

# CLIENT CONNECTED PROJECTS

## CONNECTING STUDENTS TO EMPLOYERS



Employers play an essential role in providing students with authentic problem-solving experiences. Regardless of the type of business, the following areas are great places to identify services and projects that students can complete. In this document, you will find examples of services that students can provide to clients – these can guide project sponsors in creating their projects, or students can identify projects they want to pitch to clients.



**BUSINESS  
GROWTH**



**OPERATIONAL  
SUPPORT**



**MARKETING &  
CUSTOMER  
ENGAGEMENT**



Client-connected Projects are authentic problems which students solve in collaboration with professionals from industry, not-for-profit, or community-based organizations.

Projects should require at least 24 hours of work,  
with at least 4 hours engaged directly with the client.

### TIME INVESTMENT SUMMARY

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



## MARKET RESEARCH

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Students perform a market analysis for a specific opportunity or client.



DELIVERABLES

Students determine and provide a report with details on existing best-practice benchmarks and competitors. They also identify key trends associated with the growth of the industry, as well as key drivers of success or failure.



GUIDING  
QUESTIONS

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

## SURVEY & ANALYSIS

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Students develop a survey and provide analysis of results.



DELIVERABLES

Students provide a report summarizing leads and opportunities for the client to action, including company profile, contact name, and contact email.



GUIDING  
QUESTIONS

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



OPTIONS

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



### Kearney School District

Students at Kearney High School worked with the Kearney Economic Vitality Committee on a research project. See page 15

## PROSPECT RESEARCH

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



DELIVERABLES

Students create a list that includes name, company, role, and contact information.



GUIDING QUESTIONS

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

## AUDIENCE (CUSTOMER) PROFILE

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



DELIVERABLES

Students generate a demographic report of current website visitors, create an audience profile, and research the target audience to better understand how the client might be able to serve them.



GUIDING QUESTIONS

How might we increase our connection to our audience with content and services that turn visitors or followers into leads?

## LEAD GENERATION

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



DELIVERABLES

Students provide a report summarizing leads and opportunities for the client to action (including company profile, contact name, and contact email) for key decision-makers.



LEADING QUESTIONS

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



OPTIONS

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



## OTHER IDEAS SURROUNDING BUSINESS GROWTH

### ATTRACT AUDIENCE

- Blog
- Keywords & SEO
- Social Publishing

### AUDIENCE RESEARCH

- Social Polls
- Surveys

### CONVERT LEADS

- Online Forms
- Call to Action
- Landing Pages



## OPERATIONAL SUPPORT

### DATA CLEANSING

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Students work with the client's dataset and remove duplicates, update outdated records, and ensure there is consistent formatting. Students can also work to ensure data quality by verifying its integrity and making sure it is complete.



DELIVERABLES

Students facilitate extraction, processing, and uploading into client data systems.



GUIDING  
QUESTIONS

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

### TALENT SOURCING

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Using a position description, students identify 25 candidates they think would be good for the position.



DELIVERABLES

The student provides a brief justification as to why they selected candidates, as well as potential questions to use in an interview based on resume and experience.



GUIDING  
QUESTIONS

How might we find the best candidate for [insert position]?



#### Lee's Summit

The Robotics team was asked by Lee's Summit Mayor Baird to come up with something new for the city's annual holiday light presentation.



## DATA INSIGHTS

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



DELIVERABLES

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



GUIDING  
QUESTIONS

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

## PHYSICAL SPACE REVIEW OR DESIGN

Students design a plan to make physical space more functional and appealing for customers or employees.



DELIVERABLES

Students conduct interviews/focus groups or develop surveys to understand objectives for the space. Students produce a plan and budget for physical space enhancements using feedback.



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?



OPTIONS

Students can begin by serving their classroom/building/district as a client!



OPERATIONAL  
SUPPORT

## OTHER IDEAS SURROUNDING OPERATIONAL GROWTH

### DATA ANALYSIS

### HUMAN RESOURCES / CUSTOMER RELATIONS

### FACILITIES

Data Cleansing  
CRM

Health & Safety  
Environmental  
Physical Space





## MARKETING & CUSTOMER ENGAGEMENT

### EVENT PLANNING

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



DELIVERABLES

Students create a budget and 'Run of Show' document outlining the details and itinerary of the event. Students develop a promotions strategy.



GUIDING QUESTIONS

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

### EMAIL MARKETING CAMPAIGN

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Students develop a series of 3-5 emails to help promote an upcoming client initiative. The emails should be structured to be sent out sequentially and play off each other to drive engagement for the client.



DELIVERABLES

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



GUIDING QUESTIONS

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



#### Fort Osage High School

Students from the Critical Analysis of Current Events were tasked with identifying a current problem in education and researching a solution for an event presentation.

## MARKETING & CUSTOMER ENGAGEMENT



### CASE STUDIES

Students create case studies for print & digital to be used for marketing purposes. Use the information provided to draft the customer's problem, alternatives considered, why they choose us, and the impact of working with the client.



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?

### GRAPHIC DESIGN

Design 3 to 4 pieces of marketing collateral for an event or campaign. Students will work with the client to identify information needed, medium for the finished pieces, and the audience.



DELIVERABLES

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



GUIDING  
QUESTIONS

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



#### Ruskin High School, Center High School, and Grandview High School

Students in the Design Pathway from the South Micro-Region are designing a mural for KC STEM Alliance.

## CUSTOMER FEEDBACK

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



DELIVERABLES

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



GUIDING  
QUESTIONS

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



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

## SOCIAL MEDIA STRATEGY

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



DELIVERABLES

Students develop a social media calendar that includes 2 posts per day for a single month with recommendations on implementation and measurement.



GUIDING  
QUESTIONS

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

## CONTENT CREATION

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



DELIVERABLES

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



LEADING  
QUESTIONS

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



## MARKETING & CUSTOMER ENGAGEMENT

## OTHER IDEAS SURROUNDING MARKETING & CUSTOMER ENGAGEMENT

### Content

Social Polls  
Surveys

### Testimonials

Blog  
Keywords & SEO  
Social Publishing

### Outreach / Advertising

Online Forms  
Call to Action  
Landing Pages



# APPENDIX



The appendix includes Case Studies from Kansas City regional school districts, a project template for workshopping your client-connected project, and additional project examples.

## [\*\*A. Project Template\*\*](#)

## **B. District Case Studies**

- [Kearney School District](#)
- [Center School District](#)
- [Fort Osage](#)
- [Lee's Summit School District](#)
- [Hickman Mills, Center, & Grandview School Districts](#)
- [Hogan Prep](#)
- [Shawnee Mission School District](#)
- [Olathe Public Schools](#)

## [\*\*C. Additional Project Examples\*\*](#)

## [\*\*D. Repeatable Project Examples\*\*](#)

**Project Summary Template:** *Before beginning a project, the sponsor, facilitator, and/or students should come together to center around the items listed below:*

**PROJECT TITLE:** *A clear statement to reference the project.*

**STUDENT TEAM:** *Who is working on the project?*

**CLIENT:** *Who is responsible for evaluating the success of the project?*

**DUE DATE:** *When do all project deliverables need to be complete?*

**PROJECT DESCRIPTION/BACKGROUND:** *3-5 sentences to summarize at a high level WHY the project is important and HOW work will be completed and presented.*

**PROJECT GOAL:** *Should identify what is easily assessed for completion (ie. production of a plan/presentation, a quantifiable body of work, etc).*

**GUIDING QUESTIONS:** *2-3 objectives for students to measure their project outcomes against.*

**PROJECT MILESTONES AND KEY DELIVERABLES:** *Tasks/building blocks required to complete the project and an estimated timeline to ensure work progresses toward required due date.*

**COLLABORATORS:** *Any required resources, subject matter experts, or vendors should be recognized here.*



## Client Problem

Can our downtown support an entertainment district?

## Client

Kearney Enrichment Council's Economic Vitality Committee



“

“I think for me the biggest realization was that we can make a difference. This is something I'll take with me for the rest of my life. You don't learn this in a textbook.”

- Megan Z., Junior

**School:** Kearney High School

**Class:** Business Management | Teacher Liaison: Beth Freeman

**Length of Project:** 6 weeks

**Project Description |** Students enrolled in a business management class are working with the Kearney Enrichment Council's Economic Vitality Committee to gather data for planning purposes regarding creating an entertainment district in downtown Kearney. Students have created separate surveys for youth and adult residents, along with one for current business owners in the area. The students collected nearly 500 responses to their surveys! The results of these surveys were then summarized into more eye-appealing documents and were shared with the committee. The students also selected a handful of local businesses to visit, so that they could speak with the owners face-to-face. The committee members are thrilled that students are involved in this project, and the students are extremely excited that they are working on something that could truly change the town in which they live.

### **Deliverables |**

- Created a survey for youth, adult residents, and downtown business owners.
- Analyzed results, created presentation of findings, and presented their findings and recommendations to the Community Development Director.

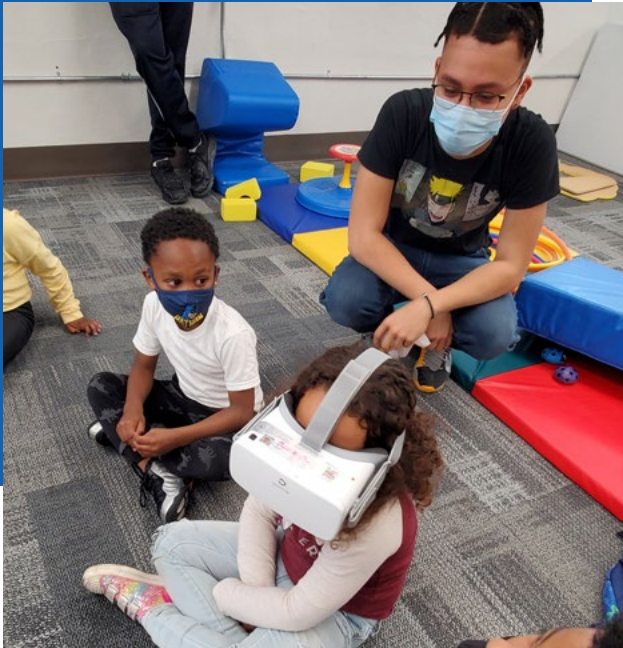
[Read Story](#)

## Client Problem

How can young students still experience field trips during a pandemic?

## Client

Yellowjacket Early Learning Center & Hickman Mills Early Learning



“

I learned how to communicate with a client in a professional way. I also enjoyed learning how to create a virtual reality experience. This experience was beneficial because I got to speak to a real client, and I had to meet the needs and expectations of the client. It gave me a better grasp of a real-world experience. I was able to get better with time management. I didn't want my client to have to wait on me. I liked the idea this wasn't just a project for a grade. It actually impacted real people's lives.”

– Marques G., 11th Grade CHS

**School:** Center High School

**Class:** Computer Science

**Length of Project:** One Semester

**Project Description |** Due to COVID-19, field trips were canceled. The Yellowjacket Early Learning Center wanted to provide young students the opportunity to experience a “field trip” in a safe environment. Five junior and senior Center High School students worked with early childhood teachers from two different districts and created virtual and augmented reality experiences for their students based on what units the teachers were covering in class or what they thought the students might be interested in viewing.

### **Deliverables |**

- A virtual reality field trip that can be viewed through VR Goggles by children ages 3-5 years old.
- An augmented reality experienced viewed using the CoSpaces Merge Cube.

## Client Problem

What are some of the major problems in education, and how might we address them?

## Client

KCSIC



“

Within my school and community, students can use their voices to stand up against bad experiences they may have had. Students like me have the opportunity to speak up so that others after me may have a better experience

-Haleigh W.

**School:** Fort Osage High School

**Course Title:** Critical Analysis of Current Events

**Length of Project:** One semester

**Project Description |** Students were tasked with identifying a current problem in education and researching a solution that district leaders could implement. Students researched and pre-recorded a presentation and were available for a live Q&A. Since we were in the hybrid model, we had two groups (Monday/Wednesday and Tuesday/Thursday). The final presentations were recorded in front of a live audience of district leaders from the high school and central office.

### **Key Deliverables |**

- Meetings with the clients for check-ins.
- Hour-long presentation and Q&A (both for conference and district leadership).



## Client Problem

How can our community host a safe holiday light display?

## Client

Mayor Bill Baird and the Downtown Lee's Summit Main Street Organization



“

I feel really proud when I hear people talk about it. Oh we saw your light display. It's really amazing. It's really cool to know that I had a hand in that and to see people's reactions."  
- Lee's Summit Student

**School:** Lee's Summit High School

**Course Title:** Robotics

**Length of Project:** 6 weeks

**Project Description |** Team Driven, the LSHS Robotics team was asked by Mayor Baird to come up with something new for this year's holiday light presentation for the city of Lee's Summit. The request was made the last week of September 2020, with a deadline of November 12, 2020. There were also a limited number of power outlets available, and the budget was set at \$10,000. This meant that Team Driven had to come up with a design and implement that design in about 6 weeks.

### Key Deliverables |

- Submitted ideas, plans, and budget to the Downtown Lee's Summit Main Street organization for approval of funds and design.
- Fully implemented light display ready for the Mayor's Lighting Ceremony.

[Watch Video](#)

## Client Problem

How can we provide play therapy to children during a pandemic?

## Client

Chloe Anderson, physical therapist with Infant Toddler Services of Johnson County



“

I think this was my favorite project yet! I had lots of fun, and knowing that this could help or just bring a smile to the baby's face made me really happy."

-Olathe Student

**School:** Olathe School District

**Course Title:** BioMedical Engineering Class

**Length of Project:** 6 weeks

**Project Description |** Students in the Introduction to BioMedical Engineering class (in the BioMedical Engineering Academy) were matched with children who have developmental or physical delays and receive at-home therapy through Johnson County. Each of the five groups received a client brief from Chloe Anderson, and then designed a budget and a proposal for a busy board specifically for that client. After approval, students built the boards. The busy boards were then donated to the children as part of their play therapy in an effort to help with their developmental or physical delays.

### Key Deliverables |

- 5 total busy boards, one for each client

## Client Problem

How can we make our school accessible to students with visual impairments?

## Client

Shawnee Mission School District, Erin Meyer, orientation and movement specialist



“

Our projects are so much more meaningful when the students can design, present, and implement a solution for a real client with a real problem.”

- Greg Thiel, engineer instructor

**School:** Shawnee Mission School District

**Course Title:** Engineering Design and Development (EDD)

**Length of Project:** One semester

**Project Description |** Engineering students were asked to create a tactile map of a middle school where a visually impaired student will be attending in the 2021-22 school year. The purpose of the initial test was to determine the success or failure of the system's user-friendliness to a visually impaired student. The engineering students designed three prototype maps using Autodesk software and a 3-D laser engraver to create each model.

### Key Deliverables:

Three prototypes were created to test. Each was made of different materials including cardboard, Masonite (hardboard), and birchwood, and were different weights and heights. The material is important as the map needs to be portable since it will be carried with the student.

## Client Problem

How can we promote an inclusive and welcoming environment at KC STEM Alliance?

## Client

KC STEM Alliance

“

Being able to coach the students in design and then to watch their incredible talents unfold before my eyes was definitely a highlight! I knew that our students were talented, but in reality, I was blown away with their innovations and abilities to defend their design choices.”

- Danielle Agin, Art Teacher



**School:** Center, Grandview, and Hickman Mills School Districts

**Course Title:** Pathways to Design program

**Length of Project:** One semester

**Project Description |** Students in the Design Pathway (a combination of students from Grandview, Ruskin, and Center High Schools) were divided into three teams. Each team was assigned the task of designing a public mural that represented the combined concept of "STEM" and "inclusion" for the KC Stem Alliance. Student groups were notified at the start of the project that out of the three groups, just one winning group would be chosen to have their mural installed large-scale on the outside of KC Stem Alliance's building in Kansas City at 4825 Troost.

### **Key Deliverables |**

Students had to conceptualize and envision their initial plan, begin designing, learn how to present their work to a variety of audiences, receive in-progress feedback, revise their designs, and create resolved finished products for submission. The winning mural will be installed in mid- to late- June.

## Client Problem

How can we recruit 100 new Retail Champion volunteers?

## Client

Goodwill



**School:** Hogan Prep

**Length of Project:** One semester

**Project Description |** Students from Hogan Prep collaborated with Goodwill of Western Missouri and Eastern Kansas (Goodwill) to create two videos for the purpose of recruiting new volunteers. One video was 60-seconds and designed for social media audiences (Facebook, Twitter, etc.). This video encourages individuals and groups to volunteer with Goodwill - why volunteer, volunteer benefits, and who is a good fit. The second video was a 5-minute video to provide more information on being a Retail Champion at Goodwill, and how to get started. The videos were presented and approved by Goodwill staff and then published as recruitment tools.

### **Key Deliverables |**

Create and publish two marketing videos.

**Watch the student  
produced video #1**

**Watch the student  
produced video #2**





## Ray-Pec High School

Ray-Pec's English 4 classes implemented client-connected projects into their course of study for the entire school year. 170 high school seniors worked with 20 different clients over the course of 6 months. Students used 'Design Thinking' to identify a solution to answer the problem statement from the client. Final projects were presented to a group of adult evaluators on 'Drive Night'.



[WATCH STUDENT PRESENTATION](#)

### Guiding Question:

How can we enhance COVID-19 safety protocols and training for technicians entering homes?

### Client

Balance Point  
Heating & Cooling

"I had to adapt and become more flexible. When our client didn't have all the answers, we had to do our own research. It (also) taught me how to talk more professionally."

- Nyre B., Senior



[WATCH STUDENT PRESENTATION](#)

### Guiding Question:

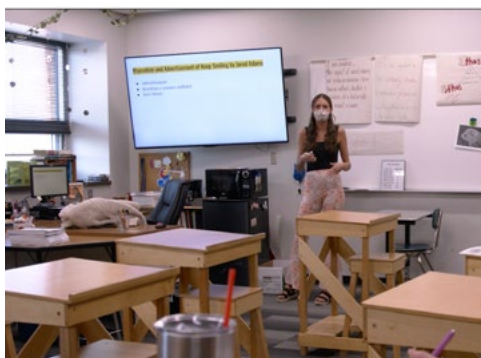
How can we aid in solving the decline of applicants and recruit more police officers?

### Client

Peculiar Police Department

"Throughout the project, we had to adjust to respond to the client. We learned to share our opinions (regarding the defund the police movement) in a respectful manner, so we could get to our final solution. I want to be a therapist, and what I learned from this project will definitely help me."

- Chloe H., Senior



[WATCH STUDENT PRESENTATION](#)

### Guiding Question:

How can we raise awareness and promote a new children's book on cancer?

### Client

Author, Jared Adams

"I personally don't think I'll be going into the book publishing field, but I got the chance to learn flexibility, and we had to find new ways to communicate with each other and persist during COVID-19."

- Kaitlin H., Senior



## CLIENT-CONNECTED PROJECT EXAMPLES

### Project | Jobs Incubator

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#### Project Details

Startup company based in DeSoto, KS, trying to revolutionize the way people look for a job and the way employers look for new employees. Match employers with potential employees. Project Goal is to plan and execute a jobs fair and a social media campaign to get the Jobs Incubator noticed.

[Client](#) | Start-Up / Zach Brewster

[Lead Class](#) | Global Business

[Deliverables](#) | Social media strategy development for Facebook, Twitter, Blog

### Project | Website for Chamber of Commerce

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#### Project Details

Cyber Security class built a website for Buckner Chamber of Commerce.

[Client](#) | Buckner Chamber of Commerce

[Lead Class](#) | Cybersecurity Class

[Deliverables](#) | Website

### Project | Not Perfect

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#### Project Details

Address issues often relayed by society creating the desire to be perfect and meet others expectations. We reaffirm that you are not meant to be perfect, encouraging acceptance of yourself and others despite outside pressures that drive people to be perfect.

[Client](#) | Cindy Wittman

[Lead Class](#) | Business

[Deliverables](#) | Business Plan development, student input on business model, social media recommendations

### Project | Financial Literacy Class

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#### Project Details

Global business students partnered with Freedom Bank to offer Financial Literacy classes to the community. Three students led two classes at Freedom Bank on a Saturday morning for 60 middle school and high school students, teaching them about debit cards and how to input entries into a register.

[Client](#) | Freedom Bank

[Lead Class](#) | Global Business

[Deliverables](#) | Financial Literacy class curriculum and presentation resources



## Project | Kansas City Music Teachers Association Video

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### Project Details

Created 19, 30-45- second videos to introduce a new selection of music and allow performers to enter and leave the stage. Two concerts take place in Lawrence at the Lied Center in February. This is a project we work on every year in the fall. The project is a whole class project, led by a student leader. As a team, they decide the look and feel that will be present in all of the videos. Depending on the theme, students gather original footage, create animations, and use stock footage from creative commons.

[Client](#) | Kansas City Music Teachers Association

[Lead Class](#) | Filmmaking

[Deliverables](#) | Nineteen, 30-45- second videos to introduce a new selection of music

## Project | Design Office Artwork

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### Project Details

Pathway to Design students are designing quotes and artwork for the office walls in a chiropractic clinic.

[Client](#) | Whitmore Chiropractic

[Lead Class](#) | Graphic Design

[Deliverables](#) | Design art for office walls

## Project | Annual Report

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### Project Details

Students work with president of South Kansas City Chamber to curate assets, conduct interviews for testimonials, and take photos for their annual report.

[Client](#) | South Kansas City Chamber of Commerce

[Lead Class](#) | Marketing

[Deliverables](#) | Photography and testimonials for annual report

## Project | Capital Electric Interface and Database

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### Project Details

Create a user interface and database program which will track employee, foreman, and cable installation on large electrical projects in the Kansas City area. This is a very complex project. Coding work has been done in Java, SQL, C#, and others.

[Client](#) | Capital Electric

[Lead Class](#) | Technology Solutions

[Deliverables](#) | User interface and database

[Timeline](#) | Three semesters



## Project | Mobile Application to provide nutrition and exercise information

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### Project Details

Build a mobile application using rarewire to provide nutrition and exercise information for various large restaurant chains. This app will provide the ability to select items from a menu, calculate calories, then to see how much of a particular physical activity would be necessary to work off those calories.

[Client](#) | C3 – Creative Consumer Concepts

[Lead Class](#) | Technology Solutions

[Deliverables](#) | Mobile app, business plan, marketing strategy

## Project | Weathermetrics Weather Application

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### Project Details

Creating an instant weather app that will access the weather information, including live or stored video from the company's proprietary weather/camera locations worldwide. For locations that do not have weather stations, the app will access weather data from other sources.

[Client](#) | Peter Levy

[Lead Class](#) | Technology Solutions & Business Marketing

[Deliverables](#) | Weather app, business plan, marketing strategies

## Project | Kansas City Music Teachers Association Video

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### Project Details

Created a 7-minute promotion video explaining what Heartland Therapeutic Riding is and how donations of resources help the mission of the organization. The promo video was used by the board of directors as they solicited resources. Students also created a shorter version that is on their website. Four students worked on this project with a student leader. They captured all original footage, conducted interviews, and met regularly with the board of directors.

[Client](#) | Heartland Therapeutic Riding

[Lead Class](#) | Filmmaking

[Deliverables](#) | A 7-minute promotion video



## REPEATABLE CLIENT-CONNECTED PROJECT EXAMPLES

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

### Project | Recruiting Families for Early Childhood Education

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#### Project Details

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

**Client** | Any school district

**Lead Class** | Marketing

**Deliverables** | Recruitment materials, social media graphics, email newsletter, media campaign.

### Project | Annual Report

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#### Project Details

Students help gather testimonials, take photos, and/or create informational graphics for an annual report.

**Client** | Any business

**Lead Class** | English, marketing, photography, graphic design

**Deliverables** | Case statements, testimonials, surveying

### Project | Energy Audit

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#### Project Details

Students help gather data and insights on the energy efficiency of a given building or space within a school district. They take into consideration equipment, appliances, design, and usage.

**Client** | School District

**Lead Class** | Science

**Deliverables** | Final audit and recommendations for improvement