

The most credible messenger a high school can get is a student who just left one.

PeerTakes turns that credibility into a semester-sized, course-ready project.

Confidence in what comes after high school is slipping, counselors are stretched, and teachers name disengagement as their biggest classroom problem. Institutions have spent the last decade advertising into that gap. PeerTakes works the other end of it: your students go back into the schools they came from and model engagement and success, with no recruiting pitch attached.

372:1

Students per school counselor nationally in 2024–25, against a recommended 250:1.

AMERICAN SCHOOL COUNSELOR ASSOCIATION, 2024–25 RATIOS

58%

High school teachers who call students' little to no interest in learning a major problem. Nearly three times the 20% who say bullying is.

PEW RESEARCH CENTER, K-12 TEACHER SURVEY, 2024

62%

High school grads going straight on to college in 2021, down from about 70% in 2016.

HECHINGER REPORT / WASHINGTON POST, DEC 2023

Design thinking is the method, not the marketing

Empathize

Students start from the people they already know and the school they came from.

Define

One audience, one message, one deliverable small enough to finish in a term.

Ideate

Launcher prompts and an idea bank replace the blank page.

Prototype

They run the sessions. Coordination, persuasion, and follow-through get practiced live.

Test

A proof artifact, reach numbers, and a named reference who watched the work.

What PeerTakes is

- A school-agnostic project launcher. Students design and run one project that models engagement and success for high school students.
- Hosted by the adults students already know: a former teacher, coach, counselor, or advisor.
- Sized for a semester, remote-friendly, and runnable inside a service-learning or career-development course.

What the institution gets

- Students practicing coordination, persuasion, and follow-through under real conditions.
- A service-learning-ready community partner that has run this for seven semesters.
- A term-end summary formatted for HIP and NSSE reporting.
- Indirect support for an industry-wide effort that lifts confidence in education broadly, not one brand.

Proof it runs: Kelsey, Marshall University

She partnered with her former coaches, teachers, and staff to build mentoring sessions for students making the decisions she once made — applying collective impact and systems thinking from her service-learning course. Her class measured social impact individually and collectively, so her work counted twice.

Highest number of mentoring impressions out of 28 students in her service-learning class.

Guardrails we hold

- No institutional promotion. Students never pitch their school.
- No recruiting quotas and no enrollment targets.
- No outcome claims to students, families, or schools.

What we measure, every term

- Proof artifacts completed per student
- Named references before and after the term
- High schools reached and districts touched
- Session completion and between-session follow-through
- Student and faculty Net Promoter Score

The ask: list a course, endorse it, or sponsor a block

Twenty minutes and we'll bring a spring course plan and a sample term-end summary.

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