



# PROJECT MANAGEMENT PROVIDES COLLEGE & CAREER READINESS STRATEGIES

Clelia McCrory – ESSDACK, Kansas

Todd Vogts – Sterling USD376

Kristy Nyp – Manhattan USD383

# Agenda

- Overview of PMI & The PMI Educational Foundation (PMIEF)
- Why PM in K-12 Education?
- Kansas Initiative to Implement a State-wide Project Management Program
- Example of an Integrated PM/English Lit Course
- PMIEF No Cost Classroom Resources





## Relevant to All K-12 Stakeholders

- **Students** – Life, Learning & Professional Skills
- **Teachers** – Professional Skills
- **Education Administrators** – Project, Program, and Portfolio Management Skills



# Why Project Management for Students

- Employers Value PM
- Practical Life Skill
- Universal Business Skill
- Learning Skill



# Employers Value Project Management

32.6 million employees with project management skills will be needed in 2016.”

– *Anderson Economic Group*

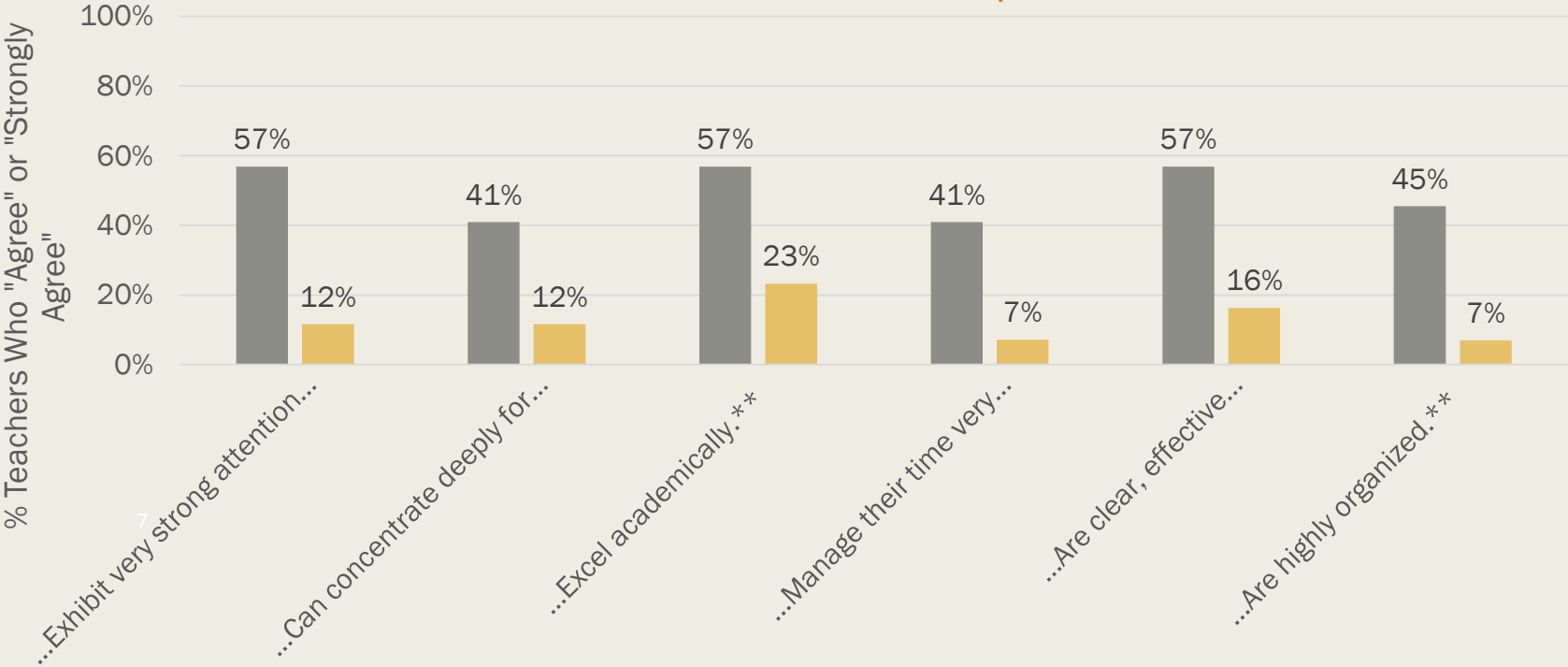
“95% of executives identified project management as “the single most important skill for their current and future success.”

– *Economist Intelligence Unit*

“The average posted salary for project managers is 21% higher than for all job postings nationwide.”

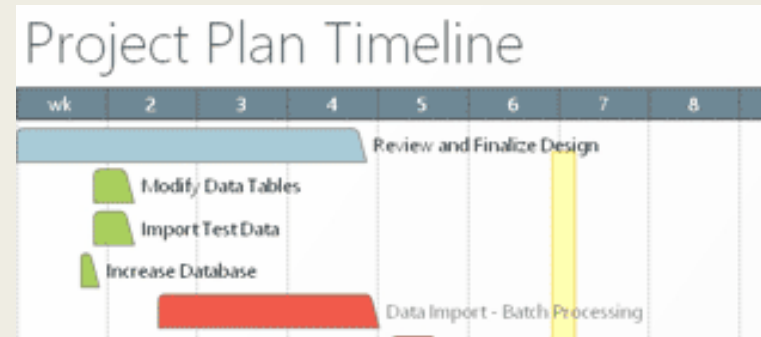
– *Indeed.com*

# Teacher's View – Student Impact



## Would it be helpful if your students' learning projects included:

- A Team Agreement with roles and responsibilities
- A Project Plan that included deadlines & milestones
- A Communication Plan that includes all participants
- A Project Plan that includes student Learning Outcomes
- Proven methods to Monitor, Control and Adjust project schedules





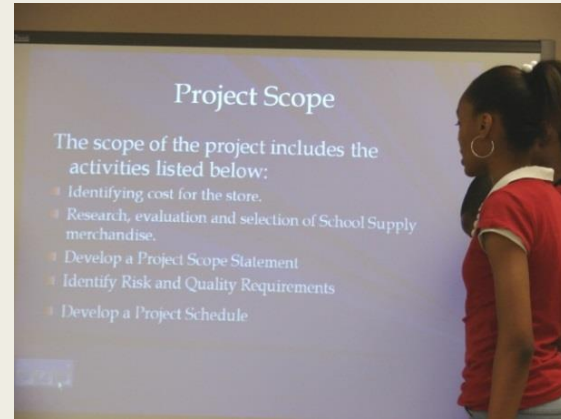


&



## PBL Benefits from PM Tools and Techniques

By using Project Management tools and techniques, a framework for successful and manageable PBL/PM competitive projects is established



# The Project Cycle

- Initiate (Define)
- Plan (Plan)
- Execute (Do)
- Close (Review)
- Monitor & Control



## Project Management Program Vision for Kansas

- Create a state-wide program to help build college and career ready students through the integration of project management with a core class along with an emphasis on the following skills:
  - *Time management*
  - *Planning*
  - *Organization*
- *Generate a program that could serve as a model for other states to adopt*
- *Build a robust and sustainable program*



## Partnering with the PMI Educational Foundation

Based on the understanding that integrating project management into Kansas programs would require teacher training in PM and classroom content, ESSDACK partnered with the PMIEF to do the following:

- Provide teacher training
- Build a cadre of trainers
- Access no cost PMEF curricula



## Blending Core Academic Programs with CTE

Clelia McCrory at ESSDACK worked with Kansas State Department of Education to make “simultaneous blended courses” possible. This made the blending of a core academic class with a CTE course possible with the student getting credit for both!



## Building a Prototype Delivery Plan Doable in All Schools

At the same time, Clelia and Sterling teacher Todd Vogts worked together to develop a prototype delivery plan showing how English 11 and Project Management CTE course could be taught together effectively. This carefully-delineated plan helped make Project Management doable in all schools! Project Management is listed as an application level CTE course for 13 different Kansas CTE pathways!



## Aligning Classroom Learning to Industry Practices

- Researched project management practices in industry to assure PM content taught in the classroom would be applicable in industry
- Mapping back to the goal of building college and career ready students





## Navigating the Myriad of Policy and Regulations

- To combine CTE and core content while providing students credit for both, it was imperative that the curricula had to meet multiple state standard and regulations
- Once the process was completed the mapping can be re-used and applied to other core content classes



## Building College and Career Readiness

“College and Career Readiness” includes time management and project planning components. Project Management provides a way to teach both of these components of College and Career Readiness while reaching all students in high schools when using Todd’s blended plan!



## Going Forward – The Plans to Expand the Program

- Continue to train more teachers
- Integrate PM content into other subjects and programs
- Encourage teachers to take advantage of PMIEF badging for students and to obtain PMIEF teacher badging/micro-certification



## Sterling Teacher that Helped Build the English/PM Curricula

Teacher Practitioner Todd Vogts from Sterling High School in Sterling, KS, where he teaches journalism, technology and English.

The following slides contain information about the rational, program and examples of his students' work:



## The Value of Learning PM by Todd

- In college you will have to balance many different responsibilities at the same time. This class will teach you how.
- As part of any potential career, you will be assigned concurrent tasks, all of which will be important, and you will need to complete them all at specific deadlines. This class will teach you how.
- Your skills in time management and organization will increase. You can apply that to all aspects of life.
- It's fun. Seriously. You are going to get to do different projects that will allow you to show off your skills and creativity.



# Standards Are Built into the Curricula

## Overview & Alignment with Standards

The projects written for this class were designed to specifically meet the standards outlined within the Project Management and Resource Scheduling profile sheet, which is part of several pathways. It should be understood that most of these projects would touch upon nearly all of the standards. The variable is to what degree the project addresses the standard. The purpose of this initiative is to develop student projects that address the standards.

### *English III American Literature Common Core Standard Alignment*

#### Independent Reading Projects

RL.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.



**Project Management and  
Resource Scheduling  
&  
English III  
American Literature**

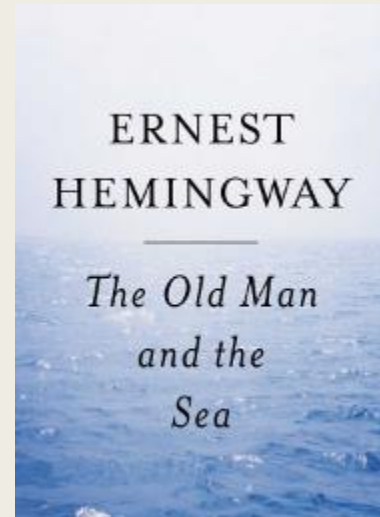


## No Cost PM Tools Used by in the Class

- Trello – used to track and organize projects
- Gantt Chart – used to track project process and chart timelines
- There are many additional no cost resources available to help management projects
- PMIEF provides no cost classroom curricula



Podcast over “The Old Man and the Sea”





## Class Project

### Timeline of Events for “In Cold Blood”



## Main Event #1- 4 Clutters Killed

November 15, 1959, 4 members of the Clutter family were brutally murdered. Susan Kidwell, a good friend of the Clutter's, discovers the bodies the next morning. They are all four in different rooms and they all have a bullet wound through their skull. The police show up and make Bobby Rupp a suspect until he passes a lie detector test.



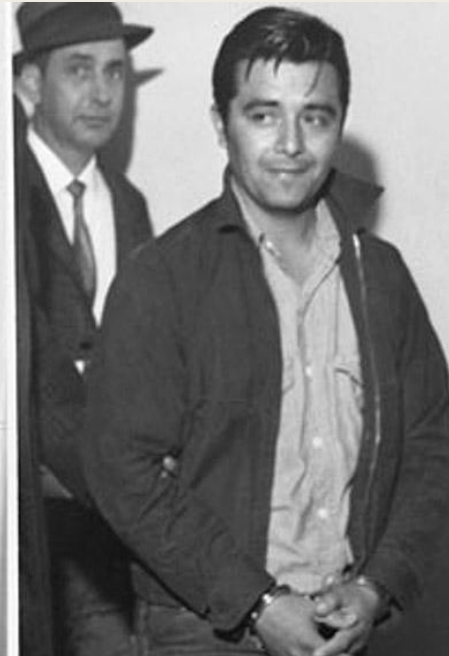
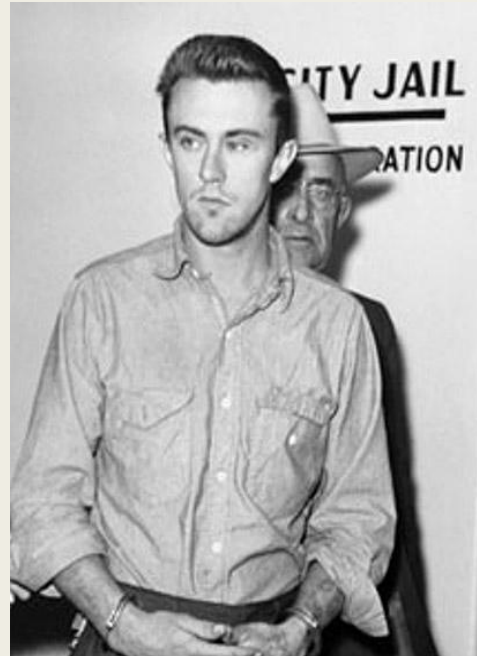
## Main Event #2- Clutter Funeral

The Clutter family funeral is held in Garden City. Over 100 people attend this funeral. It just shows how many people had been affected by this terrible event.



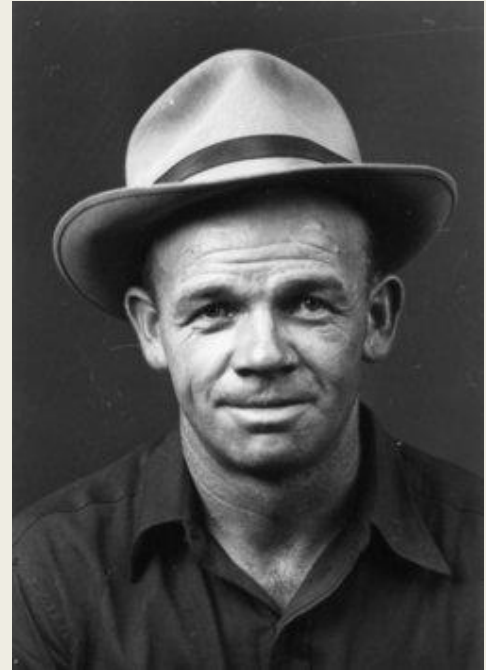
## Main Event #3-Dick, Perry on the Move

Dick and Perry, the murderers, pass some hot checks in Kansas before fleeing to Mexico. Perry always wanted to go to Mexico to look for sunken treasure. While they are there, there are no leads back in Kansas. Detective Dewey has hit multiple dead ends. Dick and Perry run out of money in Mexico and begin to head back to the States.



## Main Event #4- Floyd Wells comes in Clutch

The investigation has gotten nowhere and doesn't seem like it's going to. One man though in prison in Lansing, Kansas hears of the murder case. His name is Floyd Wells and he knows exactly who did it. He finally decides to confess to authorities all the details he knows. So Detective Dewey begins the manhunt. At this time Dick and Perry are hitchhiking in the American Desert. They to steal a car and fail. They have no idea what's coming.



## Main Event #5- Dick and Perry Still Moving



Dick and Perry now successfully steal a car and head east. They stop in Kansas City and pass more hot checks and head all the way to Florida after that. They take up residence in Miami. For some reason they head back to Las Vegas after that and a policewoman recognizes their license plate. Their luck has run out.

## Main Event #6- In Custody

Dick and Perry are captured and taken into custody. They are intensely questioned and they both confess to the murders of the Clutter's.



## Main Event #7- The Murder Story

Dick tells a story where he completely sells Perry out for all the murders so then Perry tells the real story. He said they knew that the Clutter's had lots of money, so that was their motive. Once they discovered that there was no safe and they had no idea where the money was they had to destroy the witnesses. They got roughly \$50 and they ended up brutally killing all 4 members. Perry killed them all, because Dick was too scared. Dick picked up everything and made sure there was no evidence.



## Main Event #8- The Trial

Perry confesses everything and Dick still try's to hide. Perry tells them that he killed everyone after they realized there was no money. Dick wanted to rape Nancy, but Perry won't let him. They left Kansas after the murders and drove around all over.



## Main Event #9- The Verdict

Dick and Perry were both guilty. They were sentenced to death for their actions. They waited in Leavenworth on death row for 5 years before their time came.



## Main Event #10- The Hanging

While in Jail the two guilty parties were a lot different. Perry tries to starve himself while Dick writes letters to various appeals organization. They are kept company by various appalling criminals. When death comes, Dick is awkward and Perry is remorseful.

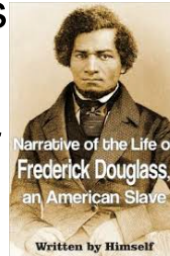




## ABC Book

# N

Narrative of the life of Frederick Douglass--  
This Narrative basically goes over the life of Frederick Douglass. Realism expresses the events of everyday life, this is a great example of realism writing.



# O

Owl Creek Bridge--  
This short story was written by Ambrose Bierce. It describes the thoughts of a southern man as he is about to be hung for crimes against the Union. There is no hero to the story, just events.



# Character Resume

## Pennywise

### The Dancing Clown

BORN- Arrived to Earth as a form of an asteroid during prehistoric times.

ADDRESS- Sewers of Derry, Maine



### SKILLS

- Can sleep for three decades at a time.
- Feed off of innocent children.
- Transform into victims most terrifying phobias.
- Can possess others minds.

### EXPERIENCE

#### Coming Alive - to scare and prey

- 1715-1716: It awoke
- 1740-1743: It awoke and killed 300 settlers.
- 1769-1770: It awoke.
- 1850: It awoke and makes a man poison his own family and then commit suicide.
- 1876-1879: It awoke and went back to hibernation when a group of dead woodcutters appear nearby the Kenduskeag river.
- 1904-1906: It awoke and possessed a woodcutter to kill some men with his axe into a bar, and then goes back to hibernation after making the Kitchener Foundry explodes, causing the deaths of 240, 200 of them being children who were searching for Easter eggs.
- 1924-1930: It awoke when a gang of mobsters are shot to death by some Derry residents, and goes to sleep when some Ku Klux Klan set fire to an African-American night club.
- 1984-1985: It awoke when a group of bullies violently attack a homosexual couple: Adrian Mellon and Don Haggerty, causing the death of Mellon, and soon after It feeds on him. After a series of murders, the Losers, now as adults, return to Derry and finally kill It. While doing so, the whole city of Derry is severely damaged by a huge storm, signifying It's definite death.

### AWARDS

The novel won the British Fantasy Award in 1987, and received nominations for the Locus and World Fantasy Awards that same year. Publishers Weekly listed it as the best-selling book in the United States in 1986.

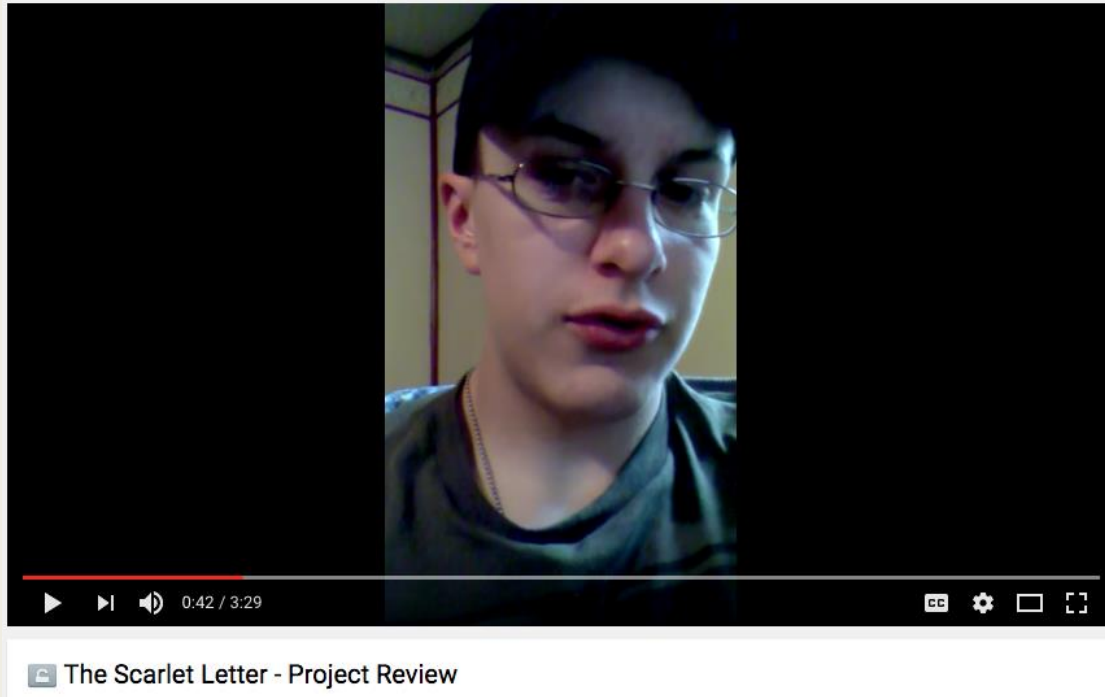
# Poetic Summary

## The Old Man and the Sea

Out on the sea, fished a young man  
On his stiff he fished, the land he could not stand.  
Next to him sat a little boy, watching wide eyed  
At the man's strength as he fought with the fish and the tide.

*(first stanza of a 3-page poem)*

## Video Blog



[Link to video](#)



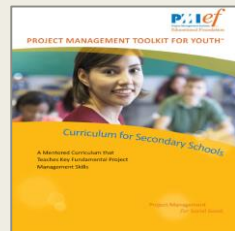
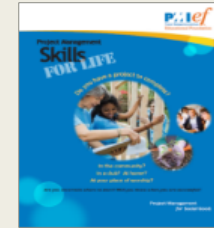
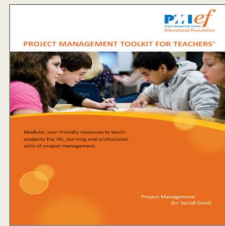
## Online Projects

- *Reading blog for “Something Wicked This Way Comes”*
  - [Link](#)
- *Timeline of Events for “Glass Menagerie”*
  - [Link](#)
- *Portfolio of Work: Lindsay Gilmore*
  - [Link](#)

# Questions about implementing Project Management in the classroom? Contact Todd Vogts!

- Email: [mrt.vogts@gmail.com](mailto:mrt.vogts@gmail.com)
- Website: [www.mrvogts.com](http://www.mrvogts.com)

# No Cost Resources Available from PMIEF – [www.pmief.org](http://www.pmief.org)



## In Pilot

Digital badges and micro-credentials are Mozilla compliant and can be shared with whomever the teacher or student wishes

- Teacher Micro-credentials
  - *Validate ability to teach PM skills*
  - *Validate student learning experience*
- Student Badges
  - *Validate student PM knowledge*



# NEW! CTE Resources

- Natural Fit w/CTE
- New Resources for Career Clusters
- No Cost
  - *Finance*
  - *Business Management/Administration*
  - *Marketing*



Business Management & Administration	Finance	Marketing
The Business Five	The Finance Five	The Marketing Five
Treating People Right	Don't Lose Your Balance!	Change the Channel
A Tale of Three Countries	Examining the Evidence	Public-Relations (PR) Nightmares

The image shows a screenshot of the Project Management Institute Educational Foundation (PMIEF) website. The header features the PMIEF logo on the left, navigation links for Newsletter Signup, Archives, About Us, and Return to Application Portal on the right, and a search bar in the center. Below the header is a navigation menu with links for GET INSPIRED, COMMUNITY, LEARNING RESOURCES, SCHOLARSHIPS, GRANTS & AWARDS, and DONATE NOW. The main content area features a blue background with a photo of a young man on the left and a quote on the right. The quote reads: "The skills I've gotten will help me manage myself better—little things I have to do, and large plans I have to accomplish." Below the quote, it identifies the man as a "Leader for the Future Student" from "Seattle, USA".

PMIEF  
Project Management Institute  
Educational Foundation

Newsletter Signup | Archives | About Us | Return to Application Portal

Search

Hi, Diane Fromm  
MY ACCOUNT • LOG OUT

GET INSPIRED | COMMUNITY | LEARNING RESOURCES | SCHOLARSHIPS, GRANTS & AWARDS | DONATE NOW

*"The skills I've gotten will help me manage myself better—little things I have to do, and large plans I have to accomplish."*

Leader for the Future  
Student  
Seattle, USA

# Questions?

*Resources:*

[PMIEF@pmi.org](mailto:PMIEF@pmi.org)

*Contact Information:*

Clelia McCrory

[Cleliamccrory@essdack.org](mailto:Cleliamccrory@essdack.org)

Todd Vogts

[vogtst@usd376.com](mailto:vogtst@usd376.com)

Kristy Nyp

[kristyny@usd383.org](mailto:kristyny@usd383.org)





## Student Fundamentals of Project Management Digital Badge

- Knowledge assessment
- Provides proof of learning
- Evidence of college and career readiness
- Digital badge can be shared with anyone or added to digital backpack
- Available for no cost for a limited time





## Assessment Blueprint

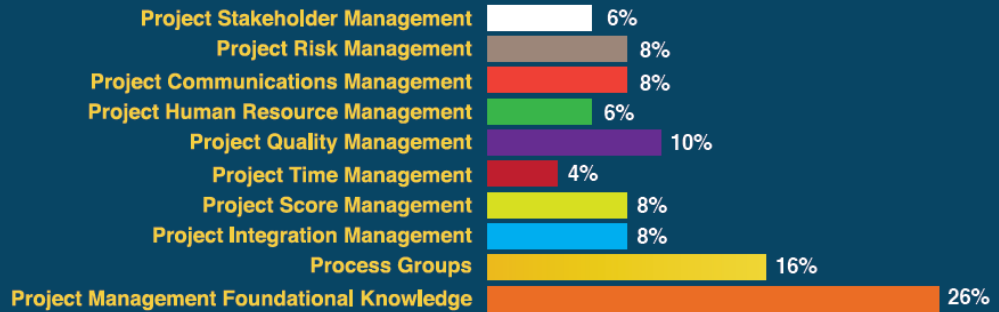
### Fundamentals of Project Management



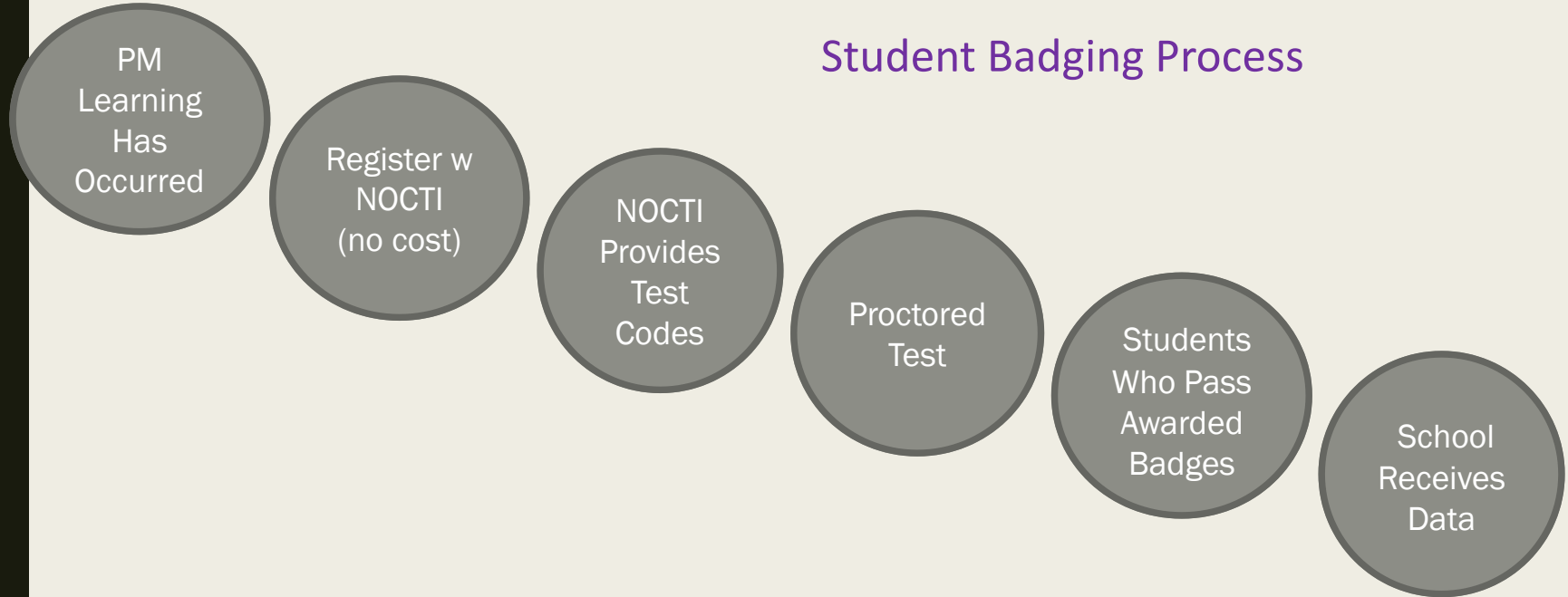
## Assessment Blueprint for Student Badging:

- Study resources
- Competencies and skills tested
- Sample questions

# What's on the Assessment?



## Student Badging Process



# Teacher Project Management Micro-credentials/Badging

- Teacher has facilitated some type of PM learning, either in school or as an extra-curricular activity
- Teacher uploads artifacts and learning reflections
- Teacher can earn up to six (6) micro-credential/badges
- Available at no cost for a limited time



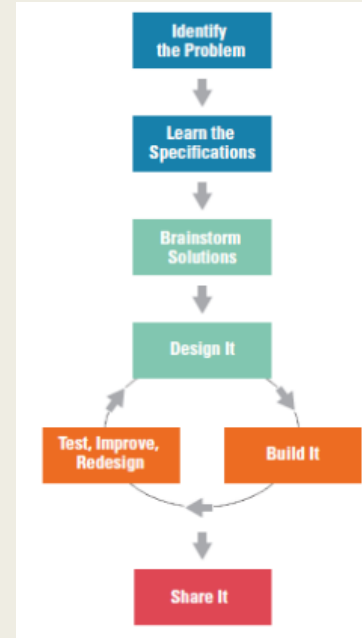
# Integrating Project Management into Student Competitions

## Learning Competition Case Study



ons:

# PM & the Engineering Design Process



FUTURE CITY TEAM NAME: \_\_\_\_\_  
 ORGANIZATION: \_\_\_\_\_  
 EDUCATOR: \_\_\_\_\_

### TEAM GOALS

The key goal is essential for you. List how to far more than two goals!

1. Our team will successfully create a sustainable waste management system for our future city.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Discuss possible resources, constraints, and assumptions for your project.

#### RESOURCES

List the things that you might use to you resources. Budget, and create your city.

These could include money, time, technical goods, and services that can be used for free.

#### CONSTRAINTS

List the things that limit what you can do in your work.

These could include technical things, human resources, time, competition rules, and submission requirements.

FUTURE CITY TEAM NAME: \_\_\_\_\_

ORGANIZATION: \_\_\_\_\_

EDUCATOR: \_\_\_\_\_

### TEAM SCHEDULE

FUTURE CITY TEAM NAME: \_\_\_\_\_

ORGANIZATION: \_\_\_\_\_

EDUCATOR: \_\_\_\_\_

### TEAM REFLECTION

1. Look back at your original project goals from the Define stage. Did you meet fully meet your stated goals for this project? Were there any goals that were not met or completed that others?

2. Look back at your original ideas for your city. Did any of your process of creating your "future city" describe a new way to \_\_\_\_\_?

3. Consider your schedule and process. What did you do to stay on track and how did you overcome those challenges?

4. Consider your team. If you could add one more team member to your team, what would you suggest as a team that you'd most like to have?

5. What was the most helpful piece of advice you received from your future City advisor?

6. What was the most valuable experience you gained from \_\_\_\_\_?

FUTURE CITY TEAM NAME: \_\_\_\_\_

ORGANIZATION: \_\_\_\_\_

EDUCATOR: \_\_\_\_\_

### TEAM CHECK-IN REPORT

Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

What has your team accomplished recently?

What are you working on now?

When do you think the current task will be done?

What do you need to keep your work on track with your goal?

Additional Notes: \_\_\_\_\_



## Training Options

- 2 Virtual Classes
- Face to Face Train the Trainer
- Face to Face Teacher Training



