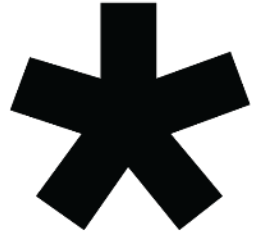


ASSOCIATION FOR
**LEARNING
ENVIRONMENTS**

CHICAGO

Learning SCAPES 2023



5 Years Designing Space & Program Around Kauffman Foundation's 'Real World Learning' Initiative... What Have We Learned?





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Ewing Marion
Kauffman

The Kauffman Foundation helps unlock opportunity for all so that people can achieve **financial stability, upward mobility, and economic prosperity** – regardless of race, gender, or geography.

Our Grants: We invest in organizations that help break down barriers to economic success.

Our Approach: We champion ideas and support solutions designed to improve education, boost entrepreneurship, and help communities and individuals thrive.





multistudio

STEAM
STUDIO

STEAM
STUDIO

multistudio

M* Education Research Center



FREE STATE LEARNING COMMONS POST-OCCUPANCY EVALUATION

Phase 1 & 2
Prepared: June, 2023

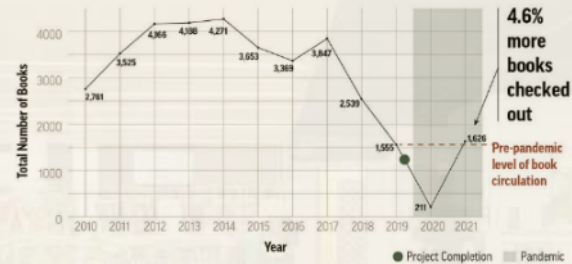
multistudio

Free State Learning Commons

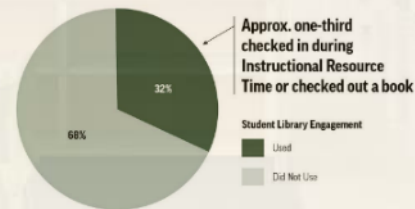
Library usage increased.

Free State library utilization increased following the completion of the renovation. Student usage is up, as measured by both attendance and book circulation. Space observations and facility interviews agree, with notes indicating the variety of spaces are consistently being utilized throughout the day.

LIBRARY BOOKS CHECKED OUT FROM 2010-2021



STUDENTS WHO ENGAGED WITH THE LIBRARY IN 2021



7

Free State Learning Commons

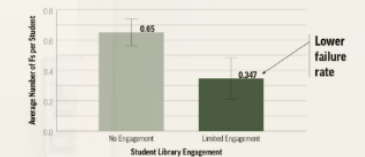
Library usage predicts passing classes.

We built a statistical model for student library usage. Students with higher scores in this model earned significantly fewer F's and significantly more A's compared to students with lower engagement scores. These predictions remained, even after controlled for past student performance.

Engagement Connected to Success

Students with only a small amount of engagement (often a single visit or book checkout) averaged **50%** the number of failed classes compared to students with zero library engagement.

Using student success data from 2019 & 2021, we conducted additional analysis that found media center engagement was connected to increased student success even after controlling for past student performance in 2019.



Sample Description

Anonymous student course data was aggregated from 1,725 students enrolled at the school in the fall of 2021.

- Data included only grade-level (-age) demographic information.
- Data included only total count for whole letter grades (ex: 3 B's).
- Data included 2019 grades for juniors & seniors (fresh & soph in 2019).

8

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5 Years Designing Space & Program Around Kaufmann Foundation's 'Real World Learning' Initiative... What Have We Learned?

- Identify and navigate real and perceived barriers to implementing RWL
- Describe the significance of bringing industry proximate to RWL
- Measure the impact of space on RWL
- Justify the value of professional learning to successfully align program, space, instruction, and partnership, with student success.

RWL overview

What is Real World Learning and Why is it important?

Real World Learning is a Kansas City initiative that works to prepare our region, students, and employers for the future.

Launched in 2018, this initiative was the result of looking at what happens after high school for some “successful” graduates and aim to build what contributed to their success into the system for ALL students



Multiple Pathways are Essential

65%

of all jobs require a postsecondary education

35%

of those require a 4-year degree

Kansas

69%

of high school graduates enroll in college

45%

complete at least one year

Missouri

51%

of high school graduates enroll in college

35%

complete at least one year

Having Real World experiences in high school should be an option for all students.

- client projects
- industry-recognized credentials
- internships
- dual-college credit
- entrepreneurial experiences
- apprenticeships

~22,000 High School graduates each year across the 6-county Kansas City Region

Mission



Committed to intentionally disrupting and reinventing education in the Greater Kansas City Region, the mission of Real World Learning is to ensure students, empowered by their sense of purpose and their connection to community, graduate with durable skills attained through a transformational regional collaborative distinguished by:

1

meaningful, authentic,
customized experiences

2

commitment to equitable
outcomes with a goal of
inclusive prosperity

3

deep connectivity
among community
partners

4

entrepreneurial and
innovative mindset

5

value added to
business and community.



Guiding Principles

Partnership:

We will commit to partnerships with business, industry and community leaders which are rich, mutually beneficial and ever-evolving.

Collaboration:

We will operate as a regional collective, leveraging resources, engaging a shared regional language and adopting a belief in the life-changing value of Real World Learning experiences for all learners.

Agency:

We will commit to creating a culture where adults adopt the role of facilitator creating opportunities for every student to acquire Essential Skills by engaging in self directed deep learning experiences.

Advocacy:

We will work to align organizational systems and policy advocacy to ensure quality, equity and growth.

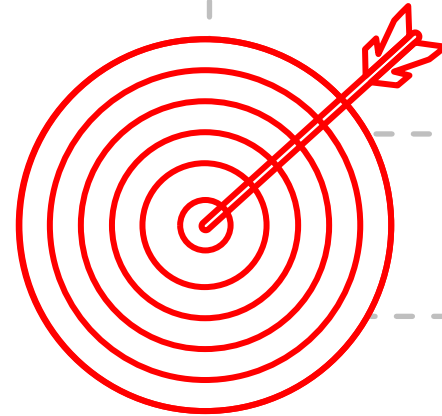
Our Commitment

- Activate a network of people devoted to make learning real.
- Develop shared language and tools to support quality interactions.
- Collect, study, and share data to inform our efforts.
- Provide all students with valuable life experience.



By 2030

All high school students across our regional graduate with market value assets and a diploma, preparing them for future work and learning.



Work Experiences

Internships
Client Connected Projects



College Credit

Nine (9) or more hours of college credit, progressing toward a degree or credential.



Entrepreneurial Experiences

Students identify a compelling problem and mobilize to research and solve it.



Industry Recognized Credentials

Regionally vetted by employers & state departments

MVA OUTGROWTHS

WHAT CHANGES WHEN A STUDENT EARNS A MARKET VALUE ASSET?

◆ **Benefits from Social Capital**

A student feels confident contacting a "weak tie" for help or mentorship.

◆ **Revisits & Tests Interests**

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

◆ **Seeks Feedback from Mentors Outside of School Context**

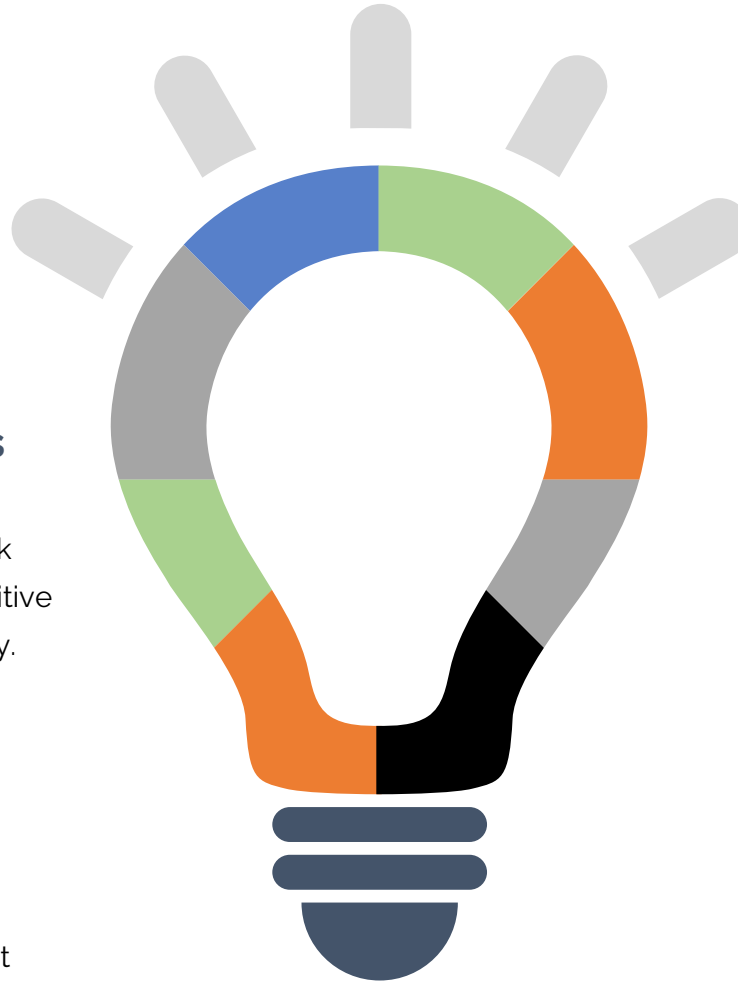
A student understands that authentic feedback helps them and their work. They embrace positive and critical comments, adjusting along the way.

◆ **Plans & Manages Projects**

A student can envision and express the steps needed to accomplish a project.

◆ **Works Through Difficulty**

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



◆ **Collaborates to an End**

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

◆ **Communicates Clearly**

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

◆ **Is Comfortable in Different Contexts**

A student doesn't mind working on unfamiliar assignments, with new people, in new places.

◆ **Is Proactive**

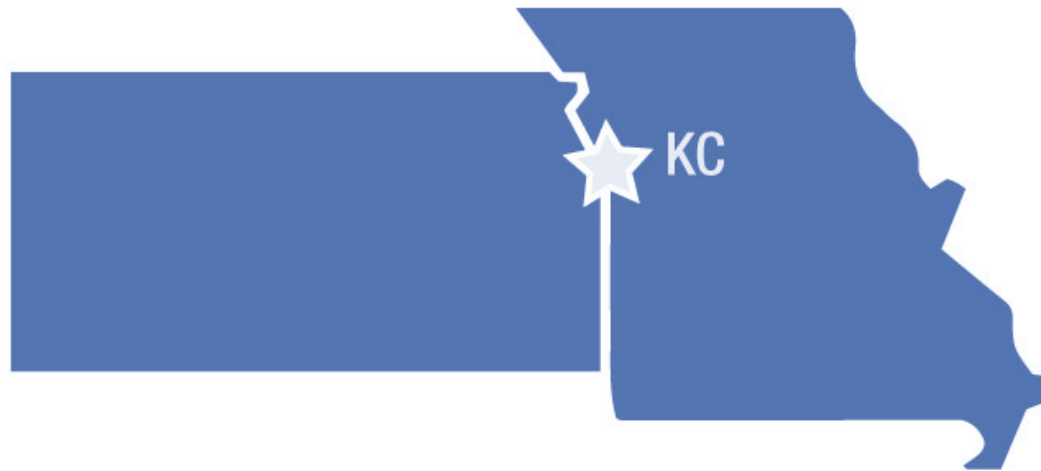
A student advances a project with regular employer-student engagement points.

◆ **Conducts Research & Refines Plan**

A student seeks external input (Google search, contacting "weak ties," joining industry/affinity groups) at all stages of a project.

The Network

Real World Learning is supercharged by collaboration and knowledge-sharing.



- Shared Commitment
- Collaborative Ecosystem
- Common Language and Framework
- Peer Learning & Storytelling
- Data & Reporting

Participating School Districts

COHORT 1 | 2020-2021

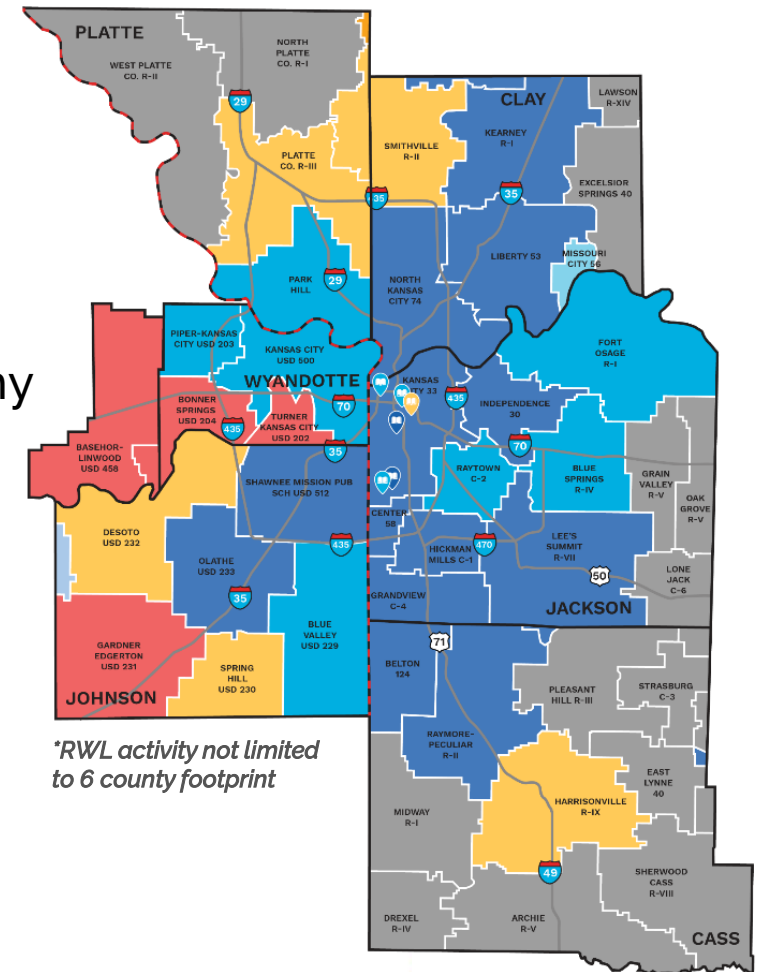
- Belton
- Center
- De La Salle
- Fort Osage
- Grandview
- Hickman Mills
- Hogan Prep
- Independence
- KCPS
- Kearney
- Lee's Summit
- Liberty
- NKC
- Olathe
- Raymore-Peculiar
- Shawnee Mission

COHORT 2 | 2021-2022

- Blue Springs
- Blue Valley
- Crossroads Academy
- Guadalupe Center
- Park Hill
- Piper
- Raytown
- University Academy

COHORT 3 | 2022-2023

- DeSoto
- Harrisonville
- Kansas City, Kansas
- KIPP Endeavor Academy
- Smithville
- Springhill
- Platte County



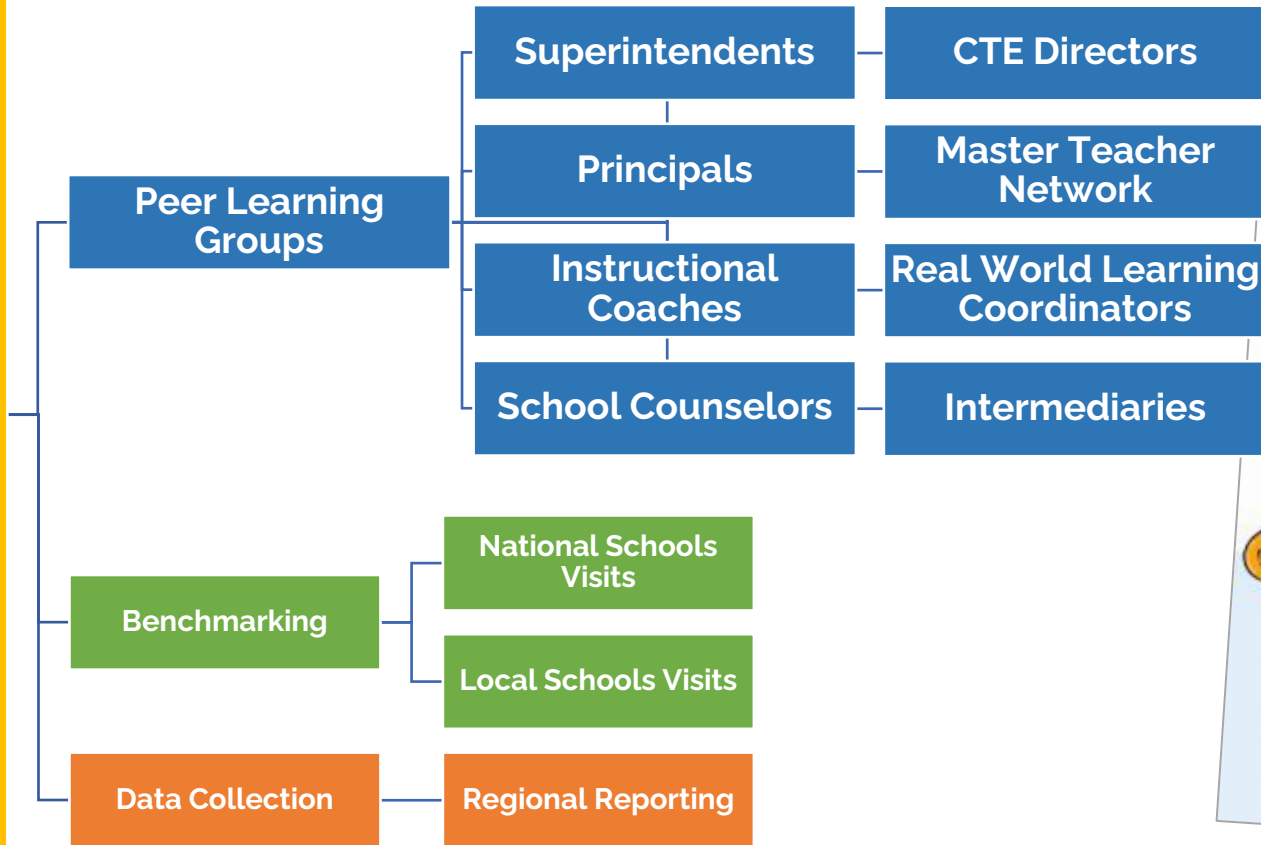
Participating School Districts



Real World Learning actively supports
35+ districts (reaching over 85,000 students)
in the Kansas City metropolitan area.

The Network in Action

Regional Goal and Strategic Plan



The Year Ahead Highlights for the 2023/24 School Year

- Communities of Practice**
This year, our Communities of Practice meet-ups will each take a deep dive into a specific MVA. The format will include local and national keynotes, breakout sessions and networking opportunities.
- Peer Learning Network | Workshops & Convenings**
This past summer, the RWL Hub launched Peer Learning Networks (PLNs) for school counselors, instructional coaches, teachers, and RWL coordinators to identify shared challenges, opportunities, resources, and tools specific to their roles. PLNs will meet up bi-monthly throughout the school year. Agenda topics will be specific to the role and created by a newly formed advisory group of 6 people from each Network.
- Navigating Change Workshop Series**
RWL Leads and coordinators will work to build skills and lead change in their policies and practices that opens up the possibilities for implementation of RWL in their districts. Through a series of six sessions, participants will be trained in navigating and facilitating the changes needed to achieve deeper implementation of RWL goals and activities.
- Principal Fellowship**
The fellowship is a chance to use a community of practice framework to analyze and leverage data, use change management strategies and increase student agency. The fellowship will be personalized to meet the unique needs of each high school.
- Student Voice**
Students will engage in activities focused on student agency and voice in Real World Learning. Three student-led groups will be formed: **Students Voice Leaders** - using student voice to inform RWL at classroom, school, and state levels; **RWL Student Ambassadors** - raising awareness and providing mentorship to peers on the benefits of RWL experiences; and **RWL J-Lab** - sharing RWL stories via print, digital, podcast, and video.

Initiatives

- Micro-Credential Framework**
Healthcare Pathways | Aims to streamline the process for regional learners and healthcare providers to identify, verify, and complete prerequisites for healthcare experiences.
Educator Recognition | Seeks to provide micro-credential recognition for educators implementing strategies that help learners acquire MVAs.
Learner Recognition | Designed to enhance the process of rewarding learners for obtaining marketable assets and describing their value.
- Networking & Fellowship**
The RWL Hub has identified professional learning, change management, and peer networking to increase human capacity and ensure learning opportunities for specific roles within the network for RWL success and sustainability.
- Industry Pathways & Partnerships**
Employer engagement continues to be a key focus, especially in high-needs careers like health, manufacturing and construction.

Dates + Themes

Oct. 12 - Internships	Jan 17, 2023
Dec. 7 - CCPs	Feb 21, 2023
Feb 8, 2024 - IRCA	Apr 17, 2023
Apr 11, 2024 - Entrepreneurial Experiences	

Sept 19, 2023 - 8am - Noon	
Nov 15, 2023 - 8am - Noon	
Jan 23, 2024 - 8am - Noon	
Mar 19, 2024 - 8am - Noon	

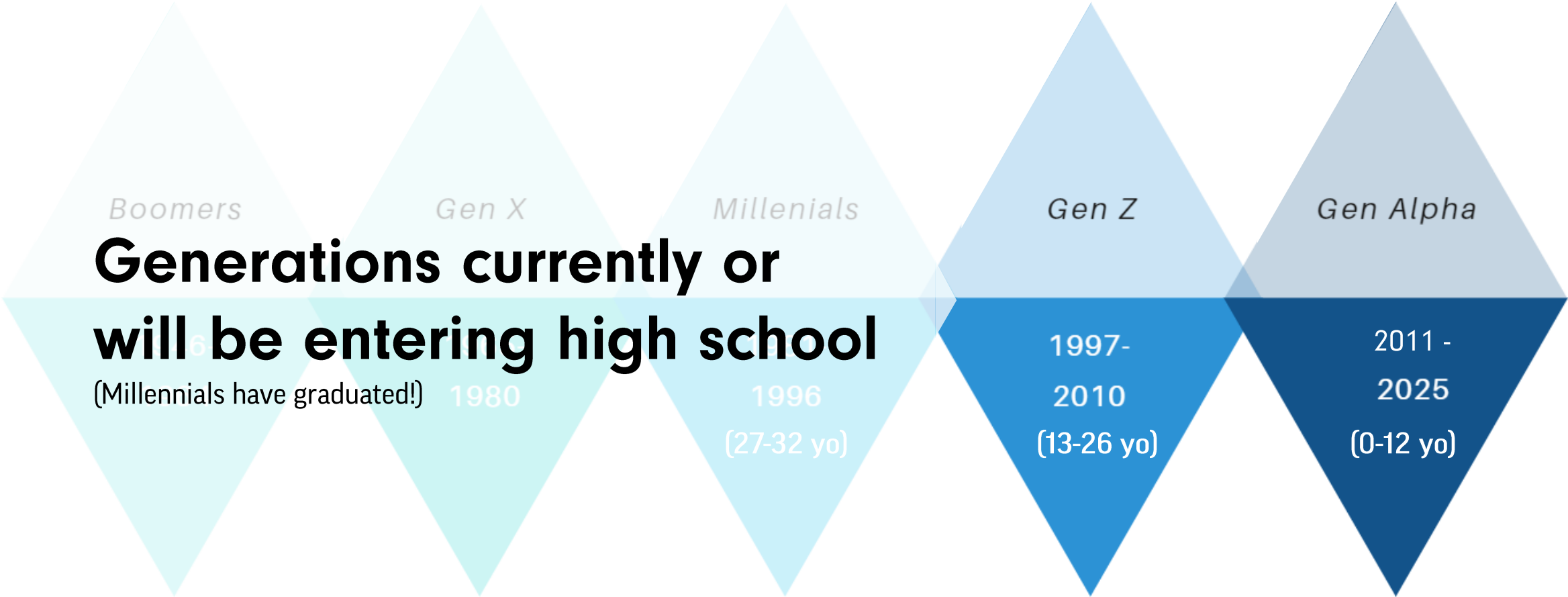
Oct 18, 2023	Jan 17, 2023
Nov 5, 2023	Feb 21, 2023
Dec 12, 2023	Apr 17, 2023

In Person	Virtual
Sept 14, 2023	Oct 10, 2023
Nov 16, 2023	Jan 11, 2023
Feb 22, 2024	April 9, 2023
May 2, 2024	

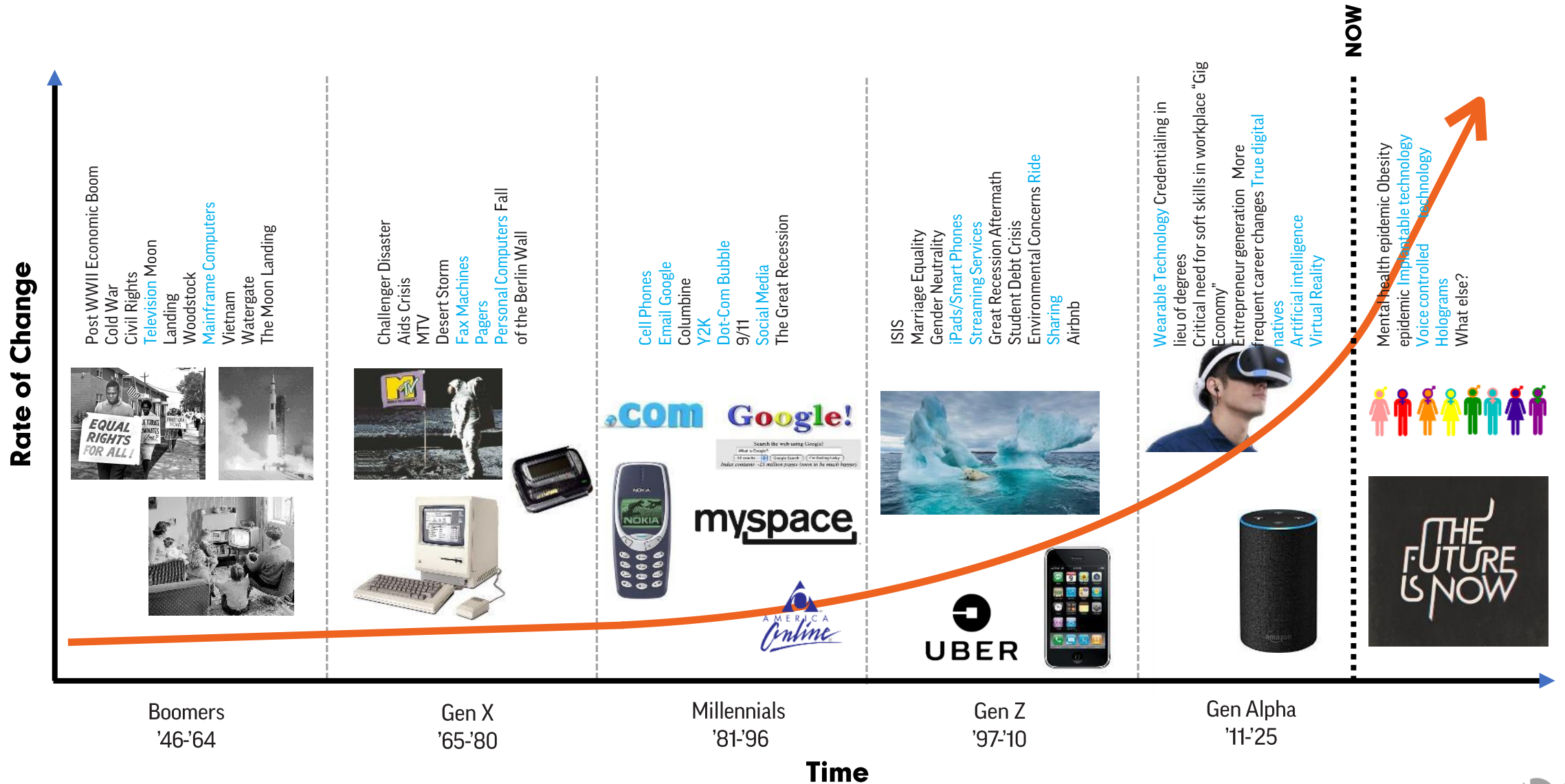
All Network convenings will be held at the Kauffman Foundation Conference Center (4801 Rockhill Rd. KCMO) unless otherwise noted in the registration form.

The 'why'

Our target audience



Our target audience



Critical skillsets for success in the workforce

2015

- 1. Complex Problem Solving**
- 2. Coordinating with Others**
- 3. People Management**
- 4. Analytical Thinking**
- 5. Negotiation**
- 6. Quality Control**
- 7. Service Orientation**
- 8. Judgement and Decision Making**
- 9. Active Listening**
- 10. Creativity**

Source: Future of Jobs Report, World Economic Forum

Critical skillsets for success in the workforce

2015

1. Complex Problem Solving
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4. Analytical Thinking
5. Negotiation
- ~~6. Quality Control~~
7. Service Orientation
8. Judgement and Decision Making
- ~~9. Active Listening~~
10. Creativity

2020

- ~~1. Complex Problem Solving~~
2. Analytical Thinking
3. Creativity
- ~~4. People Management~~
- ~~5. Coordinating with Others~~
- ~~6. Emotional Intelligence~~
- ~~7. Judgement & Decision Making~~
- ~~8. Service Orientation~~
- ~~9. Negotiation~~
10. Cognitive Flexibility

2023

1. Analytical Thinking
2. Creativity
3. Cognitive Flexibility
4. Motivation & Self-Awareness
5. Curiosity & Life-Long Learning
6. Technology Literacy
7. Dependability & Attention to Dtl.
8. Empathy & Active Listening
9. Leadership & Social Influence
10. Quality Control

Source: Future of Jobs Report, World Economic Forum

Client-connected projects

Engaging students in client connected projects (CCPs) helps them develop skills they know they can use in industry, in ways that are relevant to them right now.



TALIS

TALIS 2008

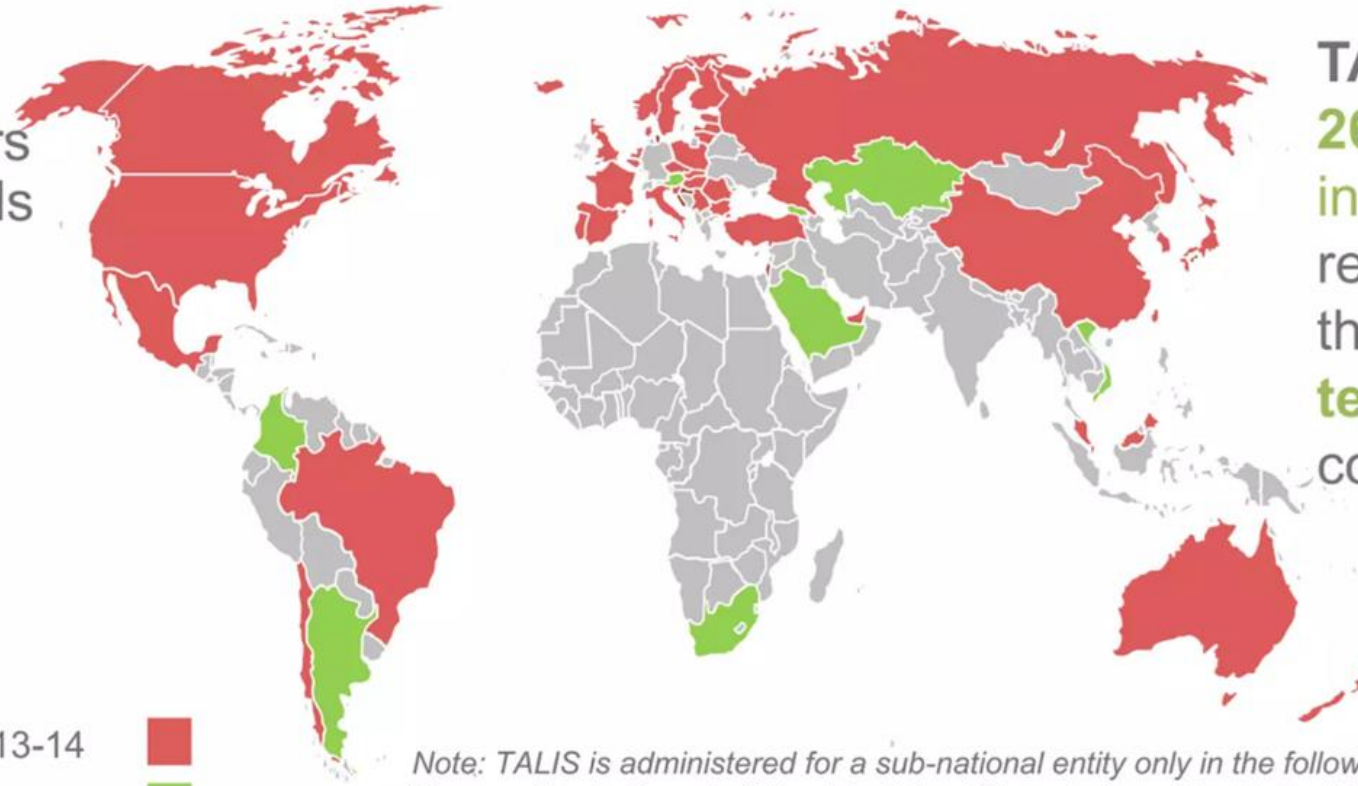
70,000 teachers
in 4,500 schools

TALIS 2013

150,000
teachers in
9,500 schools

TALIS 2018

260,000 teachers
in 15,000 schools
representing more
than **8 millions**
teachers across 48
countries



TALIS 2008 and 2013-14



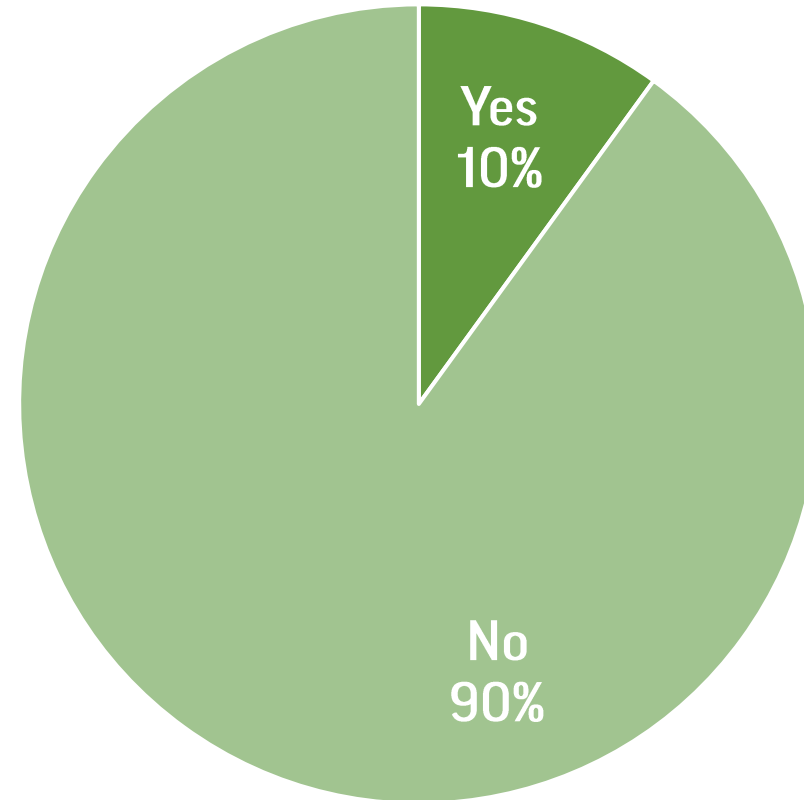
TALIS 2018 new systems



Note: TALIS is administered for a sub-national entity only in the following countries: Argentina (Buenos Aires), Canada (Alberta), China (Shanghai) and the United Kingdom (England). This map is for illustrative purposes and is without prejudice to the status of or sovereignty over any territory covered by this map.

TALIS

Only 10% of US teachers have had experiences with external organizations and local businesses as part of their professional learning.

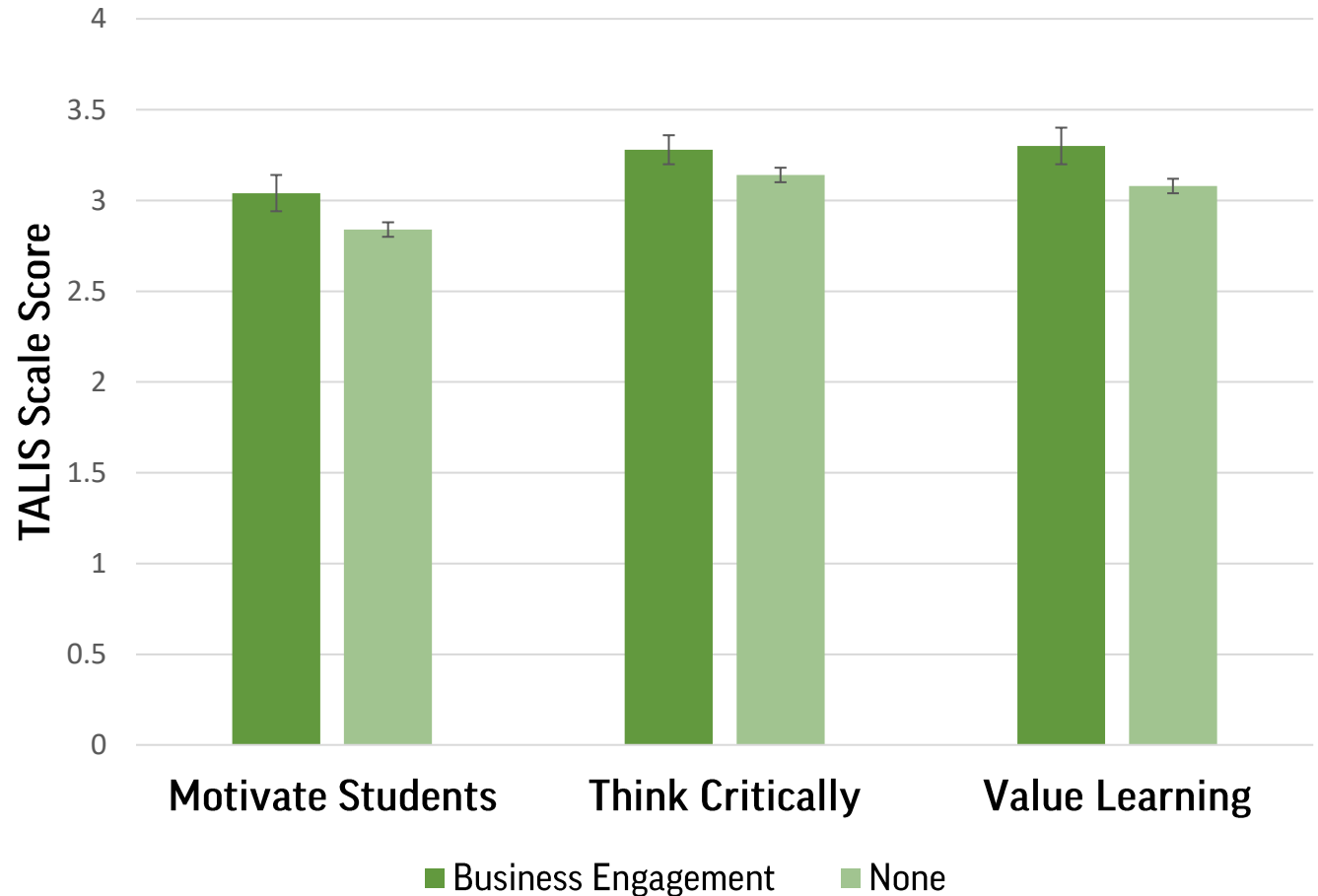


n ≈ 2,500 US teachers

TALIS

Those business engagements were associated with *significant* increases in the teacher's ability to do a variety of great things in the classroom, including:

- Motivate students who show low interest
- Help students think critically
- Help students value their learning



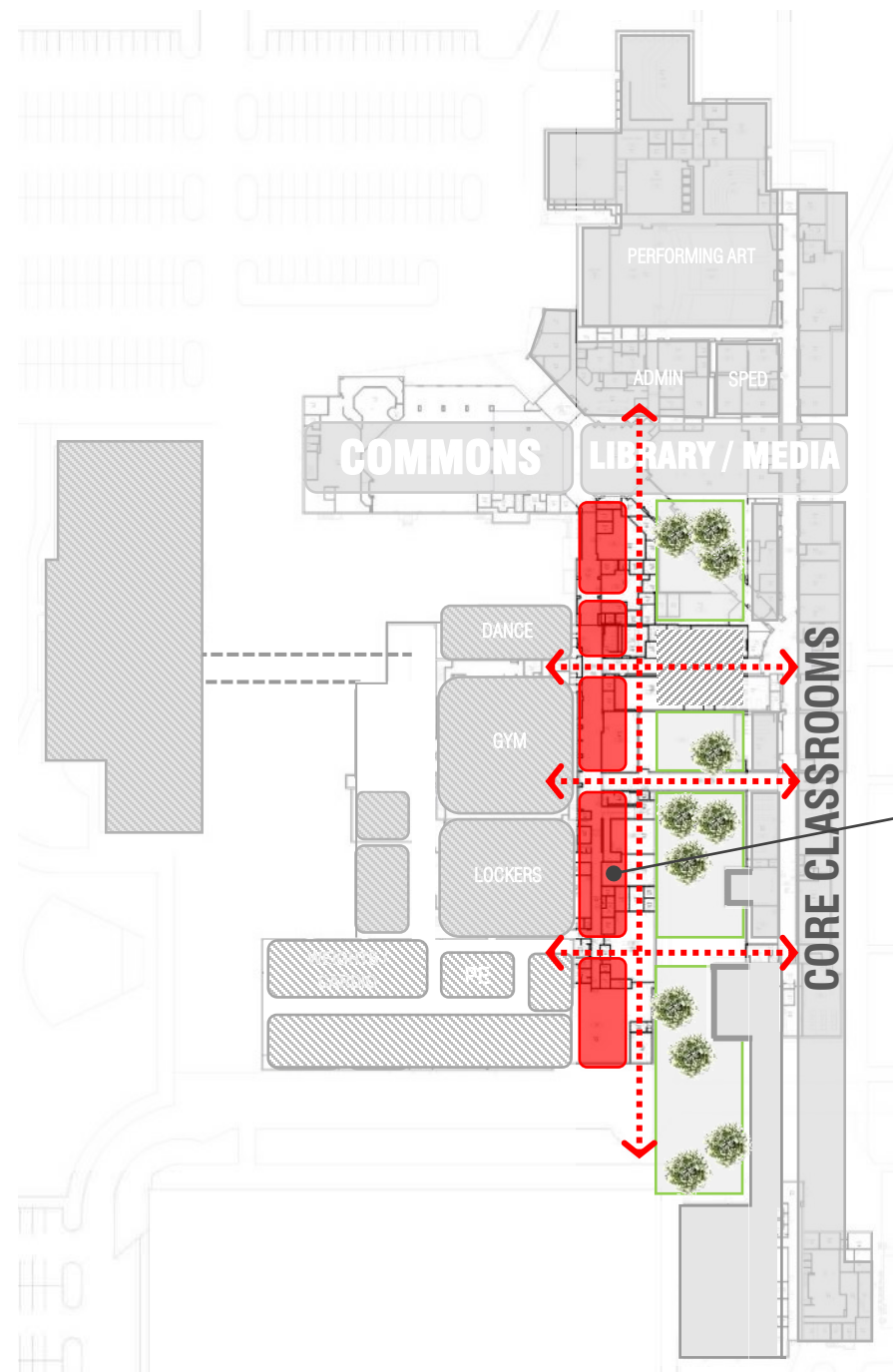
Active Learning

- Reorganize into small groups
- Identify key RWL partners:
 - Schools
 - Organizations & clubs
 - Businesses
 - Community members

Designing for RWL

Case study 1

Challenging the stigma of career and technical (real world) programming

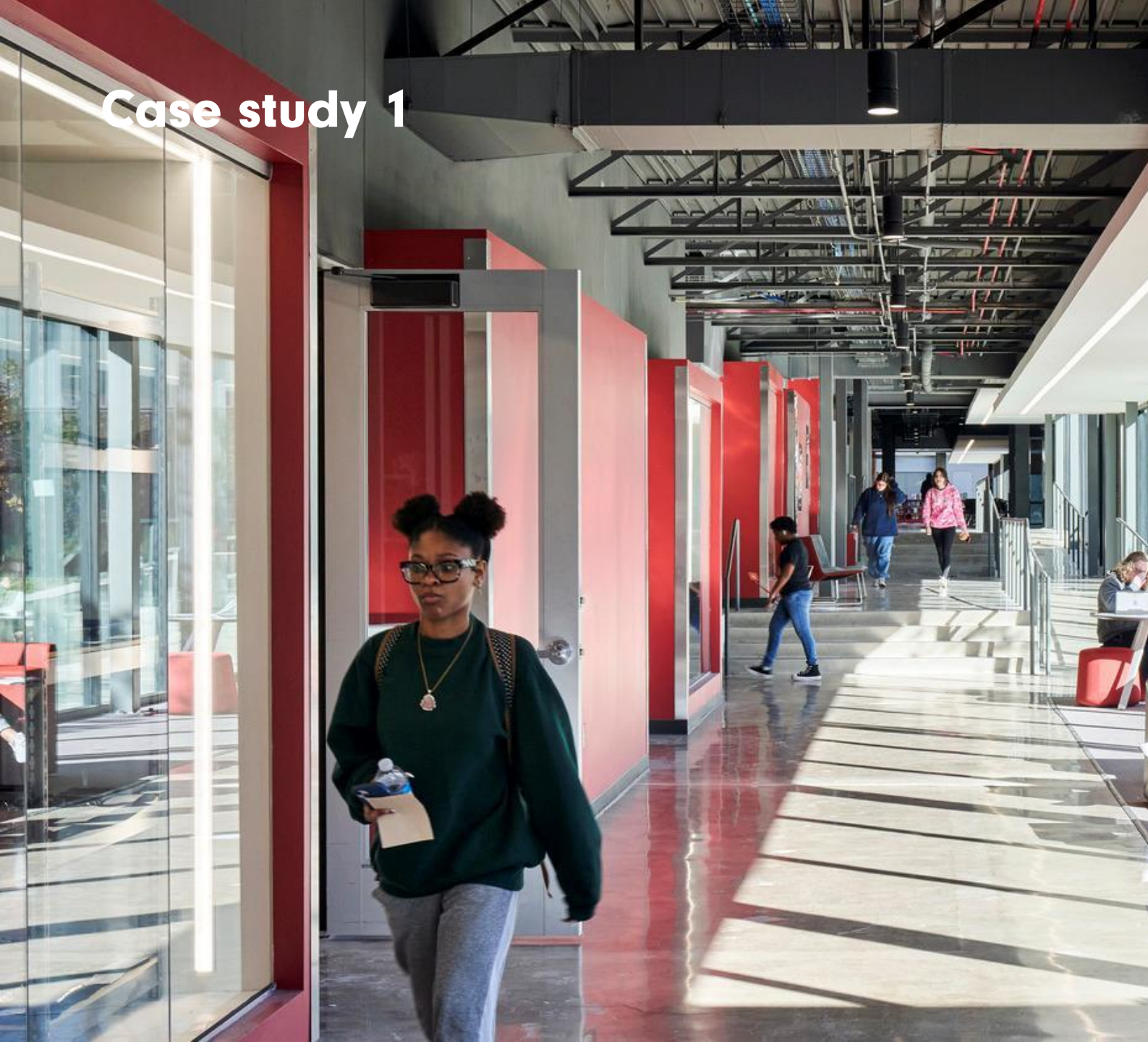


- AP Computers
- Video Design
- Photography
- Journalism
- Ceramics
- Jewelry
- Drawing + Painting
- Drafting
- Metals
- Woods

Case study 1



Case study 1



RWL Innovation / Discovery:

- Re-centering hands-on learning
- Connecting ALL students to hands-on opportunities
- Destigmatizing hands-on programming (CTE and related programming)
- Creating a school-wide maker ethos

Case study 2

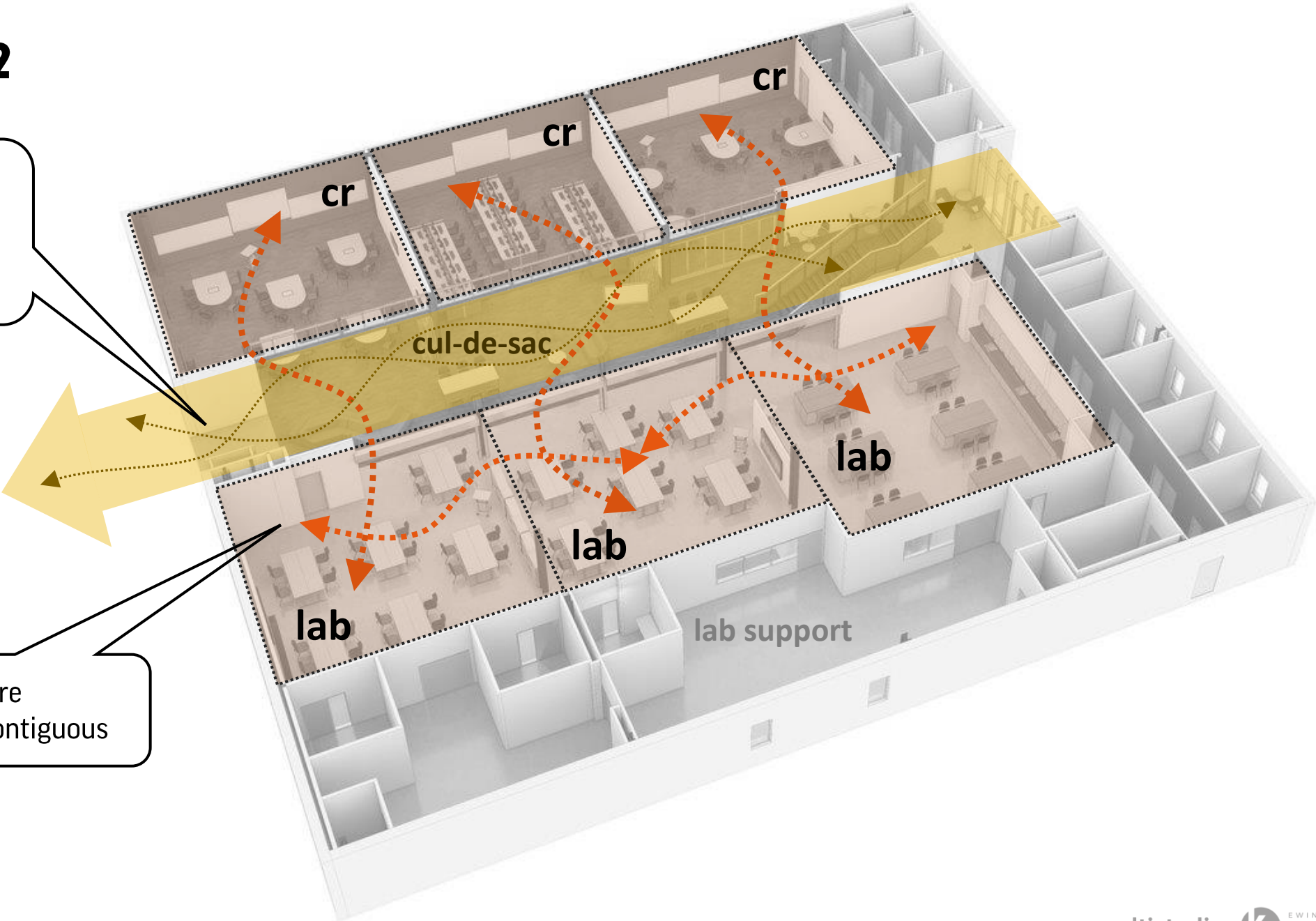


- 1. ENGINEERING AND DESIGN
- 2. HEALTH SCIENCE
- 3. GENERAL-USE / CONFERENCE
- 4. ADMINISTRATIVE
- 5. DIGITAL MEDIA
- 6. CENTRAL COMMONS

Case study 2

Cul-de-sac serves as student break-out during class period

Lab spaces are connected/contiguous



Case study 2



Case study 2



Case study 2



Case study 2



RWL Innovation / Discovery:

- Embracing a 'learn everywhere' ethos
- Designing for flexibility
- Optimizing environments across curriculum (often leveraging multiple environments during any one class period)

Case study 3



preK-5



professional learning



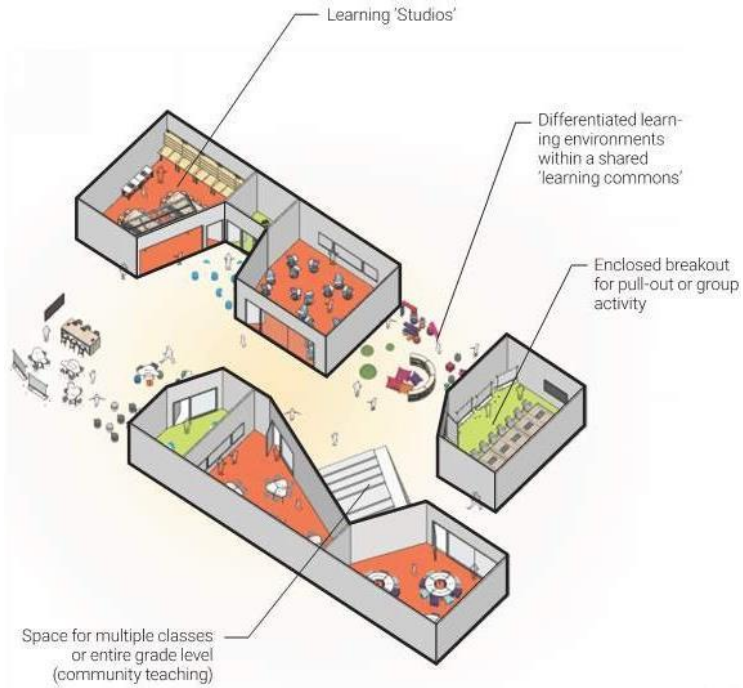
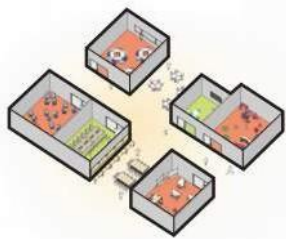
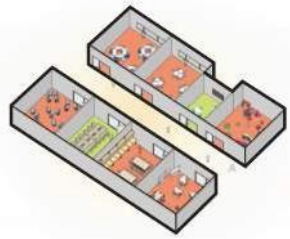
linked learning hub

Case study 3



preK-5 + professional learning + linked learning hub

Case study 3



Model 1 - Traditional Enclosed Learning Studio

- Enclosed learning studios
- Same-sized learning studios

Model 2 - Traditional Open Learning Studio

- Enclosed learning studios
- Learning spaces expanded into circulation area

Model 3 - Reimagined Hallway With Enclosed Learning Studio

- Enclosed learning studios
- Learning spaces expanded into circulation area
- Variation of learning studio space and shape

Model 4 - Reimagined Hallway With Open Learning Studio

- Ability to open select learning studios
- Learning spaces expand into circulation via commons
- Differentiated learning environments tied to pedagogy
- Space for multiple classes or entire grade level to meet
- Space for 'each and every'- differentiated, playful, personalized...

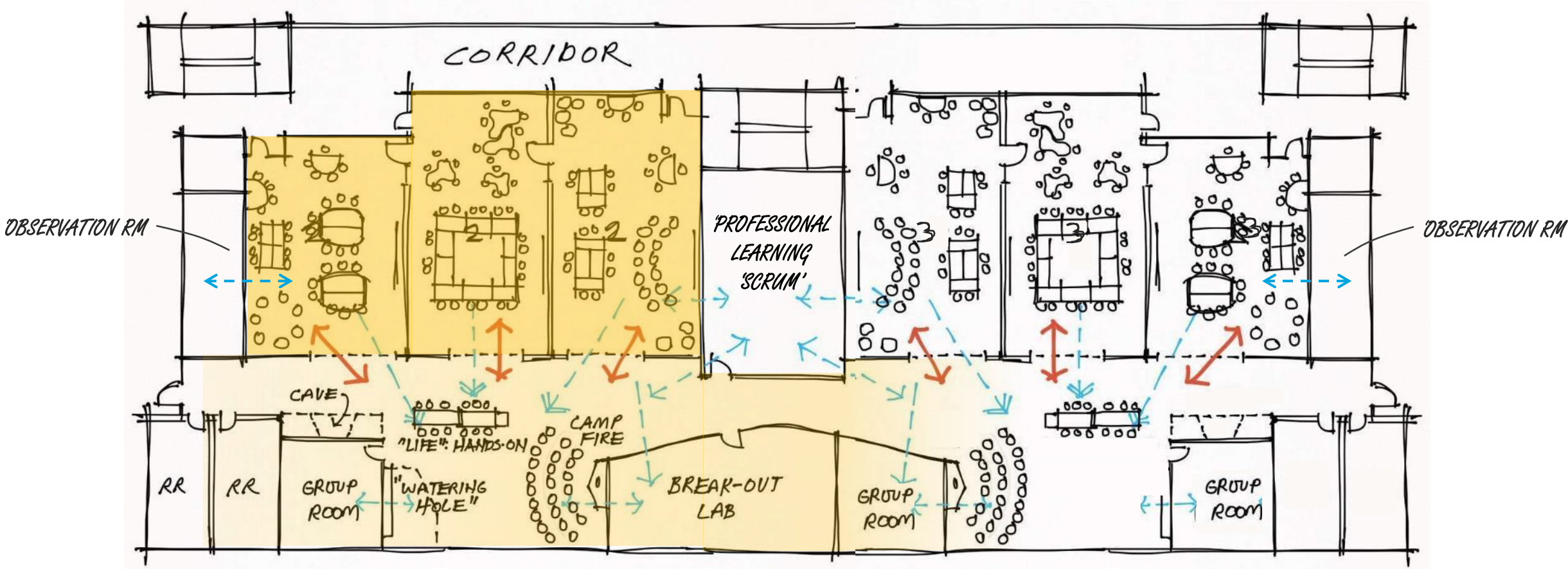
Learning communities can better support differentiated learning.

Pace of learning can be accommodated with multiple teachers sharing a learning community.

Spaces within each learning community can be tailored to support diverse learning activities—

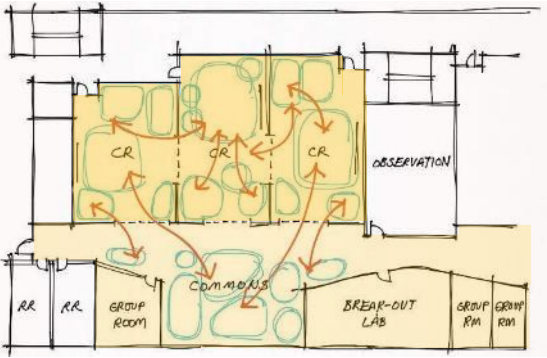
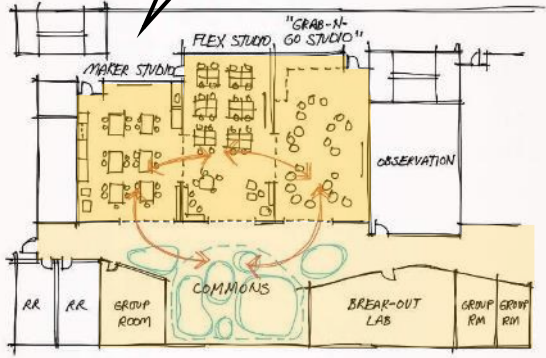
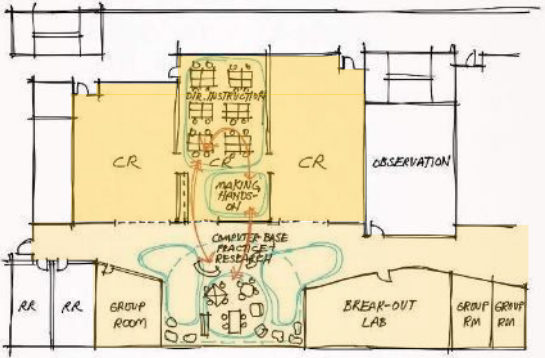
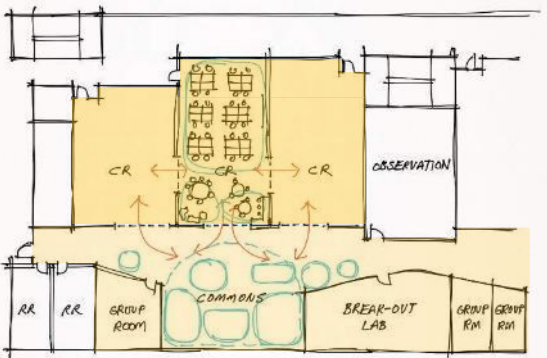
deck of spaces™

Case study 3



Case study 3

Support for varied instructional models



Today's teaching models

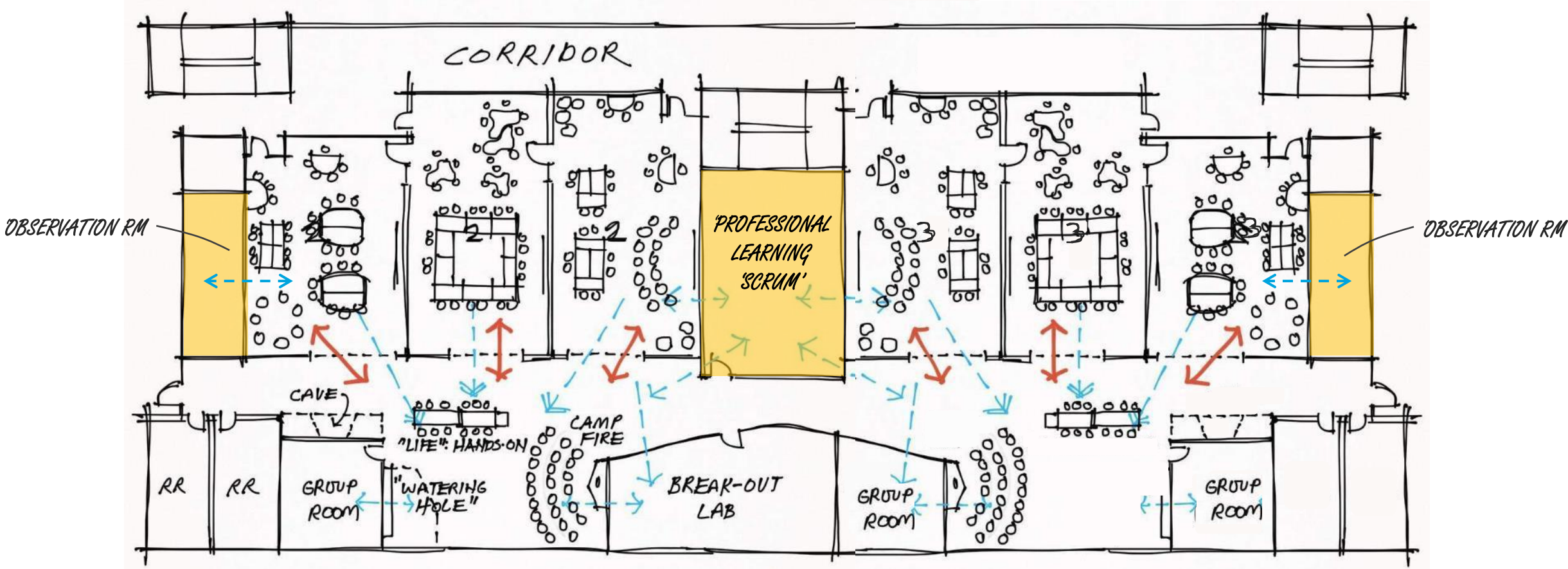


Interdisciplinary, hands-on, collaborative

Case study 3



Case study 3



Case study 3



Case study 3



RWL Innovation / Discovery:

- Inviting industry partners and adult learners into daily conversation with K-5 students
- Integrating (HS) Linked Learning and district-wide professional development into a 'connected K-5 learning ecosystem'
- Centering mentorship... up, down, sideways
- Support for team teaching, cross grade-level learning, interdisciplinary learning, (hands-on) real world learning

Getting proximate to the problem

(TYPICAL) DESIGN PHASE

RWL Ideation
with School
Leadership,
Teachers,
Students

RWL Space
Design



Getting proximate to the problem

PRE-DESIGN PLANNING

(TYPICAL) DESIGN PHASE

POST-CONSTRUCTION PD / ASSESSMENT

RWL Definition for School/District (eg: Portrait of a Graduate)

RWL Curriculum Development

RWL Implementation (grant, partnership, etc.)

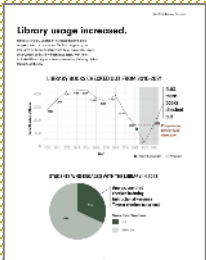
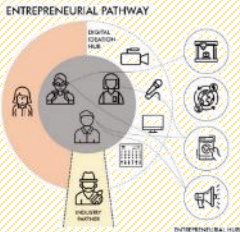
RWL Ideation with School Leadership, Teachers, Students

RWL Space Design

RWL School/District Introduction (PD)

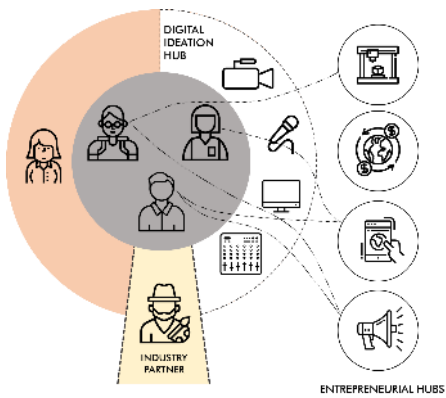
RWL 'In-place' Professional Development

RWL Post-Occupancy Assessment/Accountability

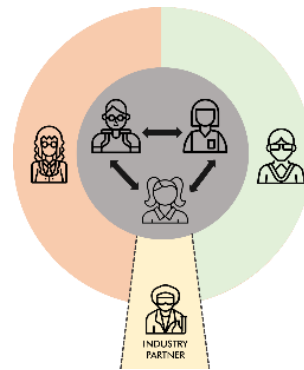


Case study 4: constructing RWL curriculum

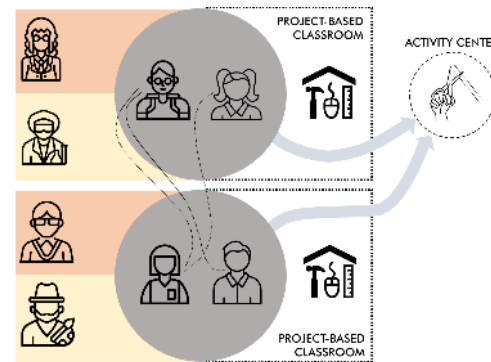
Entrepreneurial Pathway



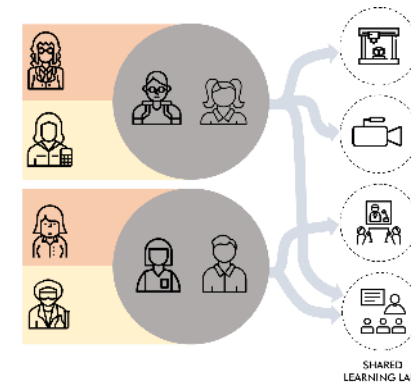
Cross-departmental Hub



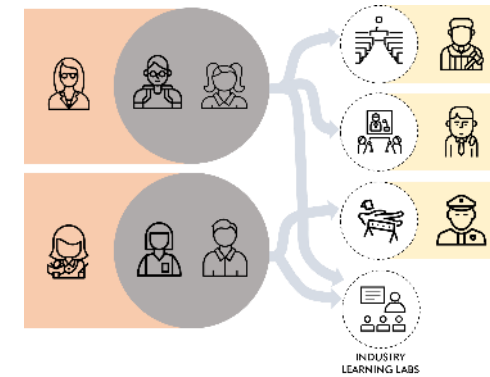
Project-based Learning Hub



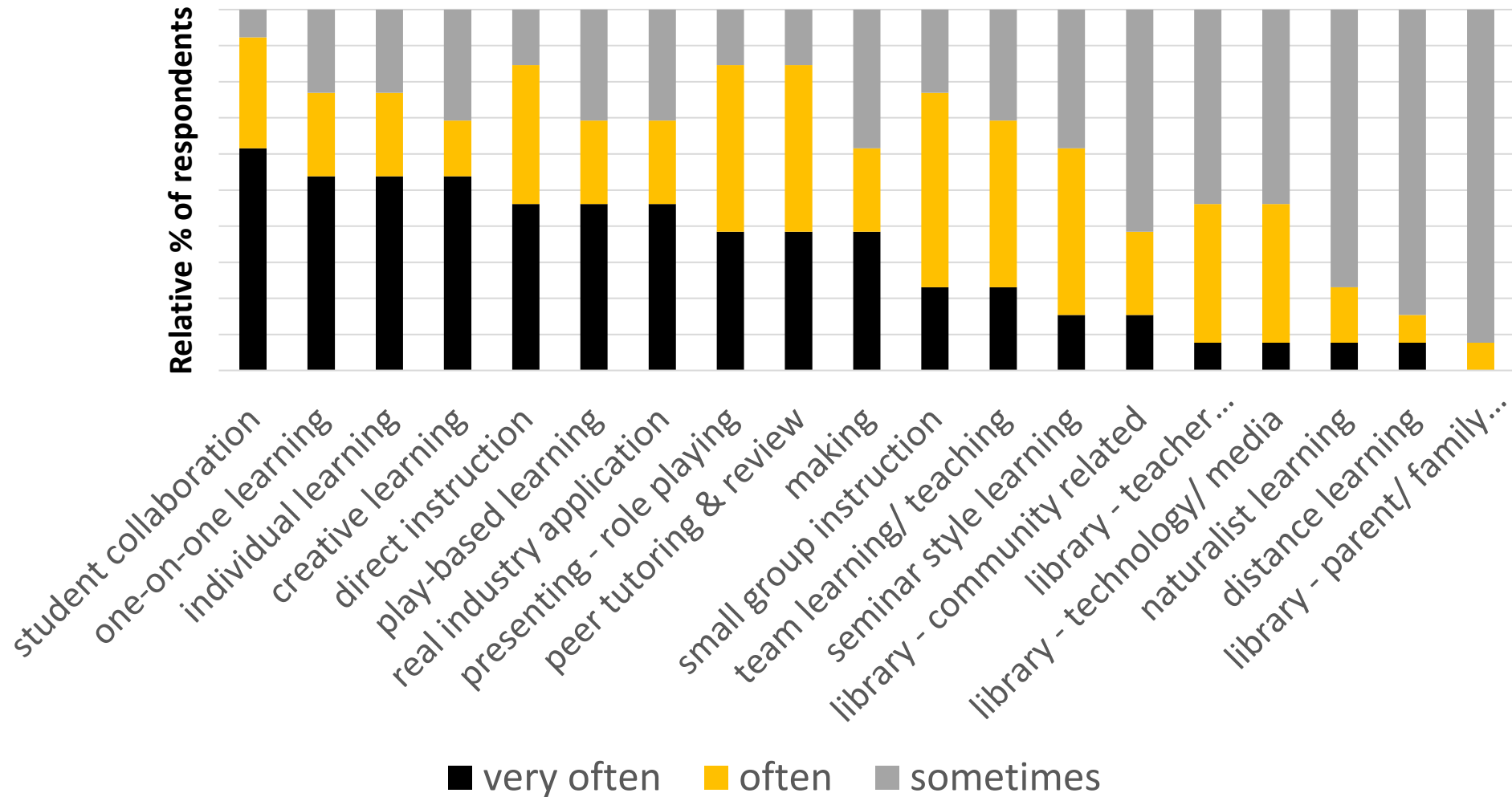
Rotating Class Model



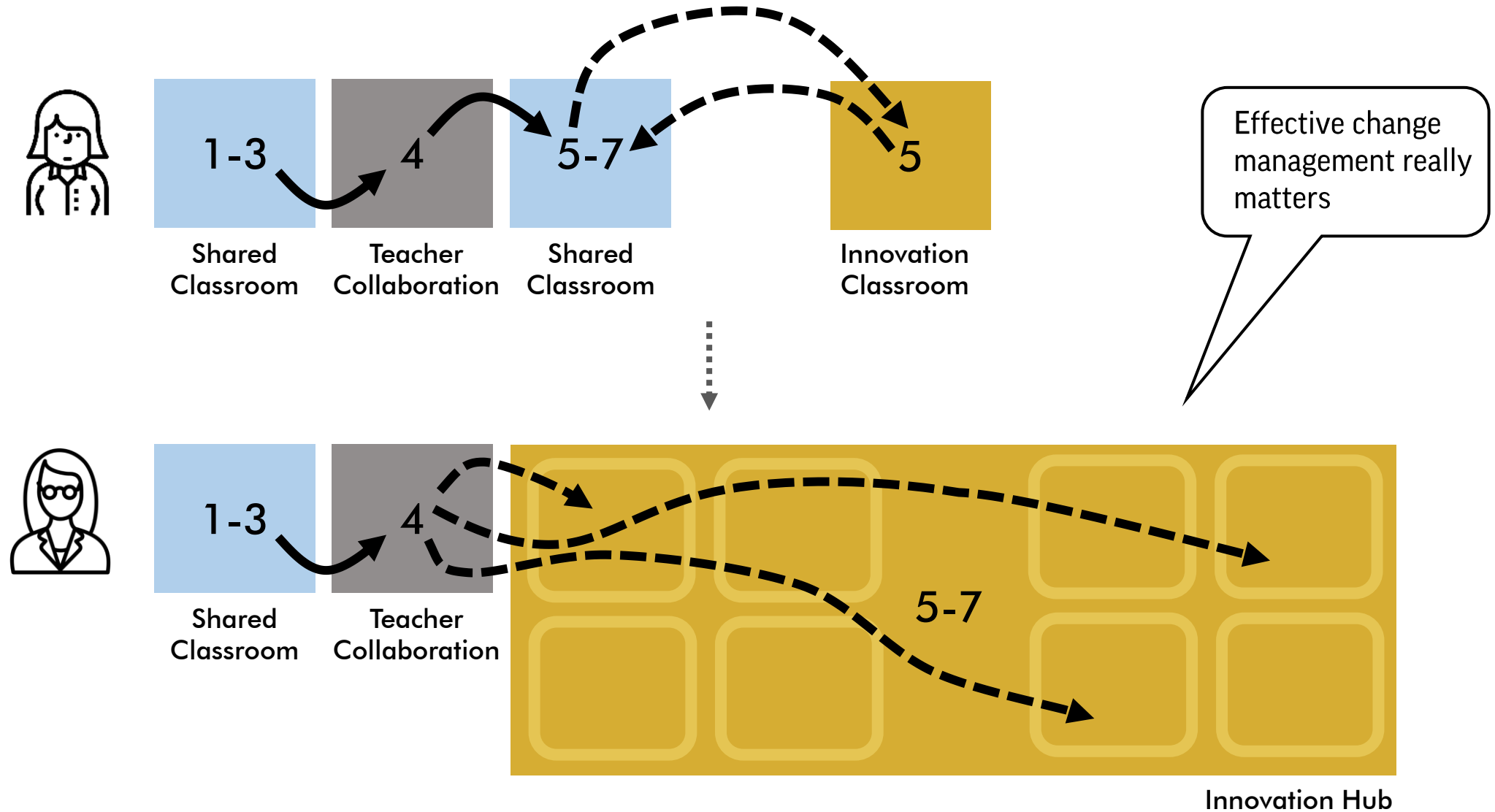
Department-Hosted Hubs



Case study 4: identifying RWL modalities



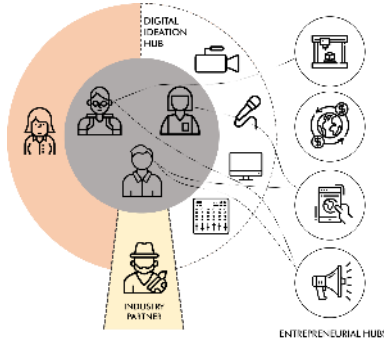
Case study 4: Constructing a RWL ecosystem



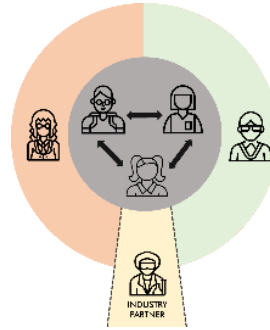
Case study 4: translating curriculum to RWL 'communities'

Curriculum

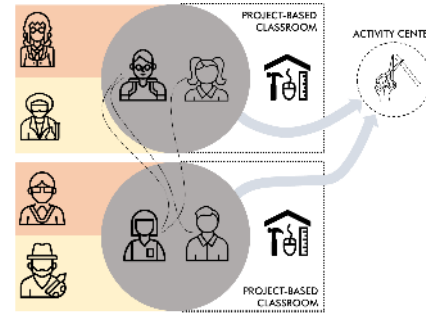
Entrepreneurial Pathway



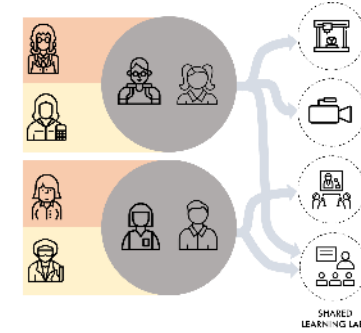
Cross-departmental Hub



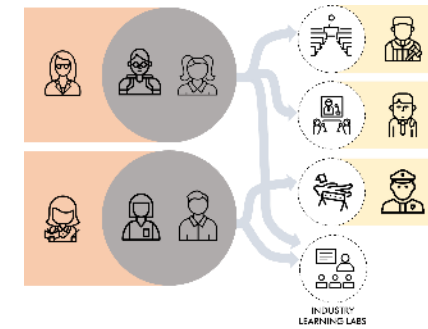
Project-based Learning Hub



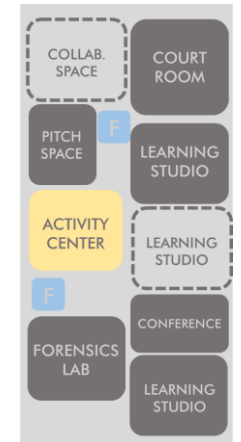
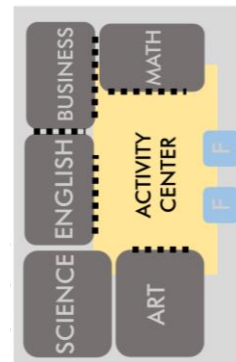
Rotating Class Model



Department-Hosted Hubs



Corresponding Space Solution



Case study 4



Case study 4



RWL Innovation / Discovery:

- Centers student skillset
- Challenges traditional typologies (design for learning vs. design for teaching)
- Connects curriculum to experience (NOT space)

Active Learning

- Reconstruct small groups
- Brainstorm on space applications
- Consider your network from earlier
- Identify a particular opportunity/connection
- Ideate on space implications

Outcomes

What Data Were Collected From Districts?

During the 2020-2021 and 2021-2022 school years, MDRC and RWL districts met on various occasions to discuss strategies for tracking students' participation and completion of MVAs. MDRC collected and analyzed the following data from districts at the student-level.



Demographics

Grade level, age/DOB, sex, race/ethnicity, ELL status, IEP status, and FRPL status.



MVA Participation

Internships, college credit course taking, industry-recognized credentials, client-connected projects, and entrepreneurial experiences.



MVA Completion

Received passing grade in courses, credits earned, and credentials earned.



Hours to Complete MVA

Number of hours attended internship or participated in a client-based project, and hours of entrepreneurial experience.



Academic Achievement

GPA, high school completion status, and 8th grade standardized test scores.



School Attendance

Total days enrolled, total days absent, and total days present.

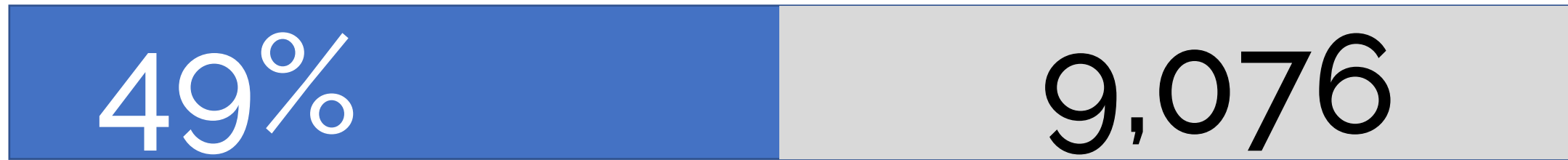


On-Time Graduation

On-track to graduate and high school completion status

KC Region 2022 Senior Class

Progress Monitoring 2021 - 22



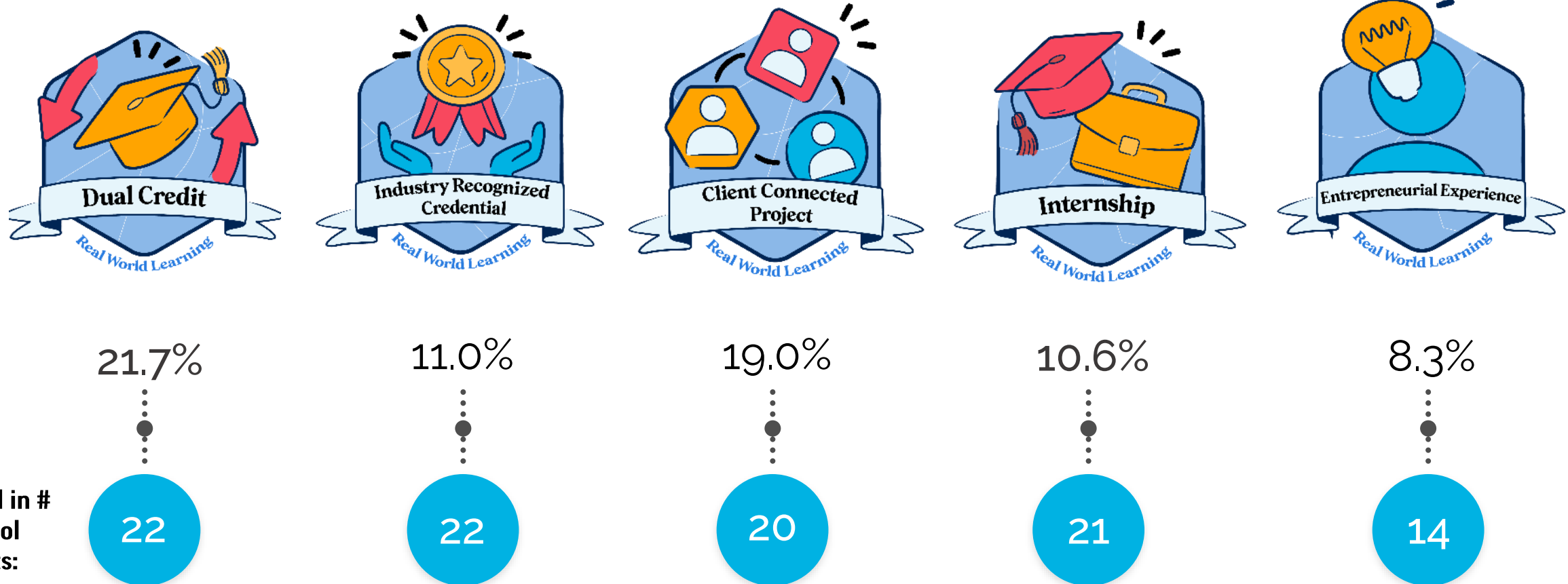
Seniors with MVAs

+11% since year 1

Seniors who need an MVA

MVAs Earned by Cohort 1&2 Seniors in 2021/22

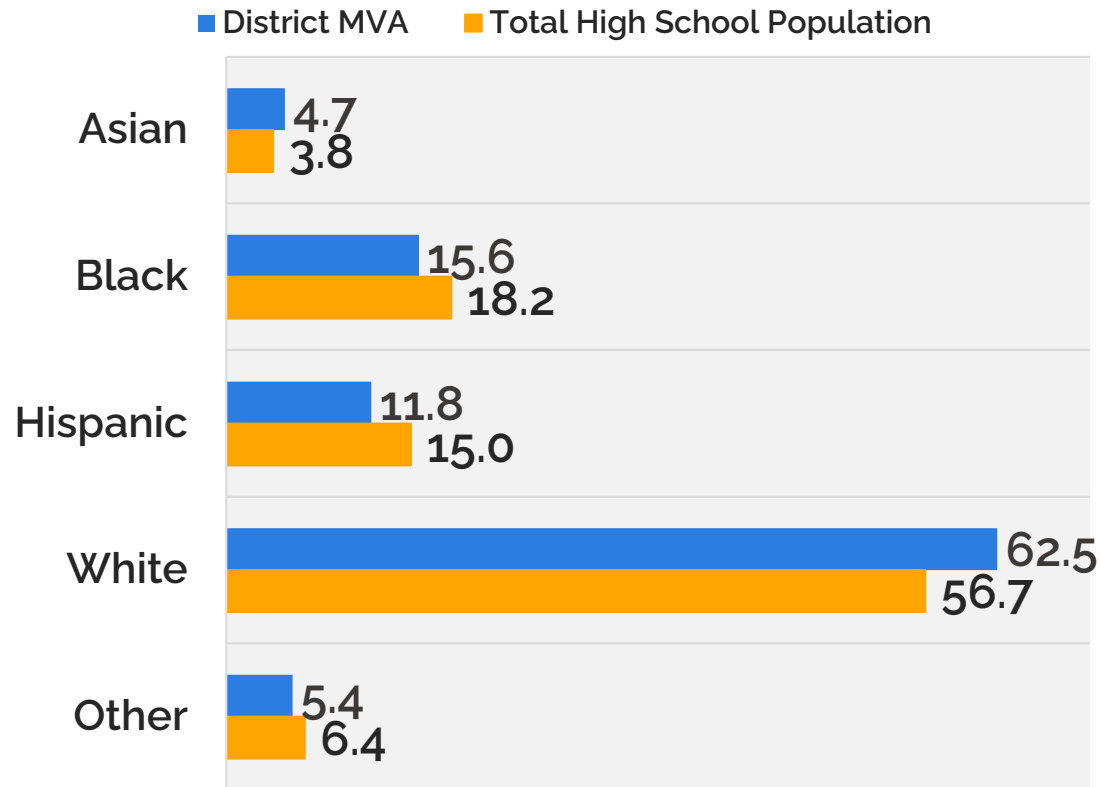
Of the 49% of students who graduated with an MVA. This is a breakdown of percentage by individual MVA. Note not all districts offer all MVA experiences



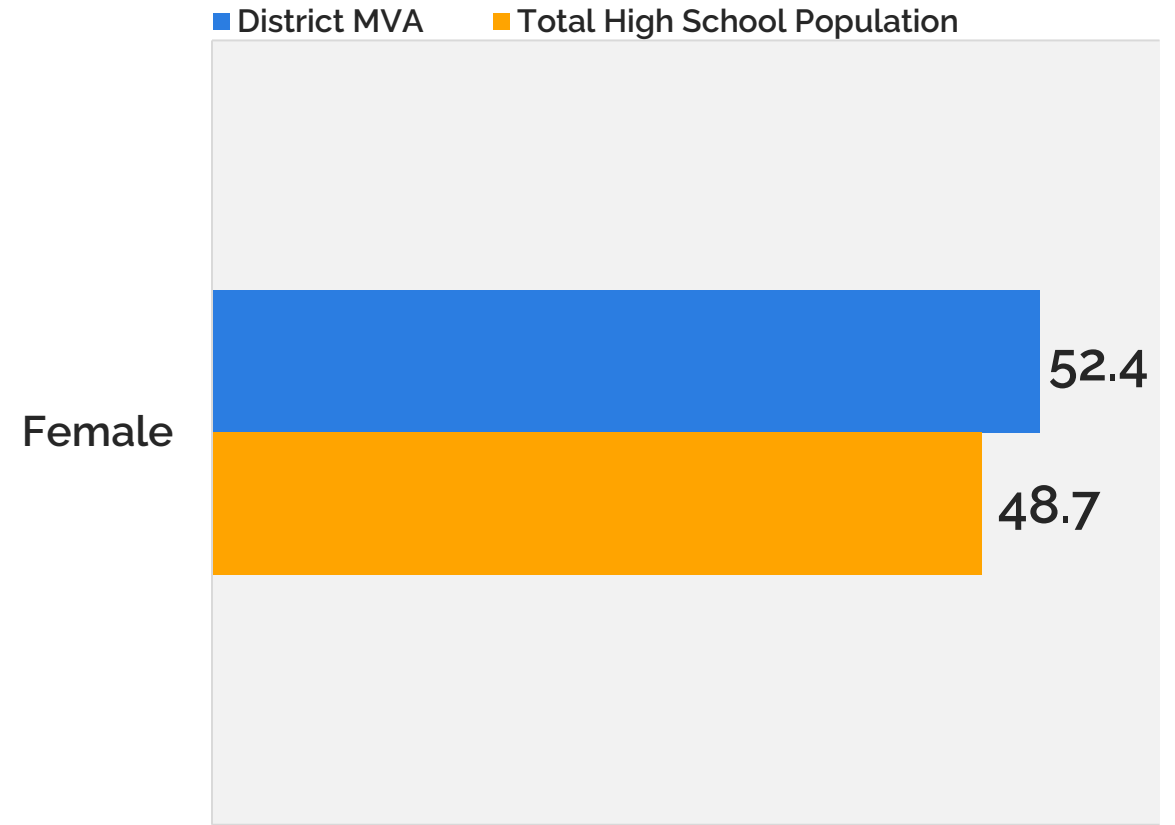
Offered in #
of school
districts:

Equity Spotlight

Percentage of Students who Earned at Least 1 MVA vs. Total High School Population, by Race



Percentage of Students who Earned at Least 1 MVA vs. Total High School Population, by Gender

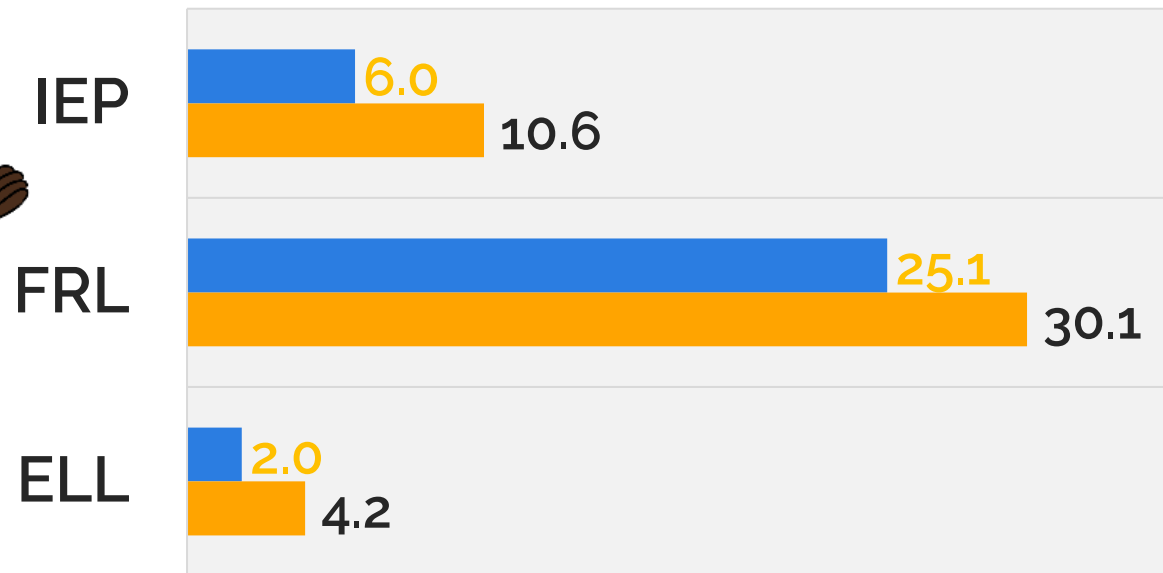


KC Region Students with Special Statuses

Percentage of Students who Earned at Least 1 MVA vs. Total High School Population, by Student Status



■ District MVA
■ Total High School Population



Data Matters for Learning

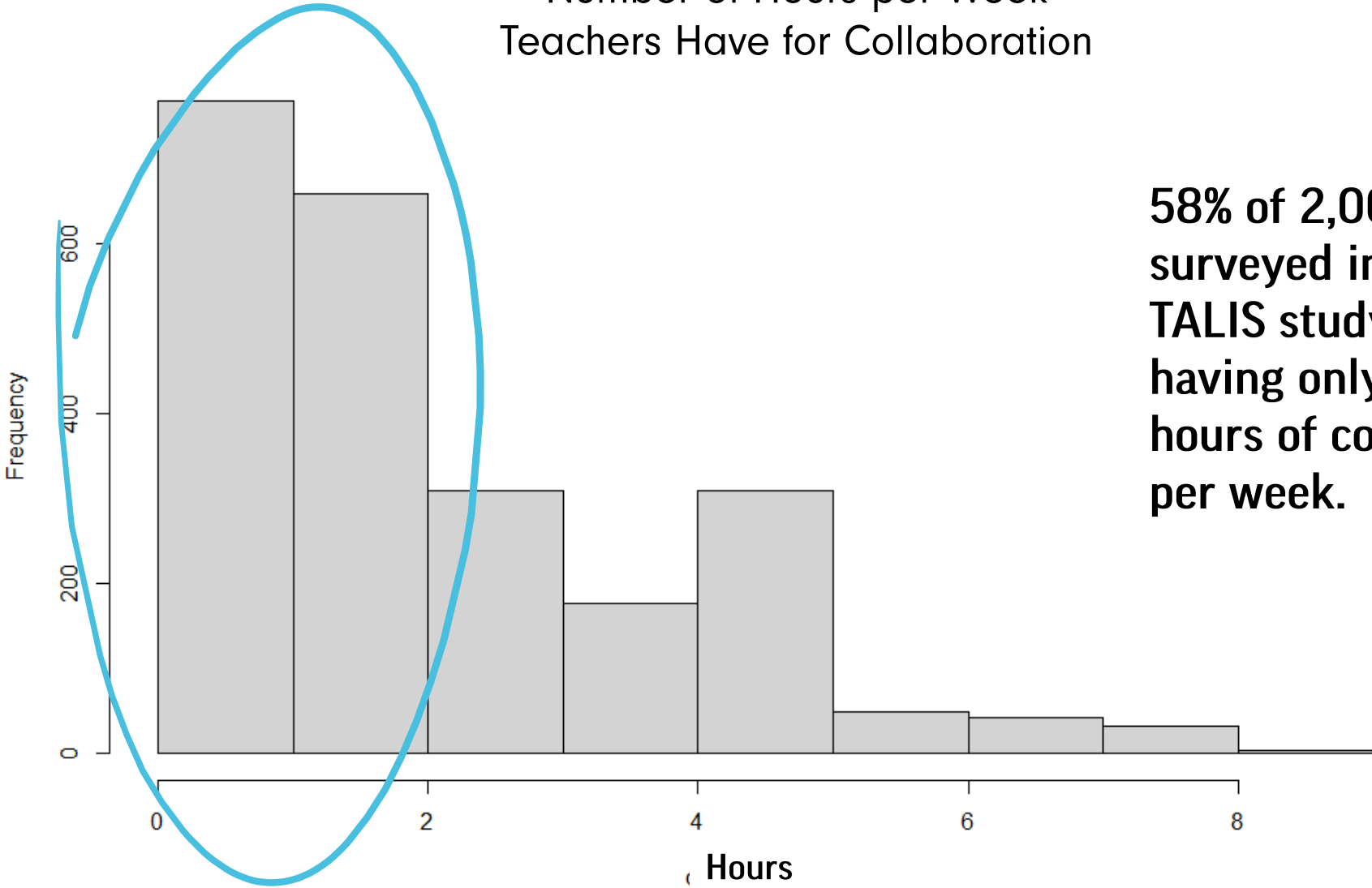
Regional Data Helps Us Understand:

- Which students are earning **Market Value Assets**?
- How are **students** impacted by their MVA experiences?
- Which **employers** are engaging, and what is their experience?
- How do **MVA experiences** compare across the region?
- How might we make **implementing** experiences easier?

Lessons

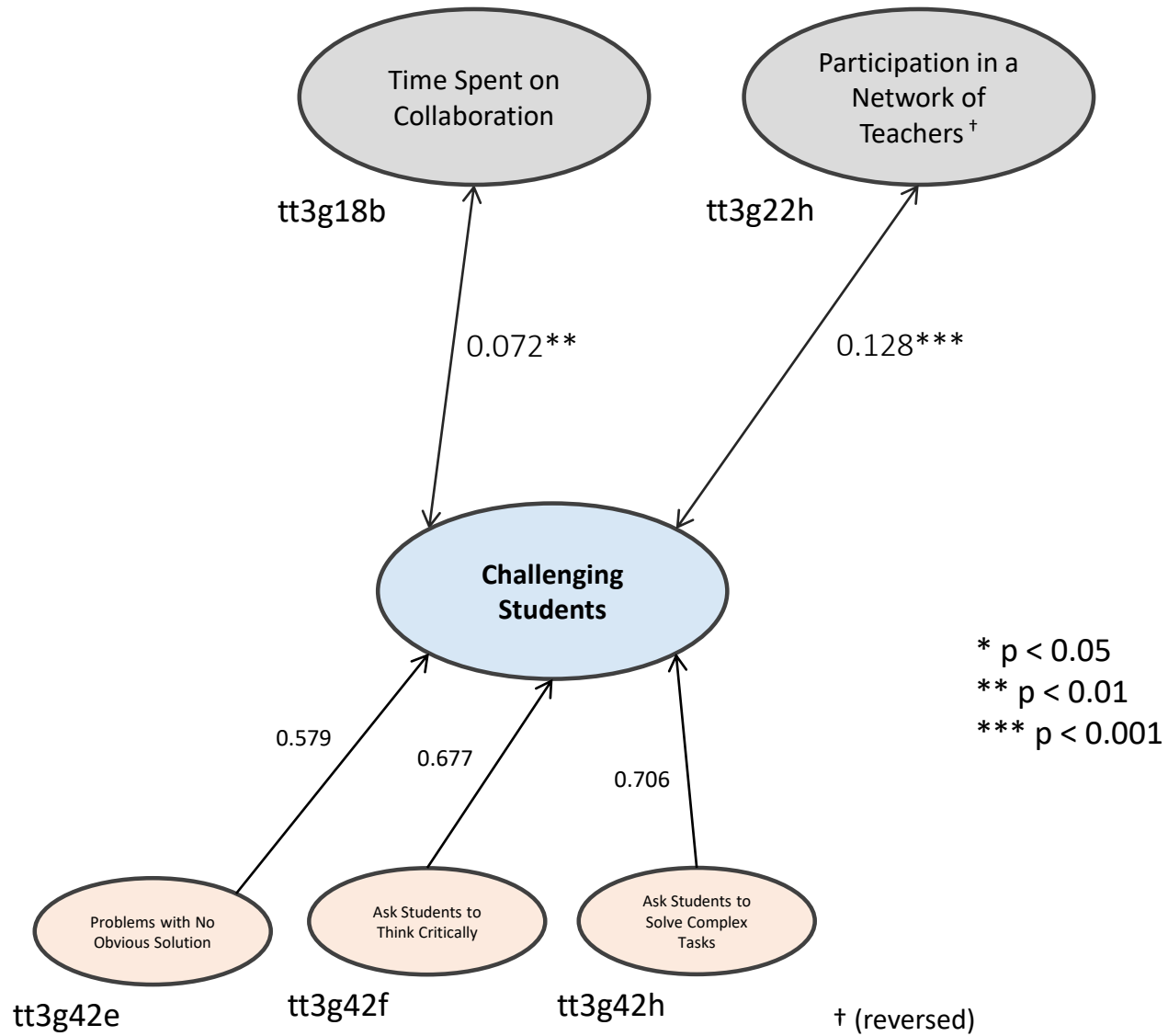
Collaboration barriers

Number of Hours per Week
Teachers Have for Collaboration



58% of 2,000+ teachers surveyed in the 2018 TALIS study reported having only 2 or fewer hours of collaboration per week.

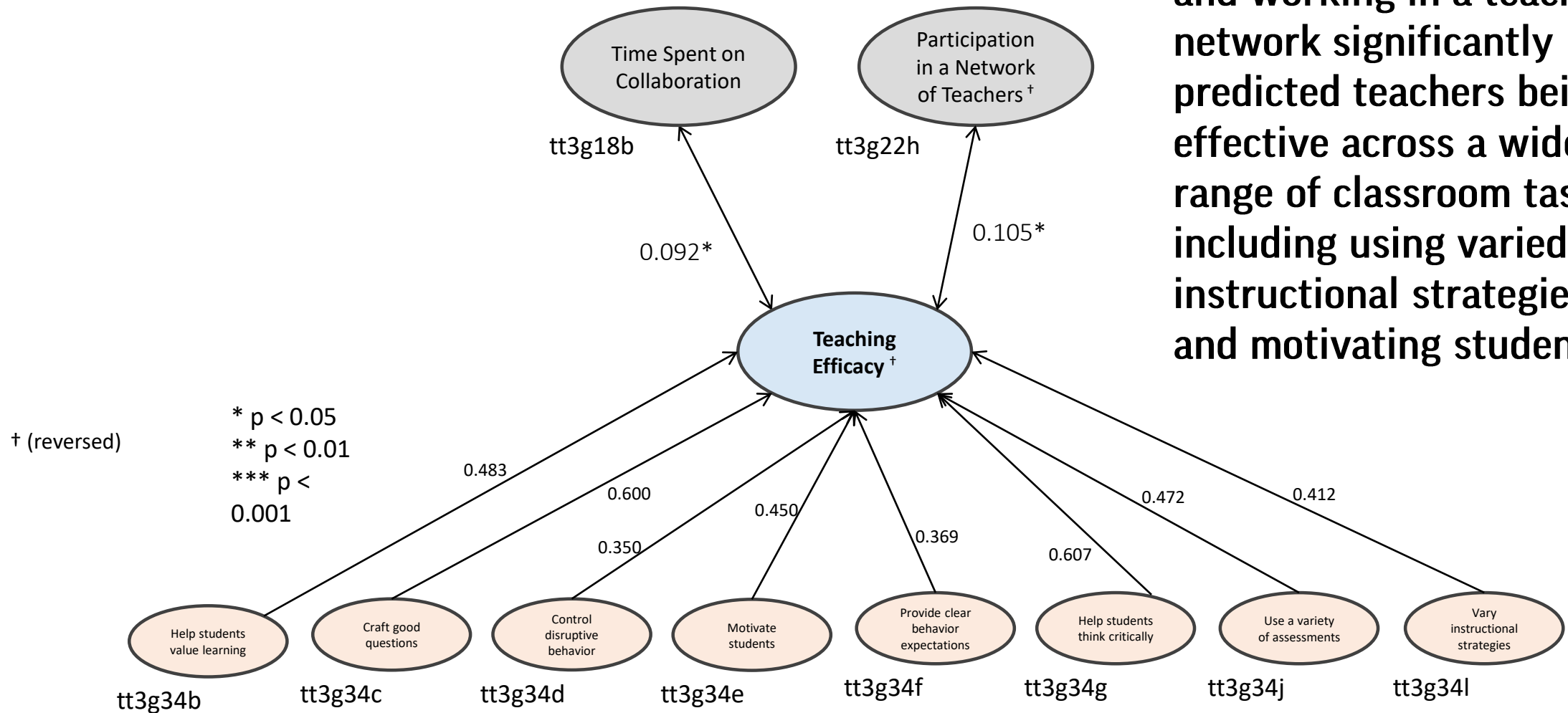
Collaboration barriers



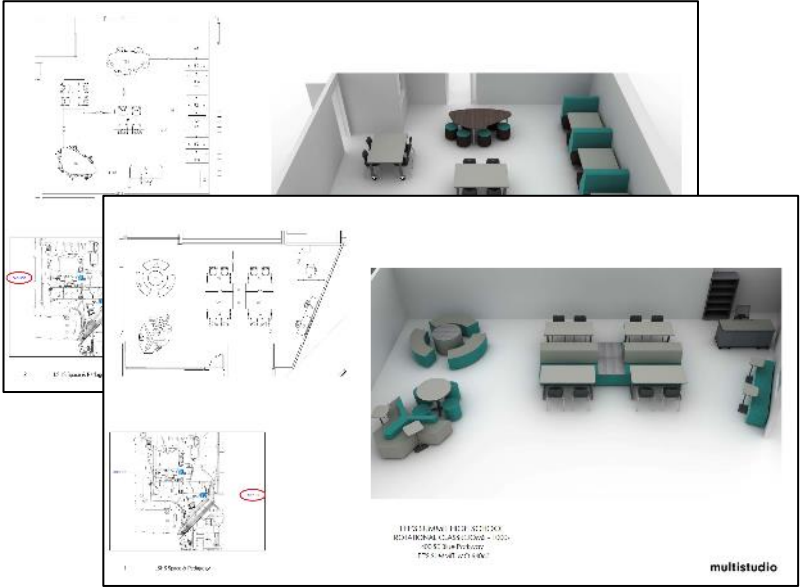
Time spent in collaboration and working in a teacher network significantly correlated with teachers better challenging their students to think critically and solve complex tasks.

Collaboration barriers

Time spent in collaboration and working in a teacher network significantly predicted teachers being effective across a wide range of classroom tasks, including using varied instructional strategies and motivating students.



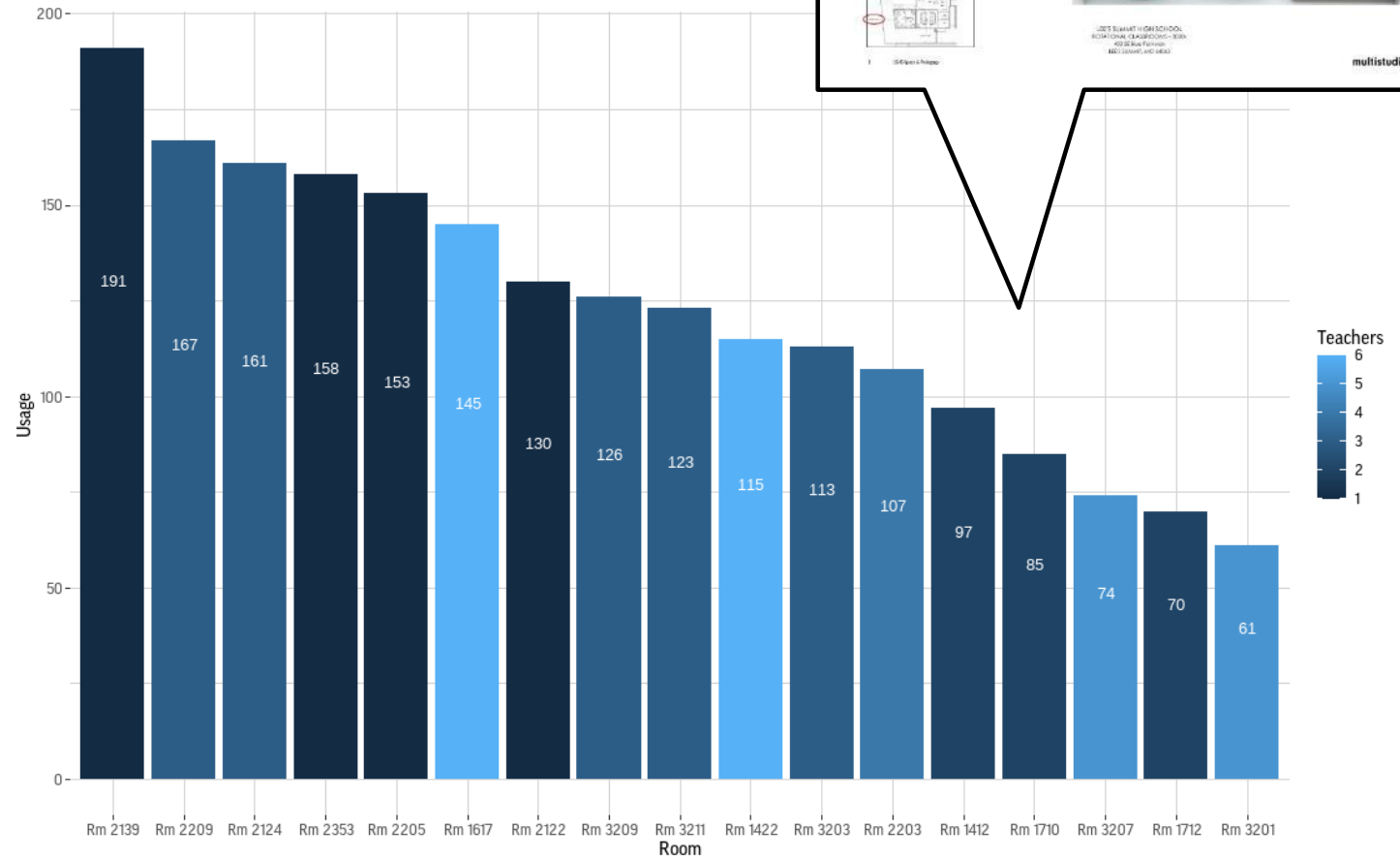
A need for professional development



Measuring space use/preference

RWL Room Reservations

Bars = number of registrations
 Color = number of teachers



Usage Rate and Composition in September

What we set out to do

Regional Brand + Common Front Door

All students and employers come to the same place

Consistent Experiences

Internships and Client-Connected Projects

Aligned Data Strategy

Consistent experience measures
Participation reported back to school

Highly Supported

Coaching for all students and employers throughout experience, \$1,250 student stipend and weekly professional development

Shared Investment

Funder Collaborative
Capacity-building focus (human + enabling tools)



PRO X

ProX: program overview



SUMMER SESSION

- 125 hours over ~6 weeks
- Client-Connected Projects
- Internships



COMPENSATION

- \$1,250 stipend and
- 1 elective high school credit



WORK EXPERIENCE

- Monday: Professional Development
- Tuesday-Saturday: Projects and Internships



COACHING

- Support for
- All Students &
- All Employers



ProX: 2023 program summary

Over 2,000 applicants & 588 completers

635+

Attended
Hiring Fair

140

Client-Connected
Projects (20)
and

800

ProX Instagram
followers

183

End of Experience
Projects Completed

130

Employers offering
one or more
experiences

20+

Industry
Sectors

25

Coaches

6,881

Coach
Hours Worked





Questions?

THANK YOU!