

SOURCE LINK[®]

Kansas City Experiential Learning Landscape Analysis

Report of Findings and Recommendations

8/22/19



Executive Summary

This landscape analysis and resulting report was commissioned by a powerful coalition of partners including the Kansas City Chamber of Commerce, Civic Council of Greater Kansas City, Mid-America Regional Council, Ewing Marion Kauffman Foundation, KC Rising, and KC Scholars to understand experiential learning opportunities in the Kansas City metro area.

The following Kansas and Missouri counties were included in the analysis: Cass, MO; Clay, MO; Jackson, MO; Johnson, KS; Leavenworth, KS; Miami, KS; Platte, MO; Ray, MO; and Wyandotte, KS. Across this region, a total of 249 experiential learning assets were identified (Appendix VI). These assets include organizations, programs and/or initiatives that provide some sort of experiential learning experience.

The project team defined experiential learning as an opportunity that “engages students and workers in meaningful job tasks that help them develop knowledge, skills and behaviors needed for success in life, learning and work. Experiential Learning supports a continuum of lifelong learning – K-12 students, young adults, college students, adult jobseekers, and incumbent workers.” For the purposes of the SourceLink landscape analysis, priority was given to the identification and recruitment of high school assets. Future work could be done to understand the early secondary and postsecondary experiential learning landscape.

Experiential learning information was collected using an online survey and collaboratively developed taxonomy resulting in 73 responses (Figure 1, Appendix VI). A series of informational meetings and one focus group discussion were held.

At all of these meetings, substantial qualitative and quantitative feedback was collected about the experiential learning ecosystem.

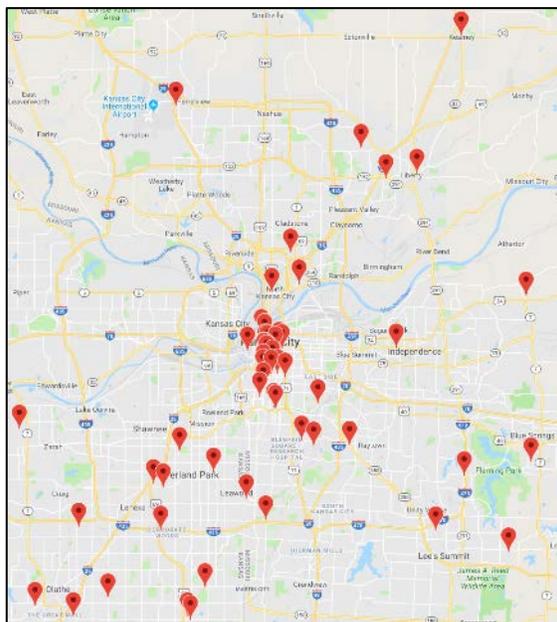


Figure 1

Findings and Recommendations

Experiential learning opportunities appear to be available in every county, represent all traded sectors (as informed by MARC research), cover a mix of age ranges, and are in most school districts – although charter and private schools had fewer offerings than their public school peers. The data suggests that there are many offerings from a variety of groups providing at least something to the students they serve.

Following review of the survey and feedback meeting data, no glaring gaps in service offerings were identified, however, as engagement options became more complex and involved, there are fewer experiences provided (e.g. in the immerse category as compared to explore, see Figure 2). Project work and internships stood out as two frequently cited offerings.

It is difficult to reach 112,906 enrolled high school students in the Kansas City metro area with only 249 identified assets. Of the survey respondents, only 28% said they serve 5,000 or more students annually.

A complementary theme heard was how competition is fierce among students. All of this suggests more assets are needed.

Availability does not equate to access; during the feedback session, providers indicated perceived student barriers with transportation, cost and prerequisites that preclude and/or exclude certain students from being able to benefit from the variety of existing engagement options available.

The collaborative culture and buy-in from parents, teachers, schools and industry was frequently named during the partner meeting as strengths of the experiential learning ecosystem in Kansas City. Additionally, the diversity of experiential learning opportunities came up often during the feedback meetings. Of the survey respondents, almost half indicated that they support 18 of the 20 market validated skills, and every skill had at least 30 assets that supported it. The continuum of opportunities appears robust, with project work, career fairs or presentations, mentoring and internships most often available (see below).

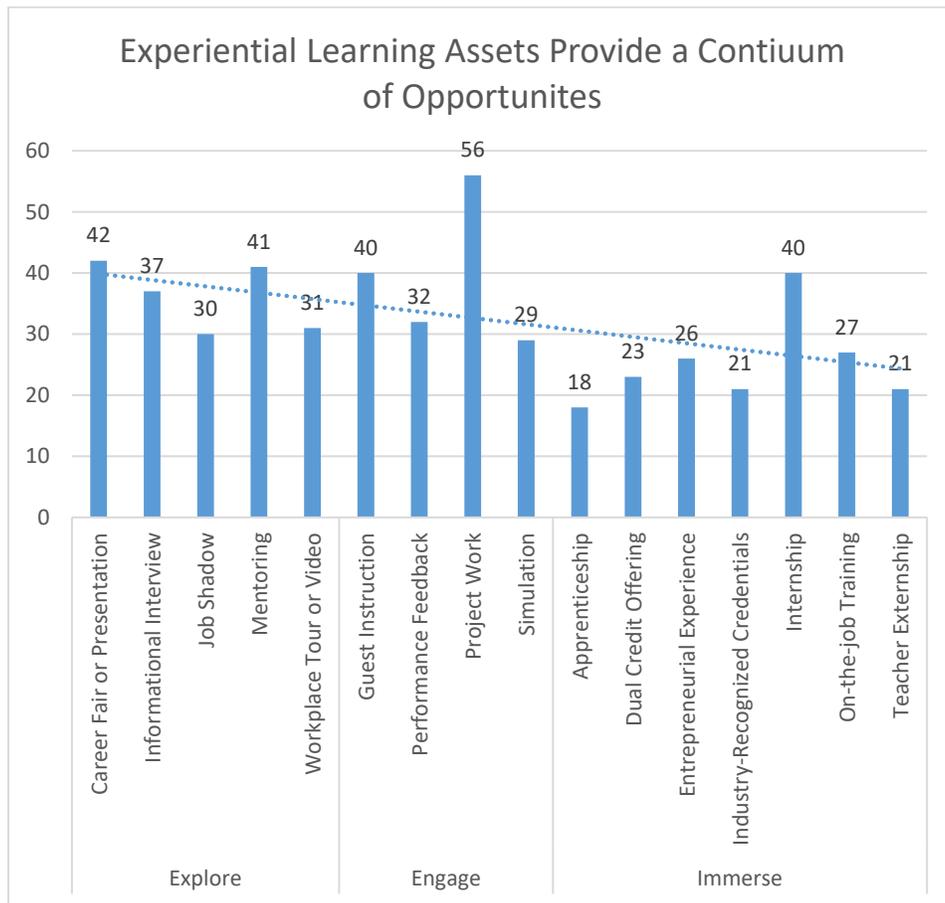


Figure 2

Transportation was documented as a perceived barrier over 20 times (more than any other issue). Other barriers include which district students happen to be in, or even if students are in a charter versus public versus private school (e.g. Kansas City Kansas School District recorded 20+ opportunities, while Tolbert Community Academy had two). Even when students have time, money, and transportation to take advantage, there remains an issue of awareness.

Lack of awareness, knowledge, and navigation was cited as a key concern for all stakeholders that were engaged, but is of particular concern for students trying to navigate and connect with the right experiential opportunity at the right time.

There is general consensus among those working in the experiential learning industry that the value of real world learning equips students for work and life, and that there is demand from employers, students and schools for more. However, when evaluating the experiential learning landscape, SourceLink discovered unique needs that must be considered for at least four key stakeholder groups:

Students

Students are at the center of this work and need to be informed about how experiential learning accelerates their career and life ambitions. Frequently, the best way to communicate values like this are through peer networks. If student groups are able to be engaged and brought into a coordinated network of support, this might allow space for the emergence of solutions to the common challenges raised (e.g. for transportation, carpooling students with shared industry interest to a workplace visit).

Teachers and Administrators

Teachers and administrators are the true day-to-day heroes. They provide invaluable student guidance and emotional support well beyond the academic realm for which they are employed. Just a bit of retooling and empowerment with understanding how experiential learning could fit in their classroom may open doors and surface pathways for students that would go a long way to systemic change.

Parents

Based on research conducted by Barkley, a market research firm based in Kansas City, we understand that parents get in their 'gut' that the economic world is changing, but do not necessarily see the connection with how schools should (or even could) adapt to shifting workforce demands through better linkages with real world learning. The last thing parents want is for schools to propose (perceived unproven) solutions for their kids using new curriculum, without being provided context for why it is so important to the future workforce of Kansas City. It was cited during the intermediary feedback session just how powerful a stakeholder parents can be; both by their support of the successful impacts of things like First Robots or CAPS, or how they can voice opposition and become barriers to maintaining the status quo.

Employers

It was cataloged during one of SourceLink engagements that, "if we don't solve the challenges in workforce and better support employers to get engaged with students, none of this will be successful." We also heard comments from intermediaries asking whether employers would, "step up to the plate," and be ready to engage, if solutions were offered. This reflects a misalignment in what perceptions may exist between intermediaries and employers.

The following recommendations have been made with these complex stakeholder considerations in mind, and come from the intermediary feedback meeting plus conversations with key players that represent the aforementioned audiences.

Recommendation 1: There exists a need to empower a person or organization to coordinate fragmented assets. This coordinating entity can help make sense of the wider ecosystem, positioning Kansas City to amplify existing strengths (technology tools, best practice programs, etc.) and communicate widely the value of experiential learning.

SourceLink frequently heard that schools, programs and efforts were isolated from one another and that the region lacks strong interlocking network connections. The complex landscape was surfaced in the variety of stakeholders and viewpoints, the isolation of in-school versus out-of-school opportunities, and more. Isolation creates fragmentation, confusion in what is offered, overlap in programming and duplicative resources targeting the same audiences. Network building begins the process of breaking

down siloes and encouraging collaboration to prevent these challenges. It is worth noting that there are subsegments of the experiential learning landscape that are well connected. The KC STEM Alliance came up frequently as a best practice example.

Collaboratively-driven systems approaches yield higher quality coordination and shared understanding of complex issues involved. For example, the development of a common taxonomy provided a window into how something like an internship may mean one thing to a teacher, and another thing for employers. The development of the common language (taxonomy) provides a framework that can be carried forward and used to reduce misunderstandings and pave the way for ongoing standardized comparison of offerings, tracking, and reporting.

The recommendation here is not to boil the ocean and make every single major player who touches experiential learning perfectly coordinated, but rather, to begin regularly connecting key experiential learning stakeholders to improve awareness and understanding. Doing this would allow space for a community of best practice to emerge. The feedback sessions conducted as part of this project serve as a model for this type of engagement. According to focus group feedback, Career Centers, CAPS, Hire KC Youth, KC Social Innovation Center, KC STEM Alliance, PREP-KC, and the Scouts are exemplary organizations leading the way that could be championed and amplified to demonstrate the value of real world learning / experiential learning.

Recommendation 2: Develop improved wayfinding to support increased student access to and utilization of experiential learning opportunities.

It appears from the feedback sessions that many perceive there are inequities of access to experiential learning programs across student populations. Transportation emerged as a critical issue, as did affordability of specific programs and the time requirements. Further research could identify which schools or populations within schools are most impacted by these barriers and provide targeted interventions.

Research has already been done by the Kansas City Public Library for the CACI project which uncovered more info about barriers keeping students from engaging. Key steps in a students' journey to participation included: awareness, access, attendance, engagement, being able to link it to a pathway, and understanding the next opportunity to be taken). Building a supportive and collaborative network can begin to address many of these issues, but careful understanding of underlying cultural, economic and social barriers at the student level is merited.

No one organization surfaced as an intentional player to champion all experiential learning opportunities for the region, but there are several key organizations convening specific segments of stakeholders (Kauffman Foundation and MARC, in particular). The feedback sessions revealed no systematic process to track the flow and impact of students, particularly those who had engaged in an experiential learning opportunity, to the regional economy.

The Kansas City area would benefit from the addition of one or more "network navigators" – people or functions – with a full-time focus of benchmarking and developing strong networks of support specific to real world learning and pathfinding for students (perhaps too) parents seeking opportunities for their children.

This network navigation function would not seek to replace or duplicate the wealth of existing resources in the region. Rather, it would use this study as a starting point to understand opportunities available, and foster tailored matchmaking to connect students, parents and stakeholders to programs that are

unknown, especially for under resourced students who would not have access without intentional intervention.

Most network navigators use robust technologies to support this ecosystem building work to capture impact and outcomes. Technology can help scale and expand solutions that are already working too.

It seems several of the challenges raised are already being at least partly addressed through technology solutions. Just a limited list that surfaced during the landscape analysis include:

- Agile Work Profiler, DeBruce Foundation
- CACI Mobile App Project, KC Library
- InPlay Mobile App, Kauffman Foundation
- LaunchPath, KC Social Innovation Center
- Leading Indicators Dashboard & The Connector, PREP-KC
- Measure STEM / Educational Results Partnership, KC STEM Alliance
- Social Solutions / Apricot, Greater KC LINC, Inc

Recommendation 3: Empower teachers and administrators to participate and contribute to the network being forged.

A common sentiment captured was that additional teacher professional development and education would improve student participation, by allowing for more time for experiential learning opportunities, and/or more willingness to build it into existing curriculum. Comments that support this assertion were categorized as “Align or Change Curriculum,” and/or “Teacher Education / Professional Development” during the feedback meeting. Many related comments about a community of best practice undergird this proposition as well. Teacher externships were the least cited offering among assets that responded to the survey, further pointing to a gap in how this key group could be better supported.

Teachers are key decision makers for how students are able to spend their classroom time and often serve as expert navigators for how students can connect with workforce learning opportunities. They do an outstanding job educating Kansas City youth, while managing the difficult pressures from administrators and parents, plus every day juggling competing student demands. While they do not have full control over curriculum, they can engage students with real world learning opportunities. It is important to understand that what is being asked of teachers may be different from how they have been trained and/or what their own academic experience has been; for example, many may never have had the opportunity to engage in a real world learning experience before.

Evaluation of teacher performance is based on established state standards, and if these disregard the value of experiential learning, it can only then be expected that experiential learning will take a backseat to mandated academic outcomes by the State, district, and/or individual school.



Image 1: Human Capital Leadership Meeting

Similarly, school district administrators have their hands full ensuring that those same standards are met and exceeded. Often experiential learning can be seen as a nice to have add-on to the curriculum, as opposed to a critical part of the school day. To solve for this, parents, students and industry need to articulate the value proposition that experiential learning provides to students for work, life and career success, and the positive outcomes to workforce that also result.

Investment and co-training in mandated teacher education professional development hours could empower this key stakeholder audience. Peer (or near peer) support could accelerate efforts and increase adoption with amplifying the importance of real world learning. Whatever is decided, more cannot be added to teachers' already full plates, but rather focus on discovering ways to empower this key stakeholder group to understand the reasons for why additional engagement is recommended.

Recommendation 4: Employers are critical for the expansion of experiential learning and will require expert brokering and care to organize.

A common challenge heard from employers was that there are a wealth of small companies in Kansas City that would love to engage with students, but who were being overlooked, while simultaneously, a small number of major employers are being inundated with hundreds of inquiries from schools and programs for opportunities to engage (tours, internships, etc). Controlling for, and better directing the massive flow, of available talent would solve both of these challenges. Similarly to students- employers would benefit from expert brokering of talent coming to them too.

Employers are eager to fill critical labor demands that they have. They are not always resourced or best informed in how to engage. They are ready, and have been engaged in the conversation-as evidenced by work that the KC Chamber has led. Employers do require assistance with turn-key programming that allows them to both access, and sometimes more effectively manage, student talent.

Kari Keefe at the KC Social Innovation Center has been listening carefully to this critical audience and pioneering efforts to train key human relations staff within companies to improve their utilization of student interns placed through Hire KC Youth. Scaling solutions like these, and building improved bridges specifically with employers, is critical to any proposed initiatives.

Conclusion

Kansas City is home to a wealth of experiential learning opportunities and there is momentum now to improve the network and student access. This work represents an important first step, by identifying the current offerings in the K-12 experiential learning space; facilitating the conversation around how to better incorporate real world learning with diverse stakeholders; and drafting a common language and taxonomy that all can rally behind.

Building on this foundation, Kansas City has the opportunity to expand outstanding experiential programs, eliminate barriers to access for some student populations and more closely align programming with the needs of industry. The ultimate goal remains to help every student have the opportunity for a fulfilling, profitable career and a bright future, for themselves and for their own children. These students will be well-equipped to lead Kansas City into the next century.



Image 2: Regional Workforce Intelligence Network Meeting

Experiential Learning Landscape Analysis

SourceLink was engaged by a powerful coalition of partners to explore ways to better understand the experiential learning landscape in the Kansas City area.

The objective of this landscape analysis project was to:

1. Complete an inventory of experiential learning assets for a nine-county region: Clay, Ray, Cass, Jackson, Platte in Missouri and Johnson, Miami, Leavenworth and Wyandotte in Kansas.
2. Assist with the development of a common language (taxonomy) that Kansas City could adopt and by which assets could be categorized.
3. Develop and share a report with the analysis and recommendations with key stakeholders.

Development of Taxonomy and Administration of Survey

The development of a shared survey instrument was overseen by SourceLink to capture critical information from the local resource network for later analysis by each of the project partners. Through a series of project team meetings, discussions were facilitated that informed and clarified the desired outcomes and individual questions that would be incorporated into the survey instrument.

The final developed taxonomy represents not just a useful aspect of the survey itself, but a new community asset that everyone can rally behind (Appendix V). It provides an underlying infrastructure for how organizations and programs can be understood to intersect with one another and gives a common language from which to expand offerings and quantify collective impact for the experiential learning community of interest.

Careful attention was given to ensure that this work was not duplicative of past research and that it would build on years of efforts by the Regional Business Engagement Task Force Team, ActivateKC Business Engagement Options, Market Value Assets Phase I research, Linked Learning Work-Based Learning Framework based out of the Center for Apprenticeship & Work-Based Learning, and collaborative efforts by Kauffman, MARC, KC Civic Council and others to improve the Kansas City experiential learning environment.

Further, the landscape analysis survey was meant to inspire intermediaries to consider how this work connects to complementary efforts. For example, one of the questions, *“What skills do your experiential learning opportunities offer to students?”* leverages the 20 skills from the Profile of a Graduate research and was meant to challenge intermediaries to reflect on how the skills they are developing benefit local industry.

Survey Outreach

The survey was initially sent electronically to the 249 identified resource organizations. Many follow up emails and personalized phone calls to resource organizations were made. Multiple contacts at each organization were researched and included in the outreach. The resulting response rate was 30 percent (73 of 249).

The respondents to the survey have a significant impact on students. The majority of assets serve at least 100 youth annually, 28 percent serve more than 5,000 every year (Figure 3).

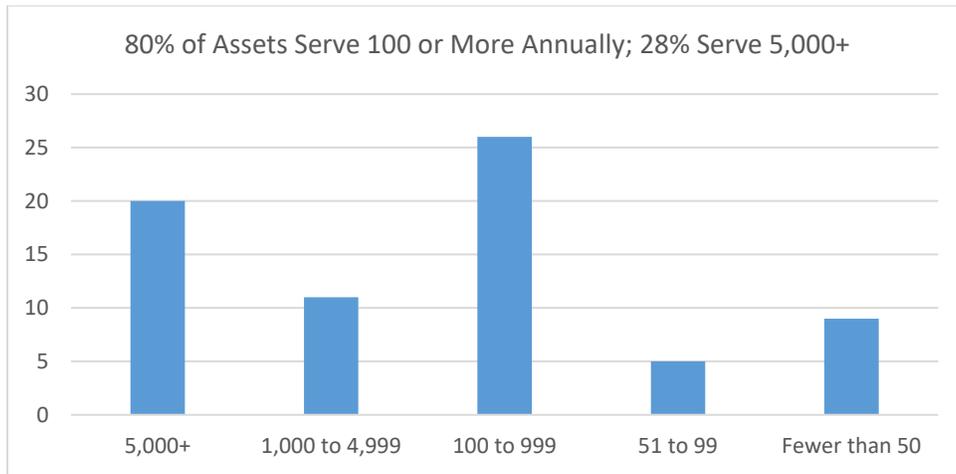


Figure 3: Number Annually Served

Outreach Meetings and 1:1 Engagements

A number of meetings and individual 1:1 feedback sessions were held with key stakeholders in the experiential learning industry. Many of the meetings were designed to introduce the landscape analysis and to capture thoughts and feedback about the approach and to encourage active participation during the outreach and surveying portion of the project.

A sampling of key meetings included:

- March 27, 2019, KC STEM Alliance Data Landscape Meeting
- April 4, 2019, KC Rising Human Capital Leadership
- April 5, 2019, Business Engagement Taskforce
- April 24, 2019, Regional Workforce Investment Network Meeting
- April 29, 2019, Intermediary Resource Partner Feedback Session
- April 30, 2019, GradForce KC Informational and Feedback Session
- July 17, 2019, Real World Learning B2E Luncheon



Image 3: Human Capital Leadership Meeting

Several key in-person deep dive meetings were held with the KC Social Innovation Center, KC STEM Alliance, and PREP-KC.

Intermediary Resource Partner Feedback Session

No one knows what's occurring on the front line like the infantry. SourceLink and the Kauffman Foundation cohosted one provider feedback session designed to solicit thoughts on the wider experiential learning landscape.

Four key discussion questions were developed and refined for the group to respond to:

1. What are the strengths of experiential learning in Kansas City?
2. What are the challenges that students face when trying to get connected with experiential learning opportunities?
3. What are some ideas for how we could better scale access to experiential learning?
4. What gaps are you aware of in the experiential learning opportunities that exist today?

Critical partners and intermediaries from the 249 identified assets were invited to attend the session. Collectively, the intermediaries represented a diverse cross-section for the experiential learning industry (private sector, school administration, nonprofit organizations and major stakeholders).

The feedback session agenda included time for networking and focused discussion (Appendix III). The meetings were effective at capturing both quantitative and qualitative information, including perceived strengths, challenges, gaps and opportunities. Appendix IV includes comprehensive responses grouped by common theme.

The meetings not only supported the identification of a handful of new resources that would later be included in the project, but most importantly, provided a focused opportunity and safe space for all stakeholders to meet one another and openly discuss the critical issue of expanding experiential learning pathways for Kansas City youth.

The meeting serves as a model that can be continued in a quarterly, deliberate process, that SourceLink recommends Kauffman, or a network builder, be empowered to continue.

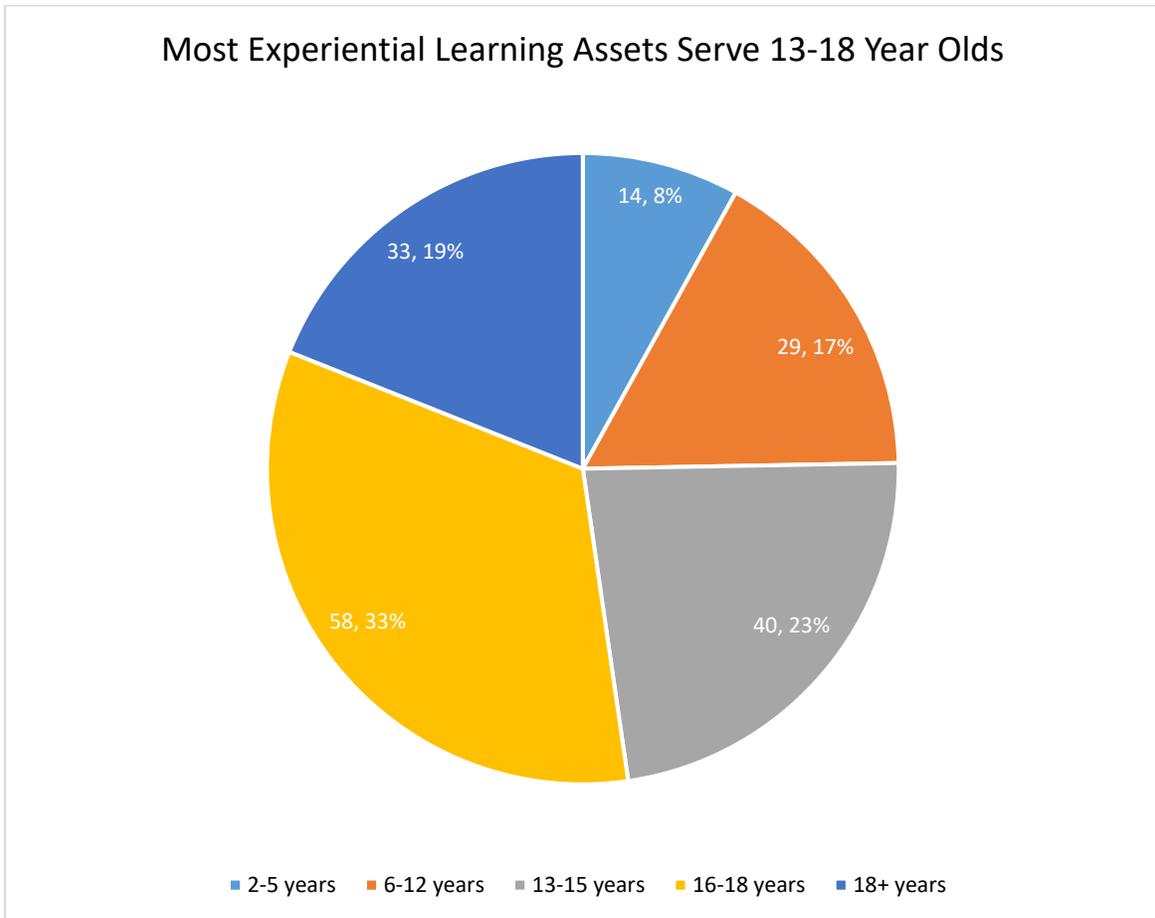


Image 4: Intermediary Resource Partner Feedback Session

All Data Findings

Once the survey data was collected, SourceLink analyzed the information based on the specific criteria outlined in the taxonomy. The following graphs and charts highlight the information gleaned from the surveys.

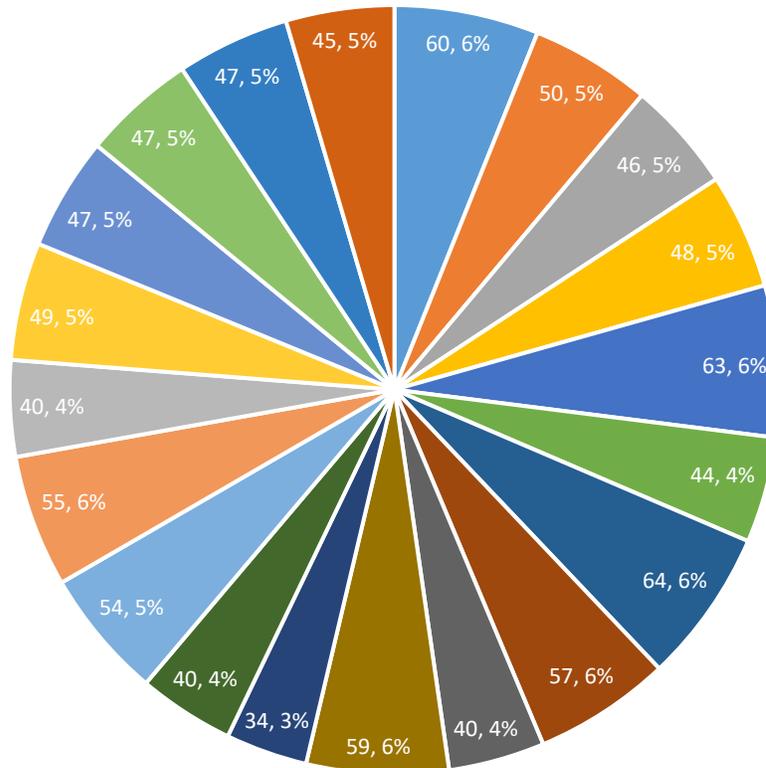
Taxonomy element: Age categories



Considerations

- Respondents could select more than one age group.
- Only four said they serve everyone: UncoverKC, National Inventors Hall of Fame, Kansas City Zo and Anita B. Gorman Conservation Discovery Center. Most had offerings tailored to those 16 or older, or 15 and younger.
- For this research, our target was to catalogue high school initiatives; as a result, we expect to see more assets for this age group.

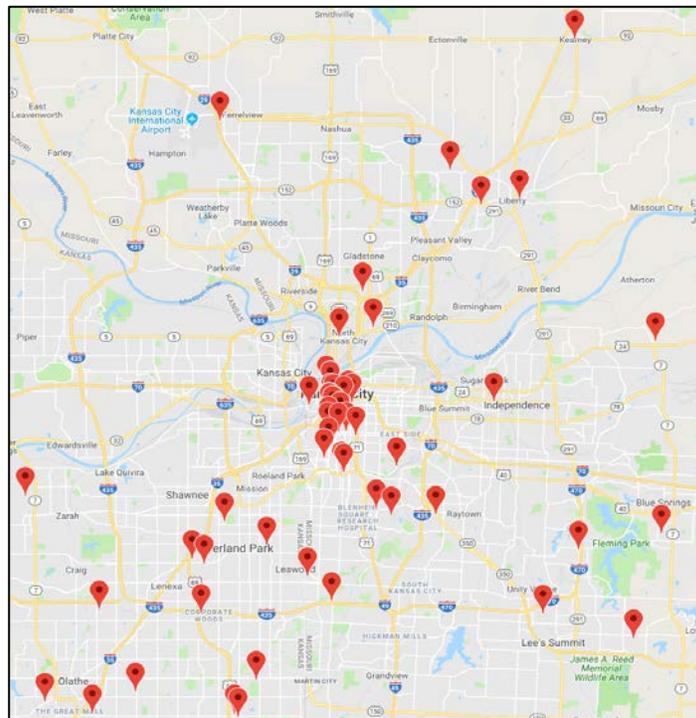
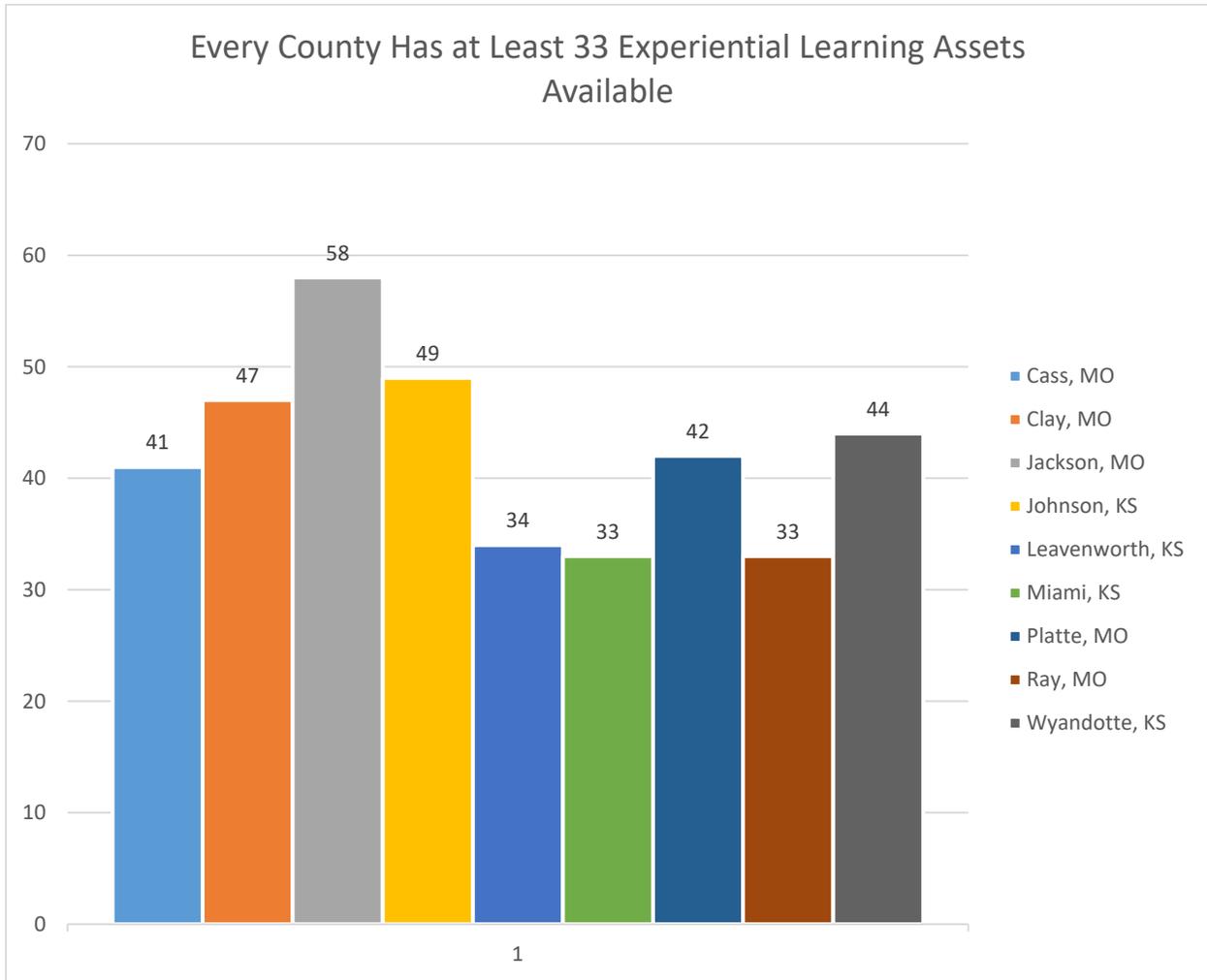
Experiential Learning Assets Cover a Broad Distribution of Skills



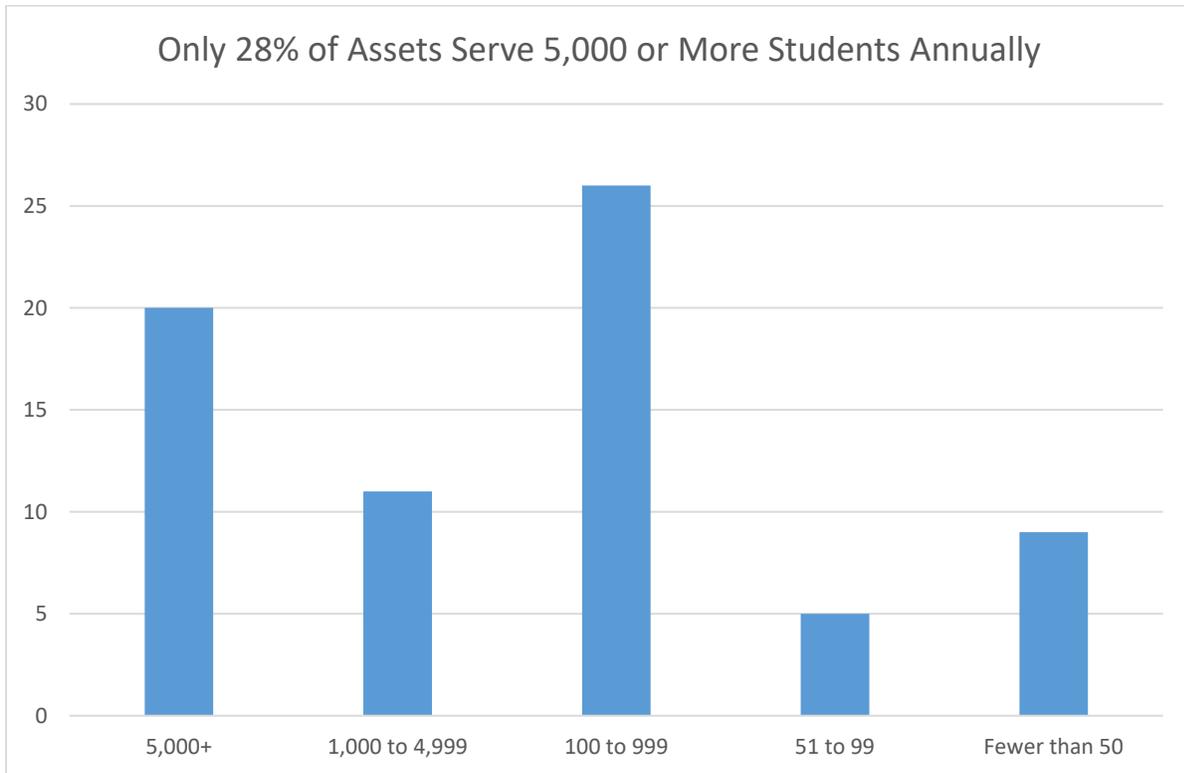
- | | | |
|---------------------------------|-----------------------------|-------------------------------|
| ■ Adaptive Problem-Solving | ■ Be Accountable | ■ Be Courageous |
| ■ Comfortable to Fail & Recover | ■ Communicate & Collaborate | ■ Create Value for Others |
| ■ Critically Think | ■ Curious & Flexible | ■ Earn a Living |
| ■ Empowered Learner | ■ Exhibit Discernment | ■ Find & Create Opportunities |
| ■ Growth Mindset | ■ Make Reasoned Decisions | ■ Manage Ambiguity |
| ■ People- & Tech-Savvy | ■ Reflect & Adapt | ■ Seek & Use Feedback |
| ■ Show Integrity | ■ Value Differences | |

Considerations

- Respondents could select multiple skills, and on average, most assets picked around 14 of the 20 available skills. Almost 40% selected 18 or more skills.
- Critically Think, Communicate & Collaborate, and Adaptive Problem-Solving were cited as the most common skills provided by experiential learning assets (60+).
- Exhibit Discernment was the least frequently occurring at 34.
- Only seven of the 73 (10%) indicated fewer than four skills. Only one picked no skills that applied.

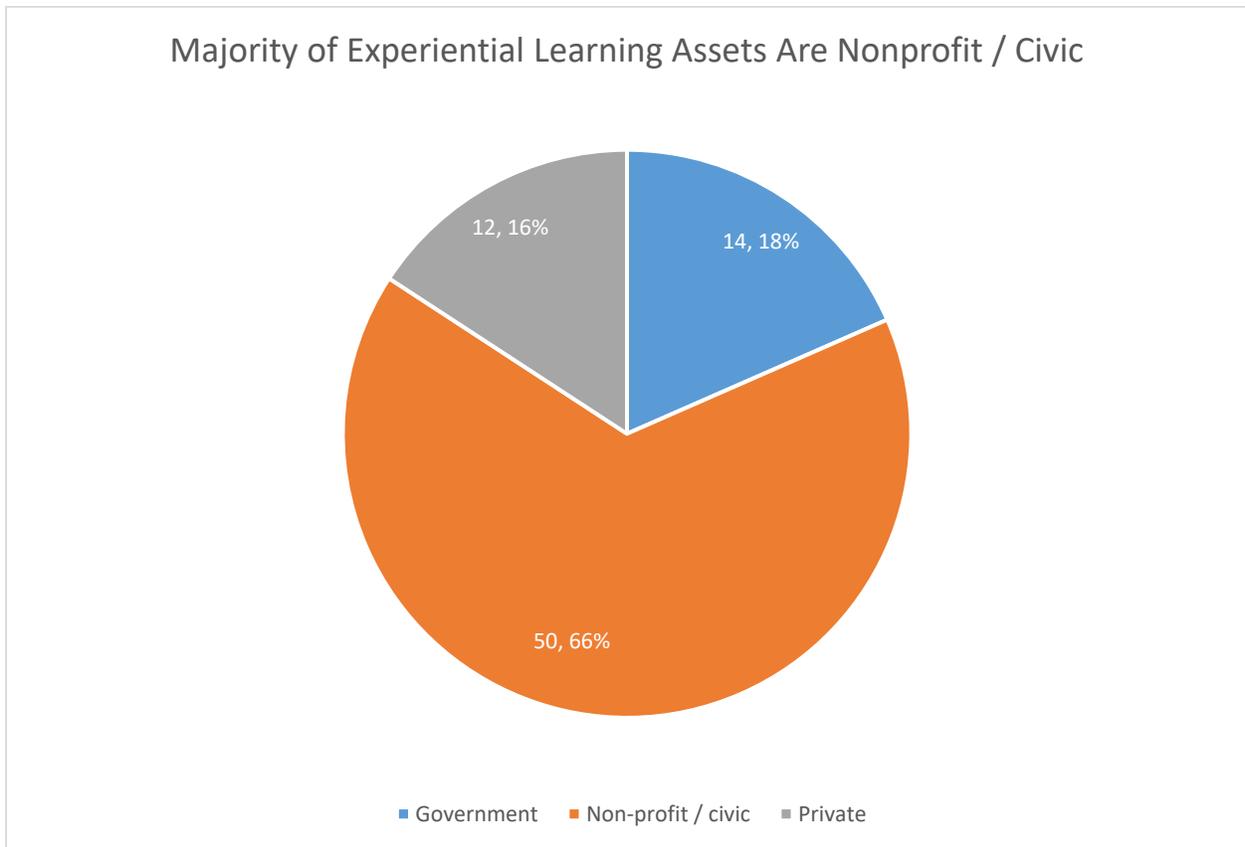


Taxonomy element: Students served



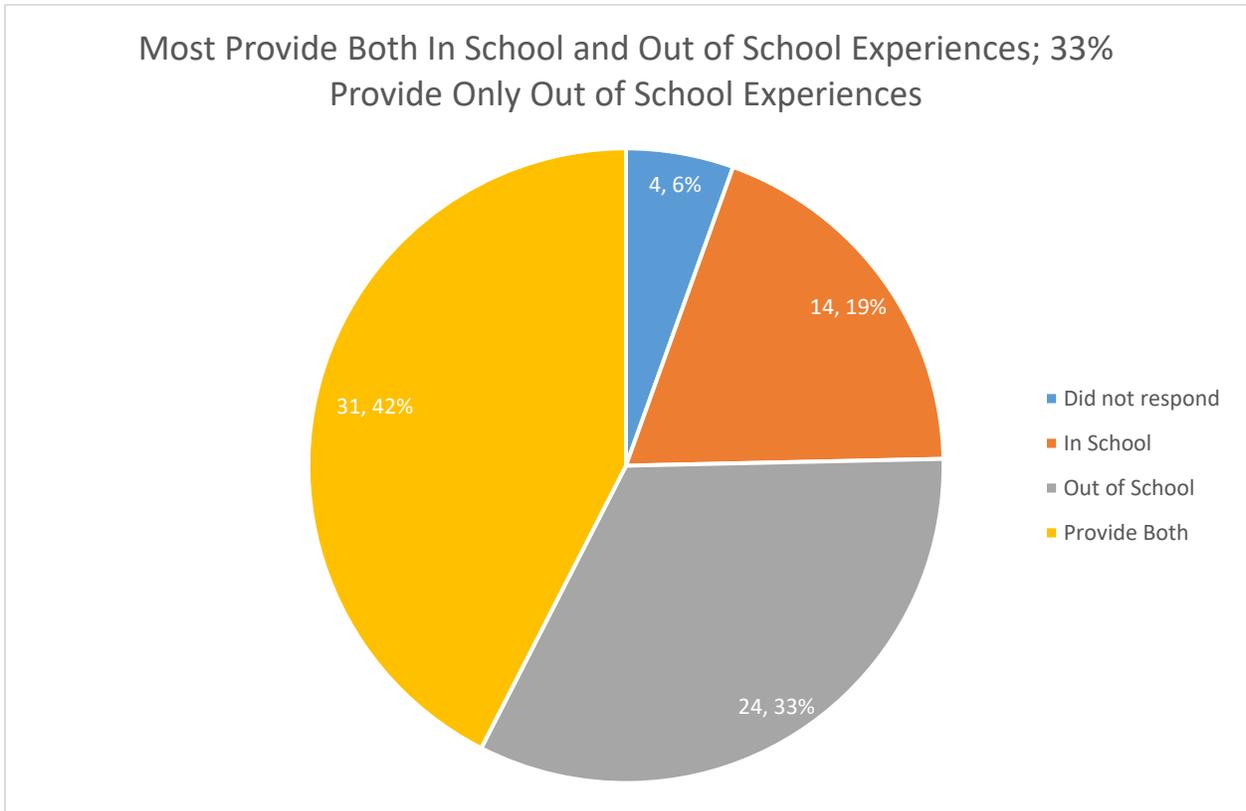
Considerations

- Two did not select an option, participants were asked to select one.
- More than a quarter of respondents stated that they served at least 5,000 students a year.



Considerations

- Multiple selections could be made, only seven picked none or two.



Taxonomy element: School category/district

The table below shows the number of respondents (assets) who stated they serve each school with at least one experiential learning opportunity.

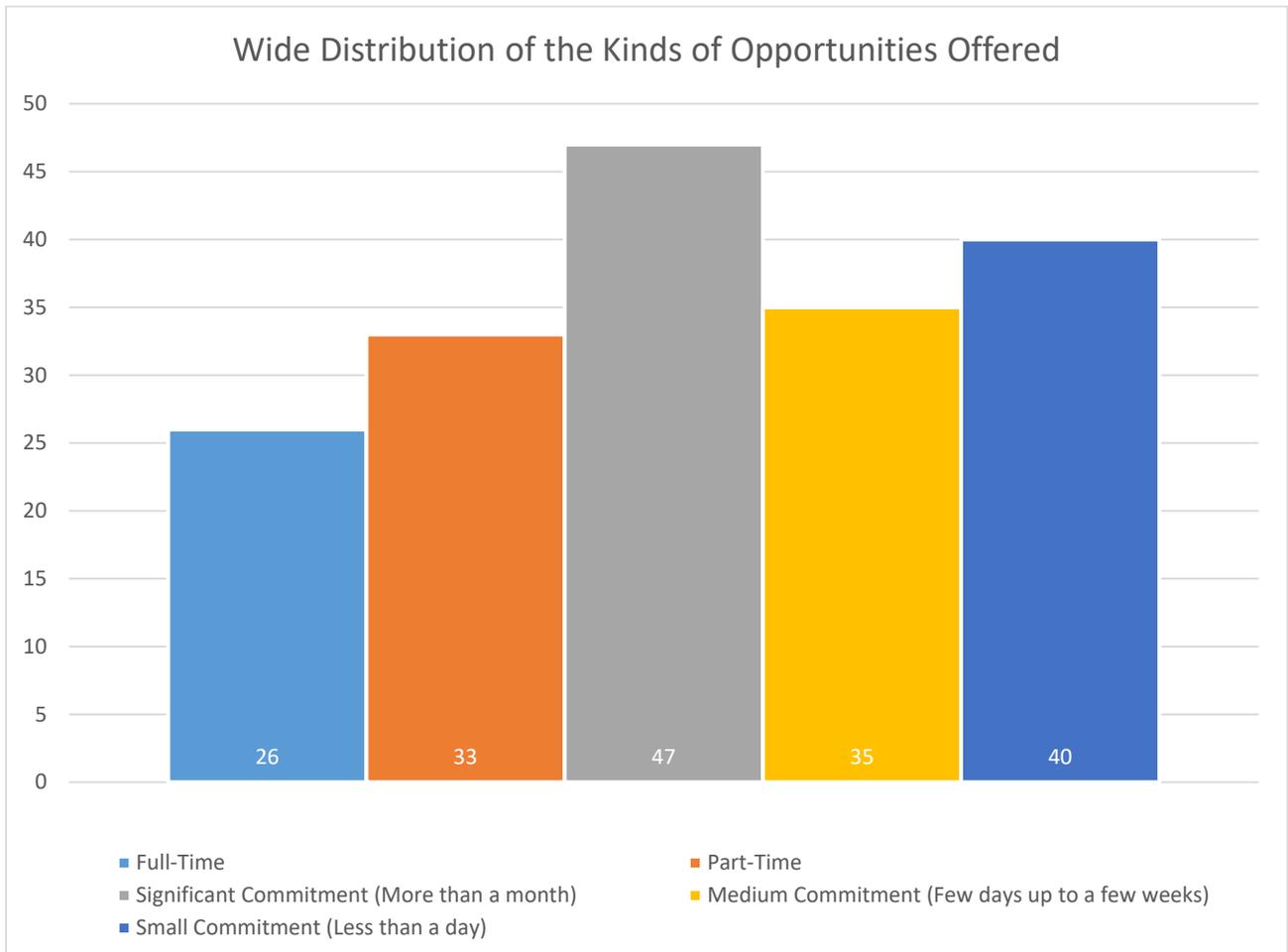
Schools in the Study Area	Number of Experiential Learning Assets
Academie Lafayette (Charter)	8
Academy for Integrated Arts (Charter)	4
Allen Village Charter (Charter)	8
Alta Vista Charter Schools (Charter)	7
Archie R-V (Public)	6
Basehor-Linwood USD 458 (Public)	11
Belton 124 (Public)	10
Benjamin Banneker Charter Academy (Charter)	2
Blue Springs R-IV (Public)	15
Blue Valley School District (Public)	16
Bonner Springs School District (Public)	8
Brookside Charter School (Charter)	7
Center 58 (Public)	15
Crossroads Academy of Kansas City (Charter)	11
De Soto (Public)	9
DeLaSalle Charter School (Charter)	5
Della Lamb Elementary (Charter)	2
Drexel R-IV (Public)	3
Easton USD 449 (Public)	3
Ewing Marion Kauffman School (Charter)	5
Excelsior Springs 40 (Public)	11
Fort Osage R-I (Public)	10
Frontier School System (Charter)	10
Gardner Edgerton (Public)	7
Genesis School, Inc. (Charter)	4
Gordon Parks Elementary (Charter)	7
Grain Valley R-V (Public)	14
Grandview C-4 (Public)	15
Hardin-Central C-2 (Public)	3
Harrisonville R-Ix (Public)	10
Hickman Mills C-1 (Public)	18
Hogan Preparatory Academy (Charter)	11
Hope Leadership Academy (Charter)	3
Independence 30 (Public)	20
Kansas City 33 (Public)	23
Kansas City Kansas School District (Public)	22
Kearney R-I (Public)	12
KIPP Endeavor Academy (Charter)	8
Lansing School District (Public)	6

Schools in the Study Area	Number of Experiential Learning Assets
Lawson R-Xiv (Public)	8
Leavenworth School District (Public)	8
Lee A. Tolbert Community Academy (Charter)	2
Lee's Summit R-Vii (Public)	16
Liberty 53 (Public)	19
Lone Jack C-6 (Public)	9
Louisburg USD 416 (Public)	5
Midway R-I (Public)	5
North Kansas City 74 (Public)	21
North Platte Co. R-I (Public)	4
Oak Grove R-Vi (Public)	3
Olathe School District (Public)	15
Orrick R-Xi (Public)	4
Osawatomie USD 367 (Public)	3
Paola USD 368 (Public)	8
Park Hill (Public)	15
Pathway Academy (Charter)	4
Piper School District (Public)	12
Platte Co. R-III (Public)	13
Pleasant Hill R-Iii (Public)	9
Raymore-Peculiar R-Ii (Public)	13
Raytown C-2 (Public)	15
Richmond R-Xvi (Public)	3
Scuola Vita Nuova (Charter)	4
Shawnee Mission School District (Public)	18
Sherwood Cass R-Viii (Public)	4
Smithville R-Ii (Public)	12
Spring Hill School District (Public)	8
Tonganoxie USD 464 (Public)	4
Turner School District (Public)	10
University Academy (Charter)	7
West Platte Co. R-Ii (Public)	6
Average Number of Assets	9

Considerations

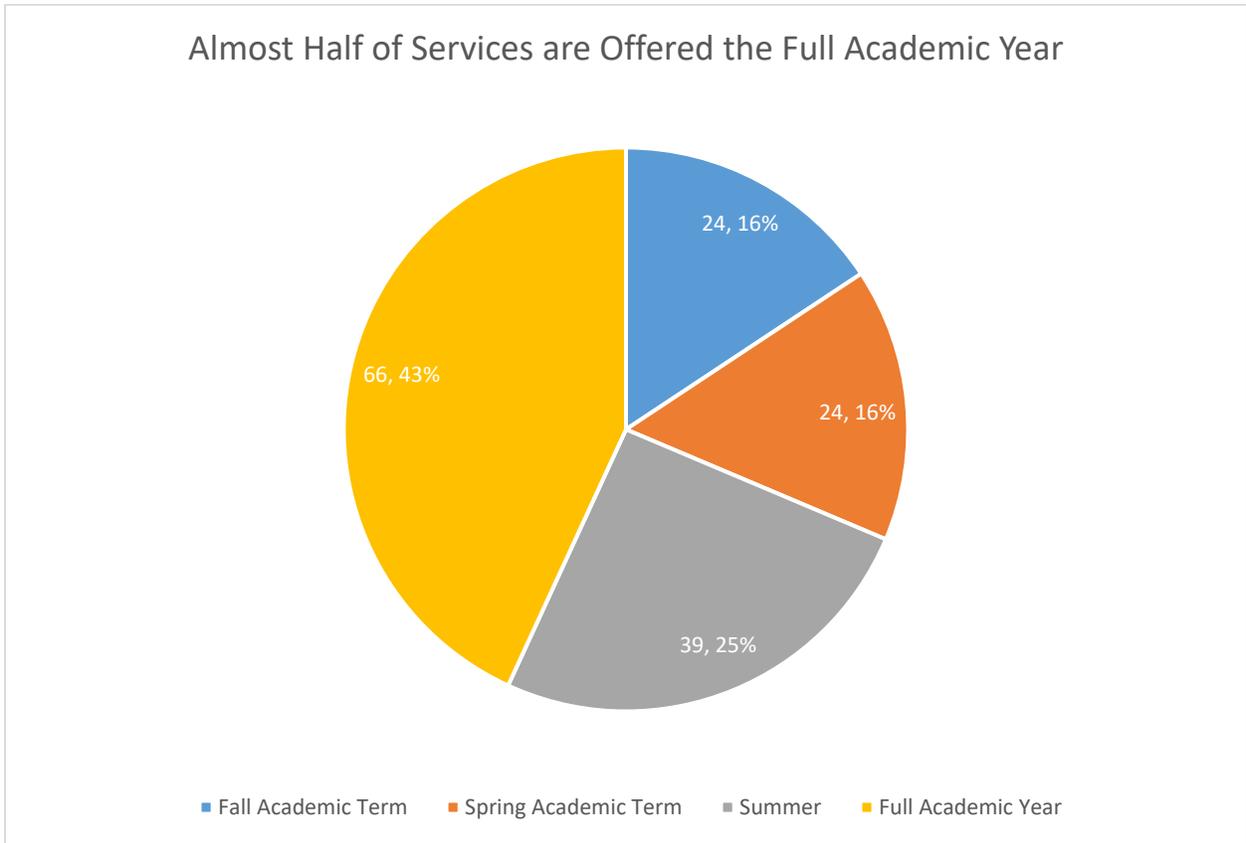
- Every school (charter, public, and other private) noted at least two Experiential Learning assets served them. This does not mean equal opportunity or access to these services.
- Four school districts had more than 20 Experiential Learning assets (all public): Independence 30, North Kansas City 74, Kansas City Kansas School District, Kansas City 33. Three schools only had two (all charter).
- Public schools have more experiential learning offerings by count (52 to 20), but charter schools have a higher percentage. Charter schools make up 18 percent of the total number of schools, yet receive 28 percent of the experiential learning offerings.

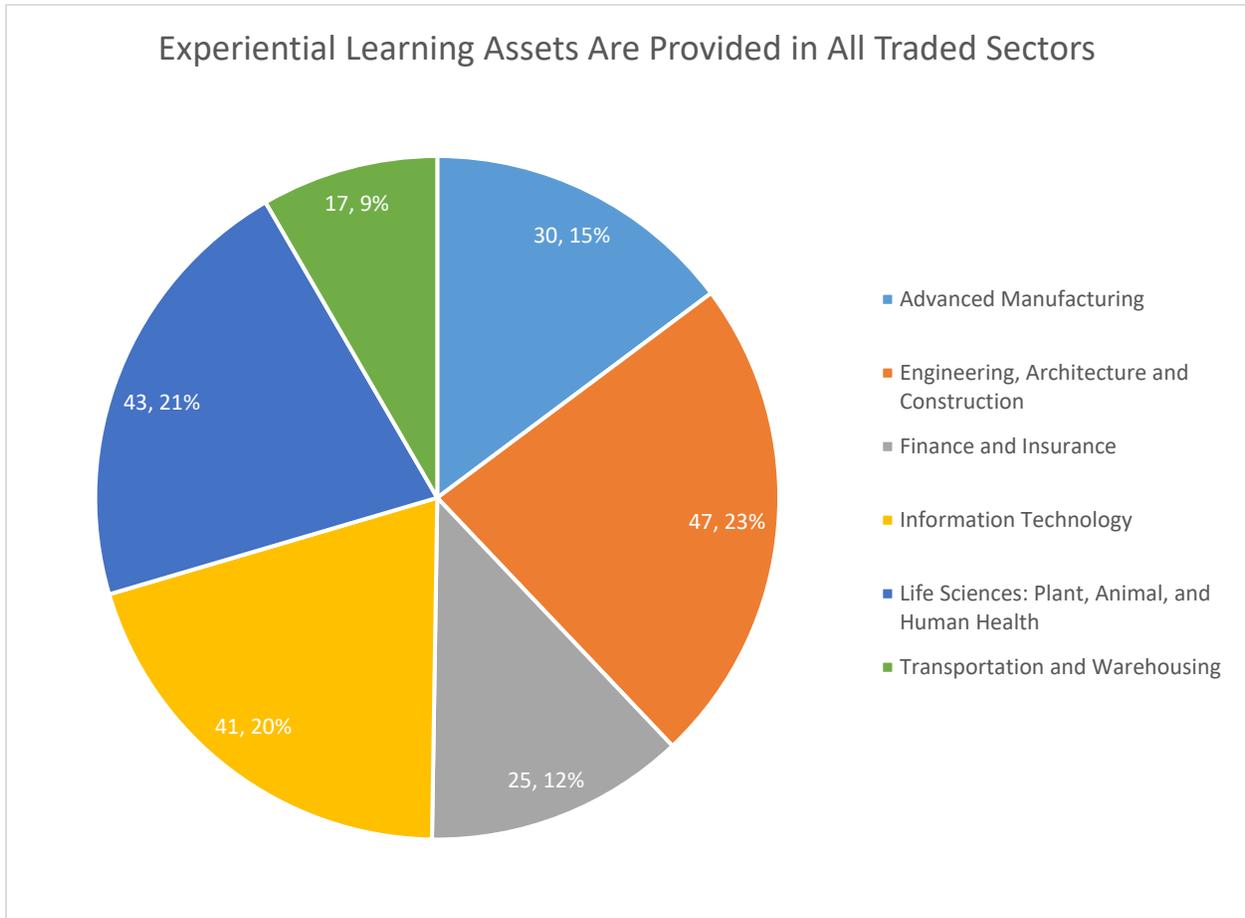
Taxonomy element: Time commitment



Considerations

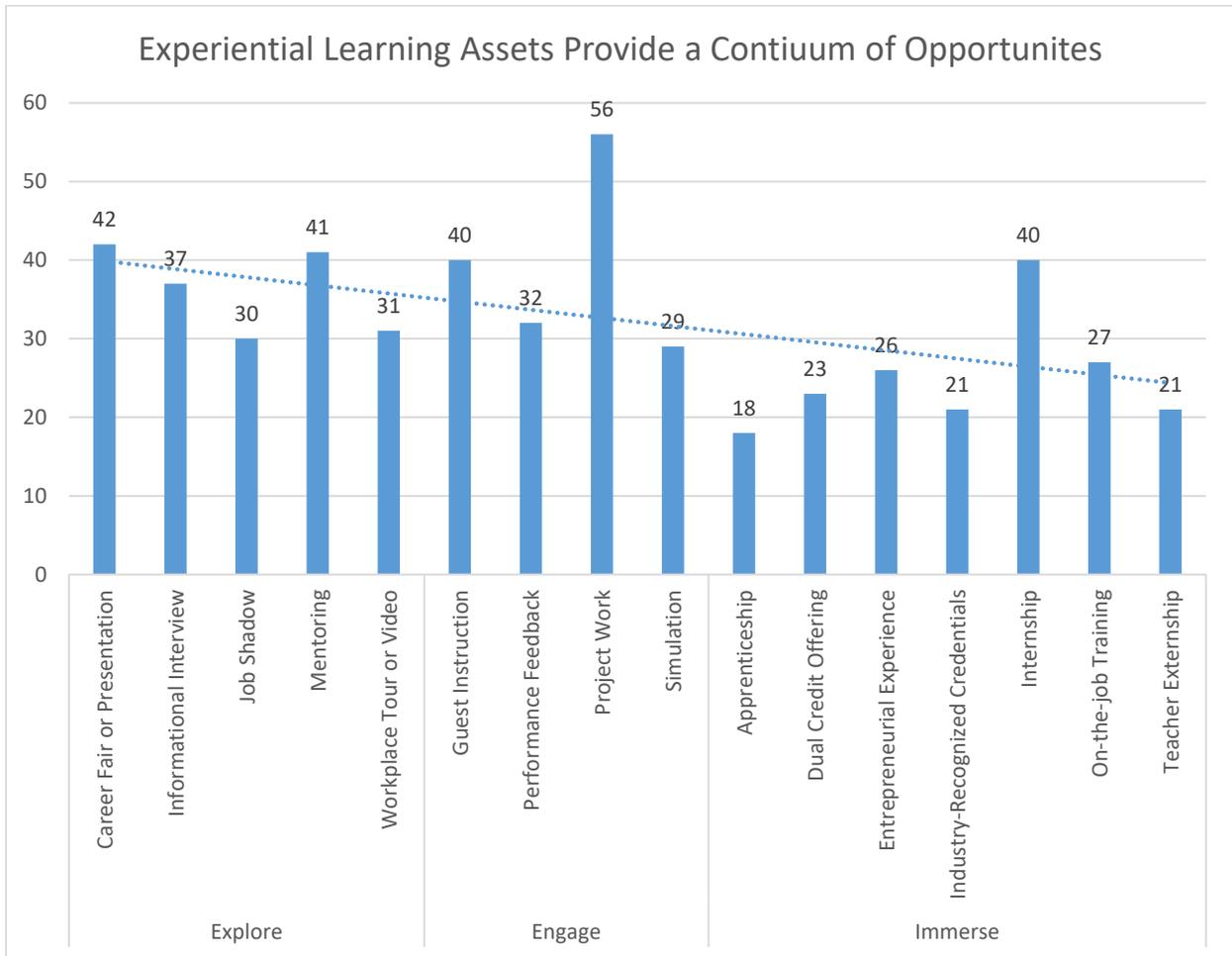
- A significant portion of assets (13, 19%) provide the full range of commitment types.





Considerations

- Traded Sectors were informed by prior Mid-America Regional Council / Regional Prosperity / KC Rising research. <https://www.marc.org/Data-Economy/Regional-Prosperity>



Considerations

- In general, the more involved the experiential learning activity (e.g. leading up to Immerse), the fewer opportunities available. A linear trendline has been added.
- Project Work, Career Fairs or Presentations, Mentoring and Internships are offered most often.
- Apprenticeship, Industry-Recognized Credentials and Teacher Externships were cited the least often.
- Only three assets did not respond to this question. Majority of Experiential Learning Assets were able to clearly identify and select where their offerings fit in the developed taxonomy.

Acknowledgements

Complex community studies such as this one always rely on active participation from many vested stakeholders. The following champions and experts provided exceptional insight through many conversations, emails, phone calls, and one-on-one meetings.

- KC Chamber of Commerce
- Sheri Gonzales, Alex Villagran, KC Civic Council
- Mid-America Regional Council
- Kansas City Area Development Council
- Laura Evans, Laura Moore, Donna McDaniel, Ewing Marion Kauffman Foundation
- KC Rising
- KC Scholars

About SourceLink®

SourceLink was selected for this project due to its experience with data analysis, community asset mapping, and project management. SourceLink has been working with communities for more than 16 years to help regions identify assets, connect them better with one another, empower communities to go beyond collisions, then measure impact.

Originally founded with support from the Ewing Marion Kauffman Foundation, U.S. Small Business Administration and University of Missouri-Kansas City, SourceLink's national network spans all across the United States and is a recognized leader in helping communities of interest build on their unique social and nonprofit infrastructures to advance collective impact in industries spanning from entrepreneurship, healthcare, affordable housing, to experiential learning.

More information available at <http://www.joinsourcelink.com>.

Appendices

I – Feedback Meeting Agenda

II – Feedback Meeting Individual Responses

III – KC Experiential Learning Taxonomy

IV – Identified Experiential Learning Assets

Appendix I - Feedback Meeting Agenda



Resource Partner Meeting Agenda (INTERNAL NOT TO SHARE)

Kauffman Foundation Labs
April 29, 2018
2:30pm-4:30pm

Working Staff Agenda

Set up: Tables in rounds (if possible), Internet connection, speakers, flipcharts/whiteboard; run copies of questions, list of RPs, RP survey, Fact sheet, Name Tags

2:15 – 2:30 Networking (collect business cards)

2:30 – 2:40 Welcome overview and purpose

2:40 – 3:10 Introduction of partners

- Who are you and what organization are you with?

3:10 – 4:10 Group discussion

- What makes our experiential learning network unique? [half sheet]
- What are the strengths of our experiential learning network? [half sheet]
- What are the challenges to getting connected to experiential learning opportunities that students face? [half sheet]
- What are the challenges that you as an organization face with experiential learning? [half sheet]

4:10 – 4:20 What is SourceLink?

- What SourceLink does and why it's important
- Benefits to the partners
- Example Resource Navigator®

4:20 – 4:30 Next steps

- Who are we missing? [list of RPs worksheet]
- How can you get involved? [Fact sheet with survey link]

4:30 Closing Remarks

Appendix II - Feedback Meeting Individual Responses¹

What are the strengths of experiential learning in Kansas City?

Collaborative Culture and Buy In

- People care
- School districts and non-school partners buy in
- Student engagement is high
- 20 year history
- Partnerships
- Authentic
- Nearly all workforce sectors represented for high wage, high-demand areas in KC
- KC regional footprint (31 high schools)
- Ability to engage in real world job experiences
- Lots of ideas exist on how to best provide resources
- Partnerships – willingness to provide opportunities
- Non profits
- Praxis (job website)
- Northland: There are many opportunities between the various multi-district collaboratives and integrated districts
- Cooperation across ecosystem
- Post-secondary collaboration
- Lots of small business partnerships

- Collaboration across partners, but too many intermediaries – it feels like they are all trying to do the same thing
- Lots of partner interest
- Widespread recognition of its importance
- Welcoming community focused on giving back to education / partnerships with education
- Early adopters/champions to learn from
- Flexible policy to adapt
- Student engagement
- Schools are collaborative
- Ambition
- Optimism
- A community that understands the needs
- Committed partners, in school/OOS
- Funders are slowly adopting/supporting 21st century education
- Robust support network
- Lots of people working on it

Many Diverse Resources/Opportunities/Programs/Students

- Lots of providers
- Regional (diversity) ecosystem
- Increasing number of opportunities
- Diverse sector interest

¹ Definitions of acronyms:

CAPS – Center for Advanced Professional Studies

CTE – Career Technical Education

DESE – Missouri Department of Elementary and Secondary Education

EL – Experiential Learning

IRC – Industry Recognized Credential

OOS – Out of School

NEPRIS – PREP-KC The Connector (Nepri is the technology vendor)

PBL – Project Based Learning

PD – Professional Development

PLE – Project Learning Experience

PLTW – Project Lead the Way

Sp. Ed. – Special Education

- Robust variety
- (check Praxis website that crowd sources jobs)
- Many diverse industries want to be/are involved in education
- Diverse student populations lend themselves to richer experiences
- Substantial, long-term experiences (i.e. unpaid internships, shadowing)
- Variety
- Business and educational partners in KC – 300+
- Each building K-12 conducts a career fair, career day
- High schools provide internships with work programs
- IRC are offered to many CTE Students – each student gets the opportunity to explore, all students must perform community service – many get exposure this way
- There are a plethora of opportunities in the KC metro
- Strong ecosystem with lots of providers
- Increasing number of credentialed experiences
- Great boutique experience in suburbs – LEAD Information, CAPS, Northland CAPS, Epic, Liberty Academy, Basehor (KS)
- Project work (engineering senior design)– more general experience in engineering, interact with professionals remotely
- Career fairs – tailored presentation to specific engineering community
- Diverse perspective
- Variety and number of students throughout metro region
- Several programs are offered and increasing possibility of collaboration
- Many options for students

Demand for Experiential Learning

- Schools are trying to figure out how to make it work for their students

- Students are hungry for the relevant work experience
- Willingness to do something
- Want to do what is in the best interest of students
- Willingness to have students job shadow (businesses)
- Business community engaged
- Student interest – school districts
- Desire to do something
- Committed intermediaries
- Some parents can speak for value
- Nonprofits also willing
- Student engagement
- Industry partners see the need of providing experiential learning to their future workforce
- Large number of both small and large firms willing to support and host students
- Good momentum, lots of discussions
- Growing!
- Desire to expand and grow systematically
- Desire to achieve greater way of life (increase income and skills)
- Real focus on fixing education of students, parents, teachers of importance of PLEs (internships/apprenticeships)
- More schools starting to understand the value of these programs

Value to Students

- Real application of knowledge and skills
- Help students with goal setting
- Help students with future planning
- Gives students the ability to see
- Can help struggling youth and young adults see their fit in the “big world” beyond high school and middle school social circles, online drama, etc. – help self-esteem and image short and long term.
- Career exposure and resume building experience

- Student awareness and their employment options
- Students get to experience a job place.
- Students can see the value of their classes
- College/career readiness
- Interactive/engaging
- Skills specific to interest
- A variety of scaffold experiences
- Scaffold experiences
- Variety of experiences
- Professional development
- Internships offer great insight into future work opportunities
- Variety of skills introduced
- Ongoing industry connection
- Real world experience
- Exposure to professional environments
- Diversity of experience
- Relationship building

STEM Network / Best Practice Models

- STEM – could we grow entrepreneurship the same way?
- STEM, especially KC STEM Alliance
- The KC STEM Alliance’s ecosystem and its interconnected resources
- STEM ecosystem infrastructure and relationships
- Hire KC Youth is building an interesting model
- 52 CAPS models across the US & Asia – 1/3 in Blue Valley
- There are ELearning systems that are connected to the business ecosystems

helping students identify their interests and explore

- The EL opportunities help student better prepare for IRCs
- Portion of parents who have students at NCAPS/Career Centers
- Scouts provide many opportunities to engage in experiential learning – merit badges, camping, explorers
- Leadership opportunities (scouts lead their units)

Accessibility of Programs

- Free
- Open to all ages
- Great for beginners
- Flexible programs offered
- Flexible programs

Teachers from Industry

- Teachers come from the industry and can provide realistic experiential learning opportunities for their students
- Teachers from industry help with quality

Other

- Preparing future workforce
- Funding +
- Our strengths within our org/dept. is to be the connector of youth and families with resources through training
- Northwestern University

What are the challenges that students face when trying to get connected with experiential learning opportunities?

Access (transportation, funds, time, space, and prerequisites)

- Transportation (17x)
- Cost (4x)
- Funding (2x)
- Age limits (2x)
- Some schools have had transportation issues that may limit access to opportunities
- Place-based/deserts exist
- Access and safety
- Prerequisite skills
- Limited by location
- Funding – not all of our opportunities are free
- Finances
- Accessibility - \$, transportation
- Fitting it into the coursework and other responsibilities
- Limited time after school
- Car/transportation to and from
- Can they go during school hours?
- \$ - I want to attend, but I don't have the funds to attend, transportation to get there, or the resources to have access to continue the training/practice after the event.
- Schedules (business/edu)
- Limited by location
- Transportation – after school
- Time – works for them, available when they are – transportation
- Lack of opportunity and time to connect
- Time
- Inequities exist by geography
- Access, structure to support race and equity
- time out of the classroom
- Red tape on getting out of class
- Lack of funding; students can't get to programs
- US citizens only

- Transportation to/from meetings, employers
- Income & access to capital
- Demographics – many fall outside of the “able to serve” demographic – program restrictions
- Takes more time (field trips, CS fairs)
- Other after school activities conflict/compete for time
- Will I feel welcome
- Education system that has barriers to student participation
- Systemic racism – conscious and unconscious
- Systemic racism and redlining – access/transportation
- Opportunities are not equitably distributed
- Lots of other extra-curricular activities
- Need a paid job, so this gets on the back burner
- Mainly high school focus
- Not all students get engaged
- Equity issues
- Non-traditional type of learning
- Competing interests for student time
- Statewide connections to opportunities

Limited Meaningful Opportunities / High Competition

- Competition – application-based experiences are competitive/selective
- Limited numbers for internships
- Lack of opportunities
- Not enough opportunities if everyone wants to participate
- Scale
- Scalability
- Too many/saturation of experiences
- Limited number of seats
- Not enough spots available for those interested to attend.

Awareness/Knowledge/Navigation

- Awareness and access
- Before any of the above – students need access and exposure to spark the desire to seek it out
- Fragmented opportunities
- Awareness of opportunity
- Connections/networks
- Lack of awareness
- Students being able to clearly and successfully navigate the best opportunities for themselves.
- Awareness
- Knowing how to navigate where
- Lack of background knowledge
- Knowing what’s available
- Understanding – why experiential learning is important
- Which one is going to give me the best result/career/income
- Too many options
- Where to start – research on skills and match to interests
- Confusion for the number of them and trying to select the right one
- Knowledge of why they should
- Where to find opportunities (network)
- Lack of context for how it fits in the bigger learning/school picture
- Lack of pathway/direction to the experience and next steps after
- Lack of content/background knowledge to make most of the experience
- Disconnect: programs are available but how well are we sharing these opportunities with the students
- Education of students, parents, teachers of importance of PLEs (Partnerships/apprenticeships)
- Largely network based, relationships with schools, professors, robotics teams
- Awareness of opportunities
- Understanding of importance (parents)
- Lack of knowledge about existing programs

- Knowing what exists
- Awareness of opportunities
- There are so many providers, not communicating well
- Education – lack of experience to an “environment of learning”
- Exposure to opportunities for all
- Too many intermediaries – it feels like they are all trying to do the same thing

System / Network Challenges (shared understanding)

- Engaging local community on what opportunities are available
- Scheduling – we have limited staff time/many responsibilities
- Time out of classrooms
- Hub – traffic control – alignment
- Division between districts/states making it difficult for someone offering regional options to be efficient
- Everyone agreeing on a common language, “taxonomy” then making those actionable
- Communication, promotion and PR
- Limited resources
- Shifting the focus – shifting system/current constraints and connections
- What we are measuring, assessing rewarding
- Acceptance by classroom and building leadership
- Fit with curriculum requirements
- Definition of experience
- Lack of quality metrics and business to education
- No follow-up, long-term learning
- Quality is not standard
- Value proposition to stakeholders – parents, students, teachers, principals, superintendents, (school districts) businesses, nonprofit orgs, etc.
- PBL does not equal tri-fold poster boards – meaningful experiential opportunities

- PBL = poster boards

Challenges with Parents/Teachers/Schools

- Teachers not being able to facilitate
- Administration – lack of vision
- Parents not prioritizing/preferring “college prep”
- Parents not being informed regarding inherent values of these programs
- Schools too busy teaching to standardized tests
- Schools preaching that all students must go to college
- Parents
- Acceptance and legitimacy – parents and other classroom teachers, students listen to them – what are they promoting?

Collaboration Mindset

- Scarcity mindset (2x)
- Siloes
- Lack of connection between schools, programs, donors
- Engagement is transactional and non-systemic
- Awareness that opportunities exist – scarcity mindset amongst organizations

- Finding school buy in
- Lots of talk with no action, confusing path
- Sell the win-win

Challenges with or to Industry

- Employers who will open their door
- Insurance for the employer
- Quality of business partners

Other

- EL can have the misconception of non-academic learning
- Tied to the curriculum/classroom to help students connect the dots
- Wifi connectivity
- Devices at home (laptops, not Chromebook)
- Still not a large percentage engaged
- Not confident enough to reach out
- Academic or non-academic
- Logistics/accountability
- Supervision
- Adults who want students to stay in a traditional setting
- Not registered with our organization
- Cool factor/friends

What are some ideas for how we could better scale access to experiential learning?

More Coordination, Systems-Approach, Shared Understanding for Stakeholders

- Map opportunities within reasonable ecosystems
- Collaboration across institutions
- Partnerships to increase capacity – perhaps two or more organizations/businesses together can reach each individually
- Better coordination/ collaboration
- Collaborate with resources/space
- Accessing parent networks for industry professionals
- Collaborate to strengths
- Organize and align – interest, geography, business/employer
- Continued growth of business partnerships
- Cross-sector learning networks
- Collaborate with companies that are strong where you are weak
- More partner collaboration b/q NPOs and districts
- Coordination of efforts to better utilize the limited resources of time
- Pool resources and share
- Streamlined hub to identify partners without overwhelming potential partners
- Set community expectation – whole of system approach – work towards full-scale inclusion, multiple opportunities
- Civic alignment with industry
- Experiential Learning point person
- Herd all the cats and centralize as much as possible
- Look around your community for undiscovered opportunities – grocery store, farm, HVAC company
- Dedicate time and guidance for districts to work together
- Core training on each item in the taxonomy – each item should have

standardized best practices that all stakeholder agree to.

- Utilize the contacts and knowledge that chambers of commerce have at their fingertips
- Accessibility/equitable opportunities – what other audiences could be reaching
- Identify obstacles to those opportunities
- Tackle obstacles
- Common language
- Determine needs of business (MAGNA [sic], LPS [sic]) – Sp. Ed. Students

Improved Outreach, Marketing and Engagement (Especially with Parents)

- Engage parents, teachers and students in those opportunities
- Provide more information to students to help them choose opportunities
- Communication/PR with all stakeholders
- Marketing opportunities so they don't cannibalize each other
- Storytelling that's more reflective of real people
- Communicate to employers, parent, teachers, leaders, etc.
- Develop student awareness in the classroom, then extend that awareness from school to work
- Clear value proposition for employer
- Develop more parent interaction
- Parent development
- Increase visibility for client projects/Pool of community projects
- Parent involvement

Align or Change Curriculum

- Rethink the idea of "seat time" in awarding credit
- Make it a requirement for 'advanced' graduation

- Redefine graduation requirements (2x)
- Align all aspects of curriculum
- Co-permission to deviate from curriculum
- Change common core
- Experiential learning embedded in core curriculum – virtual platforms
- Enhancing curricula to meet standards, not taking away
- Build it into school curriculum/field trips
- Experiential learning could be framed as a co-curriculum in the same way as participating with the soccer/basketball/track, etc. team or debate/chess/model UN/ theater/etc. team
- Standard taxonomy and developmentally sequenced milestones
- In school
- Work EL in to curriculum as requirements
- Fundamentally part of school day
- Scaffolding experiences
- Integrated core-course learning
- Embedding core course objectives into PLEs
- Short-term PLEs within coursework
- Integrated core course learning
- Align K-12 and all post-secondary curriculum
- Summer school is fading away; offer summer programs

Teacher Education / Professional Development

- Help teachers understand how to facilitate inside and outside of the classroom
- Professional development
- Educate teachers
- Supports for both sides – students, teacher, employers
- Teacher PD/Empower education workforce – teachers, admin, school boards, counselors
- Teacher prep programs

- Fundamental in classroom pedagogy – shift to more problems based learning and design thinking - NEPRIS
- Train the trainer – week – paid summer experience
- Empower the teachers
- Mentors between experienced and new for businesses, districts, educators, etc. Funders
- Trained volunteers and professionals
- Emphasizing volunteerism/community outreach to incoming staff

Address Transportation Barriers

- Transportation (2x)
- Provide transportation – seek funding
- Strategic with transportation
- More intentional of transportation barriers

Increase Early Childhood Opportunities

- CTE tours 4th grade – “future”
- Elementary – provide classroom opportunities based on curriculum PLTW
- Earlier vocational education tracks
- Career center/NCAPS to younger level
- Providing more opportunities for early childhood education/elementary education

Funding

- Funding
- Regional funding for federation
- Funding for collaboration. Some organizations capacity based on very limited resources
- Funder alignment
- Incentivizing participation in these programs so that districts want to offer them and make the time available
- Cultural shift/incentives to employers and educators

Specific Programs, Initiative Ideas, Feedback, Other

- Provide a class to sign-up for internships DESE
- More home schooling
- Have adjunct professor at 1 degree and 2 degree schools
- Combo days – CEA [sic] Day, Senior Showcase
- Connector NEPRIS
- 2-yr program – Junior/ Senior
- New facility
- Change NCAA and NAIA requirements
- Include financial literacy and education concepts
- Boot camps / last mile programs/ summer opportunities
- Create new role to complement counselors
- Chambers of Commerce
- Student centered data systems that connect providers
- Student need a well-rounded pool of exposures
- Iowa's Governor STEM Advisory Council
- Removing some barriers
- Support by superintendents and state department of education
- Social component? Addressing the issues and the value of improving
- Focus on equity – multiple solution

What gaps are you aware of in the experiential learning opportunities that exist today?

Lack of Coordination and Awareness

- Communication between the industry and schools/students
- Fragmented industry – not all on the same page
- Following an experience – someone to help student reflect
- Schema for students and parents across varied backgrounds
- Crosswalk of standards
- At what point are the parents made aware of these opportunities
- Lack of awareness within the ecosystem
- Adult awareness and encouragement
- Alignment of credentialing opportunities with the more involved experiences
- Curriculum alignment/fit
- Internships are hard to find
- Experiences are challenging to find and organize
- Still in siloes
- Lack of focus
- Disconnects within sectors of the community
- Who else needs to be involved – higher ed, governing boards
- Not everyone is doing the same thing
- It should be happening in every class at some level

Inequalities with Access and Opportunity

- Opportunities for “middle” students
- Lower funding/lower achieving kids – don’t get as many opportunities
- Underserved communities don’t get served
- Equitable access
- Reach every student across all academic and CTE areas
- Equity
- Learning equity gaps – KC Literacy Project
- Accessibility for urban/suburban/rural
- Are there enough people of color for kids to look up to
- All students
- Access and equality
- Transportation issues – equity

Lack of Time, Money, Experiential Learning Opportunities and Talent

- Time
- Time and money
- Funding for smaller organization to collaborate
- Mentors and project advisors
- Grant writing support
- Technology
- Bring programs to schools
- Not enough counselors to work with students
- Attracting best and brightest teachers and the ability to pay them
- Lack of mentors
- Engage & Immerse internships – client projects
- Careers in the community
- Jump from Explore to Immersive

Culture/Mindset (Must be Beyond STEM)

- Value proposition
- Policy allowance or the lack thereof is huge
- People who don't care
- Mindset of teachers, admin, parents, with comfort level with change and stuck in current model and expectation
- What about the arts? Can a student experience the process of writing and publishing a book, directing a film or play, organizing an exhibition and creating a cohesive album in an authentic way? These are critical for society as well. STEM alone shouldn't be force fed.
- Beyond STEM
- Fundamental shift in the school day
- First thought is usually STEM, but experiential learning is more all encompassing
- Risk aversion
- Invention/entrepreneurial mindset in K-8
- A lack of shared belief in the purpose of human being and human life
- Sacrifice of other learning for "experiential" opportunities
- Some schools/districts do not engage

Hunger for a Community of Best Practice

- Not enough: performance feedback /exhibition
- Depth and follow up on experiences
- How success is measured
- What are best practices
- Defining quality components of EL
- Sharing good examples so other can copy

Teacher Support

- Externships for teachers to learn about the experiential/career opportunities
- Teachers
- Teachers – changing workforce
- Teacher understanding
- Teacher externships during school year

Lack of Understanding Student Needs

- Focus on jobs fails to address personal development issues, like financial literacy, research, choices, consequence of choices
- Basic life skills, soft skills, professional skills – personal development over job search
- Alignment with prepared students
- Gauge students interests (non-school related programs)
- Enhancing curricula while not taking away testing, GPAs, attendance
- Interest driven
- Hardcore academic prep
- Learning through challenges – create student resiliency
- Do students understand the value proposition? Do we? From the perspective of a 16 year old?

Other

- Funding/transportation
- Design + Build
- Workforce ratios vs. enrollment ratios
- Select markets
- Skilled trades
- Biosciences access
- Parental involvement

Appendix III – KC Experiential Learning Taxonomy

Category: Explore

Career Fair or Presentation
Informational Interview
Job Shadow
Mentoring
Workplace Tour or Video

Category: Engage

Guest Instruction
Performance Feedback
Project Work
Simulation

Category: Immerse

Apprenticeship
Dual Credit Offering
Entrepreneurial Experience
Industry-Recognized Credentials
Internship
On-the-job Training
Teacher Externship

Category: Age Categories

2-5 years
6-12 years
13-15 years
16-18 years
18+ years

Category: Competency Skills

Growth Mindset
Curious & Flexible
Empowered Learner
Reflect & Adapt
Critically Think
Exhibit Discernment
Adaptive Problem-Solving
Make Reasoned Decisions
People- & Tech-Savvy
Value Differences
Communicate & Collaborate
Show Integrity
Be Accountable
Earn a Living
Find & Create Opportunities
Create Value for Others
Comfortable to Fail & Recover
Seek & Use Feedback
Manage Ambiguity
Be Courageous

Category: County

Cass, MO
Clay, MO
Jackson, MO
Johnson, KS
Leavenworth, KS
Miami, KS
Platte, MO
Ray, MO
Wyandotte, KS

Category: Students Served

Fewer than 50
51 to 99
100 to 999
1,000 to 4,999
5,000+

Category: Organization Type

Government
Non-profit / civic
Private

Category: School Affiliation

In School
Out of School

Category: Time Commitment

Small Commitment (Less than a day)
Medium Commitment (Few days up to a few weeks)
Significant Commitment (More than a month)
Part-Time
Full-Time

Category: Time of Year

Full Academic Year
Spring Academic Term
Fall Academic Term
Summer

Category: Traded Sectors

Advanced Manufacturing
Engineering, Architecture & Construction
Finance and Insurance
Information Technology
Life Sciences: Plant, Animal, & Human Health
Transportation & Warehousing

Category: School Category/District

Academie Lafayette (Charter)
Academy for Integrated Arts (Charter)
Allen Village Charter (Charter)
Alta Vista Charter Schools (Charter)
Archie R-V (Public)
Basehor-Linwood USD 458 (Public)
Belton 124 (Public)
Benjamin Banneker Charter Academy (Charter)
Blue Springs R-IV (Public)
Blue Valley School District (Public)
Bonner Springs School District (Public)
Brookside Charter School (Charter)
Center 58 (Public)
Crossroads Academy of Kansas City (Charter)
De Soto (Public)
DeLaSalle Charter School (Charter)
Della Lamb Elementary (Charter)
Drexel R-IV (Public)
Easton USD 449 (Public)
Ewing Marion Kauffman School (Charter)
Excelsior Springs 40 (Public)
Fort Osage R-I (Public)
Frontier School System (Charter)
Gardner Edgerton (Public)
Genesis School, Inc. (Charter)
Gordon Parks Elementary (Charter)
Grain Valley R-V (Public)
Grandview C-4 (Public)
Hardin-Central C-2 (Public)
Harrisonville R-Ix (Public)
Hickman Mills C-1 (Public)
Hogan Preparatory Academy (Charter)
Hope Leadership Academy (Charter)
Independence 30 (Public)
Kansas City 33 (Public)
Kansas City Kansas School District (Public)
Kearney R-I (Public)
KIPP Endeavor Academy (Charter)
Lansing School District (Public)
Lawson R-Xiv (Public)
Leavenworth School District (Public)
Lee A. Tolbert Community Academy (Charter)
Lee's Summit R-Vii (Public)
Liberty 53 (Public)
Lone Jack C-6 (Public)
Louisburg USD 416 (Public)
Midway R-I (Public)
North Kansas City 74 (Public)
North Platte Co. R-I (Public)
Oak Grove R-Vi (Public)
Olathe School District (Public)
Orrick R-Xi (Public)
Osawatomie USD 367 (Public)
Paola USD 368 (Public)
Park Hill (Public)
Pathway Academy (Charter)
Piper School District (Public)
Platte Co. R-III (Public)
Pleasant Hill R-Iii (Public)
Raymore-Peculiar R-Ii (Public)
Raytown C-2 (Public)
Richmond R-Xvi (Public)
Scuola Vita Nuova (Charter)
Shawnee Mission School District (Public)
Sherwood Cass R-Viii (Public)
Smithville R-Ii (Public)
Spring Hill School District (Public)
Tonganoxie USD 464 (Public)
Turner School District (Public)
University Academy (Charter)
West Platte Co. R-Ii (Public)
Other Private

Appendix VI – Identified Experiential Learning Assets

20/20 Leadership - University of Central Missouri*	City of Gardner, Kansas	Federal Reserve Bank of Kansas City*
AdvancED Midwest STEM	City of Gladstone, Missouri	FIRST-Kansas City*
American Institute of Architects- Kansas City	City of Grandview, Missouri	Full Employment Council-KC
American Royal Association*	City of Harrisonville, Missouri	Gardner Edgerton Schools
Anita Gorman Center - Missouri Department of Conservation*	City of Kansas City, Missouri	Garmin International*
ArtsTech	City of Lansing, Kansas	Girl Scouts of NE Kansas & NW Missouri*
aSTEAM Village	City of Leavenworth, Kansas	Goodwill Mokaan*
BioNexus - KC	City of Liberty, Missouri	Gould Evans*
Black & Veatch	City of Merriam, Kansas	Grain Valley Partnership
Black Family Technology Awareness Association	City of North Kansas City, Missouri	Grandview Area Chamber/EDC
Bloch Family Foundation	City of Prairie Village	Greater Kansas City Foreign Trade Zone, Inc.
Blue Springs Economic Development Council	City of Raymore, Missouri	Green Works KC*
Blue Valley Academy	City of Riverside, Missouri	Hall Family Foundation
Blue Valley School*	City of Spring Hill, Kansas	Hammerspace*
Blue Valley Schools - CAPS*	City of Tonganoxie, Kansas	Heart of America Council, Boy Scouts of America*
Blue Valley Schools - CTE	Clay County Economic Development Council	Herndon Career Center
BNSF Railway Company	Code Ninjas	Hickman Mills Schools
BOTS KC*	Connecting For Good*	Hillcrest STEAM Academy
Boys and Girls Club of Kansas City	Cosmosphere	Hillyard Technical Center-St. Joseph
Boys Grow	Cultivate KC	Hire KC*
Bricks 4 Kidz*	De Soto Economic Development Council	Hispanic Chamber of Commerce of Greater Kansas City
Burns & McDonnell	Deanna Rose Farmstead	Hispanic Economic Development Corporation
Camp Invention/Inventors Hall of Fame*	DeBruce Foundation	IEEE-KC
CAPS Network*	Destination Imagination	iFly
Cass Career Center	digiStory KC	Independence Economic Development
Cass County Corporation for Economic Development	Downtown Council	Independence Schools*
CenturyLink	DreamsKC	Infinite 8 Aeronautics
Cerner Corporation*	Economic Development Corporation of Kansas City, Missouri	Jackson County, Missouri
City of Atchison/Atchison County, Kansas	Economic Development Corporation of Kansas City	Jewell Summit Leadership Academy*
City of Belton, Missouri	ElevateEdgerton!	Johnson County Airport Commission
City of Blue Springs, Missouri	Engineering for Kids franchise	Johnson County Community College
City of De Soto, Kansas	Everfi	Johnson County Library/MakerSpace*
City of Excelsior Springs, Missouri	Excelsior Springs Career Center	
	Excelsior Springs Economic Development	
	Excelsior Springs Job Corps	
	Exploring Roots	

Junior Achievement	KC Digital Drive*	Missouri Afterschool Network
Kansas City Area Development Council	KC Social Innovation Center	Missouri Career Center
Kansas City Area Education Research Consortium NO	KC Startup Foundation*	Missouri Department of Economic Development
Kansas City Area Transportation Authority	KC STEM Alliance*	Missouri Innovation Campus Program*
Kansas City Aviation Department	KC Tech Council	Missouri Mathematics and Science Coalition (Missouri Chamber)
Kansas City Board of Public Utilities	KC Water	Missouri Partnership
Kansas City Community Gardens	KC Young Audiences*	MSG Consulting LLC
Kansas City Kansas Chamber of Commerce	KC Power & Light	Museum at Prairiefire*
Kansas City Kansas Public Schools*	Kearney Area Development Council	National Institute for Construction Excellence*
Kansas City Kansas Public Schools-Alternative Education Pathways	Kearney School District*	NKC Schools - Project Lead the Way
Kansas City Missouri Office of the Mayor	Lansing Economic Development	Norfolk Southern Corporation
Kansas City Missouri Public Schools*	Lawrence Chamber of Commerce	North Kansas City Business Council
Kansas City Power & Light	Learn Science and Math Club	North Kansas City Schools*
Kansas City Public Library – KDML*	Leavenworth County Development Corporation	Northland CAPS*
Kansas City Public Library – Tech Access*	Leawood Chamber & Economic Development Council	Northland Career Center
Kansas City Public Schools - Tech Access	Lee's Summit Economic Development Council	Northland Chamber
Kansas City Southern	Lee's Summit R7 Schools*	Off Kilta Matilda
Kansas City Women in Technology-Laura	LEGO Education	Olathe Advanced Technical Center
Kansas City Zoo*	LEGOLAND® Discovery Center*	Olathe Chamber of Commerce*
Kansas Department of Commerce	Lenexa Chamber of Commerce	Olathe Public Library
Kansas Department of Health and Environment	Lenexa Economic Development Council	Olathe Public Schools*
Kansas Enrichment Network	Liberty Economic Development Corporation	OP Arboretum
Kansas Gas Service	Liberty Public Schools*	Operation Breakthrough*
Kansas Starbase*	Local Investment Commission (LINC)	Overland Park Chamber of Commerce
Kansas State University	Linda Hall Library	Paola High School*
Kansas City Area Development Council	Little Medical School Kansas City*	Paradise Park
Kauffman Foundation	Mad Science	Parkville Economic Development Council
	Marble Keeper	Pennez
	Mid-America Regional Council (MARC)*	Platte Co. Resource Center-Mid-Continent Public Library
	Mentor Makers - KC STEM Alliance*	
	Miami County Kansas Economic Development	
	Mid-Continent Public Library	
	MINDDRIVE*	

Platte County Economic Development Council*
 Plattsburg Chamber of Commerce
 Play-Well TEKologies
 Port KC
 Powell Gardens
 PREP-KC*
 Project Central
 Project Lead The Way - STEM Alliance*
 Project UK Kansas City
 Rockhurst High School*
 Science City at Union Station Kansas City*
 Science Stars
 SEA LIFE Kansas City Aquarium*
 Seeing Yourself in Science (Resiliency at Work 2.0)
 Cum Laude Educational Consultants LLC
 Shawnee Chamber of Commerce
 Shawnee Mission Public Schools-Career Education
 Campuses*
 Shawnee Mission Public Schools-Project Lead the
 Way*
 Shawnee Mission Schools
 SITE KC
 Social Impact Technology & Engineering (SITE)*
 Society of Women Engineers
 Southland CAPS
 Southwest Johnson County Economic Development
 Corporation
 Spire, Inc.
 STEAM Studio*
 Summit Technology Academy
 Summit Technology Academy*

Sustainable Futures
 TEALS Program*
 Tech Stars
 The Career & Technology Center at Fort Osage*
 The Perry Initiative - KC STEM Alliance*
 The Tellus Group
 The Urban Farming Guys
 Tower Garden
 Troost Market Collective
 Tucker Leadership Lab*
 Uncover KC*
 Union Pacific Railroad
 University Innovation Fellows (National Org)
 University of Central Missouri*
 University of Kansas Center for STEM Learning
 Urban League of Greater Kansas City*
 Urban TEC
 Warrensburg Schools
 WEB DuBois Learning Center Youth Services
 West Central Missouri Area Health Education
 Center*
 Westar Energy, Inc.
 WGU Missouri*
 Wildwood Center
 William Jewell College - Pryor Leadership
 Women in Transportation
 Wonderscope
 Workforce Partnership*
 Wyandotte Economic Development Council
 YMCA, Young Achievers
 Youth Build KCK

** Denotes the asset was a survey respondent.*

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