

VERSION 2  
September 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

1

## **INTRODUCTION UNDERSTANDING REAL WORLD LEARNING & MVAS**

Preface and Acknowledgements  
Market Value Assets  
Is This Experience an MVA?

8

## **DEVELOPING AND RECORDING STUDENT OUTGROWTHS**

Student Outgrowths  
Portrait of a Graduate  
Pathway Portfolio  
Real World Learning Scope & Sequence  
The Student Journey  
Pathway Portfolio: 5 Outgrowth Reflections

15

## **SOURCING, ENGAGING, AND RETAINING COMMUNITY PARTNERSHIPS**

RWL Community Partner Engagement Menu  
Quick Start Guide: Foundation for Success

23

## **DESIGNING STUDENT-CENTERED EXPERIENCES**

Student Voice  
Encouraging Student Agency  
Elevating Student-Centered Practices  
Measuring Student Growth at the MVA Level  
Practicing Entrepreneurial Mindset

29

## **CLIENT-CONNECTED PROJECT (CCPS)**

Introduction to Client-Connected Projects (CCPs)  
Preparation & Consideration  
5 Key Components  
FAQs

34

## **ENTREPRENEURIAL EXPERIENCES (EES)**

Introduction to Entrepreneurial Experiences (EEs)  
Preparation & Considerations  
5 Key Components  
FAQs

39

## **INTERNSHIPS**

Introduction to Internships  
Preparation & Considerations  
5 Key Components  
FAQs

44

## **INDUSTRY RECOGNIZED CREDENTIALS (IRCS)**

Introduction to Industry Recognized Credentials (IRCs)  
Preparation & Considerations  
5 Key Components  
FAQs

# Contents

49

## **YOUTH APPRENTICESHIPS**

Introduction to Youth Apprenticeships (YAs)  
Preparation & Considerations  
5 Key Components  
FAQs

54

## **COLLEGE CREDIT**

Introduction to College Credit  
Preparation & Considerations  
5 Key Components  
FAQs

59

## **APPENDIX A: ASSESSING, LEARNING, & FEEDBACK STRATEGIES**

Assessing Learning  
Effective Feedback Strategies  
Competency-Based Learning in MVAs

65

## **APPENDIX B: PROJECT PLANNING**

Project Map Example  
Project Map Template  
Client-Connected Projects Process Outline  
Planning the Process  
Tying CCPs to Learning Standards  
Implementation Checklist

72

## **APPENDIX C: CCP PROJECT PROMPTS**

RWL Project Database  
Prompts for Client-Connected Projects  
Business Growth  
Operational Support  
Marketing & Customer Engagement  
CCP Case Study

83

## **CCP EXAMPLE FOR ELA: STANDARDS ALIGNMENT**

ELA CCP Example  
Course Units

87

## **ADDITIONAL RESOURCES**

Glossary of Terms  
CCP Apprentice Program Resources  
Links to Additional Resources  
Links to Templates & Worksheets  
Links to Articles, Videos, and Sites  
Sharing Your Success Stories

O V E R V I E W

---

# Understanding Real World Learning & MVAs

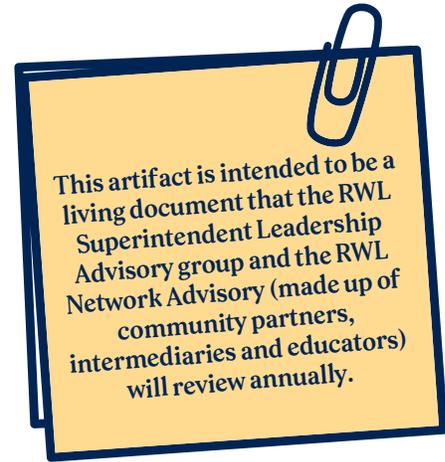
# Preface and Acknowledgments

## 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?



## Common Terms

*A glossary is provided at the end of this guide, but here are a few key terms to know as you work through it:*

**Community Partner:** An organization collaborating with students, which can include businesses, industries, non-profits, faith-based entities, civic organizations, and school districts. The term 'employer' is often used interchangeably.

**RWL Team:** A group within districts and schools, including building administrators and RWL coordinators, dedicated to promoting and ensuring the success of Real World Learning opportunities for students.

**Pre-MVA:** A term for experiences typically occurring in K-8 settings, serving as a precursor to Market Value Assets.

## 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 and community partners, have informed the guidance for MVA experiences in this guidebook. In addition, resources and guidance have been provided by the 34 RWL schools and districts and our intermediary partners. A full list of intermediary partners is on page 94.

## Strategic 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.



**Success-Ready Students Network**

In 2021, the Kauffman Foundation invested in SRSN to drive policy changes at the state level in Missouri around competency-based learning.



In 2022, Real World Learning launched ProX, a summer internship program to address equity and accessibility for high school students to participate in high quality internships.

# 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, community 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.**

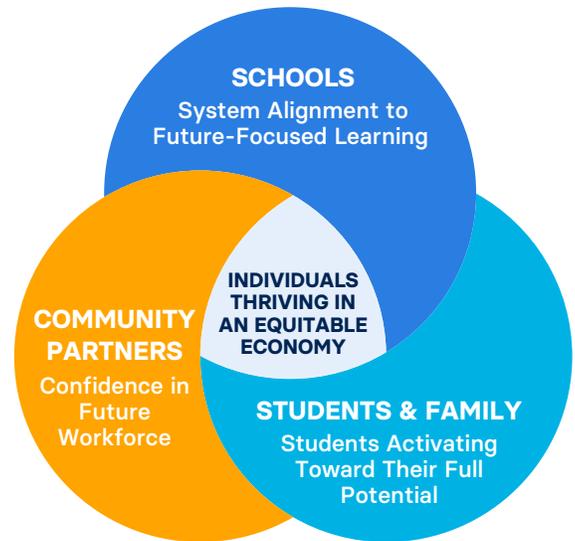
## Cultivating an Active and Equitable Two-Sided Market

Real World Learning in Kansas City relies on a dynamic partnership between education and community partners. 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 community partners 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.” Immersive MVA experiences empower students, boosting their self-awareness and confidence, and helping them envision a bright and hopeful future.



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

While "real-world learning" is a common term, Kansas City’s collaborative stands out in a significant way. The commitment to ensuring ALL students graduate with an MVA means that districts must actively address barriers faced by historically marginalized groups. MVAs are "uniquely elegant" because, while the definitions are consistent, how schools, teachers, and businesses work together to ensure accessibility can differ. In Kansas City, the 80+ high schools in the RWL Collaborative are incredibly diverse—spanning urban, suburban, and rural areas with varied socioeconomic, racial, and ethnic populations. Yet, each school has integrated RWL into its strategic plan, all striving toward the collaborative’s shared goal.



# 34 School Districts and Charters:

## All working toward the same goal

At the end of the 2023 school year, data was collected from 31 of the 34 school districts in the RWL Collaborative. While there is still work to do, the results from these 31 districts showed that 23% of the total high school population (which includes 89,011 students) completed at least one Market Value Asset (MVA). Additionally, 49% of seniors graduated with at least one MVA. The accompanying chart represents the racial/ethnic breakdown of these graduating seniors.

### REGIONAL DATA - 2022-2023 School Year

RACE/ETHNICITY	% OF GRADUATING POPULATION	% OF MVA ATTAINERS
Black	17	14
White	56	62
Hispanic	17	13
Asian	4	5
Other	6	6

# Measuring Educator and Student Growth

## Overview

In 2023-2024, RWL and the Urban Education Resource Center (UERC) collaborated to conduct a pilot study to examine the impact of the CCP Apprenticeship and the implementation of CCPs. Teacher outcomes measured through this study focused on the knowledge, tools, connections, and confidence needed to effectively implement CCPs. Student outcomes measured included the ten RWL outgrowths, self-efficacy, and broader application of learning.

## Methods

During the first phase of the pilot study, both a teacher and student survey were designed and rigorously tested to ensure effective measurement of outcomes. Surveys were then administered to participating teachers and their students between December 2023 and May 2024.

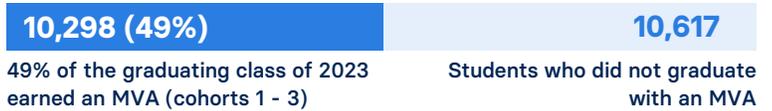
## Participants

A total of 81 teachers (from 41 schools) and 819 students (from 49 schools) submitted survey responses.



See full 2023 data report

### Graduating Seniors with MVAs



### Total Students with MVAs



## KEY PILOT STUDY FINDINGS

RWL's CCP Apprenticeship has positive, measurable impacts on teachers and students:

1. Teachers reported gains in **confidence**, changes in **practices** and **intention** to continue implementing CCPs.
2. Students reported gains in all ten RWL **outgrowths**.
3. Students increased **self-efficacy** and understanding of how CCP learning is **useful for their future careers**.



## 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

Building your implementation plan

- Build a District/School RWL Team** | Identify individuals enthusiastic about the benefits of RWL opportunities for students and consider additional members of the team who would ensure success, such as building-level administrators and RWL coordinators.
- Understand MVAs & Student Outgrowths** | Ensure all members of the team are well-versed in the definitions of Market Value Assets and Student Outgrowths.
- Develop Goals Based on Strategic Plan** | Develop a clear mission and vision and create tangible RWL resources to guide the process, including a Portrait of a Graduate and Pathway Portfolios.
- Communicate RWL Plan to Stakeholders** | Ensure that the team, faculty, community, parents, and students are well-informed and have access to the plan and RWL resources.
- Implement Plan** | Set regular meetings with RWL Team to ensure the lines of communication are open and the implementation process has a consistent message, appropriate resources, and a fast track to remove barriers.
- Showcase Progress** | Share student stories early and often to increase buy-in for the RWL plan from internal and external stakeholders.
- Collect Data** | Collect data on MVA completion and develop next steps.

# 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

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.

# Is This Experience an MVA?

## General Hallmarks of a Quality Experience



HALLMARKS	INDICATORS	QUALITY CONSIDERATIONS
PROFESSIONAL INTERACTION	Students develop professional relationships	<ul style="list-style-type: none"><li>The student benefits from social capital by developing positive, personal, and professional relationships with community partners to the point that they could be included as a reference on a resume.</li><li>When an MVA does not dictate interaction with community partners, such as when earning college credit or an IRC, every effort should be made for the student's experience to replicate real-world circumstances and incorporate authentic feedback from experts in the field studied.</li></ul>
OUTCOMES	Students master course learning standards Students develop resume-worthy POG traits	<ul style="list-style-type: none"><li>The student compiles evidence of mastery of learning targets, attainment of skills, and development of POG traits leading to student outgrowths.</li><li>They make connections between their course work and experiences and reflect thoughtfully about pursuing personal goals. They revisit and revise their plan in their Pathway Portfolio.</li></ul>
DEPTH	Experience is multifaceted and requires application of new learning	<ul style="list-style-type: none"><li>The student is challenged by the work and uses higher-order critical thinking, including evaluation, analysis, and synthesis.</li><li>The student recognizes and transfers their application of skills to discussion, creation, and revision in a variety of areas.</li></ul>
VALUE	Experience benefits the student, organization, community and/or customer(s).	<ul style="list-style-type: none"><li>The student develops an entrepreneurial mindset, is proactive, and has strategies to move towards defined goals.</li><li>The student earns credit in the course through which the experience is offered.</li><li>The outcome of the experience is measurable and benefits stakeholders.</li></ul>



## IS \_\_\_\_\_ AN MVA?

Experiences such as jobs, Eagle Scout Awards, Girl Scout Gold Awards, and the Seal of Biliteracy aren't automatically considered an MVA, but if they meet the hallmarks here and follow the guidance of a CCP, EE, or internship, they might be!

O V E R V I E W

---

# Developing and Recording Student Outgrowths

# Student Outgrowths

What changes when a student earns a Market Value Asset?

When a student has a deep, rich, immersive MVA experience, they become aware of their skills and abilities with a new confidence.



## IDEALLY, A STUDENT WHO EARNS A MARKET VALUE ASSET:

### **BENEFITS FROM SOCIAL CAPITAL**

A student practices empathy and makes a positive impact in their local and global community. They network with a diverse range of individuals and feel confident asking contacts for help or mentorship.

### **REVISITS AND TESTS INTERESTS**

A student regularly asks, "Is this relevant to who I want to be in the future?" They seek support to explore, reflect, and update their path regularly.

### **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 verbally and visually using appropriate digital applications, adapting to their purpose and audience.

### **PLANS AND MANAGES PROJECTS**

A student can envision and communicate the steps needed to solve a problem or fill a need and can accomplish the steps independently or with a team.

### **COLLABORATES TO AN END**

A student advocates for change, works with others on shared goals, and finds compromise when necessary.

### **IS PROACTIVE**

A student is able to self-direct in order to identify issues and use creative and innovative solutions to solve problems and advance a towards a goal.

### **WORKS THROUGH DIFFICULTY**

A student is comfortable with assignments that stretch what they already know and have done. They can apply appropriate strategies to overcome barriers.

### **IS COMFORTABLE IN DIFFERENT CONTEXTS**

A student is able to transfer knowledge and skills, develop cultural and self awareness, and demonstrate social competency when working on unfamiliar assignments, with new people, or in new places.

### **CONDUCTS RESEARCH AND REFINES PLANS**

A student seeks external input at all stages of a project, analyzes feedback and data, uses critical thinking, and makes decisions based on research.

# Portrait of a Graduate

What traits, aligned to strategic goals, will lead learners to develop Student Outgrowths?

## DEVELOPING A PORTRAIT OF A GRADUATE (POG)

Districts in the RWL network are encouraged to develop a 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. Traits should focus on developing Student Outgrowths. RWL opportunities should be designed using the Portrait of a Graduate to help define student goals in addition to mastering course standards.

### EXAMPLE



### INITIATIVE & PRODUCTIVITY

- Manages projects effectively
- Communicates process & documents progress
- Works independently towards a goal
- Creates innovative solutions

### COMMUNICATION & COLLABORATION

- Considers audience & purpose to communicate clearly
- Demonstrates digital literacy
- Advocates for change
- Collaborates towards a goal

### COMMUNITY & CONNECTION

- Practices empathy & has a positive impact
- Is comfortable in different contexts
- Networks with a diverse range of individuals
- Develops cultural & self awareness

### RESEARCH & REFLECTION

- Explores focused interests
- Conducts research & analyzes findings
- Uses critical thinking to make decisions
- Refines plans based on data

### RESILIENCE & GROWTH

- Embraces learning opportunities
- Values feedback
- Applies a growth mindset to make adjustments
- Works through difficulty



#### RESOURCE

Examples of POGs from RWL Network districts and schools.

# Pathway Portfolio

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

## The journey to real-world experiences should begin in elementary school

and allow students to create 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.



**A Pathway Portfolio is vital for students to reflect on their development of outgrowths 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 postsecondary plans.
- Showcase the student's talents and achievements.

**Educators should support students updating the Pathway Portfolio each year to include:**

- Relevant coursework demonstrating mastery.
- Reflections on new experiences.
- Attainment of the traits included in the Portrait of a Graduate that lead to Student Outgrowths and the achievement of MVAs.

**Students should review their portfolio with their counselor on a regular basis to ensure their course of study and RWL experiences support their personal path.**



**NOTE:** The guidance on the following page indicates the grade by which elements should be introduced; they may be introduced before that grade level. Activities, skills, and portfolio artifacts do not constitute a comprehensive list and may be revisited multiple times throughout a student's career.

# Real World Learning Scope & Sequence

## Documenting Goals & Growth in a Pathway Portfolio

ELEMENTARY SCHOOL	Portfolio Focus: Community Awareness & Connections to Self			
	By	RWL Activity Introduction	Student Skill Introduction	Portfolio Artifact Introduction
	PreK–3	Guest speakers Field trips	Identifying unique traits & interests	POG traits identification Interest survey results
	4	Team projects	Navigating team dynamics; Using elements of project processes	Experience reflections with focus on POG trait growth
	5	Showcase opportunities	Understanding an MVA; Setting goals; Using RWL vocabulary	Discussion of personal values and connection to current personal, academic, and career goals; Middle School course plan

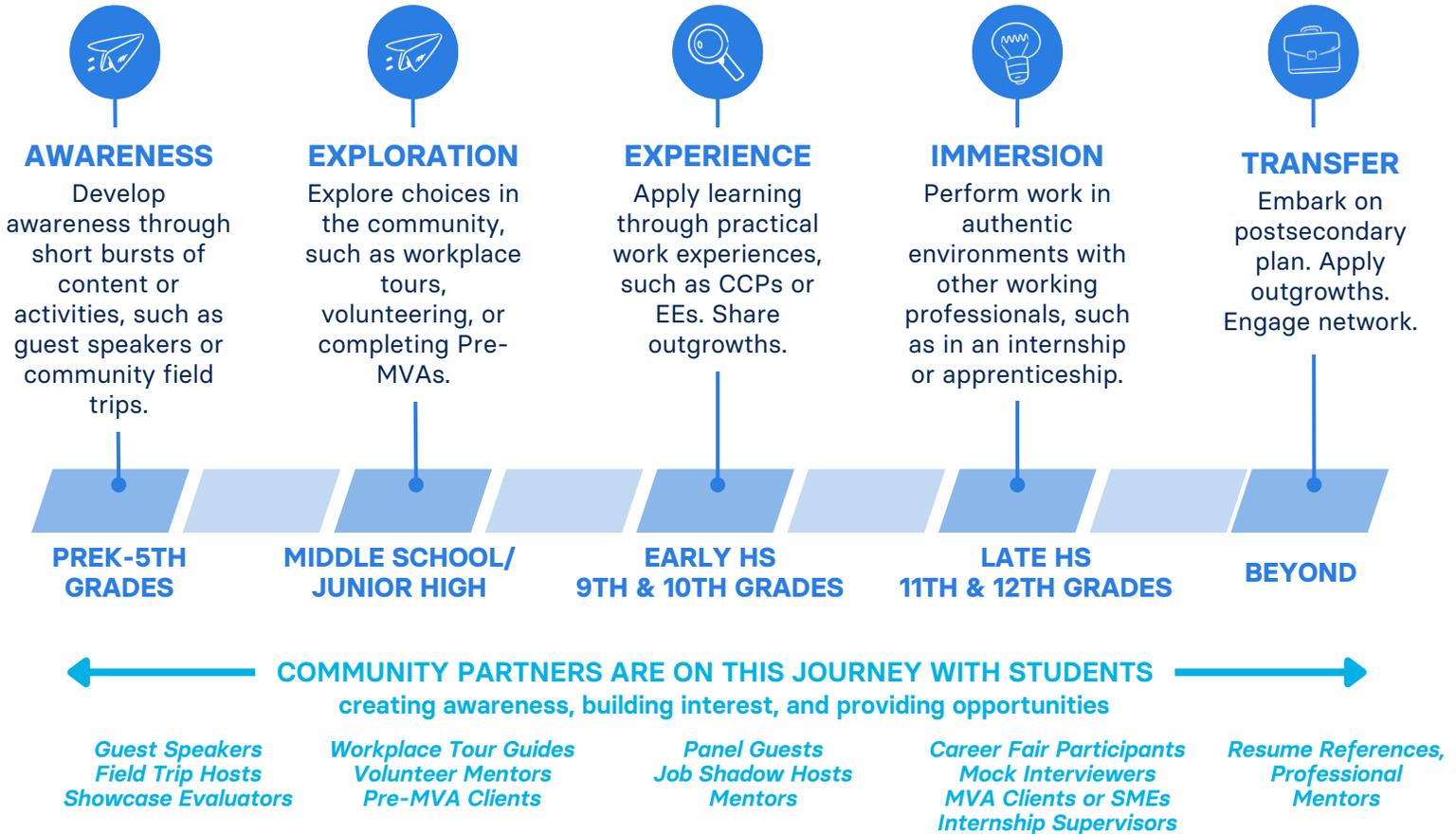
ELEMENTARY SCHOOL	Portfolio Focus: Career Exploration & Community Connection			
	By	RWL Activity Introduction	Student Skill Introduction	Portfolio Artifact Introduction
	6	Interest-driven workplace tours	Connecting learning and working styles to career interests	Learning style reflection; Industry & career clusters
	7	Volunteerism	Using organization & communication strategies; Identifying post-secondary options	Career survey results; Interest & aptitude inventory; SMART goals
	8	Pre-MVA projects	Understanding CCPs and EEs; Developing an entrepreneurial mindset; Using project management	Identification of strengths in individual work and team roles; Documentation of project management strategies; High School course plan

HIGH SCHOOL	Portfolio Focus: Purpose, Experience & Transferring Skills			
	By	RWL Activity Introduction	Student Skill Introduction	Portfolio Artifact Introduction
	9	Informational interviews; Student voice opportunities	Connecting experiences to course work; Making an impact on learning, working, and community environments	Reflection on personal impact goals
	10	Job shadowing	Building professional relationships; Working independently; Focusing postsecondary goals	Postsecondary plan
	11	MVA opportunities; Postsecondary connections (e.g. career fair, mock interview)	Networking; Developing a personal pitch	Resume, cover letter, and application essay
12	Student leadership opportunity	Using leadership strategies; Cultivating an appropriate professional image	Personal Budget; Statement of Purpose; Portfolio of work; Professional email or online presence	



# The Student Journey

## A Timeline of Business & Community Partner Engagement



### What is a Pre-MVA?

A Pre-MVA experience is an experience (likely during Middle or Junior High) that can help students work towards course goals and/or develop POG skills but is missing one or more of the required hallmarks of an MVA or does not meet the definition of a specific MVA outlined in this guidance. These experiences are valuable and often resume-worthy and should be documented in the Pathways Portfolio.

### More ways to support the student journey

#### Identifying Community Needs

Business & Community partners are integral in the design process of RWL opportunities. As district teams develop new programs, community members are invited to help identify regional needs and potential partnerships.

#### Serving on Development Boards

The perspective of experienced professionals in areas such as business, industry, non-profits, recreation, and faith-based organizations is vital on RWL teams to forecast future job and talent needs and help schools focus on developing skills that are most needed in the community.

#### Volunteering to Connect with Students

Opportunities for community partners to partner with schools in a variety of roles range from speaking to a kindergarten class to supervising a senior intern on-site. Making real-world experiences an ongoing part of students' educational experience, not the exception, establishes and strengthens community ties that benefit everyone.

# Pathway Portfolio: 5 Outgrowth Reflections

Can students reflect on the value of their real-world experience?

## 1. Benefits From Social Capital



Students should reflect on ways they have made a positive impact and consider community partners they've interacted with that they could contact as a reference or for mentorship.

## 2. Revisits & Tests Interests



As students consider their strengths, abilities, and interests, they describe how they might apply them to immediate and future goals.

## 3. Seeks Feedback



Students are able to describe ways they have reached out to community partners to receive feedback. They should be able to explain how they processed and applied the feedback to their work.

## 4. Works Through Difficulty



Students are able to describe issues they encountered and pinpoint methods they used to move forward.

## 5. Is Comfortable in Different Contexts



Students can identify and explain ways they have transferred knowledge and skills to new or unfamiliar circumstances. They should be able to describe ways they have demonstrated social competency in their experiences.

### ADD TO RESUME:

- Communicates clearly:
  - "Prepared and delivered presentation to showcase..."
  - "Wrote a report to explain..."
- Plans and manages projects:
  - "Managed the project process of..."
- Collaborates to an end:
  - "Addressed issues with..."
- Is proactive:
  - "Developed innovative strategy to solve..."
- Conducts research and refines plans:
  - "Used data to defend..."



O V E R V I E W

---

# Sourcing, Engaging, and Retaining Business & Community Partners

# Business & Community Partner Engagement

A school resource for identifying partner options to support RWL

## NO TWO COMMUNITY PARTNERS 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 community partners, we encourage you to have several potential options available to discuss.



Community partners 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. Their participation ensures that students can identify ways they fit within their community and expands their options.



### AWARENESS & EXPLORATION

Partners support students as they develop awareness through short bursts of content or activities, such as a workplace tour or virtual career introduction that increasingly become tied to interests students are excited to explore.



### ENGAGEMENT

Partners provide opportunities for students to apply learning through practical experiences, such as client-connected projects and entrepreneurial experiences so they become active participants in their learning and community.



### IMMERSION & TRANSFER

Partners offer opportunities for students to perform work in authentic environments with other working professionals, such as in an internship or apprenticeship, so they can “try on” different roles.

### HOW PARTNERS SHOULD PREPARE TO WORK WITH SCHOOLS & STUDENTS

All individuals working with students should:

- Expect to complete a district, program, or course onboarding process.
- Follow district communication and contact policies.
- Communicate issues to the designated district representative.



A community partner is the business, industry, civic group, nonprofit organization, faith-based entity, recreational facility, or school who volunteer to connect with students. Role guidelines for volunteers and individuals representing community partners are outlined below.

	ROLE DEFINITION	TOP 3 TIPS FOR SUCCESS
<b>FIELD TRIP/ WORKPLACE TOUR GUIDE</b>	A representative of a community partner organization volunteers to guide a group of students, supervised by a district employee, in a generalized tour.	<ol style="list-style-type: none"> <li>1. Collaborate with teachers to align the tour with classroom goals.</li> <li>2. Introduce the organization's mission and history.</li> <li>3. Tailor your presentation to the students' age group.</li> </ol>
<b>GUEST SPEAKER</b>	Professionals volunteer to present to students on a subject tied to course outcomes.	<ol style="list-style-type: none"> <li>1. Share your career path and impact on the community.</li> <li>2. Include personal stories, challenges, and growth tips.</li> <li>3. Keep the session interactive with plenty of Q&amp;A.</li> </ol>
<b>SHOWCASE EVALUATOR</b>	A member of the community with lived experience volunteers to provide personalized feedback to students showcasing their learning and growth of their Portrait of a Graduate (POG) traits.	<ol style="list-style-type: none"> <li>1. Familiarize yourself with the event format and expectations.</li> <li>2. Review the student work and provide clear feedback.</li> <li>3. Engage with the students' presentations and ask questions.</li> </ol>
<b>GUEST PANEL/ COLLEGE &amp; CAREER FAIR PARTICIPANT</b>	Professionals volunteer to meet with students about career paths and post-secondary options.	<ol style="list-style-type: none"> <li>1. Offer personalized answers based on students' goals.</li> <li>2. Share your career journey and provide relevant advice.</li> <li>3. Distribute informational materials for students to keep.</li> </ol>
<b>MENTOR</b>	Professionals volunteer to share their experience, learn about students' projects, and offer general advice.	<ol style="list-style-type: none"> <li>1. Listen to students describe their projects and challenges.</li> <li>2. Guide rather than solve problems, encouraging student growth.</li> <li>3. Provide professional feedback to develop their skills.</li> </ol>



	ROLE DEFINITION	TOP 3 TIPS FOR SUCCESS
<b>JOB SHADOW HOST</b>	Professionals volunteer to host a single student or small groups over a short period of time (1 day-1 week) to give insights into what a “day in the life” in a career or company entails.	<ol style="list-style-type: none"> <li>1. Create an agenda that showcases various roles and activities.</li> <li>2. Encourage students to ask questions and explore connections.</li> <li>3. Share your career journey and insights with the students.</li> </ol>
<b>CLIENT</b>	Professional representing the community partner who provides an open-ended problem. Clients meet with students throughout the client-connected project process to discuss progress and provide feedback.	<ol style="list-style-type: none"> <li>1. Propose open-ended problems with multiple solutions.</li> <li>2. Meet regularly with students to discuss progress (min. time commitment of 4 hours).</li> <li>3. Provide resources and connect students with stakeholders.</li> </ol>
<b>SUBJECT MATTER EXPERT (SME)</b>	Experts in a field, skill, or craft support students in their projects. SMEs provide advice, training, or assistance on specific elements of an experience.	<ol style="list-style-type: none"> <li>1. Offer specific advice and training related to your expertise.</li> <li>2. Support students by connecting them to additional resources.</li> <li>3. Provide feedback to encourage skill development.</li> </ol>
<b>INTERNSHIP SUPERVISOR</b>	Experts in a field, skill, or craft support students in their projects. SMEs provide advice, training, or assistance on specific elements of an experience.	<ol style="list-style-type: none"> <li>1. Create a job description and balanced work plan.</li> <li>2. Provide mentorship and ensure exposure to various departments.</li> <li>3. Evaluate performance and offer constructive feedback.</li> </ol>
<b>APPRENTICE EMPLOYER</b>	Employers contract with apprentices to provide on-the-job training as a pathway to full-time employment within the company.	<ol style="list-style-type: none"> <li>1. Plan meaningful, real-world work aligned with employee duties.</li> <li>2. Provide mentorship and cross-department exposure.</li> <li>3. Regularly assess and guide the apprentice’s development.</li> </ol>

## Additional Tips

- Be prepared to share your own career path and community impact journey with students, including a description of your job, tips in your field, stories of failure and developing a growth mindset, ways you built confidence and expertise, ways you developed and apply specific skills, and advice on pursuing success.
- Try not to solve problems for students; guide students through their thinking and support students by identifying helpful resources and strategies they can choose from.
- Hold students to a professional standard and provide specific feedback that encourages development of student outgrowths and skills in your area(s) of expertise.



**DOWNLOAD**  
**GUIDE**

# Quick Start Guide: Foundation for Success

## Building and Sustaining Strategic Partnerships for Real World Learning

### Developing relationships with business & community partners

To effectively build employer engagement for pre-MVA and MVA experiences, start by identifying potential partners within your community and existing networks, including parents, vendors, and local organizations. Develop relationships that can lead to multiple engagement opportunities, ensuring these partnerships are well-managed and mutually beneficial. Retaining these relationships involves clear communication, measuring effectiveness, and celebrating successes. Finally, support your partners by providing the necessary resources and guidance to maintain strong, ongoing collaborations.



#### Recruit

##### EXPANDING YOUR PROFESSIONAL PARTNER NETWORK

Collect employment data from parents and volunteers, invite them to engage in Real World Learning, and expand your network by reaching out to community partners, vendors, and local organizations.



#### Engage

##### EFFECTIVE PARTNER ENGAGEMENT

Start with simple, specific asks, build long-term relationships, and provide various engagement options. Understand partner needs, be mindful of timing, and create opportunities for collaborative co-creation.



#### Support

##### ENSURE COMPLIANCE AND FOSTER COLLABORATION

Ensure partners complete background checks, understand program policies, and have a clear contact for issues. Offer mentorship opportunities to foster collaboration and support among new and experienced partners.



#### Retain

##### ORGANIZE AND OPTIMIZE PARTNER RETENTION

Organize and share contact information, establish clear engagement processes, and measure effectiveness. Regularly assess satisfaction, recognize contributions, and encourage referrals to sustain strong, lasting relationships.

### Where to look for community partners

- Collect parent employment data. Ask parents to engage as professionals.
- Ask district vendors and suppliers.
- Encourage referrals through existing partners.
- Enable students to create their own opportunities.
- Canvas the community partners in a five-mile radius of each building in the district.
- Look inside the district and other organizations providing services to your students.
- Develop a relationship with your local chamber of commerce or Economic Development Corporation.
- Find existing groups to extend RWL asks (e.g. PTO, Boosters).

# Quick Start Guide

## Building Lasting Relationships with Business & Community Partners

### What does your system look like?

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

RWL  
Coordinator

Teacher/  
Educator

Other

- Make information about opportunities and who to contact readily available on district communication.
- Reach out to potential partners to gauge interest, build a relationship, and understand their organization and communication style. Listen for what you know matches your needs.
- Manage contacts with a spreadsheet or CRM system.



**RECRUIT**

- Articulate engagement options.
- 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 community partners to co-create with teachers and students.



**ENGAGE**

- Ensure the partner has undergone any required background checks.
- Communicate the program/district policies including communication and transportation policies and who the partner should contact in case of issues.
- Consider offering opportunities for experienced partners to meet with new ones to share engagement strategies.
- Hold periodic check-ins to align student expectations and answer questions.



**SUPPORT**

- Create a process to measure effectiveness and gather feedback. Measure satisfaction of students/community partners/teachers.
- Update contact information with concluded engagement and future interest.
- Tell those student success stories EVERYWHERE and recognize partners!



**RETAIN**

# Quick Start Guide

## Building Lasting Relationships with Community Partners



### What does your system look like?

Who is responsible for recruiting, retaining, supporting, and engaging community partners?

RWL  
Coordinator

Teacher

Other



#### RECRUIT

How are you recruiting, vetting, and tracking potential partners?



#### ENGAGE

How are you prioritizing and filling district needs? What are your most effective "asks"?



#### SUPPORT

How are you ensuring the partner understands their role as well as any policies/procedures?



#### RETAIN

How are you currently gathering and recording feedback and celebrating your partners?



## Create Experience

*The teacher, RWL Coordinator, and community partner should work together to determine:*

- Does the organization have a real, open-ended question/problem that needs to be answered/solved?
- Is the work required to answer the question or solve the problem appropriate for student involvement?
- Could the organization support students on-site, or would a representative be willing to visit with the student on campus or virtually?
- Is the work complex and adaptable to multiple approaches?
- Will the work allow students to apply and build on knowledge and demonstrate mastery of course learning targets?
- Will the work allow students to develop POG traits?
- Will students have the opportunity to showcase their work and/or receive authentic feedback from someone other than the teacher throughout the process?

## Communicate Expectations

*Teachers and RWL Coordinators should develop project parameters to help clients, students, and parents understand the project and plan execution. Some considerations include:*

- What course content learning standards will be mastered as a result of the experience?
- What is the timeline for the experience?
- What are the individual goals of each person involved in the experience?
- How frequently and how will students meet with community partners, 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?
- What is the onboarding process for community partners?

## Set Goals

*The teacher, instructional coach, RWL Coordinator, and community partner should work together to determine:*

- What learning targets must be assessed through the process of the project?
- What industry-specific skills should be developed through the process of the project?
- What POG traits should be developed through the process of the project? What are the potential student outgrowths?
- What outcome(s) would make this experience a success for the organization and appropriate for the experience?
- How can students showcase their learning and growth?

## Develop Timeline

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

- What is the time frame for the experience?
- When will students will be working on the project? (e.g., every day for several weeks or weekly throughout the year)
- How might the process adjust for any relevant client needs?
- What are key milestones for students?
- What backup plans might be utilized for any surprises? (e.g., delays, community partner changes, unexpected barriers)
- How often will students reflect on and showcase learning and growth?



O V E R V I E W

---

# Designing Student- Centered Experiences

# Student Voice

Ensuring that student agency and voice are at the heart of RWL

All students have the opportunity to succeed through equitable access to MVAs, active participation in their education, and the development of skills necessary for their future careers and civic life.



## ACCESS FOR ALL

Every student in the Kansas City region has the right to an education that provides equitable access to meaningful RWL opportunities and MVAs that prepare them for the future.

## STUDENT AGENCY

Students have the autonomy to shape their educational journey by making decisions that reflect their goals, interests, and aspirations while working with district educators to expand RWL opportunities that align with their needs and passions.

## EMPOWERED CITIZENSHIP

Students are empowered to engage with their communities and develop a sense of civic responsibility through real-world learning experiences.

## INCLUSIVE AND SUPPORTIVE ENVIRONMENTS

Learning environments must be inclusive, reflecting the diversity of the student body, and ensuring every student's voice is heard and respected in a safe, supportive setting.

# How?

Enable students to have agency in their learning by working with district educators to grow RWL opportunities in their schools.

Create a network of students and educators that hold each other accountable for equity, inclusion, and access to RWL opportunities.

Implement peer-to-peer engagement strategies that help to cultivate a school culture where student voice is central, fostering a collaborative environment where students support and learn from each other.

- Peer-Led Learning Circles: Students share knowledge and strategies related to their MVA experience.
- Peer Mentorship Programs: Older or more experienced students mentor younger or less experienced peers, guiding them through their educational journey, particularly in navigating MVAs and pathways. (e.g., High school seniors who have completed internships or MVAs provide guidance and advice to freshmen, helping them select opportunities that align with their interests and goals.)
- Student-Led Workshops or Forums: Students organize and lead workshops, sharing their knowledge and experiences with peers. (e.g, LinkedIn Profile, networking, course selection)



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.



EXCERPT FROM

## “Whose Real World? How to stop isolating kids within schools all day”

CHRIS BALME, Growing Wiser

“Kids don’t just go to the Real World like a visit to an amusement park. Kids are needed in the Real World. It doesn’t help society when all the young people are siphoned off into buildings five days a week. We lose a great deal when we chop up the web of relationships like that. Kids are natural creators and connectors. Far from the Real World being a scary place not fit for kids, it is possible that it is scary in part because it is missing children, and that adult communal life would be richer with kids around and between us.

When the Real World becomes a place full of kids, it becomes safer, more connected, more playful. Then it’s not just us adults translating our notion of the Real World and pushing it into schools. It’s their Real World as much as ours. In fact maybe more—they’ll live in it, design it, and improve it, far after we’re gone. And it’s there now, waiting, right behind the door.”



Read Full Story



### What it looks like:

- Students choose/apply for opportunities they are interested in.
- Students work as a class or in teams to develop and assign roles and norms.
- Students propose topics, activities, and projects.
- Students decide how to navigate team dynamics and challenges.



### What it looks like:

- Students navigate through work and projects without a set list of tasks.
- Students communicate personal and team schedules.
- Students create the agenda and focus of interactions with community partners.
- Students identify and solve problems without adult direction.



### What it looks like:

- Students have opportunities to share their opinions and participate in the design of their learning environment and experiences.
- Students reflect on artifacts of work. (e.g., submissions, blogs, vlogs)
- Students evaluate personal acquisition of learning standards and POG traits.
- Students showcase work to the community.
- Students transfer experiences to resumes, cover letters, or portfolios.



*Elevating student-centered practices in the classroom is essential for fostering an environment where students take ownership of their learning and growth. Below are detailed recommendations and guidance on how to implement these practices effectively.*

## Access

### **Make procedures, policies, practices, and resources readily available**

Communicate the system to all stakeholders to help a flexible classroom run smoothly. Make sure policies, procedures, calendars, and resources are posted or readily available to students online at all times. Remind students regularly how to access and apply them.

## Ownership

### **Transfer responsibility and ownership of space and community**

Identify leaders and work with them to take on responsibilities in the classroom community, often taking work off your plate. Communicate how any student can help define and take on these roles and roles on their team. Keep lines of communication open and let the way the system works evolve around students' strengths.

## Accountability

### **Hold yourself and students accountable to expectations**

Develop and communicate norms and accountability practices early and revisit them often. Make it clear what students can expect from you and when, such as feedback deadlines and parent communication. Create avenues for students to address when you haven't met expectations.

## Vulnerability

### **Model vulnerability and reflection**

Be vocal about times you haven't met expectations and model ways you apologize, reflect, and communicate what steps you will take to correct your practices. Give students language to use when discussing their own growth opportunities.

## Autonomy

### **Guide towards student authority & autonomy in learning practices**

Ensure students understand their learning standards and Portrait of a Graduate traits conversationally. Allow students to experiment with ways they approach their work and provide multiple opportunities to demonstrate learning. Give explicit permission to students to take ownership and ask adults to step back when possible.

## STAGES OF TRANSITION AND GROWTH IN MVAs

### **HONEYMOON**

Feelings of anticipation and excitement, eager to dive into new MVA experiences and learning opportunities.



### **CULTURE SHOCK**

Feelings of being overwhelmed, longing for familiar routines, and initially resisting the changes and challenges that MVA experiences bring.



### **ADJUSTMENT**

Working through difficulties, developing strategies and systems to navigate MVA tasks, and building relationships that support growth.



### **RECOVERY**

Gaining confidence and competence, actively seeking out new challenges in MVA experiences, and reflecting on personal and professional growth.



## STUDENT GROWTH PYRAMID

A Tool to Guide Student Reflection

*In Real World Learning, students progress through different levels as they take on new challenges and experiences. Starting as Novices and advancing to Self-Actualized, they evolve in their ability to understand, apply, and connect their MVA experiences to coursework and professional situations. As they advance, they develop greater autonomy, adaptability, and the ability to support others.*

### Self-Actualization

Intuitively grasps situations and adapts effectively; can explain connections between experiences and course work in an in-depth manner; challenges themselves to develop professional skills; can support peers who experience difficulty

**Self-Actualized**

### Proficient

Predicts outcomes in various project situations and responds appropriately; designs and updates efficient schedule; utilizes resources in courses to enhance project work; builds professional skills in meaningful ways

**Proficient**

### Competent

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

**Competent**

### Advanced Beginner

Demonstrates basic levels of understanding in project process; designs basic individual schedule; requires supportive cues to build on project, make connections to course work, and stay on task

**Advanced Beginner**

### Novice

Little or no experience in project process; needs support to create schedule; struggles to make connections between experiences and course work; relies on step-by-step directions

**Novice**

# Empowering Student Innovators

Infusing Creativity, Initiative, and Resilience with an Entrepreneurial Mindset

## What does it mean to have an entrepreneurial mindset?

An entrepreneurial mindset is a special way of thinking and acting that helps develop new ideas, solve problems, and create valuable products. Adopting this mindset isn't just for starting a new business or initiative. 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:** Entrepreneurs are not afraid to take risks and learn from both successes and failures.

## Project Processes Simplified

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

### Design Thinking

- Is an iterative problem-solving method using empathy and creativity.
- Includes understanding user needs, generating ideas, testing prototypes, and refining solutions.

### Human-Centered Design (HCD)

- Focuses on understanding the needs, behaviors, and experiences of end users.
- Uses empathy and research to create user-friendly solutions by involving users in every stage of the design process.

### Lean Start-Up

- Rapidly tests 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.

G U I D A N C E

---

# Client Connected Projects (CCPs)

# Client-Connected Projects (CCPs)

Connecting Students With Professionals to Solve Problems



## MVA DEFINITION

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

### MVA-Level CCPs Include:

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

## Why?

### Benefit for Community Partner (Client / Employer)

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

### Benefit for Students

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

### Benefit for Educators

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



## SPECIAL CONSIDERATIONS IN PLANNING

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

### Pre-MVA Opportunity

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

#### STUDENT PREPARATION

#### CLIENT PREPARATION

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

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

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

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

Guide students in researching the business or community partner.

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

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

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

## Encouraging Student Agency

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



## 01 Assemble The Team

### RWL COORDINATOR

A representative from the school who helps facilitate client connection.

### TEACHER/EDUCATOR

A teacher supervising student groups.

### CLIENT

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

### SUBJECT MATTER EXPERT (OPTIONAL)

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



## 02 The Plan

### PROJECT PROMPT

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

### PROJECT DESCRIPTION

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



## 03 Quality Considerations

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



## 04 Student Voice, Agency & Support

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

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



## 05 Assessment & MVA Completion

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



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

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

## Is the Seal of Biliteracy considered an MVA?

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

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

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

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



### CCP Workbook for Teachers

- Considerations for Planning
- Outcomes: Learning Targets & Essential Skills
- Setting Goals
- Project Process
- Sourcing Community Partners
- Elements of a Quality MVA
- Transitioning to Student-Centered Practices
- Building Resources to Support Learning
- Grading and Feedback Practices



G U I D A N C E

---

# Entrepreneurial Experiences (EEs)

# Entrepreneurial Experiences (EEs)

Empowering Students to Find and Solve Problems



## MVA DEFINITION

**Using input and support from multiple stakeholders, learners identify, research, develop, and implement a solution to fill a social or market need.**

### MVA-Level EEs Include:

- Student-identified social or market need that, when fulfilled, provide value to the community or stakeholders
- A market and stakeholder research summary.
- Authentic methods and tools used by professionals in the work environment, including project management and process.
- A business plan that includes an assessment of costs and benefits associated with the development and operation of their solution.
- Mentoring from one or more SMEs with multiple interactions throughout the process (4+ hours).
- Feedback from relevant external stakeholders obtained through exhibition or Shark Tank–type pitch opportunities.
- 24 hours of engagement in project work that aligns with course goals.

## Why?

Students become armed with the knowledge, skills, and mindset needed to pursue entrepreneurial ventures, whether starting their own business shaped around the identification of a market need that demands an innovative solution or becoming leaders effecting change in their communities. These skills might include business fundamentals, marketing and sales, financial literacy, and risk management.



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

### Fostering Networking Opportunities

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

### 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.



## SPECIAL CONSIDERATIONS IN PLANNING

- Anticipating potential barriers or circumstances that may crop up will allow the RWL team to support students adapting to events such as difficulty setting up a pitch with potential external stakeholders or securing funding for implementation.
- Recognizing the difference between duplicating an existing approach to filling a need and innovating through a new approach is often a hurdle in EEs. Teaching creative processes often requires patience and a variety of resources for students to try until they find techniques that fit their style.

### Pre-MVA Opportunity

Students who are familiar with using a project process will likely be more successful in an EE, where they have more independence to apply the process and may not be working in a team. Pre-MVA projects such as simulations can help students build the skills they will use in an EE.

#### STUDENT PREPARATION

Explore various community partner sites (in person or virtually) to identify opportunities for potential social or market needs that could be met by a product or service.

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

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

#### SUBJECT MATTER EXPERT (SME) PREPARATION

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

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

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

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

## Encouraging Student Agency

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



## 01 Assemble The Team

### RWL COORDINATOR

A representative from the school who helps facilitate mentor or SME connection.

### TEACHER/EDUCATOR

A teacher supervising student groups.

### MENTOR OR SUBJECT MATTER EXPERT

Determine who could assist the student as they tackle their opportunity. Consider subject matter experts and/or "connectors" in the identified stakeholder groups.



## 02 The Plan

### 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.

### ITERATIVE PROBLEM-SOLVING

Engage in an iterative process, like design thinking or lean start-up.



## 03 Quality Considerations

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



## 04 Student Voice, Agency & Support

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

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



## 05 Assessment & MVA Completion

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



## 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 with which they took advantage of it. A student who launches their own business can undoubtedly 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 did they engage with authentic SMEs during their problem-solving?
- 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.

Differences exist 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 EE RESOURCES**

G U I D A N C E

---

# Internships

# Internships

## Work Experiences in Authentic Environments



### MVA DEFINITION

Learners perform authentic work challenging to the intern at a worksite or approved location (including virtual) under the guidance of a qualified supervisor. Some placements may include compensation.

### MVA-Level Internships Include:

- One hundred twenty hours (at least 60 on-site) of engagement.
- Authentic methods and tools used by professionals in the work environment, including project management and process.
- Work that challenges the intern and aligns with course goals.
- Mentoring from one or more SMEs with multiple interactions throughout the process.
- Performance evaluated by the internship supervisor.

## Why?

Students gain invaluable real-world experience by applying their academic knowledge in professional settings.

Through this process, they not only develop critical skills but also learn to navigate the complexities of a professional environment, leveraging their transferable student outgrowths to succeed in their future careers.

### Building Professional Networks

Internships offer students the chance to expand their professional networks, connecting with industry experts and building relationships that can lead to future opportunities.

### Tailored Learning Opportunities

While schools can develop internships, students can leverage their relationships with community partners to create customized experiences that align with their personal interests and career goals.

### Preparing for the Future

Internships serve as a critical bridge between academic learning and the professional world, equipping students with the confidence and competence to succeed in their future careers.

## SPECIAL CONSIDERATIONS IN PLANNING

- Work should balance exposure across different departments and provide opportunities to engage in meaningful, valuable work on a project. Entry-level administrative tasks should compose a small percentage of the intern's time.
- If possible, the internship experience should include a final and public showcase that celebrates the student's work and the employer's support in the experience.



### Pre-MVA Opportunity

Workplace tours, job shadowing, guest panels, and college & career fairs in addition to extracurricular and community activities can help expose students to a variety of experiences that can help guide them towards an internship experience that is well-defined to meet their personal and professional goals.

#### STUDENT PREPARATION

#### EMPLOYER SUPERVISOR PREPARATION

Practice for the internship interview. Ask for help in and outside of your classroom environment.

Develop an onboarding process that ensures the internship supervisor understands their role, the role of teacher and RWL coordinator, what to expect, and who to contact with questions or issues. Special attention should be paid to the process the supervisor will use to evaluate the intern's performance.

Take advantage of the allotted period of time (usually a minimum of two weeks) to become familiar with the requirements and expectations of your upcoming internship experience.

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

Help students set clear personal goals, and revisit them regularly with both educational educator and internship supervisor.

Encourage supervisors to identify an additional on-site mentor who can help support the intern. That person will also undergo the district onboarding process.

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

Ensure the supervisor is aware of the learning objectives and course goals the intern is expected to master through their work.

## Intern Job Description

The internship should include a job description that outlines authentic work responsibilities and provides a general overview of how the intern will collaborate with the hosting team. For virtual internships, clear guidelines should be provided on communication, project management, and virtual access to resources and mentors.

## Intellectual Property

Be thoughtful about any potential intellectual property or confidentiality concerns there may be and ensure the student has clearance and is following standard employment policies.



## 01 Assembling the Team

### RWL COORDINATOR

The School has an RWL-informed counselor to refer students to opportunities.

### INTERNSHIP SUPERVISOR MENTOR OR SUBJECT MATTER EXPERT

### EDUCATOR FACILITATOR

Designated school staff serving as facilitators/coaches for students.



## 02 Planning

### 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.

### ESSENTIAL SKILLS

Engage in an iterative process, like design thinking or lean start-up.

### PROJECT DESCRIPTION

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



## 03 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.



## 04 Student Voice, Agency & Support

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

- Students request and receive feedback from 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 Attainment

- Engaging in at least 120 hours of work, half of which is on-site (or connected virtually).
- Engaging in challenging work that contributes to an authentic outcome for the community partner.
- Demonstrate mastery of course learning standards and reflect on the development of student outgrowths in addition to overall positive feedback from the internship supervisor.



## 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 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.

**SEMESTER TOTAL = 120–150 hours**



### Internship Workbook for Educators

1. Program Structure
2. Preparing Students
3. Safety and Legal Considerations
4. Monitoring and Evaluation
5. Support for Employers
6. Scaling and Sustainability
7. Case Studies and Best Practices



### Resources and Templates

- Sample Internship Application Forms
- Internship Agreement Templates
- Safety Checklists
- Evaluation and Feedback Forms

G U I D A N C E

---

# Industry Recognized Credentials (IRCs)

# Industry Recognized Credentials (IRCs)

Regionally Vetted, Industry-Valued Qualifications



## MVA DEFINITION

IRC programs partner with industry, colleges, or third-party technical training providers to award credentials, including current lists published by state education departments as well as regionally customized and vetted credentials. Credentials might be paired with college credit or credit towards a training program.

## MVA-Level IRCs Include:

- Employer awareness and industry value.
- Hireability (high demand in the job market).
- Stackability (if it does not have as much value on its own, it can be combined with other credentials to increase viability).

## Why?

### Relevance to Employers

Ideally, IRCs offered to students should align with the needs of local employers. These credentials should act as actionable hiring signals, reflecting the specific skills or expertise they certify. It's important to evaluate the value and relevance of each IRC. Credentials that aren't as highly regarded should be viewed as "stackable"—useful when combined with other credentials to meet an MVA (Market Value Asset) but not sufficient on their own.

### Verified Competence

Issued by a third party such as an industry council, government or company that has developed a particular methodology, IRCs serve as verification of a person's qualifications or competence in a technical area.

### Career Head Start

Earning certificates, certifications, or licenses in high school allows students to get a head start on their chosen career path, making them more prepared and competitive in the job market. These credentials are a cornerstone of Career and Technical Education (CTE), which is defined and funded by "Perkins V," ensuring students gain valuable skills and qualifications before they graduate.

## SPECIAL CONSIDERATIONS IN PLANNING

- The RWL team recognizes all IRCs sponsored by the state boards of education in addition to “regionally-vetted” IRCs.
- The most pressing consideration for local, “home-grown” IRCs is that they certainly have immediate value to local employers and therefore should be considered MVAs. The team that developed them should seek sustainability, typically involving recognition by the state board of education, to retain their ongoing viability.
- IRC assessments should culminate in a comprehensive assessment to test skills that represent real-world scenarios or evaluation.



### Pre-MVA Opportunity

CTE programs often have a entry-level or pre-requisite courses supporting advanced courses that result in MVA-level IRCs. Students should take advantage of course offerings that support their path of interest in addition to workplace tours, job shadowing, career fairs, and other methods of exploration.

#### STUDENT PREPARATION

#### DISTRICT PREPARATION

Research and explore jobs/careers and potential career paths.

Include community partners in the design of the program by creating a team composed of administration and representatives from industry, colleges, and third-party technical training providers.

Work with counselor to determine course of study including complementary experiences or prerequisites.

Ensure teacher credentials are current and offer teacher relevant professional development opportunities.

Develop workplace etiquette and communication skills.

Support the teacher to develop a curriculum plan that meets the rigor of an equivalent experience in a workplace environment.

Develop a plan to offer authentic opportunities to showcase and receive feedback for growth of POG traits.

## What is “Regionally Vetted?”

Ideally, IRCs offered to students should be relevant to local employers and act as actionable hiring signals based on the skills or credentials they certify. When selecting which IRCs to offer, schools should consider the following:

- **Industry Demand:** Choose IRCs with strong employer awareness and demand.
- **Rigor and Assessment:** Select IRCs with comprehensive, real-world skill assessments.
- **Immediate Job Value:** Prioritize IRCs that lead directly to employment or can be stacked with other credentials for enhanced employability.



## 01 Assembling the Team

### RWL COORDINATOR OR RWL-INFORMED COUNSELOR

An educator that can refer students to IRC opportunities and communicate the value to a specific career(s).

### TEACHER/EDUCATOR

A teacher supervising implementation

### INDUSTRY, COLLEGES, THIRD-PARTY TECHNICAL TRAINING PROVIDERS

Organizations support IRC implementation by offering job shadowing, career fairs, informational interviews, and classroom visits. They contribute expertise and resources to ensure IRC programs align with industry standards and provide students with practical, real-world experience.



## 02 Planning

### IDENTIFY AND ALIGN IRCs

Research and select IRCs that align with both the course content and local job market demands, ensuring they are relevant to the industry and students' career goals.

### COORDINATE WITH EXTERNAL PARTNERS

If the IRC involves collaboration with industry partners or requires external verification, make the necessary arrangements well in advance.

### IRC SUBMISSION AND TESTING

Ensure that all necessary documentation, portfolios, or other requirements are completed and ready for submission. If the IRC involves a final test, ensure students are registered and prepared for the testing date.



## 03 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?



## 04 Student Voice, Agency & Support

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

- 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

- Passing the IRC exam and receiving the credential.
- Note: Some programs may result in additional college credit or credit towards a training program.



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

For the purposes of documenting MVAs, RWL recognizes all IRCs sponsored by the state boards of education. This is a recognition of the fact that “regionally-vetted” is 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).
- “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 IRC RESOURCES

[Kansas KSDE Pathway Assessments and Credentials](#)

[Missouri DESE-approved IRCs](#)

[Regional Jobs Snapshot](#)

G U I D A N C E

---

# Youth Apprenticeships

# Youth Apprenticeships (YAs)

Academic Instruction, Technical Training & Work Experience



## MVA DEFINITION

Learners combine academic and technical classroom instruction with work experiences through a program registered with or through a community partner sponsor. These experiences historically involve skilled trades careers but are increasingly applied to all occupations.

### MVA-Level YAs Include:

- Teams made up of administration, faculty, staff, and community partners who work together to develop and sustain the program according to industry standards.
- Opportunities to complete certifications, apply IRC skills, or earn postsecondary credits through signed articulation agreements between districts, postsecondary institutions, and Registered Apprentice (RA) programs.
- A paid experience that leads to acceptance into an RA before or upon high school graduation.

## Why?

### Hands-On Experience

Students benefit from the combination of direct involvement with community partners and on-the-job training, which is reinforced by academic and technical classroom instruction designed to develop industry-specific workplace competencies.

### Early Credentialing

Students have the opportunity to earn Industry-Recognized Credentials (IRCs) and certifications while still in high school, giving them a competitive edge in the job market.

### Career Head Start and/or Transition to Post-Secondary Education

By combining classroom instruction with on-the-job training, students gain essential skills and knowledge, enhancing their job prospects and earning college credits, which facilitate a smooth transition to further education or full-time employment after high school.

## SPECIAL CONSIDERATIONS IN PLANNING

Although they may differ in approach and design consistent with state and local guidelines, high-quality YA program models should address the needs of students, employers, sponsors, and the district and have strong ties to an RA program during and after high school graduation.



### Pre-MVA Opportunity

CTE programs often have a entry-level or pre-requisite courses supporting advanced courses that result in MVA-level YAs. Students should take advantage of course offerings that support their path of interest in addition to workplace tours, job shadowing, career fairs, and other methods of exploration.

#### STUDENT PREPARATION

Research the industry to understand the skills required, typical job duties, and potential career paths.

Work with counselor to determine course of study including complementary experiences or prerequisites.

Develop workplace etiquette competencies, skills, and knowledge through educational opportunities.

#### DISTRICT PREPARATION

Include community partners in the design of the program by creating a team composed of administration and representatives from industry, colleges, and third-party technical training providers.

Ensure participating students meet the minimum legal age of 16 to be employed as apprentices. Stay up-to-date with state laws, including federal regulations on child labor as stated in the FLS in addition to state child labor laws. Programs must also comply with state workers' compensation laws.

Develop alignment between academic and technical standards in secondary and postsecondary education, CTE, IRCs, and certifications, ensuring YA program courses are approved by an RA program and postsecondary credits are awarded based on signed articulation agreements between the school district, postsecondary institutions, and RA programs.

Ensure programs incorporates stackable credentials of value for multiple pathways, including entrance into RA programs, community and technical colleges, universities, and sustainable employment.

# 5 Key Components for Getting Started with Youth Apprenticeships



## 01 Assembling the Team

### RWL COORDINATOR OR RWL-INFORMED COUNSELOR

An educator who can refer students to youth apprenticeship opportunities and communicate the value to a specific career(s).

### TEACHER/EDUCATOR

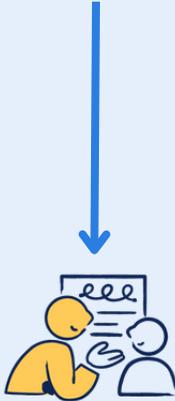
Guide students in YA, integrating curriculum, collaborating with employers, and monitoring student progress.

### APPRENTICE EMPLOYER

Employer involvement is critical in developing and sustaining the program.

### STATE RA OFFICE

The office approves, oversees, and supports youth apprenticeship programs, ensuring compliance, providing technical assistance, facilitating partnerships, and ensuring students receive recognized credentials.



## 02 Planning

### LEGAL COMPLIANCE

Students must be the minimum legal age of 16 to be employed as apprentices. Programs must comply with federal regulations on child labor, as stated in the FLSA.

### 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.

### 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.

### 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.



## 03 Quality Considerations

- Direct links to registered apprenticeship programs.
- Progression in on-the-job learning to enhance skills and productivity.
- Consistent with state and local employment and education guidelines.
- The attainment of IRCs is embedded in the programming along with the nationally recognized Department of Labor Apprenticeship certificate.
- Employer involvement and evaluation make the learning process authentic and relevant.



## 04 Student Voice, Agency & Support

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

- Career exploration activities such as job shadowing and career fairs should occur prior to program entry.
- Relationships exist between the school, employers, and intermediaries to connect students with apprenticeship opportunities.



## 05 Assessment & MVA Completion

- Completion of Youth Apprenticeship (Registered Youth Apprenticeship in MO, Youth Registered Apprenticeship in KS).
- Application to Registered Apprenticeship or assistance with ongoing Registered Apprenticeship following graduation.





## What are the key differences between a Youth Apprenticeship and an RA Program that Begins in High School?

### Youth Apprenticeship for High School Students (School-to-RA)

A Youth Apprenticeship provides high school students with a structured pathway to prepare for entry into a Registered Apprenticeship (RA) program. These programs are designed to integrate academic coursework with practical, on-the-job learning experiences, ensuring students are well-prepared for the workforce. With strong connections to RA programs, these apprenticeships allow students to gain valuable skills and credentials that count towards their future careers.

- Students take RA-approved courses alongside their high school curriculum, earning credits toward graduation.
- On-the-job learning (OJL) activities begin at age 16 and count towards RA entry.
- Opportunities to earn Industry-Recognized Credentials (IRCs) and certifications.
- Postsecondary credits are awarded through signed articulation agreements.

### RA Program that Begins in High School

In this model, students fully engage in a Registered Apprenticeship (RA) program while still in high school, allowing them to jumpstart their careers. These students are officially registered as apprentices and participate in a blend of classroom instruction and hands-on work experiences that align with their RA program. The model offers a seamless transition from high school to a full RA program, culminating in both a high school diploma and an RA certificate of completion.

- Students are fully registered as apprentices in the RA system during high school.
- RA agreements involve the student, parent/guardian (if under 18), and the supervisor.
- Coursework begins as early as ninth grade and counts toward both graduation and RA requirements.
- OJL activities start at age 16, adhering to FLSA and State Child Labor laws.
- Students complete a time-based, competency-based, or hybrid program, earning an RA certificate and high school diploma.

## How do child labor laws impact the participation of high school students in Youth Apprenticeship programs?

Child labor laws ensure that high school students in Youth Apprenticeship programs work in safe conditions and do not exceed allowable hours. For students aged 16 and 17, specific rules apply under the Fair Labor Standards Act (FLSA) and state child labor laws. These laws generally allow students to engage in work activities that are safe and appropriate for their age group. For example, students in a Youth Apprenticeship program can start on-the-job learning (OJL) activities at age 16, but these activities must comply with restrictions on hazardous work. Additionally, work schedules are often limited to non-school hours, such as after school, weekends, and summer breaks, to ensure that students' education remains the priority.



[LINK TO YA RESOURCES](#)

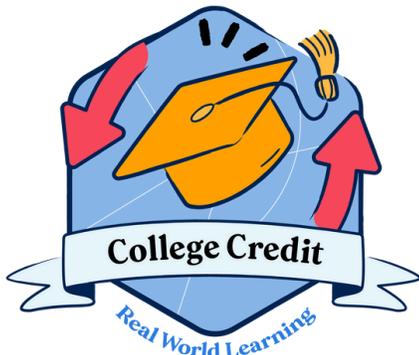
G U I D A N C E

---

# College Credit

# College Credit

Maximizing Post-Secondary Education Preparedness



## MVA DEFINITION

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

### MVA-Level College Credit Include:

**ADVANCED  
PLACEMENT  
COURSES**

**INTERNATIONAL  
BACCALAUREATE  
COURSES**

**DUAL  
CREDIT**

**EARLY COLLEGE  
PROGRAMS**

**ARTICULATED  
COURSES**

## Why?

### Cost and Time Efficiency

Dual credit programs offer cost and time efficiency by helping students save on college expenses and accelerate degree completion, as they earn college credits while still in high school. Additionally, completing nine college credit hours with passing grades demonstrates readiness for higher education and significantly increases the likelihood of college success.

### Academic and Career Preparation

Students develop essential academic skills and strategies needed for success in college-level coursework, while exposure to a variety of subjects helps them clarify their interests and map out a clear academic and career path before selecting a college major.

### College Advancement

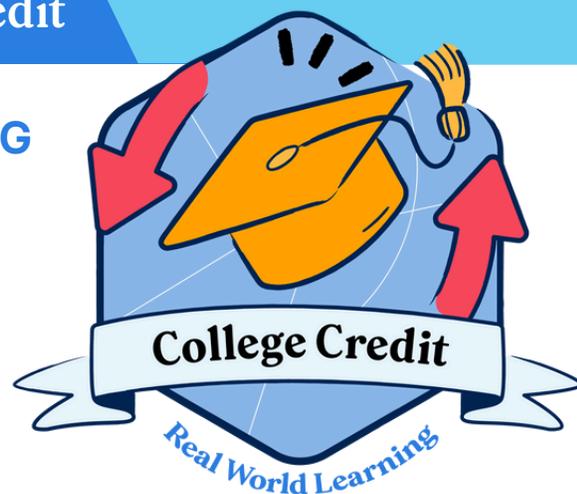
By earning both high school and college credits simultaneously, students gain a head start on their postsecondary plans. Participation in dual credit programs also enhances their college applications, making them more competitive candidates for admission.



**LINK TO COLLEGE CREDIT RESOURCES**

## SPECIAL CONSIDERATIONS IN PLANNING

As noted in the [MVA Definitions](#) 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.



### Pre-MVA Opportunity

Students who take advanced courses (e.g. Advanced English I) will build necessary skills to prepare for MVA-level courses and help determine if the college credit MVA path is right for them. College and career fairs will help support the decision-making process around choosing relevant courses.

#### STUDENT PREPARATION

Take advantage of opportunities to research and explore colleges/universities and potential degree paths.

Work with counselor to determine course of study including advanced courses or prerequisites.

Develop academic organization and study skills.

#### DISTRICT PREPARATION

Ensure teacher credentials are current and offer teacher relevant professional development opportunities.

Support the teacher to develop a curriculum plan that meets the rigor of an equivalent experience at a postsecondary institution.

Develop course descriptions that communicate the value of the course, skills that may be attained, and how it meets Core 42 or Kansas Core requirements.

## 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 schools cannot overcome financial obstacles, MVA achievement should be granted 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 fund dual credit programs, easing financial barriers.
- Offer flexible payment plans for families to pay for dual credit courses over time.
- Raise awareness among students, parents, counselors, and educator about financial assistance options, thereby advocating for equitable access to dual credit opportunities for all students.



## 01 Assemble Your Team

### RWL COORDINATOR

A representative from the school who helps facilitate client connection.

### SCHOOL COUNSELOR

The school has an RWL-informed coordinator/liaison or school counselor to refer students to college credit opportunities.

### GOVERNING BOARD ISSUING CREDIT/ PARTNER COLLEGE OR UNIVERSITY

### PARENTAL INVOLVEMENT:

Engage parents in the planning and support process, including providing them with information about the program's benefits and requirements.



## 02 The Plan

### FUNDING

Determine who will bear the cost of tuition, textbooks, and other fees—school district, students, or a combination of both.

### LOGISTICS

- Scheduling Coordination
- Transportation
- Technology
- Data & Credit Transfer



## 03 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 High School, the curriculum (syllabus, exams, etc.) and grading are on par with the same course in college.



## 04 Student Voice, Agency & Support

- 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.
- Peer Support Networks: Create peer mentoring programs where students who have successfully completed dual credit courses can support and guide newer participants.
- By taking dual credit courses, students feel ready for college and know whether the rigor is right for them.



## 05 Assessment & MVA Completion

- Successfully completing the equivalent of nine (9) credit hours with a passing grade.
- Complete work that progresses to a degree or credential that aligns with the student's postsecondary plans.

---

# Appendices

A P P E N D I X A

---

# 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



Students conduct team stand-ups



Teams post progress on project steps

Teacher sets the week's expectations and assigns article over concept for Socratic seminar, providing additional resources for understanding

### Tuesday



Students post daily goals and work on team agenda

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

### Wednesday



Teacher conducts individual conferences on previous concept and provides feedback on individual work



Teams conduct retrospectives, celebrating wins and identifying areas of improvement

### Thursday

Class has a Socratic seminar over the concept article



Teacher celebrates progression of understanding and addresses any misconceptions



Students record main takeaways of concept and submit reflection

### Friday



Teams meet with clients and record feedback; teams decide on their next course of action

Teacher circulates to teams, providing just-in-time learning as needed



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, TRANSFER 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

	<b>FEEDING UP: Where am I going?</b>	<b>FEEDING BACK: How am I going?</b>	<b>FEEDING FORWARD: What do I have to do next?</b>
<b>TASK</b>	<p><b>Feeding-Up Prompts:</b></p> <ul style="list-style-type: none"> <li>• Today we are learning...</li> <li>• Success in this task will look like... (explanation)</li> <li>• The key criteria for success are...</li> <li>• We are looking for...</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Reduce complexity</li> <li>• Use exemplars/models</li> <li>• Identify misconceptions</li> <li>• Use diagnostic assessment for goal setting</li> </ul>	<p><b>Feeding-Back Prompts:</b></p> <ul style="list-style-type: none"> <li>• You have/haven't met the learning intention by...</li> <li>• You have/haven't met the success criteria by...</li> <li>• Your answer/work is/isn't what we are looking for because...</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Avoid over emphasis of error analysis</li> <li>• Feedback must be immediate</li> <li>• Match feedback to success criteria</li> </ul>	<p><b>Feeding-Forward Prompts:</b></p> <ul style="list-style-type: none"> <li>• To fully meet the learning intention you could...</li> <li>• Addressing the following success criteria would improve your work...</li> <li>• Adding/removing _____ would improve your work.</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Use language from the success criteria</li> <li>• Use scaffolding</li> <li>• Feed forward must be timely</li> <li>• Use challenge</li> <li>• Refer to goals</li> </ul>
<b>PROCESS</b>	<p><b>Feeding-Up Prompts:</b></p> <ul style="list-style-type: none"> <li>• The key ideas/concepts in this task are...</li> <li>• These ideas/concepts are related by...</li> <li>• Key questions you could ask about this task are...</li> <li>• Strategies you will need in this task are...</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Use graphical organizers</li> <li>• Reduce scaffolding</li> <li>• Increase complexity</li> <li>• Use mastery goals</li> </ul>	<p><b>Feeding-Back Prompts:</b></p> <ul style="list-style-type: none"> <li>• Your understanding of the ideas/concepts within this task is...</li> <li>• You demonstrated _____ skills to a _____ level.</li> <li>• You used _____ strategies to a _____ level.</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Feedback amount can start to increase</li> <li>• Feedback complexity can increase</li> <li>• Use prompts or cues</li> </ul>	<p><b>Feeding-Forward Prompts:</b></p> <ul style="list-style-type: none"> <li>• You could improve your understanding of _____ concepts by...</li> <li>• Thinking further about _____ could improve your work by....</li> <li>• You could improve your _____ skills by...</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Feed forward amount can start to increase</li> <li>• Feed forward complexity can increase</li> <li>• Use prompts or cues</li> <li>• Use challenge</li> </ul>
<b>SELF-REGULATORY</b>	<p><b>Feeding-Up Prompts:</b></p> <ul style="list-style-type: none"> <li>• How will you use the learning intention?</li> <li>• How could you use the success criteria?</li> <li>• Which other ways could you monitor your work?</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Reduce emphasis of exemplars</li> <li>• Mastery and performance goals</li> </ul>	<p><b>Feeding-Back Prompts:</b></p> <ul style="list-style-type: none"> <li>• Are you on track with your work?</li> <li>• How do you know?</li> <li>• To which level are you satisfying the success criteria?</li> <li>• Are you on track to achieving your goal?</li> <li>• How do you know?</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Delay feedback</li> <li>• May only require verification feedback</li> </ul>	<p><b>Feeding-Forward Prompts:</b></p> <ul style="list-style-type: none"> <li>• How could you deepen your understandings?</li> <li>• How could you improve your work?</li> <li>• What is the next step for your learning?</li> <li>• How do you know?</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Delay feedback</li> <li>• Reduce teacher reliance</li> <li>• Develop self-regulated learners</li> </ul>

# Competency-Based Learning in MVAs

## Next generation assessment

Some MVA experiences (especially CCPs, EEs, and internships) are strengthened through the use of a Personalized Competency-Based Learning (PCBL) mindset, emphasizing student empowerment, equity, and mastery-based progression. Here's some guidance on how to integrate this mindset into MVA experiences. But, first, what is the PCBL mindset?



## Personalized Competency-Based Learning Mindset

*Adapted from the Aurora Institute & Adopted by SRSN\**

- Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- Students receive timely, differentiated support based on their individual learning needs.
- Students progress based on evidence of mastery, not seat time.
- Students learn actively using different pathways and varied pacing.
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.
- Students engage in Real World Learning experiences that support high school, college, career, and workplace readiness.

## Learn More

### Success Ready Students Network (SRSN):

The SRSN supports Missouri public school stakeholders using a competency-based mindset to personalize learning to ensure every student has the knowledge, skills, and dispositions they need to be high school, college, career, and workplace ready. SRSN members meet regularly to engage in professional learning, solution creation, and policy development. This engagement includes LEAs and the Missouri Department of Elementary and Secondary Education working together to design and scale next-generation assessment and accountability systems that are meaningful, actionable, and transparent to all stakeholders.

SRSN policy focus is on the state of Missouri, but all schools can take advantage of their professional development learning pathways on PCBL:

1. Foundational Learning
2. Real-World Learning
3. Curriculum and Instruction
4. Assessment
5. Leadership



SRSN Website &  
Professional Development

# How to integrate PCBL mindset into MVA Experiences

Several school districts in the RWL Collaborative are members of the SRSN Innovation Zones\* and have adopted PCBL mindset strategies into their MVA experience assessment goals. The following represents some of the guidance provided by educators implementing MVAs.

## Student Empowerment and Ownership

Encourage students to seek out or even create their own opportunities for MVAs, building their confidence and professional networks.

## Meaningful Assessment

Assessments can be integrated to measure learning of content standards and at the same time enhance and guide students' real-world experience.

## Differentiated Support

Students should receive timely, differentiated support tailored to their individual needs. This approach ensures that all students, regardless of their background, have equitable access to MVAs, which support and enhance content learning standards for a subject area. Whether through personalized mentorship or specialized resources, the goal is to meet students where they are and support their unique learning journeys.

## Mastery-Based Progression

Encourage a culture of continuous improvement, where students revisit and refine their interests and skills. Doing so works best with several iterative progressions.

## Active, Personalized Learning Pathways

Create opportunities for students to pursue internships, client-connected projects, or entrepreneurial experiences that align with their passions and career goals.

## Equity in Access and Opportunity

The RWL initiative prioritizes equity, ensuring that all students, especially those from historically marginalized groups, have access to valuable MVAs. Embedding equity in the culture, structure, and pedagogy of schools is critical. Leverage community partnerships, like those with local chambers of commerce or economic development councils, to provide diverse and inclusive opportunities for all students.

## Rigorous, Transparent Learning Expectations

Establish clear and common expectations that are rigorous, measurable, and transferable for what students should learn and be able to do through their MVA experiences.



## Peer Learning: Innovation Zones

Want to learn more about how RWL Network schools are incorporating PCBL into MVA experiences. The following schools are part of the SRSN Innovation Zones.

Belton  
Blue Springs  
Center  
DeLaSalle  
Fort Osage

Grandview  
Harrisonville  
Kearney  
Lee's Summit  
Liberty

North Kansas City  
Park Hill  
Platte County  
Raymore-Peculiar  
Smithville

A P P E N D I X B

---

# Project Planning

# Project Map Example

## 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.

Time Frame	2 weeks		4 weeks		1 week		4 weeks		1 week		4 weeks							
	Introduction	Empathize	Define	Ideate	Prototype	Test	Implement	Reflection	Introduction	Empathize	Define	Ideate						
<b>Process Description</b>	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	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	Develop presentation, pitch plan, and/or put plan into action	Develop presentation, pitch plan, and/or put plan into action	Develop presentation, pitch plan, and/or put plan into action	Develop presentation, pitch plan, and/or put plan into action	Develop presentation, pitch plan, and/or put plan into action
<b>Student Role</b>	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	Evaluate any final elements tied to standards/learning targets/essential skills	Evaluate any final elements tied to standards/learning targets/essential skills	Evaluate any final elements tied to standards/learning targets/essential skills	Evaluate any final elements tied to standards/learning targets/essential skills	Evaluate any final elements tied to standards/learning targets/essential skills	Evaluate any final elements tied to standards/learning targets/essential skills	Evaluate any final elements tied to standards/learning targets/essential skills	Evaluate any final elements tied to standards/learning targets/essential skills	Evaluate any final elements tied to standards/learning targets/essential skills	Evaluate any final elements tied to standards/learning targets/essential skills
<b>Teacher Role</b>	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 resources for appropriate testing & coaches through barriers and setbacks	Evaluate final product and presentation	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration
<b>Client Role</b>	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	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration
<b>SME Role</b>	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	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration
<b>Standard / Target</b>	<ul style="list-style-type: none"> <li>Collaborating</li> <li>Following a writing process (email)</li> <li>Reviewing, revising &amp; editing</li> </ul>	<ul style="list-style-type: none"> <li>Comprehending and interpreting informative texts</li> <li>Researching</li> <li>Speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing craft and structure (informative texts)</li> <li>Researching</li> <li>Following a writing process (report)</li> <li>Reviewing, revising &amp; editing</li> </ul>	<ul style="list-style-type: none"> <li>Collaborating</li> <li>Speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>Collaborating and listening</li> <li>Speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>Researching</li> <li>Following a writing process (report)</li> <li>Reviewing, revising &amp; editing</li> <li>Speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>Following a writing process (presentation)</li> <li>Reviewing, revising &amp; editing</li> <li>Collaborating</li> <li>Speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>Following a writing process (reflection/presentation)</li> <li>Reviewing, revising &amp; editing</li> <li>Speaking &amp; listening</li> </ul>	<ul style="list-style-type: none"> <li>Team agreement</li> <li>Introduction email to client</li> </ul>	<ul style="list-style-type: none"> <li>Record of initial client meeting</li> <li>Empathy map or main user profile</li> </ul>	<ul style="list-style-type: none"> <li>Initial project report</li> <li>Record of or presentation of report to client</li> <li>Documentation of team retrospective</li> <li>Client feedback form</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of brainstorming, sorting, and classifying</li> <li>Pitch slides</li> <li>Record of presentation to client</li> <li>Documentation of client approval for next steps</li> <li>Definition of "done"</li> </ul>	<ul style="list-style-type: none"> <li>Goals and team assignments posted and updated daily on project management tool (Trello, Kanban) (images, video) of all iterations of prototype</li> </ul>	<ul style="list-style-type: none"> <li>Final pitch slides</li> <li>Record of presentation of pitch to client</li> <li>Documentation of implementation (pictures, video) if applicable</li> <li>Documentation of team retrospective</li> <li>Client feedback form</li> </ul>	<ul style="list-style-type: none"> <li>Following a writing process (reflection/presentation)</li> <li>Reviewing, revising &amp; editing</li> <li>Speaking &amp; listening</li> </ul>	<ul style="list-style-type: none"> <li>Thank you card/email</li> <li>Resume</li> <li>Portfolio</li> <li>Reflections on Portrait of a Graduate skills</li> <li>Showcase presentation</li> </ul>		
<b>Artifacts of Work</b>	<ul style="list-style-type: none"> <li>Team agreement</li> <li>Introduction email to client</li> </ul>	<ul style="list-style-type: none"> <li>Record of initial client meeting</li> <li>Empathy map or main user profile</li> </ul>	<ul style="list-style-type: none"> <li>Initial project report</li> <li>Record of or presentation of report to client</li> <li>Documentation of team retrospective</li> <li>Client feedback form</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of brainstorming, sorting, and classifying</li> <li>Pitch slides</li> <li>Record of presentation to client</li> <li>Documentation of client approval for next steps</li> <li>Definition of "done"</li> </ul>	<ul style="list-style-type: none"> <li>Goals and team assignments posted and updated daily on project management tool (Trello, Kanban) (images, video) of all iterations of prototype</li> </ul>	<ul style="list-style-type: none"> <li>Researching</li> <li>Following a writing process (report)</li> <li>Reviewing, revising &amp; editing</li> <li>Speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>Following a writing process (presentation)</li> <li>Reviewing, revising &amp; editing</li> <li>Collaborating</li> <li>Speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>Following a writing process (reflection/presentation)</li> <li>Reviewing, revising &amp; editing</li> <li>Speaking &amp; listening</li> </ul>	<ul style="list-style-type: none"> <li>Thank you card/email</li> <li>Resume</li> <li>Portfolio</li> <li>Reflections on Portrait of a Graduate skills</li> <li>Showcase presentation</li> </ul>									



# Project Map Template

Implementing CCPs in the classroom

Time Frame

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

# CCP: Planning the Process Outline

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. Throughout the process, subject matter experts may be utilized to serve as a primary resource for industry knowledge to share insights and make connections to other experts when possible.

	Student	Teacher	Client	RWL Coordinator
Sourcing	Communicate interests and goals; may contribute ideas to potential list of business partners	Collaborate with RWL Coordinator to create appropriate community partner "ask"	Work with RWL/teacher to develop open-ended question, confirm availability, and agree to fulfill requirements of role	Work with teacher and community partner to create connections and communicate district policies and course requirements
Project Content	Prepare to learn from experiences, work to meet challenges and apply and reflect on learning	Communicate project process that allows students to develop management and teaming skills	Identify potential stakeholders affected by the problem and resources students may need access to	Work with teacher and community partner to create connections and communicate district policies and course requirements
Level Setting	Set goals around course and project work	Communicate project-aligned academic outcomes for students	Communicate project-based outcomes and expectations	Work with counselor to communicate opportunity to students
Project Work	Plan and execute work, documenting problem-solving process	Coach students through project management, teach meaningful lessons, and support process documentation	Meet regularly throughout the process for guidance and feedback	Be available to address issues that arise
Delivery	Submit final product and share problem-solving process	Evaluate final product and presentation	Provide feedback on final product and presentation, allowing students to participate in implementation whenever possible	Document completion of MVA
Post Work	Reflect on POG growth and follow-up with the client and SMEs (e.g. thank you, LinkedIn invite)	Guide students through the reflection and follow-up process	Evaluate and refine involvement for future projects	Document key lessons learned and follow-up with the client and SMEs (e.g. thank you, LinkedIn invite)

# CCP: Planning the Process Outline

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



Editable Templates

	Students	Teacher	Client	RWL Coordinator
Sourcing				
Project Content				
Level Setting				
Project Work				
Delivery				
Post 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.

Tip: Look for standards that are actionable and tied to skills.

## 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.
- Speaking and listening using effective communication and presentation techniques.

## Mathematics:

- 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.
- Explaining the impact of science and technology on society and the environment.

## Social Studies:

- Connecting historical events to 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.
- Explaining how global interconnectedness and cultural diversity improves outcomes.

## Technology and Computer Science:

- Navigating computer systems and networks.
- Coding and programming skills for software development.
- Applying technology tools for problem-solving and innovation.
- Demonstrating ethical and responsible use of technology.

## Arts and Humanities:

- Applying artistic skills to real-world projects or community engagement initiatives.
- Incorporating cultural perspectives and traditions.



**LINK TO LEARNING TARGETS &  
STANDARDS RESOURCES**

# Implementation Checklist

## NECESSARY?

YES	NO		COMPLETE
<input type="checkbox"/>	<input type="checkbox"/>	Confirm Learning Targets With IC	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Portrait of a Grad Poster/Handout	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Partner Onboarding/Ask Information/Letter/Email	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Timeline	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Project/Experience Application	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Plan for Student Showcase	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Supplemental Learning Resources	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Assessment/Grading Plan	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Project Overview Handout	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Project Management Tool(s): Teacher Use	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Parent Permission and/or Information/Letter/Email	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Communication Protocol	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Time Reporting System	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Plan for Social Media Updates	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Financial Tracking System	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>

## NECESSARY?

YES	NO		COMPLETE
<input type="checkbox"/>	<input type="checkbox"/>	Posted Learning Standards/Targets	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Meet with RWL Coordinator Regarding Plan	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	SME Onboarding Info/Letter/Email	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Project/Experience/Team Assignment System	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Plan for Student Reflection(s)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Student Feedback System	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Use of AI in Project Work	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Confirm Plan with RWL Team	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Project Process Guidelines	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Project Management Tool(s): Student Use	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Team Agreement Template	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Travel Protocol	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Technology Info/Protocol	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Community Partner Feedback System	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Conflict Resolution Plan	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>

A P P E N D I X D

---

# CCP Project Prompts

# RWL Project Database



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

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

## Searchable Filters

### 1 SUBJECT AREA

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

### 2 INDUSTRY (PATHWAY)

STEM	Hospitality and Tourism
Health Sciences	Agriculture and Natural Resources
Business and Finance	Arts, Media, and Communication
Information Technology	Human Services
Manufacturing and Engineering	Law & Public Safety
Technology	

### 3 GRADE LEVEL

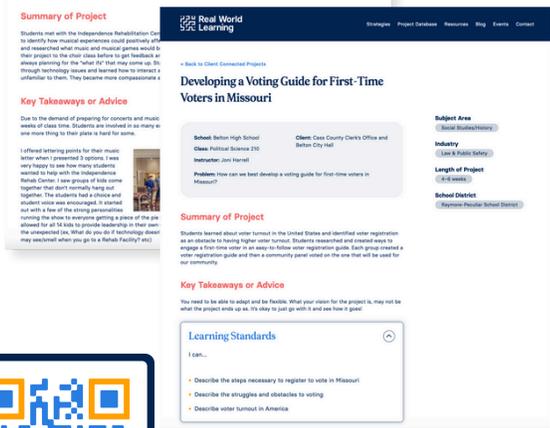
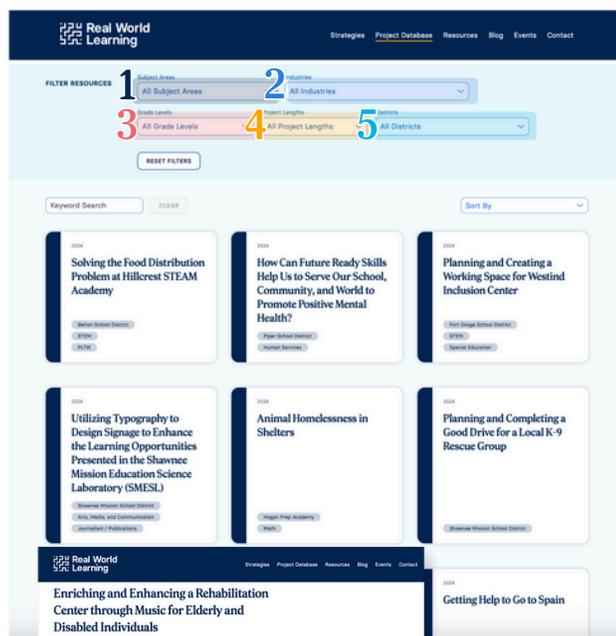
K-3rd  
4th-5th  
Middle School / Jr. High  
9th-10th  
11th-12th

### 4 PROJECT LENGTH

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

### 5 SCHOOL DISTRICT

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



[LINK TO DATABASE](#)

# Prompts for Client-Connected Projects

Project prompts to get you started

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

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



**Business  
Growth**



**Operational  
Support**



**Marketing &  
Customer  
Engagement**

## Key Insights

### Repeatable Client-Connected Projects (CCPs)

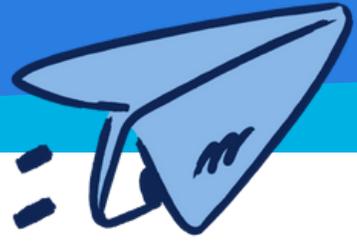
Repeatable CCPs are designed to be sustainable and adaptable, allowing educators to engage new groups of students in meaningful, real-world experiences year after year. Once a project's goals and deliverables have been successfully tested, it can be repeated with the same client or adapted for new clients,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

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

### EXAMPLES

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

# Business Growth



## Market Research

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTION

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

## Survey & Analysis

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

### OPTIONS

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

## Prospect Research

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

### OPTIONS

Extend project into designing a campaign or outreach strategy

## Audience (Customer) Profile

---

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

## Lead Generation

---

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

### OPTIONS

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

## Other Ideas for Business Growth

---

### ATTRACT AUDIENCE

- Blog
- Keywords & SEO
- Social Publishing

### AUDIENCE RESEARCH

- Social Polls
- Surveys

### CONVERT LEADS

- Online Forms
- Call to Action Landing Pages

## KEY INSIGHTS

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

# Operational Support



## Data Cleansing

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

## Talent Sourcing

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

## Data Insights

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

## Physical Space Review or Design

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

## Other Ideas

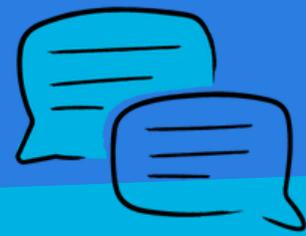
### DATA ANALYSIS

- Cost Analysis
- Forecasting

### CUSTOMER RELATIONS

- Data Scrubbing
- Customer Relationship Management (CRM)

# Marketing & Customer Engagement



## Event Planning

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

### OPTIONS

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

## Email Marketing Campaign

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

## Case Studies

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

How might we use customer impact to market our services?

## KEY INSIGHTS

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

## Graphic Design

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

## Customer Feedback

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

### OPTIONS

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

## Social Media Strategy

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

## Content Creation

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

### POTENTIAL STUDENT-DEVELOPED DELIVERABLES

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

### GUIDING QUESTIONS

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

## Other Ideas

### CONTENT

- Social Polls
- Surveys

### TESTIMONIALS

- Blog
- Keywords & SEO
- Social Publishing

### OUTREACH / ADVERTISING

- Online Forms
- Call to Action
- Landing Pages

# CCP Case Study

Startland EDU Teacher Accelerator Program



## SCHOOL

Guadalupe Centers High School

## CLASS

English Language Arts 4

## TEACHER LIAISON

Kate Sweeney

## LENGTH OF PROJECT

Semester-long

## OTHER POTENTIAL COURSES FOR CONTENT ALIGNMENT:

Architecture/ Design; Math; Social Studies



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

—Victoria, GCHS senior, team lead

## Project Overview

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

## Behind the Scenes

### TEACHER PROCESS:

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

### STUDENT PROFILE:

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

### TEACHER REFLECTION, GUIDEPOSTS, AND INSIGHTS:

#### Successes:

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

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

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

# CCP Case Study

## Startland EDU Teacher Accelerator Program

### SCHOOL

Basehor-  
Linwood High  
School



### CLIENT

Geeks for Kids



### CLIENT PROBLEM

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

### SCHOOL

Basehor-Linwood  
High School

### CLASS

Innovation Academy (IA)

### TEACHER LIAISON

Jay Johnston

### LENGTH OF PROJECT

Semester-long

### OTHER POTENTIAL COURSES FOR CONTENT ALIGNMENT:

Science/Engineering



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

—Jay J., IA Facilitator

## Project Overview

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

## Behind the Scenes

### TEACHER PROCESS:

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

### STUDENT PROFILE:

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

### TEACHER REFLECTION, GUIDEPOSTS, AND INSIGHTS:

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

### Successes:

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

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

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

# CCP Case Study

Startland EDU Teacher Accelerator Program

## SCHOOL

Notre Dame de Sion



## CLIENT

Young Family Farm



## CLIENT PROBLEM

How can we better market our products to the community?

### SCHOOL

Notre Dame de Sion

### CLASS

Designing Real World Impacts

### TEACHER LIAISON

JPrentiss Earl; Katie Durkin

### LENGTH OF PROJECT

3–5 months

### OTHER POTENTIAL COURSES FOR CONTENT ALIGNMENT:

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



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

*—Sion Senior, DRWI student*

## Project Overview

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

## Behind the Scenes

### TEACHER PROCESS:

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

### STUDENT PROFILE:

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

### TEACHER REFLECTION, GUIDEPOSTS AND INSIGHTS:

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

### Successes:

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

### Next time, will focus more on:

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

CCP EXAMPLE FOR ELA

---

# Standards Alignment

# ELA CCP Example

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



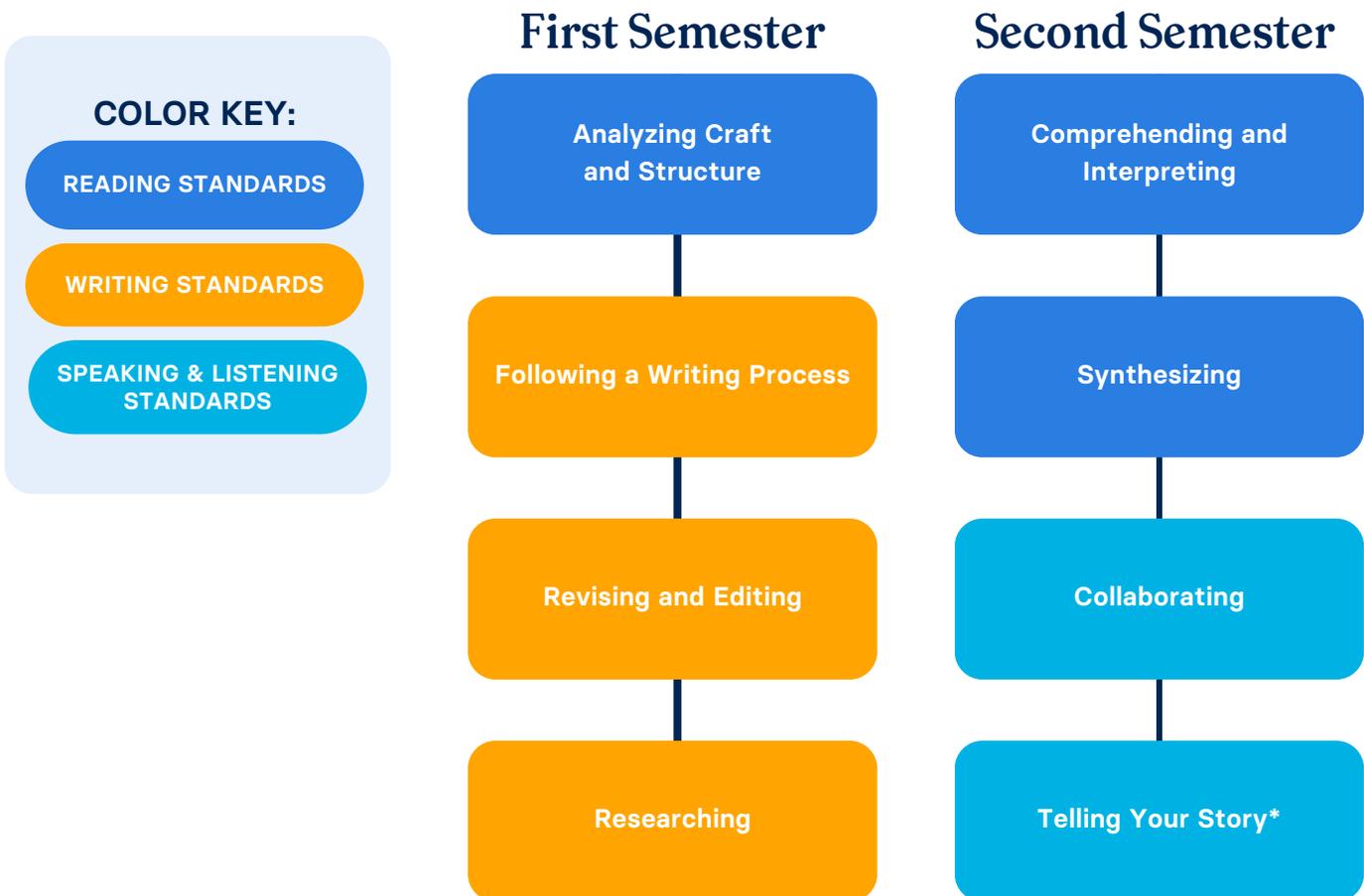
*Developed by Sarah Renfrow, Ray-Pec School District 2021*

English 4 CCP website offers a variety of resources for junior and senior English classes, including customizable templates, curriculum guides, project examples, and timelines.

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



\*Not priority standard

# Course Units: Missouri ELA Priority Standards

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

---

# Additional Resources

# Glossary of Terms



**Administrator Advocate:** This member of the RWL team is a district-level administrator who ensures the development of the mission and vision of the district RWL plan and its communication to internal stakeholders.

**Apprentice Employer:** Employers contract with apprentices to provide on-the-job training as a pathway to full-time employment within the company.

**Artifact:** A product that demonstrates learning, growth, or completion of a goal.

**Ask:** A request, usually made to a community partner in an RWL context.

**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.

**Chamber of Commerce:** A chamber of commerce is an organization of business owners and entrepreneurs who promote the members and interests of their local business community.

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

**Client:** The client is the individual representing the community partner who interacts with the student(s) while they complete a project based on an open-ended question.

**College Credit:** Students who receive nine or more hours of college-level credits by completing rigorous coursework typical of college classes that aligns with their postsecondary plans earn a college credit MVA. These courses typically fall into the categories of dual credit, dual enrollment, Advanced Placement, and International Baccalaureate.

**Community Partner:** The community partner is the organization working with the student(s). Partners may include businesses, industries, non-profits, faith-based entities, civic organizations, recreational facilities, and school districts.

**Customer Relationship Management System (CRM):** A CRM is software that helps collect and store customer data to build and maintain relationships.

**Director of Communication:** A director of communication is a district employee who is responsible for communicating the mission, vision, and progress of the district RWL plan to external stakeholders.

**Depth:** A hallmark of an MVA, depth refers to ensuring that students are challenged by their experience and apply new learning, including using higher-order critical thinking and transferring skills in a variety of areas.

**Economic Development Corporation (EDC):** An EDC is a nonprofit organization created to finance new and expanded business enterprises and attract businesses to a particular area.

**Elevator Pitch:** An elevator pitch is a short description of a person, idea, or product explained in a way 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 evolves 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.

# Glossary of Terms



**Field Trip/Workplace Tour Guide:** A representative of a community partner organization volunteers to guide a group of students, supervised by a district employee, on a generalized tour.

**Guest Panel/College & Career Fair Participant:** Professionals volunteer to meet with students to discuss career paths and postsecondary options. Discussions may include personal journeys and community impact.

**Guest Speaker:** Professionals volunteer to present a subject tied to course outcomes to students.

**Hireability:** One element used to determine if an IRC is MVA-quality is “hireability,” which refers to high demand in the job market.

**Instructional Coach:** An instructional coach is a member of the RWL team versed in the district RWL goals who helps support teachers as they develop curriculum and student-centered practices.

**Internship:** In an internship, learners perform authentic work that is challenging to them at a worksite or approved location (including virtual) under the guidance of a qualified supervisor. Some placements may include compensation. These experiences typically consist of 120 hours (60 on-site) of engagement, work that challenges the intern and aligns with course goals, and performance evaluated by the internship supervisor.

**Internship Supervisor:** Supervisors contract with interns to perform authentic job tasks tied to their course of study at a worksite or approved location. They are primarily responsible for hosting the student during their internship.

**IRC:** See Regionally-Vetted Industry-Recognized Credential.

**Job Shadow Host:** A professional volunteers to host a single student or small group over a short period of time (1 day to 1 week) to give insights into what a “day in the life” of a career or company entails.

**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.

**Mentor:** A professional volunteers to share their experience, learn about students’ projects, and offer general advice.

**Onboarding:** Onboarding is the process of introducing those new to the process, especially new community 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.

**Outcomes:** A hallmark of an MVA, outcomes refer to the course learning standards and Portrait of a Graduate traits that are developed through the experience. Each experience may develop different standards and traits, but emphasis is placed on alignment with course goals that include academic rigor paired with real-world learning.

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

**Pitch:** This is 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.

**Pathway Portfolio:** This portfolio is a living document that records a student’s unique interests and goals and documents their educational journey, including career exploration, preparation activities, attainment of Market Value Assets, and development of student outgrowths.

# Glossary of Terms



**Portrait of a Graduate (POG):** A district framework outlining the skills, attributes, and competencies that educators aim to cultivate in students by the time they graduate high school. Traits should focus on developing Student Outgrowths, and RWL opportunities should be designed using the POG to help define student goals in addition to mastering course standards.

**Pre-MVA:** A Pre-MVA experience is an experience that can help students work towards course goals and/or develop POG skills but is missing one or more of the required hallmarks of an MVA or does not meet the definition of a specific MVA outlined in the guidance. These experiences are valuable and often resume-worthy and should be documented in the Pathways Portfolio.

**Professional Interaction:** A hallmark of an MVA, students should develop professional relationships with community partners throughout their experience to the point that they could be included as a reference on a resume. When an MVA does not dictate interaction with community partners, such as when earning college credit or an IRC, every effort should be made for the student's experience to replicate real-world circumstances and incorporate authentic feedback from experts in the field studied.

**Project Management:** Using a project process to drive a project to completion in a timely and effective manner. A project manager coordinates all the necessary resources and activities to achieve project goals.

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

**Real World Learning Collaborative:** The Real World Learning Collaborative is made up of the 34 participating districts and schools in the Kansas City area working to prepare our region, students, and business partners for the future.

**Reflection:** The process of looking back on an experience, assessing the decisions made and their outcomes, documenting the results, considering options, and determining if adjustments need to be made.

**Regionally Vetted Industry-Recognized Credential (IRC):** IRC programs partner with industry, colleges, or third-party technical training providers to award credentials, including current lists published by state education departments as well as regionally customized and vetted credentials. Credentials might be paired with college credit or credit toward a training program.

**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 a district employee who is tasked with connecting community partners and students to create real-world learning opportunities. The coordinator can also support teachers as they design effective projects and help remove barriers to the process.

**RWL-Informed Counselor:** An RWL-Informed counselor is a counselor versed in RWL opportunities who helps guide students when choosing RWL opportunities and developing their Pathway Portfolio.

**Showcase:** A showcase is an opportunity for students to present their learning and reflect on the development of their POG traits to an authentic community audience.

**Showcase Evaluator:** A member of the community with lived experience volunteers to provide personalized feedback to students showcasing their learning and growth of their POG traits.

**Stackability:** One element used to determine if an IRC is MVA-quality, "stackability" refers to credentials that may not have as much value on its own but can be combined with other "stackable" credentials to increase viability.

# Glossary of Terms



**Stakeholders:** Stakeholders are the people impacted by the problem students are attempting to solve (sometimes called end users) or other parties invested in the outcome of a project or experience.

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

**Strategic Plan:** A strategic plan outlines an organization's goals. While the RWL collaborative has a strategic plan to graduate every student with an MVA by 2030, RWL teams should develop and/or become familiar with the goals outlined in their district's strategic plan and ensure RWL opportunities are developed around those goals.

**Story:** Sharing student experiences, or stories, with external stakeholders like families and community members can help drive excitement and buy-in around RWL.

**Student Agency:** Promoting student agency ensures students have the autonomy to shape their educational journey by making decisions that reflect their goals, interests, and aspirations while working with district educators to expand RWL opportunities that align with their needs and passions.

**Student Outgrowths:** Student Outgrowths are the skills and abilities a student hones through their MVA experience that transfer to success in postsecondary experiences and careers. Developing the traits of the Portrait of a Graduate often leads to the attainment of Student Outgrowths.

**Student Voice:** Promoting student voice, allowing students to provide feedback on their learning experiences, and including them in decision-making processes is vital to developing student buy-in and promoting student agency.

**Subject Matter Expert (SME):** Experts in a field, skill, or craft support students in their projects. SMEs provide advice, training, or assistance on specific elements of an experience.

**Teacher:** A member of the district RWL team, a teacher is an educator who guides students through RWL experiences and ensures they are connected to course goals and content standards.

**Team Projects:** Team projects differ from traditional group projects. While group projects generally consist of a group who share similar roles and divide parts of a project equally, teammates are assigned individual roles with defined responsibilities, develop norms, and work together towards a goal.

**Value:** A hallmark of an MVA, value references the benefit for the stakeholders involved in the experience, including the student, organization, community, and/or customer.

**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.

**Youth Apprenticeship (YA):** In a Youth Apprenticeship, students combine academic and technical classroom instruction with work experiences through a program registered with or through a community partner sponsor. These experiences historically involve skilled trades careers but are increasingly applied to all occupations. These experiences typically include teams who work together to develop and sustain the program according to industry standards; opportunities to complete certifications, apply IRC skills, or earn postsecondary agreements between districts, secondary institutions, and RA programs; a paid experience that leads to acceptance into an RA before or upon high school graduation.

# Additional Resources

Links to Templates, Worksheets & Guidance



Use digital guide for direct hyperlinks to each resource

## Business & Community Partner Guides + Prompts & Case Studies

Employer Relationship Guide

RWL Community Partner Engagement Menu

CCP Project Prompts

CCP Case Studies

## Worksheets & Templates

Template: CCP Implementation Checklist

Template: MVA SOAR Analysis

Template: MVA Student Outgrowth Assessment Checklist

Template: Planning the Process

Template: Setting SMART Goals

## Documents - MOU, Intellectual Property, Feedback Surveys

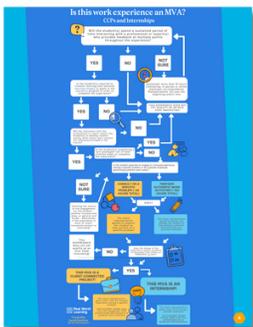
Sample: Memorandum of Understanding

Sample: Student Feedback Questions

Sample: Client Feedback Form

Sample: Intellectual Property Rights

# Additional Resources



Infographic: Is this an MVA? Flowchart



Example: MO ELA Course Units & Priority Standards



The Student Portfolio & Portrait of a Graduate

## TEACHER NETWORK

### CCP Peer Resources

During the 2023-24 school year, CCP Mentor 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

### CCP PEER SHARED RESOURCES

Folder	Description of Resources
<a href="#">Grading</a>	Rubrics Client Feedback Forms
<a href="#">Outcomes / Resources Supporting Learning</a>	Learning Targets Professional Skills
<a href="#">Learning Targets</a>	Learning Targets by Subject
<a href="#">Processes &amp; Policies</a>	Communication Protocol Overcoming Barriers Parent Communication Project Management Tools Teaming Strategies Technology Travel/Time/Finances
<a href="#">Sourcing &amp; Retaining Community Partners</a>	Sample MOU Client Letter Templates
<a href="#">Project Process</a>	Editable Templates Pitch Templates
<a href="#">Student Voice</a>	Student Portfolio Reflections Resume/Cover Letter Showcase Encouraging Student Voice
<a href="#">Portrait of a Graduate Links</a>	Examples of RWL Network Portrait of a Graduate

# RWL Collaborative Partners

## Intermediary Education Partners

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

## Meet the RWL Collaborative Districts & Schools

Use the interactive map to learn more about RWL design strategies and stories about individual districts and schools including guest blogs written by teachers and students.

Cohort 1	Cohort 2	Cohort 3	Cohort 4
Belton   Center DeLaSalle   Fort Osage Grandview Hickman Mills   Hogan Prep Independence Kansas City Public Schools Kearney   Lee's Summit Liberty   North Kansas City Olathe   Raymore-Peculiar Shawnee Mission  DeLaSalle   Hogan Prep	Blue Springs Blue Valley Crossroads Guadalupe Centers Kansas City Kansas Park Hill Piper Raytown  University Academy Crossroads Academy Guadalupe Center	De Soto Harrisonville Smithville Platte County  Kipp Endeavor Academy	Gardner Turner Springhill  Frontier School of Excellence

## Collaborative Partner 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.

### [Student Reporting Labs \(SRL\) Storymaker](#)

SRL helps build student agency by creating a platform for students to share their stories and highlight their school districts' efforts in Real-World Learning. Through hands-on journalism, students develop critical thinking, communication, and media literacy skills.

# Sharing Your Success Stories

Raising awareness for continuous growth and collaboration

Sharing the achievements of students completing MVAs, educators implementing innovative practices in their classrooms, and community 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 community partners about their experience.
- Ask community partners for social handles.
- Celebrate successes and milestones along the way—not just at the end (e.g., "First day connecting with our community partner").
- Feedback from students on what worked and what could have been better.

## What to include in posts

- Images featuring student and community partner interactions
- MVA milestones
- Student achievements/outgrowths
- Tag community partner

### USE HASHTAGS

- 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 community partner
  - POV day in the life of...
  - Office tours / Job site tour
  - Three questions with... interview community partner/SME

Follow RWL  
Social Channels  
(and Learn from Others)



Direct links to the below social platforms on our LinkTree



@realworldlearningkc



@RWL\_KC



/real-world-learning-kc



vimeo.com/realworldlearning



/realworldlearningkc

## Follow ProX Channels



@proxsummer



@proxsummer



/pro-x-summer/

## Student Voice Magazine



[issuu.com/realworldlearning](https://issuu.com/realworldlearning)





# Notes

A large white rectangular area with rounded corners, containing 25 horizontal dotted lines for writing notes.



# Notes

A large white rectangular area with rounded corners, containing 25 horizontal dotted lines for writing notes.



Download Guide & Resources

 Real World  
Learning

 EWING MARION  
KAUFFMAN  
FOUNDATION