Create Opportunities
Create Value for Others

THINK
Critically Think
Exhibit Discernment
Adaptive Problem Solving

RELATE
People-Savvy & Tech-Savvy
Value Differences
Communicate & Collaborate
Show Integrity

PORTFOLIO

A high school portfolio is vital for students to reflect on and own their path to life after high school. It should provide a comprehensive and personalized representation of a student's academic journey, foster self-reflection and goal setting, demonstrate readiness for college and career, and showcase the student's unique talents and achievements. Students should review their Pathway Portfolio with their assigned counselor each year, updating it to include new experiences and outgrowths.

ADDITIONAL RESOURCES
Sample Extended Transcripts
Sample Resumes & Student Storytelling
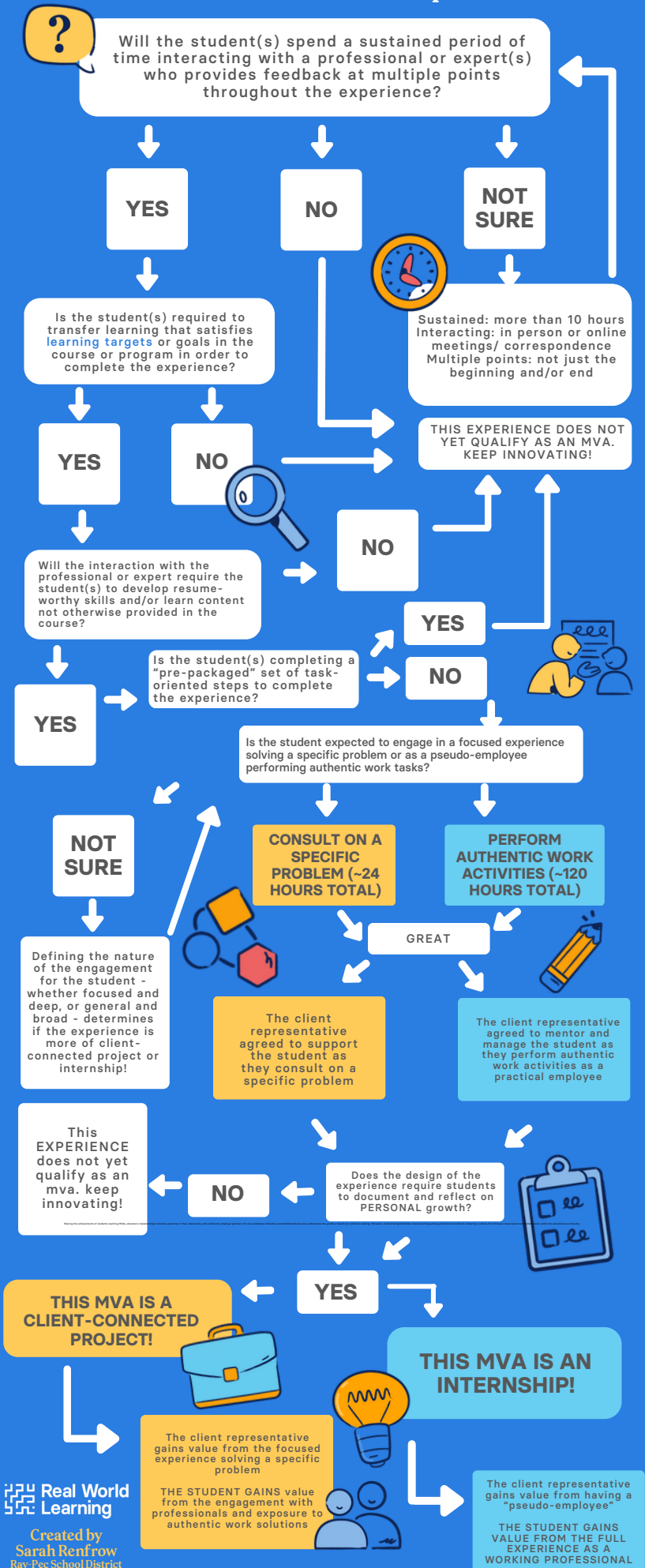Examples of schools' Portrait of a Graduate

Is this project an MVA?
CCPs and Entreprenuerial Experiences

Will the student(s) spend a sustained period of time interacting with a professional or expert(s) who provides feedback at multiple points throughout the project?

YES

NO

NOT SURE

Sustained: more than 10 hours
Interacting: in person or online meetings/ correspondence
Multiple points: not just the beginning and/or end

Is the student(s) required to learn content that satisfies learning targets or goals in the course or program in order to complete the project?

YES

NO

THIS PROJECT DOES NOT YET QUALIFY AS AN MVA. KEEP INNOVATING!

NO

Will the interaction with the professional or expert require the student(s) to develop resume-worthy skills and/or learn content not otherwise provided in the course?

YES

NO

Is the student(s) completing a "pre-packaged" set of task-oriented steps to complete the project?

YES

NO

Does the final product meet a need the client has identified or propose a unique value proposition to fill a vacancy in the marketplace or community?

NOT SURE

FOR A CLIENT

FOR A MARKET NEED

Defining if a project is solving a need for a designated client or if students are , determines if the project is entrepreneurial!

GREAT!

the professional or expert agreed to support the project expecting the opportunity to gain value (a return) from the product

A professional or expert volunteered to support the student(s)-led project out of the goodness of their heart

THIS PROJECT DOES NOT YET QUALIFY AS AN MVA. KEEP INNOVATING!

NO

does the design of the project process require students to document and reflect on PERSONAL growth?

THIS MVA IS A CLIENT-CONNECTED PROJECT!

YES

THIS MVA IS AN ENTREPRENEURIAL EXPERIENCE!

THE PROFESSIONAL WHO COULD GAIN VALUE FROM THE PRODUCT IS THE CLIENT.

STUDENTS MAY ALSO INTERACT WITH SUBJECT MATTER EXPERTS WHO PROVIDE ASSISTANCE OR FEEDBACK IN THEIR AREAS OF EXPERTISE AS NEEDED

STUDENTS MAY ENGAGE WITH A SINGLE SUBJECT MATTER EXPERT OR SEVERAL OVER THE COURSE OF THEIR PROJECT AS NEEDED IN ADDITION TO STAKEHOLDERS.

Real World Learning

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Is this work experience an MVA?
CCPs and Internships

?

Will the student(s) spend a sustained period of time interacting with a professional or expert(s) who provides feedback at multiple points throughout the experience?

YES — **NO** — **NOT SURE**

Sustained: more than 10 hours
Interacting: in person or online meetings/ correspondence
Multiple points: not just the beginning and/or end

Is the student(s) required to transfer learning that satisfies learning targets or goals in the course or program in order to complete the experience?

YES — **NO**

THIS EXPERIENCE DOES NOT YET QUALIFY AS AN MVA. KEEP INNOVATING!

Will the interaction with the professional or expert require the student(s) to develop resume-worthy skills and/or learn content not otherwise provided in the course?

NO

Is the student(s) completing a "pre-packaged" set of task-oriented steps to complete the experience?

YES — **NO**

YES

Is the student expected to engage in a focused experience solving a specific problem or as a pseudo-employee performing authentic work tasks?

NOT SURE

Defining the nature of the engagement for the student - whether focused and deep, or general and broad - determines if the experience is more of client-connected project or internship!

CONSULT ON A SPECIFIC PROBLEM (~24 HOURS TOTAL)

PERFORM AUTHENTIC WORK ACTIVITIES (~120 HOURS TOTAL)

GREAT

The client representative agreed to support the student as they consult on a specific problem

The client representative agreed to mentor and manage the student as they perform authentic work activities as a practical employee

This EXPERIENCE does not yet qualify as an mva. keep innovating!

NO — Does the design of the experience require students to document and reflect on PERSONAL growth?

YES

THIS MVA IS A CLIENT-CONNECTED PROJECT!

THIS MVA IS AN INTERNSHIP!

The client representative gains value from the focused experience solving a specific problem

THE STUDENT GAINS value from the engagement with professionals and exposure to authentic work solutions

The client representative gains value from having a "pseudo-employee"

THE STUDENT GAINS VALUE FROM THE FULL EXPERIENCE AS A WORKING PROFESSIONAL

Real World Learning

Created by
Sarah Renfrow
Ray-Pec School District

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Sample Memorandum of Understanding

A Memorandum of Understanding (MOU) is a document that outlines the agreement between two or more parties, but is not legally binding. It is often used to establish a partnership or collaboration, and outlines the responsibilities and expectations of each party. A Memorandum of Agreement (MOA) is similar to an MOU, but is legally binding and enforceable in a court of law. It is often used to establish a formal partnership or contract between parties. In summary, MOU is a non-binding agreement, while MOA is a legally binding agreement.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between [School District Name] (hereinafter referred to as "District") and [Company Name] (hereinafter referred to as "Company") for the purpose of creating a mutually beneficial internship program for students of the District. Purpose: The purpose of this MOU is to establish a partnership between the District and the Company for the purpose of providing internships to students of the District. The internships will provide students with the opportunity to gain real-world experience in their field of study, while also allowing the Company to benefit from the skills and talents of the students. Number of Interns: The Company agrees to host up to 10 interns per semester. The District will work with the Company to identify qualified students who are interested in the internship opportunities offered by the Company. Duration of Internship: The internship will run for a duration of [insert number of weeks or months]. The internships will typically begin on [insert start date] and end on [insert end date].

Responsibilities of the District:
- Identify and recommend qualified students to the Company for the internship
- Provide the Company with a list of the student's contact information, including their name, email address, and phone number
- Provide the Company with any other information that the Company may need to conduct background checks on the students

Responsibilities of the Company:

- Provide a safe and appropriate work environment for the interns
- Provide the interns with meaningful and relevant work assignments
- Provide the interns with appropriate supervision and mentoring
- Provide the interns with opportunities for professional development and skill-building
- Provide the interns with opportunities to learn about the industry and the Company's operations
- Provide the interns with opportunities to network with industry professionals
- Provide the interns with a stipend, if applicable
- Provide the District with feedback on the interns' performance

Termination: Either party may terminate this MOU at any time by providing written notice to the other party.

Signatures:
[School District Name] [Company Name]
[School District Representative Name] [Company Representative Name]
[School District Representative Title] [Company Representative Title]
Date: _____ Date: _____

This MOU expresses the entire understanding of the parties and supersedes all prior and contemporaneous agreements and understandings, whether oral or written.

ANALYSIS

A SOAR ANALYSIS IS A SIMPLE TECHNIQUE TO IDENTIFY YOUR PROJECT PLAN'S STRENGTHS, OPPORTUNITIES, ASPIRATIONS AND RESULTS AS YOU BUILD TOWARD A STRONG MVA.

STRENGTHS

What elements of an MVA are strong in your project plan?

OPPORTUNITIES

What new knowledge or skills could you attain or what changes could you make to move forward?

ASPIRE

What is your vision? What are you excited about?

RESULTS

How will you know when you have achieved your goals?

Setting SMART Goals

GOAL 1:

Specific — What do I want to accomplish and why?

Measurable — How will I know when I have accomplished it?

Achievable — How can I accomplish this goal?

Relevant — Is this the right time for me to be working towards this goal?

Timebound — When do I want to accomplish this goal by?

GOAL 2:

Specific.

Measurable.

Achievable.

Relevant.

Timebound.

GOAL 3:

Specific.

Measurable.

Achievable.

Relevant.

Timebound.

GOAL 4:

Specific.

Measurable.

Achievable.

Relevant.

Timebound.

Everyone has a role to play
in supporting student's attainment of MVAs

In addition to those implementing MVAs - employers, teachers, and students - everyone in the education ecosystem has a role to play in supporting student journey to real-world learning experiences and MVA attainment. By fulfilling these roles effectively, school counselors can help empower high school students to acquire marketable assets and gain real-world learning experiences that prepare them for success in college, career, and life beyond graduation.

INSTRUCTIONAL COACH

- Curriculum Alignment: Aligning curriculum with MVA experiences.
- Professional Development: Providing training for teachers to design MVA experiences.
- Resource Identification: Assisting teachers in finding employer partners
- Coaching and Support: Offering ongoing support in implementing real-world learning.
- Assessment and Reflection: Helping teachers develop assessments and facilitating reflection activities.
- Collaboration: Facilitating collaboration among teachers, employers, and community members.
- Advocacy: Advocating for real-world learning experiences and MVA achievement

SCHOOL COUNSELORS

- Career Exploration and Guidance: Providing resources and guidance for students to identify career interests, strengths, and pathways aligned with market demand.
- Connecting with Industry Professionals: Facilitating connections between students and industry professionals through events and networking opportunities.
- Internship and Job Placement Support: Collaborating to establish internship and job placement programs for practical experience and skill development.
- Personalized Support and Advocacy: Providing tailored support for students from diverse backgrounds, addressing barriers to real-world learning.
- Collaboration with Instructional Staff: Collaborating to integrate career readiness into the curriculum and align with students' goals.

PRINCIPALS

- Setting a Vision: Establishing clear goals prioritizing marketable skills and real-world learning for students.
- Curriculum Development: Designing and implementing a curriculum integrating MVA achievement
- Resource Allocation: Allocating resources to support real-world learning experiences, such as hiring career counselors and investing in technology.
- Building Partnerships: Cultivating partnerships to provide students with real-world learning opportunities.
- Professional Development: Providing ongoing support for teachers to enhance their capacity for real-world learning experiences.
- Data Monitoring and Evaluation: Monitoring student progress
- Advocacy and Communication: Advocating for real-world learning experiences and effectively communicating their value.
- Cultivating a Positive School Culture: Creating a culture valuing creativity, collaboration, and lifelong learning.

The Student Experience Portfolio

Can students reflect on their outgrowths and apply them to future opportunities?

A portfolio is a great way for students to compile the work they've done on their project and view their progress throughout. Many of the elements of the portfolio could be used to assess learning targets or replace an existing course unit. They can store their work on a folder or website or in a learning management tool. Teachers should revise the portfolio checklist to include work that best demonstrates the work and outcomes of a student's project.

Checklist

- [ ] the final draft of the student's Initial Project Report

- [ ] the student's Time Sheet

- [ ] the final draft of the student's Annotated Bibliography

- [ ] the student team's Project Outline

- [ ] the student team's Project Doc (or other form of communication with the client)

- [ ] Cient Feedback Reflection from first semester

- [ ] the testing results from the student team's testing phase (they might submit a document, presentation, or video of their presentation of their findings to their client)

- [ ] the student team's Pitch Slides

- [ ] the student's Pitch Summative Reflection

- [ ] Client Feedback Reflection from second semester

- [ ] a picture of the student's Tri-fold

- [ ] the Project Reflection

STOP - everything after this is JUNK

Feedback

PARKING LOT | CCPS

1. Project roles - examples of who might fill various roles and ratio of time.
2. Project Planning Resources
3. Bank of CCP examples
4. MVAs at different grade levels
5. Gather projects from core content area implementation with standards alignment and study how to replicate

PARKING LOT | INTERNSHIPS

1. Create best practice guidance for both schools and employers on remote internships
2. Hour requirements for internships - how much loose vs. tight?
3. Transportation obstacle call-out
4. Meaningful Work examples
5. IRC Implications for Internships
6. Semantics - I.E. Volunteer vs Internship for Health

PARKING LOT | IRCS

1. Is there prescribed guidance on IRCs? (do they have to be a part of student's career pathway?)
2. Will EMKF count non-state sponsored IRCs?
3. What additional regional employer organizations can help validate IRCs?
4. Advocacy towards DESE
5. how can we create a stronger connection between jobs reporting and target IRCs instead of always orienting to state-approved lists?
6. What if a student earns credentials through an after school program or through self study?

Parking Lot | Misc.

1. Special FAQ shout-out or otherwise for ProX?
2. Do we call-out "history of MVAs" and where definitions came from?
3. Create an employer engagement cheatsheet? (including vetting) - Checklist - Asia? Dylan or Chase?
4. How to connect experience to learning outcomes
5. Best practices of evaluation (rubric examples)

EE PARKING LOT

1. FAQ for student-run stores/coffee shops/etc
2. Project Planning Resources
3. Checklist for EE Experience
4. Bank of CCP examples - Ready in July
5. Does [____] count as an EE?
6. Guidance on Social Entrepreneurial Experiences
7. Intellectual Property for EE

or the experience of college credit to be a "ass
that has value in the market" we have to have t
tangible 'thing' that the student carries with the
and that is credit that transfers

good study habits and rigorous content do not m
MVA experience criteria.

College Credit
clarity in the goal being hours that transfer an
decrease time to attain degree?
AP vs Dual Credit - can we have the conversatio
value?
Dual credit "hacks" identified so it doesn't feel l
the wild west?

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Resources

Career Exploration Tools

Connector - PrepKC
The Industry-Informed Instruction Connector connects students and teachers to the 21st-century workforce through virtual matches.

Virtual Job Shadow
A career exploration and planning platform that offers day-in-the-life job shadowing videos, assessments, and search and administrative tools

Roadtrip Nation
Videos and curriculum designed to help students explore 21st century career paths and pursue meaningful careers

CareerVillage
An online platform that uses crowdsourcing to connect high school students with professional mentors for career advice and guidance

Career Cruising
A platform designed to give students a taste of different careers of interest to them and develop critical 21st-century employability skills

PERSONALIZED LEARNING

Goal Setting Tools

How are your students setting goals?

- SMART (Specific, Measurable, Achievable, Realistic, and Timely) Goals
- Goal Mapping / Mind Mapping
- Leveling Goals
- Digital Vision Board

Entrepreneurial Mindset / Problem Solving Strategies

- Design Thinking
- Human-Centered Design
- Creative Intelligence
- Lean Startup
- Interaction Design
- Life-Centered Design
- Strategic Design
- TRIZ

- BUILD
- Junior Achievement
- Startland EDU
- DECA / FBLA / SkillsUSA / HOSA
- MoonshotJr.com
- Network for Teaching Entrepreneurship

Strengths Explorer

Older students
Learning Heroes Character Strength Finder
Thrively's survey of strengths, interests, and aspirations

Kuder
An online platform that helps students understand their strengths and interests and plan for college and careers

PROJECT	DESCRIPTION	CLASS TAUGHT IN	TEACHER/SCHOOL	EMPLOYER
Helping Refugees	Helping the French-speaking immigrant community in KC feel connected		Bess Hayles Lee's Summit	
National Anthem Project	Students should play the national anthem live at every event instead of a recording and can expand into the community	Vocal	Dustin McKinney Kearney	High School, Community
Music Performer Entrepreneurial Experience	Students have to research and answer specific questions and they must use their experience and connections with professionals. Ends with portfolio and one public performance	Vocal	Dustin McKinney Kearney	
Inclusive and Accessible Work Environment	To create a more inclusive and accessible work environment at Nebraska Furniture Mart.	Onward Program Students	Elizabeth Thomas Piper	Nebraska Furniture Mart
Piper Prairie Accessibility	Students will observe and work in the lunchroom to find gaps in the workflow that will improve the cafeteria experience	Onward Program Students	Elizabeth Thomas Piper	Piper Prairie
Pirates Bay	Students will observe, evaluate, and respond to sales trends to come up with a way for Pirates Bay to keep up with demand.	Onward Program Students	Elizabeth Thomas Piper	Pirates Bay
Public Health Campaign	Students will gain practical experience in addressing public health issues by partnering with the Department of Health to implement a community health project.	Anatomy and Physiology	Jennifer Hamilton Hickman Mills	Department of Health
Food Safety and Quality Certification	Establish a food safety and quality certification service for small and medium-sized food producers. Offer inspections, training, and certification to ensure adherence to food safety standards and help them gain access to broader markets.	7th Grade Life Science	Jim Newland Grandview	
Improve LSHS	Each team will give solution-oriented presentations on school improvement to LSHS Administration.		Joe Donahay Lee's Summit	LSHS Administration
Voter Registration in Youth	Students will produce a product for each client that will grow voter registration and voter participation rates		Joni Harrell Belton	
Radio Jingle	Choir students create a jingle for a new local business that is aired on community radio station		Julie Ammons Fort Osage	
Music Lessons for kids	Students in Women's Chorale were asked to create a music lesson for Pre-K students at the Woodland Early Childhood Center in the Fort Osage School Distric		Julie Ammons Fort Osage	Woodland Early Childhood Center
Homeowner's Association	Two students volunteered to pitch, set up, learn new music and perform	Math	Julie Ammons Fort Osage	Homeowner's Association
LEAD Center Popcorn Pop Up	Entreprenuer project with LEAD Center to rebrand and promote a popcorn storefront at the LEAD Center	Transition Skills Students	Katie Huff Raymore Peculiar	LEAD Center
Coffee Shop Risk Assessment	Partner with local legal experts are well as risk assessment experts to determine product packaging for our coffee shop and after school store	Business Law	Katy Bergeron Hickman Mills	
Lee's Summit School District Cultural Calendar	Make a calendar including holidays from multiple cultures	Spanish 2	Libia Kozisek Lee's Summit	
Greeting cards	Create, make greeting cards for sale to HMS and McEowen student body and teachers		Michelle Pavin	
Technical Theatre Construction Projects fto benefir the theatre space	Students will meet with clients to discuss their wants and needs for their theature (storage, wardrobe, etc.) and students will design, pitch, and build		Tabatha Babcock Belton	High School Theatre
KC Pet Project	Data collected for KC Pet Project, on why there is an influx of surrendered animals due to the increase of pet rent, and what areas of the metro that contribute to the rise.	Math	Tashann East	KC Pet Project
Energy Conservation	Partner with a local energy provider or school facilities to access energy usage data. Students can analyze energy consumption trends over time and present findings through line graphs, highlighting the benefits of energy conservation.	Social Studies	Lesli Lame Harrisonville	

Spreadsheet of Resources for Uploading

Title	Status	
~~CCP Flowchart~~		
Is this an MVA? Flowchart	Drafted	103 & 104
Employer Relationship Guide	Drafted	65-68
Assessing Learning & Feedback Strategies	Drafted	Pages 48 - 53
~~Employer Relationships Quick Start Guide~~		
CCP Project Prompts	Drafted	Pages 75 - 81
CCP Case Studies	Drafted	Pages 83 - 84
~~CCP Case Study #2~~		GOING TO MERGE THESE INTO ONE PDF
ELA Standards for CCP Example	89 still needs "elements"	Pages 86-89
~~MO ELA Priority Standards~~		GOING TO MERGE THESE INTO ONE PDF ON STANDARDS
Template: MVA Student Awareness Checklist	for Counselors?	
Sample Memorandum of Understanding	Drafted	
Template: MVA SOAR Analysis	Drafted	
Template: Setting SMART Goals	Drafted	
RWL Employer Engagement Menu	Drafted	Pages 69 - 73
~~MVA Roles~~		IGNORE THIS ONE
Template: Planning the Process	Drafted	Pages 57 - 60

Resource Uploading

Fill in Title of Resource - this is the only thing that gets entered on this section - you do not need to embed teh PDF here. It automatically populates when you enter in the sidebar.

Fill in meta description

This is where the description of resource goes

This is the only place where you need to upload the PDF/Resource

Tags

ADD NEW TAG

Separate with commas or the Enter key.

MOST USED

CCP Internships
Entrepreneurial Experiences Employer
professional development AI
College Credit IRC careers
Essential Skills

Content Groups

SEARCH CONTENT GROUPS

- [ ] Entrepreneurship
- [ ] Industry-Recognized Credentials
- [ ] Internships & Externships
- [ ] Market Value Assets
- [ ] Professional Development
- [ ] Strategy
- [ ] Student Voice

Add New Content Group

Asset Uses

- [ ] Classroom
- [ ] Employer Engagement
- [ ] Outreach & Informational
- [ ] Professional Development
- [ ] Social Media & Promotion

Add New Asset Use

Audiences

- [ ] Educators
- [ ] Employers
- [ ] Parents
- [ ] Students

Add New Audience

Asset Types

- [ ] Blog
- [ ] Graphic
- [ ] PDF
- [ ] Presentation
- [ ] Template
- [ ] Video

Add New Asset Type

Asset Uses:
For the majority of these it will be professional development, but I'll note it on each one.

Audiences:
For most it will be Educators or Students

Content Groups
For most it will be Educators or Students

Asset Type
Likely PDF or Template

Reading & Viewing

Recommended Articles and Videos

How our youth spend out-of-school time is critical

Access to quality programming before and after school – and during school breaks – can effectively put students and families on a path to success.

kauffmanFDN

Entrepreneurial Youth Initiative Middle School Pilot

SAVE FOR LATER

MVA Roles

Sharing Your Story

Recruit

Retain

Engage

Real World Learning

BUILDING THE RIGHT ECOSYSTEM FOR A COLLABORATIVE
What do you have? How is it similar/different?

LANDSCAPE

☑ Ready to collaborate!

YOUR RWL HUB

FAMILY / COMMUNITY

NON-PROFIT / INTERMEDIARY

CIVIC GOVERNMENT

EDUCATORS

EMPLOYERS

STUDENTS

What do you have? How is it similar/different? How will you action?

EMPLOYER	**EDUCATORS**	**CIVIC/GOV**	**INTERMEDIARIES**
Existing	Existing	Existing	Existing
Action Steps	Action Steps	Action Steps	Action Steps

Many districts already had existing employer relationships. Regional chambers and economic development commissions.

In KC we started with 3 districts and it grew within months to 7 then doubled to 15 by the time we launched

Mid-America Regonal Council & the KC Civic Council both placed priority on workforce development

PREP-KC was already deeply invested in this work for urban students

1. Engagement of intermediary partners who provide learning opportunities that increase quality MVA attainment
2. School Districts committed to creating opportunities and committed to board approval and imbeded in their strategic plans.
3. industry leaders began coming together to approach talent acquisition and development differently
4. Civic and government looking at the growth of the KC region and where the talent pipeline would be coming from.