



THE LEARN TO START DIFFERENCE

LTS has been engineered from the markets for education.

Engineered from 21st-Century market demands and decades of research, Learn to Start curriculums and technologies have the capability to reshape human skills development and ensure people can be aligned, productive and competitive in highly unpredictable markets.

If we expect to solve for human development and reduce the current skills gap that industry employers are currently challenged with, then we must create a bridge between the markets and each individual student's journey. We must bring relevance that is capable of illuminating each student's path and prepare them to enter the realities of the market.

Learn to Start reduces this gap between education and the markets by partnering with a global network of Industry Partners to ensure every student we serve is properly connected to the realities of the market as they work to develop their mindsets, skillsets and market-ready portfolio, while earning their industry-recognized Market-Ready™ Certification.

HOW LEARN TO START COMPARES TO TRADITIONAL EDUCATION

	Traditional Education	Learn to Start
Foundations	Founded in case methodology where students are given problems to solve rather than identifying them for themselves. They are given the vehicle through which they learn.	Founded in student agency. Answering the imperative questions: <i>Who am I?</i> What can I do? How do I prove it? LTS provides a model to guide their learning and development.
Outcomes	<p>Focuses on career readiness and post-secondary education achievement. Students find specific pathways to ready themselves for.</p> <p>Traditional outcomes are internal, meaning students' achievements are within the school and how they measure success.</p>	<p>Focuses on market-readiness. Students pivot into new pathways as they see fit or as the market demands and prove proficiency through LTS Market-Ready Certifications.</p> <p>Outcomes are external, where students' achievements can be measured through an external-facing portfolio and is fully measurable through the LTS Market-Ready Certification System.</p>
Technology	<p>May have technology-based resources, but they are not an end-to-end solution. Use of resources is passive rather than active.</p> <p>Traditional use of technology seems to be to deliver resources to teachers.</p>	<p>Provides a full-featured, interactive technology platform that offers a certification process and system using our patent-pending IAMR Technology™.</p> <p>LTS's technology trains teachers, providing guidance and support for the curriculum, and the opportunity to become certified examiners, while offering schools a way to evaluate teacher performance.</p>
Creation	Created outside of the classroom. Education leadership and market leaders met to discuss what students needed and then designed, created, and signed off on the program before it entered the classroom.	Created inside the market, from market demand and student needs, it was iterated on in the classroom, and its outcomes were proven inside of the classroom before it began to scale.
Curriculum	Based in case methodology, simulations, and career resources. Development starts with the teacher and is not immediately student-centered, often failing to offer students agency until the end.	Based in the LTS model and individualized pathways for students, students develop agency from day one. Being built inside of markets, the LTS model is able to grow and develop of a student who finds their own pathway in the market-based system.
Industry Partnership	Has the backing and acknowledgement of industry partners, however, often they are not able to take an active role in supporting the program.	Has ongoing, often daily, engagement from its industry partners through our LTS Marketplace and Industry Partner Program. Ongoing opportunities are available for interaction between students and the marketplace, including internships, shared data, live and virtual sessions with industry experts who share their expertise and offer students feedback, and more.