



Educator

INNOVATORS

Industry Collaboration
Framework Toolkit





Briefing

EDUCATOR INNOVATORS
2025 - 2026

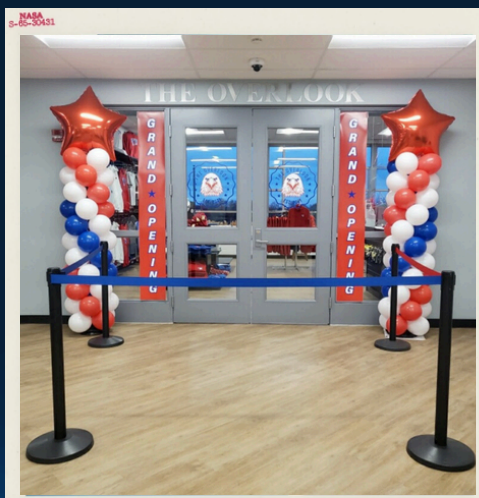
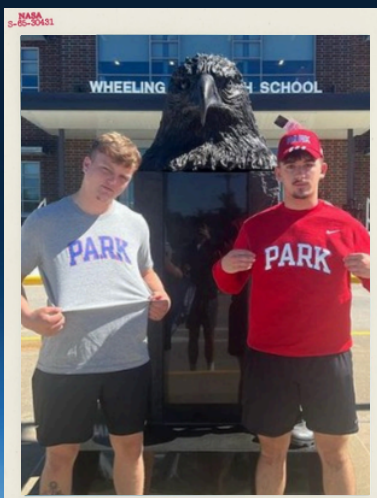
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This briefing outlines an “Industry Collaboration Framework” designed to support **Career & Technical Education** programs through clear objectives, shared vision, and measurable impact. The framework provides a structured sequence for **identifying partners, aligning needs and value, deploying a focused pilot project, assigning student roles, and sustaining communication**, enabling educators to move collaboration from informal coordination to intentional, mission-ready practice.

Operational evidence of this framework is drawn from CTE educators at Wheeling Park High School and Nitro High School, **Stephen Turbanic and Abigail Goode**, who guided students through **real-world projects** demonstrating how structured collaboration can generate sustained program momentum.



Flight Log

Phase 1 – Identify Potential Partners

“Pre-Launch Assessment”

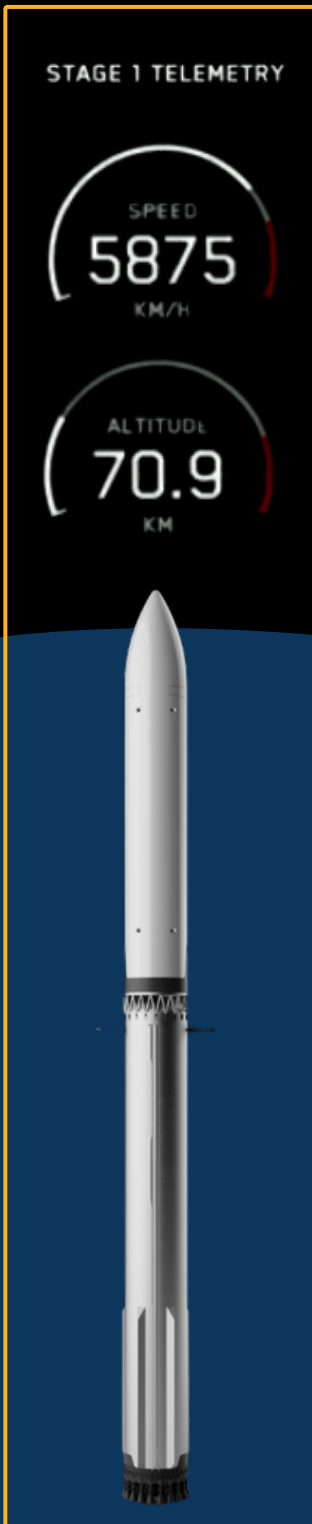
The first step in effective industry collaboration is for educators to **identify and research potential partners** by examining available community resources, existing programs, and unmet student needs.

This process may include reviewing **local businesses, non-profits, internal school enterprises, and community organizations**, as well as understanding the broader goals of the surrounding community. Establishing this foundation ensures that future collaboration is grounded in **relevance**, feasibility, and shared opportunity.

Wheeling Park Application

Students identified an existing school-based enterprise, the school store, as a potential partnership by researching its current image, merchandise, and level of engagement within the school community.

Students examined how the store’s branding and visual identity reflected school culture and whether it was meeting student interest and demand. As the store already operated within the building, students were able to assess unmet needs and feasibility by observing merchandise use and engagement in a familiar environment.



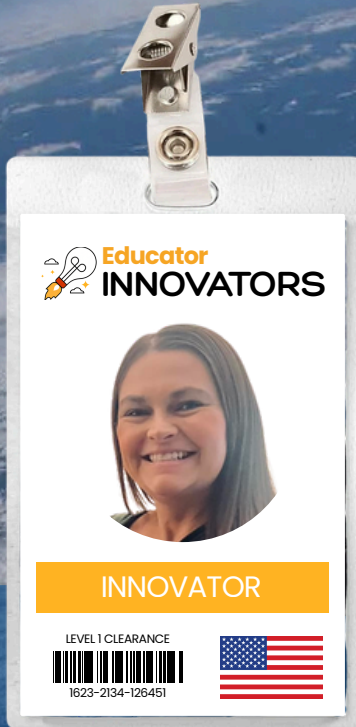
SME Spotlight

Identify Potential Partners

Featured Innovator

Abigail Goode

Mission Tips



- Start with organizations **already serving students** and the local community
- Look for partners with **aligned needs** students can help address
- Prioritize partnerships offering **mutual benefit**, not one-sided support

Fuel for Thought

Effective partnerships often begin by looking within the local community for organizations already serving shared goals.

Goode's work with the **City of Nitro Convention** and **Visitor's Bureau**, helped identify a partner that needed hands-on support promoting and staffing community events. At the same time, her DECA students were seeking **real-world marketing experience and community service hours**. By recognizing this overlap early, the partnership was grounded in shared goals from the start, allowing students to **contribute meaningful work** while gaining authentic experience.

Flight Log

Phase 2 – Align Partnership Needs

“Mission Alignment Check”

After identifying a potential partnership, educators should analyze the needs of both groups to determine how each can support the other.

This step focuses on defining mutual value, clarifying expectations, and aligning collaboration with educational priorities. Introductory meetings, planning discussions, or shared vision conversations help ensure that activities support student learning while also addressing operational or organizational needs. Alignment at this stage reduces confusion and strengthens long-term collaboration.

Wheeling Park Application

The school sought to strengthen engagement and modernize the school store’s image, while students needed authentic experience in marketing, branding, and communication.

By recognizing this overlap, students defined a clear value proposition for the project. This shared understanding allowed students to approach the work with purpose while ensuring the project met both instructional and institutional goals.

STAGE 2 TELEMETRY

DOWNLINK: NOMINAL • LINK MARGIN: +4.2 dB

ALTITUDE	INERTIAL VEL	APOGEE / PERIGEE	ORBIT SOLN
156.4 km	7.62 km/s	412 km / 198 km	INC 51.6°
ATTITUDE	PROP STATUS	ENGINE	GUIDANCE
PITCH +02.6°	LOX 62%	CHAMBER 101 bar	NAV FILTER: LOCKED
YAW -00.8°	CH4 58%	THROTTLE 92%	TARGETING: GO
ROLL +179.4°	PRESS NOMINAL	GIMBAL ±0.3°	



SME Spotlight

Align Partnership Needs



Featured Innovator

Stephen Turbanic

Mission Tips

- Anchor alignment in school identity and **existing student interests**
- Match program **goals** with student learning **needs** before launching work
- Define value through **outcomes** **students** can **visibly** demonstrate

Fuel for Thought

Alignment becomes clear when students work on something that already matters to their school community.

At **Wheeling Park**, students **aligned institutional goals** with learning outcomes by grounding the project in **school identity, student voice, and real engagement**. By focusing on what the school wanted to represent and what students wanted to learn, the collaboration moved forward with shared purpose rather than competing priorities.

Flight Log

Phase 3 – Launch a Pilot Project

“Controlled Mission Test”

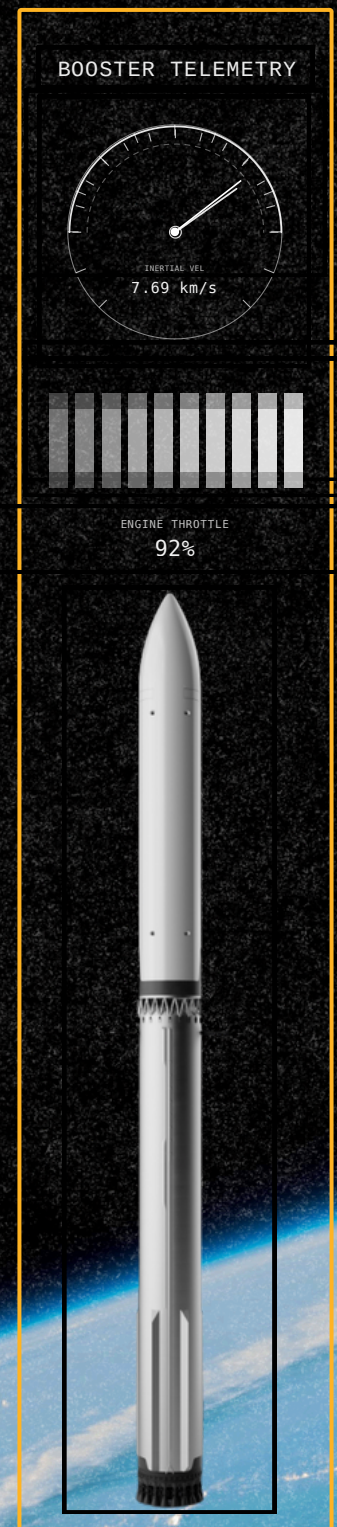
Educators and partners begin collaboration through a small, focused project rather than a large-scale commitment. Clear goals, timelines, and deliverables are established so students understand expectations and success criteria.

Pilot projects provide opportunities for hands-on learning, reflection, and adjustment while keeping the scope manageable. This approach allows collaboration to demonstrate value and impact before expanding further.

Wheeling Park Application

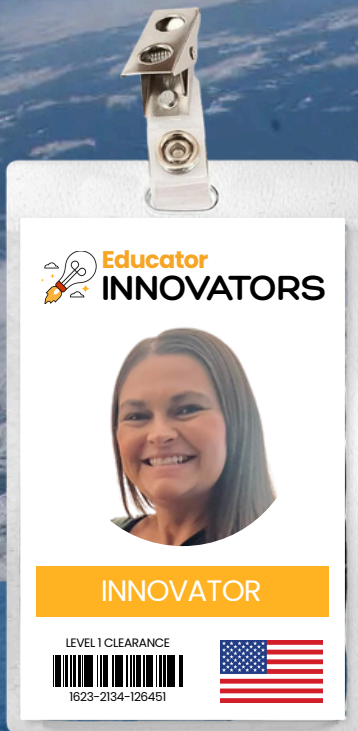
Students launched a focused pilot by rebranding the school store. They developed a new name, “The Overlook,” created a logo aligned with the school’s mascot and colors, redesigned the retail layout, and established a social media presence.

The project allowed students to apply marketing concepts in a real operating environment without changing existing store operations.



SME Spotlight

Launch a Pilot Project



Featured Innovator

Abigail Goode

Mission Tips

- Test collaboration through action, **not long-term agreements**
- Design projects **small enough** to adapt without failure risk
- Focus pilots on **visible outcomes** partners immediately value

Fuel for Thought

Goode encourages educators to begin with manageable, clearly defined responsibilities that allow students to contribute meaningfully while learning through action.

Her students **supported** city events by **working booths, assisting with promotion, and volunteering at activities**—testing the partnership through real tasks that created immediate value for both the city and the program.

Flight Log

Phase 4 – Formalize Student Roles

“Crew Assignment Phase”

Educators assign defined student roles to support student-led collaboration. Roles may include project management, marketing, communication, or financial tracking, mirroring workplace expectations.

Clearly defined responsibilities promote accountability and help students practice leadership and teamwork. Educators serve as facilitators, guiding progress while allowing students to make decisions, solve problems, and manage the project.

Wheeling Park Application

Students assumed responsibility for branding decisions, promotional materials, and digital content creation. They collaborated to model merchandise, manage social media posts, and coordinate messaging.

The educator supported the process and provided guidance, but students led execution, navigated challenges, and worked collaboratively to meet project goals.

HOLD / ABORT STATUS

AUTOMATION: ENABLED • MANUAL OVERRIDE: READY

HOLD CRITERIA	CLEAR
ENGINE OUT	NO
NAV DIVERGENCE	NO
RANGE SAFETY	GREEN



SME Spotlight

Formalize Student Roles



Featured Innovator

Stephen Turbanic

Mission Tips

- Let students own **creative**, **promotional**, and **operational** decisions
- Structure roles around **real outputs**, not **simulated assignments**
- Use facilitator guidance to support—not replace—**student leadership**

Fuel for Thought

Students develop confidence when their roles carry real responsibility.

In the **Wheeling Park** school store project, students led branding decisions, content creation, and promotion, while the **educator served as a guide rather than a director**. This structure allowed students to practice collaboration, decision-making, and problem-solving in a setting that mirrored real workplace expectations.

Flight Log

Phase 5 – Sustain Communication



"Mission Continuity Check"

Educators maintain open communication to reflect on progress, evaluate outcomes, and determine next steps. Feedback from students and stakeholders helps identify what worked and where adjustments are needed.

Ongoing communication allows partnerships to evolve, supporting continued learning opportunities rather than one-time projects. This step encourages sustainability and long-term impact.

Wheeling Park Application

After the initial rebrand, the project continued to develop through ongoing reflection and communication between students and educators.

As engagement increased, the school store expanded beyond its original location into a mobile kiosk model used at off-site school events, allowing students to adapt branding and operations to new settings. Students also began planning an online store, extending the reach of their marketing efforts and applying digital commerce concepts. This evolution demonstrated how sustained communication can extend learning beyond the original project scope.

SME Spotlight

Sustain Communication



Featured Innovator

Abigail Goode

Mission Tips

- Treat reflection as **continuation**, not project **closure**
- Reconnect after success to explore **expanded collaboration** opportunities
- Use ongoing communication to turn **projects into relationships**

Fuel for Thought

Strong partnerships continue through consistent communication and reflection after a project ends.

Goode stresses the **importance of checking in with partners**. Through ongoing collaboration with community organizations, her students gained repeated opportunities to earn community service hours, fundraise, and apply their skills across multiple events—**turning one collaboration into a lasting relationship**.

Acknowledgment

Mission Crew Manifest

Crew Members

Abigail Goode – Educator Innovator

- Nitro High School — CTE

Stephen Turbanic – Educator Innovator

- Wheeling Park High School – CTE

The EdVenture Group

Mission Notes:

These educator innovators contributed original field intel, models, lesson artifacts, or primary research that informed this toolkit.

Status: ARCHIVED + VERIFIED



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