

Background | A market value asset (Source: PREP-KC 2017) is defined as industry valued and recognized skills acquired in high school that create a more seamless transition from school to postsecondary education and/or the workplace. Students who leave high school with a diploma and market value assets are more likely to enroll in postsecondary education/training and successfully navigate the journey from school to employment without getting lost along the way. Market value assets make further education and training, and ultimately, a job, more affordable and more attainable

Phase 1 - Measurement | To establish a working baseline for our work and inform future learning, we will begin by measuring the number of high school students who obtain the following market value assets:

Work Experiences |

Students complete meaningful workplace job tasks that develop readiness for work, knowledge and skills that support entry or advancement in a particular career field.

Internships | Learners perform meaningful job tasks at worksite or approved location, under the guidance of a qualified supervisor.

- Should qualify for high school and/or college credit and/or be paid.
- Minimum 120 hours within a calendar year, at least 60 onsite.
- Performance evaluated by work manager in addition to educator.
- Internship completion substantive enough to be included on students' LinkedIn and/or resume.

Client Projects | Learners analyze and solve authentic problems, working in collaboration with other learners and professionals from industry, not-for-profit, civic or community-based organizations.

- Work involves authentic methods and tools used by professionals in work environment.
- Experience includes mentoring and evaluation by working professionals.
- Output is viewed as value-add by external stakeholders and resume-worthy.

College Credit | Nine (9) or more hours of college-level credit, progressing toward an industry-recognized degree or credential.

Regionally Vetted IRCs (Industry-Recognized Credentials)

Current lists published by state education departments will be reviewed with employers and validated for applicability and relevance – we anticipate a small subset will be included. There may be a small number of regional 'custom' credentials identified that also become part of this category.

ENTREPRENEURIAL EXPERIENCES

Students identify a compelling social or market problem and mobilize resources to research and solve it. Leveraging input and support from multiple stakeholders, students iteratively analyze, prototype, implement, reflect and adapt potential solutions. Outputs of MVA-level entrepreneurial experiences include a market and stakeholder research summary, a 'business plan' that includes an assessment of costs and benefits associated with development or operation of their solution, and feedback from relevant external stakeholders obtained through exhibition or 'shark-tank' type pitch opportunities.