

Market Value Assets—Key high school student outcomes that signal career and college readiness, so that every student is prepared to make, or get a quality job and be economically self-sufficient. Guiding principles for identifying whether an output or experience rises to the level of a market value asset include:

- Work output has recognized value within industry or post-secondary
- Student performance is evaluated by multiple stakeholders, some external to education
- The student grows capabilities in multiple ‘KC Portrait of a Graduate’ dimensions
- The process of obtaining the asset adds to the student’s social capital

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. Examples of market value assets achieved in high school are: internships and apprenticeships, substantive dual college credit applicable toward a degree or certification, select industry-recognized credentials, completion of authentic, substantive project work for clients, paid work experience in area of career interest, entrepreneurial experiences, provisional patents, etc.

Phase I Measurement Focus: 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 (Internships, Client Projects)
- College Credit
- Regionally vetted IRCs (Industry-Recognized Credentials)
- Student-driven Entrepreneurial Experiences
- Emerging MVAs (experiences that meet MVA guiding principles but not at critical mass – measurement will be necessarily more subjective)

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.

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

PHASE I – MARKET VALUE ASSET DEFINITIONS

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.

1. Work involves authentic methods and tools used by professionals in work environment.
2. Experience includes mentoring and evaluation by working professionals.
3. 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 solve it, resulting in output/products validated by multiple stakeholders. Evidence of an MVA-level entrepreneurial experience include marketing or implementation of outputs in a relevant marketplace or organization, provisional patent, and/or student reflections on lessons learned and how they are informing future plans.

Emerging MVAs

We expect there will be a smaller number of student experiences and outputs that do not fit neatly into established MVA categories but rise to the level of MVAs because of the significant scope of real-world problem-solving, communication and collaboration involved. These will be evaluated on a one-off basis and all MVA Guiding Principles will apply. Examples could include:

- Youth apprenticeships
- Leadership of community service or service learning experiences
- Out-of-school summer or other extra-curricular experiences that include substantive real-world problem solving and/or practicums (e.g. scouting projects)