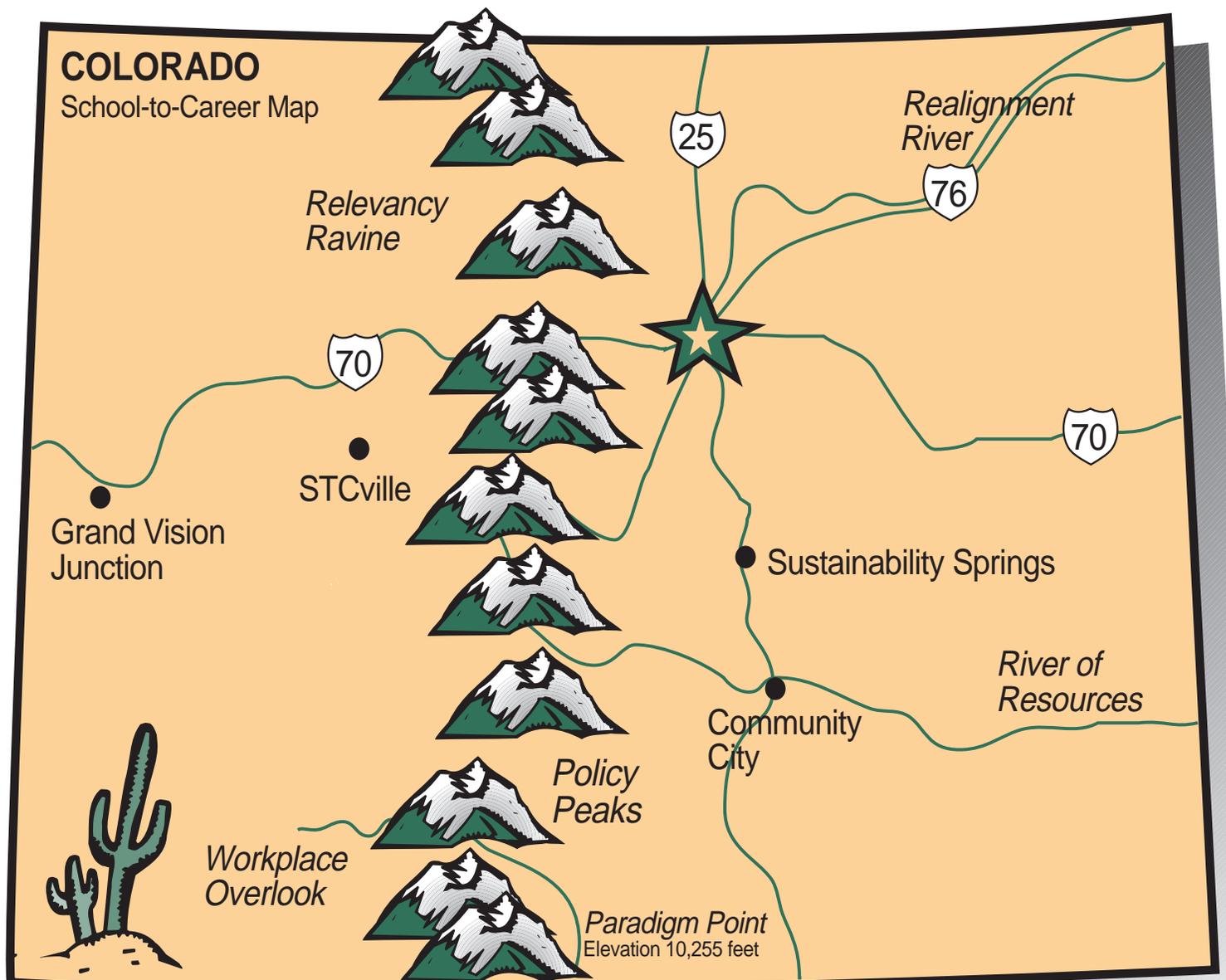


Resource Mapping:

ATLAS

FOR SUSTAINABILITY

A Policy Guide for planning a journey to a sustainable School-to-Career System



RESOURCE MAPPING:
Atlas for Sustainability

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I. Introduction to Resource Mapping

Just as a road map presents options for traveling between here and there and is a useful tool for navigating a journey, a resource map provides a similar framework for planning a trip. Resource mapping is a process to organize information and plot the most efficient route for traveling to the goal of a sustained School-to-Career system. Beginning with an assessment of where we are and where we want to go, this section articulates the overall purpose of resource mapping and describes a process for reaching our destination.



Chapter 1

Resource Mapping for Sustainability

~ A policy guide for planning a journey
to a sustainable School-to-Career System ~

*Where once our economy moved at the speed of a horse, a train,
a car, and then an airplane...today, our economy moves at the speed
of an idea.*

*And while the speed of a train, a car, or a plane are all limited by
physical technology, the speed of an idea is limited only by the mind's
ability to think and to comprehend.*

*So what is the largest public policy question that we face? It is how
we develop people with new ideas, skills, and knowledge.*

How do we develop our human potential? This is a critical question, one which many employers and others have been asking for years. Answering this question will be a key challenge as we enter the 21st century. At this point, there is more question than answer – however we do know that School-to-Career is a key piece of the answer. School-to-Career is largely about developing our human potential. It is a comprehensive system which is preparing people with new ideas, skills, and knowledge. School-to-Career has achieved some remarkable successes and has been applauded by employers, policymakers, parents, communities, and students as an important, systemic tool to ensuring our national competitiveness in the global economy of the 21st century. Throughout this document, we will be exploring strategies to strengthen and sustain that system.

A number of processes could be used to determine such strategies to sustain School-to-Career. However, Resource Mapping is a comprehensive strategy, which, by definition, is a process to chart the most efficient route to reach a given destination through unfamiliar territory, including a) learning about the terrain that may be crossed en route; b) assessing the vast network of highways – i.e. existing programs, policies, and procedures with goals aligned with School-to-Career goals – to determine where there is smooth traveling and where barriers may impede our journey; and c) determining the most efficient route to reach our destination. Throughout this process, we will be exploring strategies around realigning resources and policy, encouraging collaboration, and building demand for a sustainable School-to-Career system.



Why resource mapping?

*Resource Mapping
will help us to
plan the most
efficient route to
travel to a
sustainable School-
to-Career system.*

If you were planning a trip to a place where you had never been, what would you do? Likely, you would get out a road map, locate where you are and where you want to go on the map and then assess your options for traveling from point “A” to point “B.” You might also contact the highway department or a travel club to learn where there might be construction, detours, or other barriers which could hinder progress to reach your destination. Given all this information, you would plot the most efficient route to travel.

Resource Mapping fits the same pattern. Similar to planning a journey to a physical destination, Resource Mapping will help us to plan the most efficient route to travel to a sustainable School-to-Career system. The primary goal of Resource Mapping, then, is to develop strategies to realign policies and resources to support School-to-Career principles and to develop a sustainability plan which can be modeled both in local partnerships and nationwide. As in planning any trip, charting the actual route to travel to our goal poses the biggest challenge. Like the pioneers who headed west across a land with no roads and few wagon trails, determining strategies to sustain School-to-Career present similar challenges because the process will wind through uncharted territory.

Where are we going?

Devising a framework to plot a route

Systems change will be the primary means to chart such virgin territory. We believe that a key to sustainability is at the macro-level, focusing on those systems that provide policy and guidance and resources to serve people. Encouraging and modeling best practices at the local level is also an important strategy for sustainability – however, we believe that if the systems change the way they operate, more creativity and best practices will occur locally. Using this macro-perspective, the Resource Mapping project will focus on the following strategies to achieve the necessary systems changes to support and sustain School-to-Career:

- ◆ Building stakeholder support via interagency collaboration and public/private partnerships.
- ◆ Shifting the paradigms; developing a new way of doing business.
- ◆ Going beyond mere coordination to achieve true collaboration among stakeholder organizations by focusing on common vision and goals among a wide array of programs.
- ◆ Creating an atmosphere for joint planning and resource convergence among a variety of disparate interests.



These broad goals are an important framework to guide our journey. However, these systems change goals only describe where we want to go, not how we are going to get there. Consider, again, those early settlers who set out in their covered wagons for new frontiers. They knew that they wanted to go west – however, other than the path of the sun, some rivers, and hearsay, they did not have any real directions to their destination. As their journey unfolded, the pioneers were presented with daily navigational choices – Should we follow this river north or cross it and keep heading west? Can we cross these mountains or should we try to go around them? — the answers both shaped their travel route and determined where they ended up. Similarly, the resource mapping process will elicit a variety of choices and questions, answers to which will determine where, exactly, our journey will take us. For example, the following choices must be contemplated as we develop a plan for sustaining the goals and principles of School-to-Career:

*Where will
our travel take
us as the route
winds along?*

- ◆ Where are we and where do we want to go? What roads approach our destination?
- ◆ How will we stay on track and follow the most efficient route to our destination?
- ◆ What does the landscape look like? How will the terrain, topography, and the networks of roads shape our journey?
- ◆ Where will our travel take us as the route winds along?
- ◆ How will we know about roadblocks that could impede our progress as we travel towards our destination?
- ◆ Will we need permission to travel on the roads which cross foreign territory?
- ◆ How will we actually reach our destination?

Answering these questions will provide a chronological, systematic approach for determining strategies to support School-to-Career. This document details Resource Mapping as such a comprehensive process.

Where are we?

When taking a journey, many travelers will stop at a rest area along the way; as they stretch their legs, they may look at a display which shows a map of the area with a big, red arrow indicating “You are Here.” However, such a reference point will only make sense if you know where you are going...and if the map shows all the roads and landmarks, provides a mileage scale so you can estimate the actual distance, and includes a directional icon so you won’t get lost if you must take some detours. Embarking on a resource mapping project requires similar analyses of context and reference points which will be described in Chapter 2.



*In Colorado,
School-to-Career
is rooted in a
shared vision of
an integrated,
standards-based,
K-16 education
system.*

However, the “You are Here” icon does provide a good starting place for Resource Mapping. Without first assessing where we are and the context for where we want to go as we work towards sustainability, our journey could merely go in circles. In Colorado, the “You are Here” icon presents the state’s vision for School-to-Career and indicators of where we are in terms of creating a truly integrated, statewide system.

School-to-Career is about making education relevant. It’s about teaching rigorous academic standards in a context of applied learning and a framework of workplace competencies. School-to-Career is also about systemic change. It’s about building strong partnerships among educators, employers, parents, and the community to ensure that youth are prepared for future employment and lifelong learning opportunities. In Colorado, School-to-Career is rooted in a shared vision of an integrated, standards-based, K-16 education system, tied to economic development, which utilizes public-private-community partnerships to ensure that all youth are prepared to excel in the dynamic and competitive global marketplace.

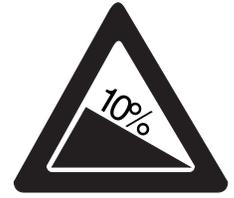
In essence, School-to-Career implementation in Colorado has been shaped by five guiding principles. First, is the alignment of education and workforce development reform efforts. Next, is the inclusion of every student throughout the K-16 system in School-to-Career. Our goal is to create a seamless, flexible system to support all students as they transition through the lifelong learning system. Systemic change is another key element – we are developing an integrated system, not just another “add-on” program. Finally, School-to-Career is very reliant on strong partnerships comprised of educators, employers, government, the community, parents, and students.

It is within the parameters of this vision that School-to-Career has been developed and implemented across Colorado. Because it is rooted in such strong, guiding principles, School-to-Career has grown tremendously across the state. We have witnessed a number of great success stories about how School-to-Career has made a real difference in the lives of Coloradans. Indeed, School-to-Career has had significant, measurable effects on kids and schools and employers across the state. For example, since receipt of the federal grant in 1995, Colorado’s achievements in implementing School-to-Career include:

- ◆ 91 local partnerships currently exist, up from seven in 1995. These partnerships involve 142 of Colorado’s 176 school districts, potentially reaching more than 90% of the state’s K-12 population;
- ◆ all 33 of Colorado’s post-secondary institutions are involved in School-to-Career activities and partnerships;
- ◆ More than 23,000 businesses, across the state, are participating in local School-to-Career activities. In a 1997 survey, over 90% of participating employers said they planned to maintain or expand their level of involvement in School-to-Career.



- ◆ In 1997, the General Assembly passed a bill allowing a 10% tax credit to employers who provide job shadowing opportunities or internships to students.
- ◆ Five different state agencies currently contribute to the financial stability of School-to-Career.



How do we get from here to there?

Assembling a travel toolbox

Before we can begin to plan our actual journey, we must be sure that we have access to the proper tools to navigate the route. Without such tools, we could not proceed on a safe, smooth journey. The toolbox that has been assembled includes the following devices to frame our journey and navigate the most efficient route to a sustainable School-to-Career system:

- ◆ A topographical map is an important tool for describing the landscape and the terrain. In terms of resource mapping, this map is Colorado's vision for School-to-Career and ideas about collaboration and systems change to guide us around the various bumps and dales.
- ◆ A compass is another important item for the travel toolbox. A compass is an important tool to help keep us headed in the right direction. For resource mapping, this compass is Colorado's commitment to human capitol investments: increasing our human potential has been a major state priority during the last decade, and School-to-Career is a key strategy for achieving this goal. Therefore, keeping this big-picture vision in our directional radius will help us to stay on track.
- ◆ A detailed roadmap – which depicts all the passable highways and byways, landmarks along the routes, and towns where we can rest or grab a meal – is another important tool to help us frame our trip and navigate the best route to our destination. Just as one cannot embark upon a journey without knowing the parameters of the trip, resources cannot be mapped to a sustainable School-to-Career system without understanding the parameters of the journey.

Let's get going...

Now that we know where we are, where we want to go, and the parameters of our journey, we can plot our route to travel from here to there. Throughout this document, we will be planning the actual journey to a sustainable School-to-Career system and documenting the process for plotting such a route. As our route winds along, various legs of the journey will include:



- ◆ Determining broad themes for analysis and identifying the broad indicators of success and the barriers which may hinder sustainability within each theme.
- ◆ Collecting information about all the programs and initiatives which could/do impact School-to-Career.
- ◆ Narrowing the successes and barriers analysis to focus on the specific strengths and weaknesses in the state's programs and policies, within the broad themes that have been identified.
- ◆ Conducting a very narrow analysis to make specific recommendations for eradicating the identified barriers and using the assets to support the goals and principles of School-to-Career.
- ◆ Broadening the analysis to cull out the broad themes, contained in the recommendations, for stakeholders to consider in developing policies and procedures to support School-to-Career principles.



These steps will form the general framework for our entire journey. The bulk of this document, then, explains these legs of the journey in detail and provides templates and other tools for your use as you use Resource Mapping as a process to chart your own journey to a sustainable School-to-Career system.



II. State Policy Workbook

Resource Mapping is a complex process, further complicated by the vast differences in School-to-Career implementation across the nation. No two processes to determine strategies for sustaining School-to-Career will begin at the same point, have access to the same maps and other tools, or encounter the same road hazards. Despite these differences, however, Resource Mapping presents a solid framework for planning a journey.

This section provides hands-on strategies for using Resource Mapping as a tool for planning to sustain School-to-Career. It is organized like a workbook, providing step-by-step descriptions of Resource Mapping, worksheets, and examples of Colorado's work. The worksheets will be helpful tools for devising your own resource mapping process, using the guidelines presented.



Chapter 2

Policy Analysis Workbook

Resource Mapping provides a process to chart unfamiliar territory. Just as a map helps to make the process of plotting an unfamiliar route easier – especially because it is a tool to help us to visualize the route and see where we’re going – this policy workbook is a similar tool to help make Resource Mapping a more understandable process which can be modeled in local partnerships and nationwide. In essence, Resource Mapping will entail a) determining the parameters within which the journey will proceed; b) learning about the terrain that may be crossed en route; c) assessing the vast network of highways and the general landscape to determine where there is smooth traveling and where barriers may slow our journey; and d) determining the most efficient route to reach our destination.

This workbook presents a replication process for using Resource Mapping to develop strategies to sustain School-to-Career principles, including step-by-step guidelines for Resource Mapping, examples of Colorado’s work and recommendations, and worksheets/templates to be used to work through the Resource Mapping process. This policy workbook has been designed primarily as a tool to help other states use Resource Mapping as a process for determining strategies to support and sustain the School-to-Career system. However, because of the nature of Resource Mapping and policy development, this process could also be used for sustainability planning around individual pieces of the School-to-Career system (e.g. guidance and counseling, work-based learning, etc.) or even for other broad systems change initiatives.

This workbook presents Resource Mapping as six distinct phases of a process to support and sustain School-to-Career principles:

1. Choosing travel companions: Convening a Resource Mapping task force
2. Assessing the landscape: Developing the broad context for Resource Mapping
3. Identifying passable highways and byways: Completing the Resource Scan
4. Building a travel itinerary: Analyzing the assets and challenges
5. Plotting a route: Determining opportunities for policy linkages and procedural shifts
6. Going through customs: Eliciting agency support



I: Choosing travel companions

Convening the Resource Mapping Task Force

The first step in the resource mapping process is to convene a Task Force to help make sense of all the travel options and to navigate the most efficient route between here and there. Essentially, it should be created as a panel of experts to aid in understanding all the roads and possible routes for our journey, and charged with providing direction, ideas, and feedback about Resource Mapping as the process unfolds.

For maximum results, the Task Force should be comprised of decision-makers – representing state agencies and other organizations who are stakeholders in the sustainability of the School-to-Career system – who understand their organizations’ budget and/or policy priorities. When assembling the Task Force, it is important to look beyond the traditional players from the education and workforce development systems: consider the broad array of agencies, programs, and initiatives which share School-to-Career’s primary goal of ensuring that all youth are ready and able to excel in school and to pursue employment and lifelong learning opportunities.

For example, in Colorado, the Task Force included members representing youth corrections, educational technology, school-based health initiatives, and adult education. These representatives provided a valuable perspective and interesting ideas for linkages not traditionally considered within the realm of School-to-Career. We learned that such a diverse and broadly focused Task Force can directly result in a rich, well-rounded set of policy recommendations.

Steps to consider in convening an effective Resource Mapping Task Force:

1. Look across state agencies, government, and community organizations to identify all areas which include a focus on youth policy around education reform, workforce development, youth-at-risk, and community development. Representatives from these program areas will form the core of the Task Force.
2. Consider the scope of your project to determine the additional organizations you want represented on the Task Force. For example, will your project include a local component? If so, you probably want to include representatives from some local partnerships. Are there policy advisors and/or budget analysts in the Governor’s Office who focus on youth issues? What non-profit organizations, foundations, or policy advocacy groups are players in the educational arena?
3. Again, consider the scope of your project to determine how to weight the representation from each organization. For example, because of the heavy emphasis on the K-16 educational system in School-to-Career, six members representing K-16 education were included on Colorado’s Task Force.
4. Once all the organizations and number of representatives from each have been identified,

*The Task Force
should be
comprised of
decision-makers
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their organizations’
budget and/or
policy priorities.*



write a letter to each director requesting him/her to identify and appoint the member(s) to the Task Force. In the letter be sure to articulate the purpose of the project, the role of the Task Force, and what skills Task Force members need (an example of Colorado's letter is in the Appendix). In terms of organizational theory, this process is key because it will begin to set the stage for garnering the agency directors' buy-in of the forthcoming recommendations because they are exercising control over the project – by appointing Task Force members – at the outset.

In Colorado, the Resource Mapping Task Force was comprised of 24 members, representing state agencies, statewide policy organizations, and local partnerships.

- ◆ Four members represented the K-12 education system
- ◆ The higher education system and the community college system each provided one representative.
- ◆ Three members were from the Department of Human Services, two representing Vocational Rehabilitation and one representing Youth Corrections
- ◆ The Departments of Labor and Employment, Local Affairs, and Public Health each provided one representative
- ◆ The Governor's Office was represented by three members, one from the budget office, one from the policy office, and one from a workforce development initiative
- ◆ The state's economic development office provided one representative
- ◆ The remaining eight members of the Task Force included representatives from three local partnerships and a Regional Coordinator, a social policy foundation, a 4-year university, the Education Commission of the States, and a nonprofit employers' organization

The following worksheet can be used as a tool to assist in assembling a Resource Mapping Task Force:



Task Force Configuration Worksheet

Think about School-to-Career implementation in your state. Who should serve on the Task Force? Use the following form to assist in assembling a Resource Mapping Task Force.

Education Reform

Agency/Organization

Name of potential Task Force member

Workforce Development

Agency/Organization

Name of potential Task Force member

Youth At-Risk

Agency/Organization

Name of potential Task Force member

Community Development

Agency/Organization

Name of potential Task Force member

II: Assessing the landscape

*It is not practical
to have a detailed
road map depicting
hundreds and
hundreds of miles...*

Identifying the broad context for Resource Mapping

In essence, the purpose of this step is to get a general sense of the overall scope of our journey and the lay-of-the-land. Consider the trip planning analogy – it is not practical to have a detailed road map depicting hundreds and hundreds of miles because the size of the paper necessary to chart such an area would be immense. For example, if you were traveling from Philadelphia to Des Moines, you would likely have separate maps of Pennsylvania, Ohio, Indiana, Illinois, and Iowa, allowing you to see the detail of all the segments of your journey, aiding you to plot the best route. Likewise, for the Resource Mapping project, we separated the project into separate maps, comprising four major themes from which the analysis and policy recommendations can follow.

In Colorado, these themes were:

1. Education reform
2. Workforce development
3. Youth-at-risk
4. Community involvement

Colorado's vision and goals for School-to-Career primarily defined these themes for analysis. Consider the following steps to reveal the elements which will shape your project:

- ◆ Dissect your vision statement, separating out the key elements.
- ◆ Consider the scope of your project to determine how these elements can be turned into goal statements to shape the analysis.
- ◆ Are there other important themes of your School-to-Career system, not identified in the vision statement, which should be addressed by resource mapping? State these themes as goal statement(s).

For example, in Colorado, this process revealed the following themes for analysis:

Vision statement

“School-to-Career is rooted in a shared vision of an efficient, standards-based education system, tied to economic development, which ensures that all youth are prepared to excel in the competitive global economy.”



Identify the vision's major themes

1. Standards-based education system
2. Aligning education and economic development
3. Preparing all youth to excel in the global economy

Identify other focus areas for Resource Mapping

In Colorado, the focus on families and communities as partners in the School-to-Career system is an important element, but does not fit into any of the categories elicited via the vision statement. Thus, a fourth theme for analysis was added.

4. Community involvement

How can these themes be translated into goals of Resource Mapping?

1. Education reform: Elements of School-to-Career are integrated throughout the K-16 education system; statewide education reform initiatives are connected with the goals and principles of the School-to-Career system, supporting such efforts to increase student achievement and postsecondary opportunities.
2. Workforce development: Elements of School-to-Career are connected with the workforce development system; employer involvement is increased through new and expanded business-education partnerships.
3. Youth-at-risk: A strong and sustainable School-to-Career system is a key strategy to ensuring that all students (including at-risk and out-of-school youth, youth with disabilities, academically talented students, minorities, children of migrant workers, young women, and students with limited English proficiency) are prepared for future employment and lifelong learning opportunities.
4. Community involvement: Partnerships and collaborative efforts connect students and families with community resources to ensure that all youth are prepared to attain education and employment goals.



Defining Themes for Analysis

Review the state's vision for School-to-Career

Vision statement:

Identify the major themes embedded in the vision statement:



How can these themes become goals for Resource Mapping?



Are there other broad goals to be pursued through Resource Mapping?



III. Finding Potholes and Expressways

Identifying the barriers and facilitators of a sustainable School-to-Career system

Once the themes for analysis have been identified, another important framing exercise is to consider some of the broad barriers and facilitators of a sustained School-to-Career system, within each theme.

In Colorado, for example, the Task Force discussed each theme and considered the elements which they believe constitute evidence of a fully sustained School-to-Career system and the broad barriers which may inhibit such sustainability. This process is important to get the group up-to-speed on School-to-Career issues, as well as to begin to think broadly, in terms of systems change and sustainability. Moreover, it is important to involve the Task Force in the project and its outcomes by giving the group license to explore ideas, define elements of a fully integrated and sustained School-to-Career system, and investigate some of the broad opportunities and challenges that could affect the viability of School-to-Career.

Elements which constitute evidence of a fully sustained School-to-Career system and the broad barriers which may inhibit such sustainability were explored.

To frame this general analysis of the barriers and facilitators, the Task Force considered the following questions:

1. What are some salient indicators of a successful K-16 education system where learning is contextual, students are excited about learning and are aware of their postsecondary education and employment opportunities, and employers believe that job applicants are suitably skilled for employment?
2. Are there examples in local partnerships or state agencies, around the four themes, where elements of School-to-Career have been instituted into program operations?
3. What does the national research say about indicators of success of a strong and sustainable School-to-Career system?
4. If the overall framework of School-to-Career (including the federal grant money supporting the initiative) were suddenly lifted away, what broad elements would have to be in place to ensure that the current reform efforts would not crumble?
5. What barriers could cause such reforms to dissolve?



*What have been
the greatest
impediments to
implementing
School-to-Career
across the state?*

6. To date, what have been the greatest impediments to implementing School-to-Career across the state?
7. What barriers have been cited in national research?
8. What programs can support the sustainability of a School-to-Career system within the framework of the four themes?

The following chart describes each of Colorado's themes for analysis and presents a sampling of some of the broad barriers and facilitators of a sustained School-to-Career system. Additionally, the chart suggests some programs which could be used to create such an ideal world by coordinating program goals with those of School-to-Career.

The information included in this chart was elicited from a brainstorming session of the Task Force via the process framed by the preceding questions. Following this chart, you will find a template for you to use to identify some of the barriers and facilitators which affect sustainability. Copy this template for each goal you have defined. Remember to consider the eight framing questions as each goal is considered.



Barriers and Facilitators Chart

~ Elements of a Sustainable School-to-Career System ~

Goal: Elements of School-to-Career are integrated throughout the K-16 education system; statewide education reform initiatives are connected with the goals and principles of the School-to-Career system, supporting such efforts to increase student achievement and postsecondary options.

<u>Facilitators of Success</u> (Evidence of an ideal world where education reform strategies include School-to-Career principles)	<u>Barriers</u> (Impediments to using School-to-Career principles to strengthen and support education reform initiatives)	<u>Programs to investigate</u>
<ul style="list-style-type: none"> • Workplace competencies are integrated into the curriculum, providing a solid context for learning. • Teacher preparation programs present the integration of workplace competencies into academic learning as a key strategy for engaging students and teaching the standards. Knowledge and understanding of School-to-Career goals and principles is included in hiring criteria for all levels of educators. • Postsecondary institutions’ missions support the connection between higher education and the world of work. Admission policies support mastery of School-to-Career competencies. • General Fund appropriations support the integration of academic and workplace competencies. 	<ul style="list-style-type: none"> • School-to-Career and the standards movement began on separate tracks. Many educators do not see the inherent connection between School-to-Career and the standards. • “Teaching to the test” mentality often precludes contextual learning and other such methods to make education more relevant to students from being explored in classrooms. • Secondary, postsecondary, and vocational education systems are separate bureaucracies. • Articulation agreements and other barriers may preclude students’ smooth transition across education systems. 	<ul style="list-style-type: none"> • Standards and Assessments • School Finance Act • Goals 2000 • Ed-Flex and Consolidated Application • Charter Schools • Distance Learning/ Educational technology • Professional development • Vocational education programs • Higher education initiatives • Student financial aid

Goal: A strong and sustainable School-to-Career system is a key strategy to ensuring that all students (including at-risk and out-of-school youth, youth with disabilities, academically talented students, minorities, children of migrant workers, young women, and students with limited English proficiency) are prepared for future employment and lifelong learning opportunities.

<p align="center"><u>Facilitators of Success</u> (Evidence of an ideal world where School-to-Career principles augment strategies aiding at-risk youth)</p>	<p align="center"><u>Barriers</u> (Obstacles which may prevent some youth from achieving academic and/or employment goals)</p>	<p align="center"><u>Programs to investigate</u></p>
<ul style="list-style-type: none"> • All students – including at-risk and out-of-school youth, youth with disabilities, academically talented students, minorities, children of migrant workers, young women, and students with limited English proficiency – understand the range of postsecondary options and receive the necessary support and guidance to attain goals. • Evaluations include analyses for a variety of student populations, showcasing success stories of students who did not sink among the chaos and analyzing the factors which contributed to such achievements. • A variety of mentors and role models are available to address students’ unique needs, cultures, experiences, challenges, and interests. 	<ul style="list-style-type: none"> • Lack of motivation in excelling in school and/or preparing for employment. Such sentiments may be exacerbated by the apparent disconnect between many classrooms and the world of work. • Students often do not know what types of careers support their skills, interests, and abilities. • Poverty, language and cultural barriers, an unstable home environment, and teen pregnancy are some of the factors which may prevent students from achieving in school and transitioning to work. • Lack of preschool and parents’ with low literacy skills are factors which have been proven to be directly correlated with students’ poor achievement and dropping-out of school. 	<ul style="list-style-type: none"> • Special education and transition programs • ‘Gifted’ and ‘Talented’ • Drop-out prevention initiatives • Improving America’s Schools Act • Preschool programs • Child welfare programs • Bilingual education • Vocational rehabilitation • Youth corrections programs

Goal: Elements of School-to-Career are connected with the workforce development system; employer involvement is increase through new and expanded business-education partnerships.

<p align="center"><u>Facilitators of Success</u></p> <p>(Evidence of an ideal world where youth are viewed as an important segment of the labor force)</p>	<p align="center"><u>Barriers</u></p> <p>(Obstacles which may hinder connections between School-to-Career and workforce development)</p>	<p align="center"><u>Programs to investigate</u></p>
<ul style="list-style-type: none"> • Employers are utilized in professional development activities for educators. • Business has identified students as an important component of workforce development. Employers are actively involved in business-education partnerships and in developing curriculum and instruction throughout the K-16 education system. • Rich and well-rounded relationships exist between the One-Stops and local School-to-Career partnerships. School districts’ business development needs and other employer linkages are met via such partnerships. • Knowledge and demonstration of academic standards and workplace competencies are part of companies’ hiring and promotion criteria. • Technology and other non-traditional means involve employers with students/schools. 	<ul style="list-style-type: none"> • Lack of coordination among public-sector programs requesting business involvement often forces employers to pick and choose among the initiatives they will help. • Education and business do not speak the same language. • Liability issues of hiring students. • Rural areas have a unique set of problems regarding employer involvement. 	<ul style="list-style-type: none"> • One-Stop Career Centers • Job Training Partnership Act • The Employment Service • Employer tax credits

Goal: Partnerships and collaborative efforts connect students and families with community resources to ensure that all youth are prepared to attain education and employment goals.

<p align="center"><u>Facilitators of Success</u> (Evidence of a strong community which is engaged in youth issues)</p>	<p align="center"><u>Barriers</u> (Impediments to strong community involvement in youth issues)</p>	<p align="center"><u>Programs to investigate</u></p>
<ul style="list-style-type: none"> • Parents and the community are strong advocates of School-to-Career. They understand their roles in ensuring that students have the skills and knowledge to pursue goals and to be productive members of the community. • Community-based organizations are involved in local schools, sharing expertise and resources with schools and participating in discussions regarding developing strategies to support students' pursuit of their goals. • When appropriate, community-based and social services organizations offer curriculum support and provide work-based learning experiences for students and teachers. 	<ul style="list-style-type: none"> • Often, schools are no longer the focal points in communities, making connections across the community difficult. • Negative perceptions of youth can foil community enthusiasm in support of youth programs. • Lack of positive community role models for some youth. • Many community-based organizations operate on extremely tight budgets, often making it difficult to broaden their scope beyond their traditional venues. 	<ul style="list-style-type: none"> • Adult education programs • School-based health initiatives • Service learning • Community service programs

Barriers and Facilitators Chart
 ~ Elements of a Sustainable School-to-Career System ~

<u>Goal:</u>		
<u>Facilitators of Success</u> (Evidence of an ideal world where education reform strategies include School-to-Career principles)	<u>Barriers</u> (Impediments to using School-to-Career principles to strengthen and support education reform initiatives)	<u>Programs to investigate</u>
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Barriers and Facilitators Chart
 ~ Elements of a Sustainable School-to-Career System ~

<u>Goal:</u>		
<u>Facilitators of Success</u> (Evidence of an ideal world where education reform strategies include School-to-Career principles)	<u>Barriers</u> (Impediments to using School-to-Career principles to strengthen and support education reform initiatives)	<u>Programs to investigate</u>
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Barriers and Facilitators Chart
 ~ Elements of a Sustainable School-to-Career System ~

<u>Goal:</u>		
<u>Facilitators of Success</u> (Evidence of an ideal world where education reform strategies include School-to-Career principles)	<u>Barriers</u> (Impediments to using School-to-Career principles to strengthen and support education reform initiatives)	<u>Programs to investigate</u>
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Barriers and Facilitators Chart
 ~ Elements of a Sustainable School-to-Career System ~

<u>Goal:</u>		
<u>Facilitators of Success</u> (Evidence of an ideal world where education reform strategies include School-to-Career principles)	<u>Barriers</u> (Impediments to using School-to-Career principles to strengthen and support education reform initiatives)	<u>Programs to investigate</u>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	

IV: Identifying passable highways and byways

Completing the Resource Scan

The next phase of the process is to collect baseline programmatic information. This phase is important for planning our journey, especially to identify the potential travel routes, and define the parameters within which information will be gathered to help us move forward. The third column of the Framework for Analysis identified some programs for this review. These programs have been identified as potentially supporting the goals and principles of School-to-Career and the categories of baseline information which would aid the pursuant gap analysis and policy recommendations.

*The Resource Scan
will be important
for identifying
potential travel
routes and
defining
parameters for
gathering
information . . .*

For example, in Colorado, the following programs were considered for the Resource Scan:

Education reform: Standards and assessments, school finance, Goals 2000, Ed-Flex and consolidated application, Charter Schools, distance learning, professional development programs, vocational education programs, higher education initiatives, student financial aid, and Carl Perkins

Workforce development: One-Stop Career Centers, Job Training Partnership Act, Wagner-Peyser, the Employment Service, and employer tax credits.

Opportunities for at-risk youth: Special education and transition programs, Gifted & Talented, drop-out prevention programs, Improving America's Schools Act, preschool programs, child welfare, bilingual education, vocational rehabilitation, and youth corrections programs

Community involvement: Adult Basic Education, school-based health initiatives, welfare reform, community youth crime prevention initiatives, and service learning and community service programs

The following list presents the types of information to be collected for each program and suggests the rationale for selecting each data category. Generally, these information categories were selected by working backwards from the goals of the Resource Mapping project and considering what information will be key to informing such goals. Information will primarily be collected from categorical program experts, in various state agencies, who work in terms of regulations, titles, and budget categories. Therefore, for example, the "barriers" category was termed "statutory and/or regulatory restrictions," because this is language that many such agency staff understand.

- ◆ Initiatives are all the programs, across seven state agencies, which could affect or potentially affect the implementation and sustainability of School-to-Career. To define these programs, we relied on several key sources: 1) key partners of School-to-Career suggested programs to be included in the Resource Scan; 2) state and national reports on youth policy and programs were reviewed; and 3) agency organizational charts were examined.



- ◆ Scope describes the general purpose and goals of each initiative. This category is important for understanding how services are provided and how the program's purpose connects with the goals and principles of School-to-Career.
- ◆ Target Population describes any categorical restrictions regarding who may qualify for services. This category was key to the subsequent analysis because it identified flexible, non-categorical funds, as well as indicated potential barriers to resource convergence around eligibility criteria.
- ◆ Authorizing Legislation is the federal or state law authorizing and/or governing the program's operation. This category was included because it is important to know from where the program's operating authority comes; this information will be especially useful in cases where federal waivers are recommended.
- ◆ Total Funds is the total of federal and/or state dollars funding the initiative, including both administrative and service delivery funds. This category is especially important to identify programs that have some flexible funds.
- ◆ Funding Flow describes how the funds flow to the service providers – for example, are the funds allocated via entitlement or must an application be submitted for funding? Is the application a competitive or non-competitive application? Do the federal funds flow through the state or do the locals receive the funds directly from the federal government? This category will inform recommendations around connecting School-to-Career principles to funding applications.
- ◆ Restrictions describe the statutory and/or regulatory restrictions governing the program and affecting how funds could be used to support the goals and principles of School-to-Career. This category will be used to identify barriers to collaboration and resource convergence and help to inform the recommendations.

Short descriptions of the programs identified in Colorado's Resource Scan are presented in Chapter 5 (p. 143) of this document. Detailed program information, around these categories, is included in the Resource Mapping database which accompanies this publication.

The template on the following page will help to organize Resource Scan information.



Resource Scan Template

~ Programs which could support the goals and principles of School-to-Career ~

Initiative	Scope/Purpose	Target Population	Authorizing Legislation	Total Funds	Funding Flow	Barriers/ Statutory Restrictions
Education Reform Initiatives						
School Finance Act						
Goals 2000						
Standards & Assessments						
Ed-Flex & Consolidated Application						
Professional Development						
Charter Schools						
Distance learning						

Initiative	Scope/Purpose	Target Population	Authorizing Legislation	Total Funds	Funding Flow	Barriers/ Statutory Restrictions
Education Reform Initiatives (con't)						
Vocational Education						
Higher Education Initiatives						
Student Financial Aid						

Initiative	Scope/Purpose	Target Population	Authorizing Legislation	Total Funds	Funding Flow	Barriers/ Statutory Restrictions
At-risk Youth Initiatives						
IDEA and Transition programs						
Gifted & Talented						
Drop-out Prevention Initiatives						
Improving America's Schools Act (All Titles)						
Preschool programs						
Bilingual Education						

Initiative	Scope/Purpose	Target Population	Authorizing Legislation	Total Funds	Funding Flow	Barriers/ Statutory Restrictions
At-risk Youth Initiatives (con't)						
Vocational Rehabilitation						
Youth Corrections programs						

Initiative	Scope/Purpose	Target Population	Authorizing Legislation	Total Funds	Funding Flow	Barriers/ Statutory Restrictions
Workforce Development Initiatives						
Wagner-Peyser						
JTPA						
One-Stop Career Centers						
Employer Tax Credits						
Employment Service						

Initiative	Scope/Purpose	Target Population	Authorizing Legislation	Total Funds	Funding Flow	Barriers/ Statutory Restrictions
Community-based Initiatives						
Adult Basic Education						
School-based Health Initiatives						
Welfare Reform						
Child Welfare						
Crime Prevention Initiatives						
Service Learning Programs						
Community Service Initiatives						

Recommendations for a smooth process to collect resource information

It is imperative that this information-gathering process be completed consistently and thoroughly. Following are some of the key factors to be considered when gathering the baseline data for the Resource Scan:

- ◆ Utilize the Task Force's wide range of expertise. The experience represented on the Task Force was instrumental in collecting much of the program information and suggesting contacts for gathering additional information.
- ◆ It is very important to follow-up with every suggested contact to ensure that complete and accurate information about every relevant program is collected.
- ◆ Be patient with the data collection process. It may seem like an endless loop of information gathering – however, following-up on every suggestion is the best way to ensure the richest body of information to inform the project and the eventual recommendations.
- ◆ Define a regimented set of interview questions to use when gathering program information (see sample questions on pages 34-35). Early in the process we learned that, despite the parameters within which information was being collected, there needed to be more structure to the questions we were using to probe information. For example, the first few interviews were loosely structured upon the framework – however, those conversations seemed to ramble on and off the various topics until all the information to fill in the chart had been elicited. After the first few “trail run” interviews, a more detailed list of interview questions was compiled and the questions were asked in the same order in each subsequent interview.
- ◆ Focus on structure over details. Ensure that the interview questions will elicit pertinent information, while allowing flexibility to explore nuances or press certain issues, depending on the intent or goals of the program.
- ◆ Use the interviews as a process both to collect uniform data and to hone in on the key elements of the Resource Mapping project. For example, through the organized series of interview questions, we discovered that the “funding flow” category was more important to determine how school districts or other local entities serving individuals receive the funds than to diagram the flow of funds from the federal level to the state to locals, as originally expected.

*Use the interviews
as a process both
to collect uniform
data and to
hone in on the
key elements of
the Resource
Mapping project.*



Collecting the information for the Resource Scan

Interviews are the most effective way to collect the baseline program information. This process is the most time-consuming step of the entire project – however, it is also one of the most important steps for two key reasons:

- a) it provides all the information for future analyses and recommendations, and
- b) it further strengthens the rapport between School-to-Career, the Resource Mapping project, and agency personnel.

Sample interview questions:

1. Before asking any questions, introduce yourself and describe the Resource Mapping project and the purpose of your inquiry about this program. Have written information about School-to-Career and resource mapping available in case the interviewee wants a description in writing.
2. “To frame our conversation, please describe the general purpose of THIS program.”
3. “What is the legislative authority (i.e. state or federal act) for this program?”
4. “What are the legislative mandates governing the program's operations?”
5. “Is there collaboration among this program and other programs at the state level? Is there collaboration with other programs at the service delivery level?”
6. “Who is eligible for the program? What are the guidelines to determine program eligibility? Is there any flexibility within the determinants of ‘eligibility?’”



7. "What is the total funding for this program for the current fiscal year? How are the funds allocated among various titles or sub-programs?"

8. "What percentage of funds are earmarked for program administration at the state level? What percentage of funds are available for actual service delivery?"

9. "How are program funds distributed to the service delivery level? (e.g. How does the state receive its funds? Are funds distributed via an entitlement? Is there a formula allocation or must locals apply for funding? Is the application process competitive or non-competitive? Does the funding pass-through the state or is it allocated directly from the federal level to locals?)

10. "[Briefly recap the goals of School-to-Career.] In terms of these goals, are there statutory and/or regulatory rules or restrictions which would prohibit this program from addressing such goals or coordinating efforts among other programs to achieve such goals?"

11. "In your opinion, how flexible is the program in meeting local needs? Are there general barriers to how program funds can be used at the service delivery level?"

12. "Is there any additional pertinent information about this program or its funding which would enrich this project?"

13. "Do you know of other programs or individuals who should be contacted as we continue to gather information to enrich our knowledge base and help to inform our plan for how the existing infrastructure can be utilized to support and sustain the goals and principles of School-to-Career?"

14. "Thank you for your time. May I contact you again if we need more information?"

*How flexible
is the program
in meeting
local needs?*



V: *Building our travel itinerary*

Assets and Challenges: A deeper level of analysis

Using all the information that has been generated via the resource mapping process, specific opportunities and challenges which could affect how the ideal world of a fully sustained School-to-Career system can be achieved will be analyzed. The broad ideas resulting from this work should be considered in policy planning, as resources and departmental practices are analyzed and a strategic plan for sustainability is developed. These ideas will also be key elements for local partnerships to consider as they develop plans to make the strategies and outcomes reflected in the state strategic plan work in their communities.

*A state-specific
framework for
Resource Mapping
was developed . . .
strengths and
weaknesses were
identified.*

To work through this analysis, we used the previous work – i.e. identification of the broad themes and goals, along with the broad barriers and facilitators within each theme – to launch into a deeper analysis of policy and barriers to collaboration and resource convergence. In this phase, we developed a state-specific framework for resource mapping. This entails identifying the state's strengths and weaknesses, within each goal, given existing policy and practice.

Developing this framework entails the following steps:

- ▲ Review the interview notes and all the information that was collected via the Resource Scan to identify the current assets and challenges which could affect how School-to-Career is sustained.
- ▲ Consider the following questions to determine the assets: Are any programs currently collaborating around either administration or service delivery? Is there state legislation which could support the goals and principles of School-to-Career? Do any programs operate with fairly flexible funding? What internal policies have agencies implemented which could support School-to-Career? Is there other evidence of capacity and/or tools to affect the sustainability of School-to-Career via program administration, policy, or funding?
- ▲ Question where the major barriers to such integrated practices presently exist: Are there categorical restrictions to collaboration? Where do categorical funds fall short of meeting expected need? Are there unspent funds which must be returned to the state or federal government? Are there mismatches in agency policies around a common area? Are there statewide reforms which could easily be dismantled because they have not been implemented via state legislation? What other obstacles may thwart efforts to utilize the existing infrastructure to support and sustain the goals and principles of School-to-Career?
- ▲ As various assets and challenges are identified, organize the information, within the goals categories, into a chart.
- ▲ Review all the assets which have been identified to determine how those strengths can be used to support School-to-Career goals with minimal change. For example, if receipt of a



Goals 2000 grant has been identified as a strength, it could be redefined as a School-to-Career asset because it could provide a foundation for connecting standards and assessments with workplace competencies.

- ▲ Similarly, review the listed barriers to determine strategies for turning those weaknesses into assets to support elements of School-to-Career. For example, has the return of unspent categorical funds to the state's general fund been identified as a challenge? If so, for instance, could those funds be reallocated, via a competitive application process or other means, to eligible organizations who agree to meet the program's purpose by providing services within a School-to-Career model?

The following chart presents a sample of some of the key assets and challenges that were identified within each of the four areas of analysis in Colorado. Following this example, there is a similar, blank chart for working through such an analysis.

Once this assets and challenges analysis is completed, you will have created a framework for identifying opportunities for policy investment, collaboration, and shifts in agencies' operations. This framework, then, will provide the mechanism from which recommendations to realign resources and policy to support the goals and principles of School-to-Career will follow.



Framework for Analysis

~ Determining areas for investments to support and sustain School-to-Career principles ~

General policy context, permeating all systems:

- Executive commitment to developing Colorado’s human capital investments.
- Constitutional limits on public spending and revenues.
- Local control in both the education and workforce development arenas; philosophy of limited government role in citizens’ lives.
- Limited legislative support for state funding for education – other than the School Finance Act, the only categorical state funds are for special education, gifted and talented, and preschool programs.
- The federal Workforce Investment Act specifically prohibits the use of block-grant funds for School-to-Career activities – however, it does not prohibit collaboration.
- Colorado’s management structure for School-to-Career involves an interagency team, comprised of key personnel from five state agencies with goals and programs aligned with School-to-Career’s principles. This structure facilitates the integration of School-to-Career principles into agency policy, procedures, staffing, and funding.

<p><u>Goal</u>: Elements of School-to-Career are integrated throughout the K-16 education system; statewide education reform initiatives are connected with the goals and principles of the School-to-Career system, supporting such efforts to increase student achievement and postsecondary options.</p>	
<p><u>Assets</u> (Strengths in the operating world)</p>	<p><u>Opportunities for Policy Investments</u> (Using Assets to support School-to-Career principles)</p>
<p>The eight education goals comprising Goals 2000 provide a foundation to connect standards and assessments with workplace competencies.</p>	<p>Goals 2000 can support the overall framework for the School-to-Career system.</p>
<p>A 1996 law requires all public four-year institutions in Colorado to submit annual “quality indicator” report cards presenting employer satisfaction and post-graduation success data as well as graduation rates and cost data.</p>	<p>“Quality indicator” data can help to support the need for School-to-Career.</p>
<p>Re-licensure credit is offered to Colorado educators who participate in professional development focusing on School-to-Career principles.</p>	<p>School-to-Career principles can be integrated throughout all professional development opportunities for educators and administrators, including business externships.</p>
<p>Carl Perkins and Tech Prep funds are flexible. These funds are often used to connect workplace competencies into the curriculum.</p>	<p>TechPrep funded mini grants to partner community college faculty with secondary educators in the workplace. This will help educators understand workplace needs and ideas for making education more relevant.</p>
<p>Distance learning opportunities have been emphasized in Colorado. An existing infrastructure connects schools, employers, and postsecondary institutions.</p>	<p>Distance learning presents unique opportunities connect school- and work-based learning and bring the world of work into classrooms. At the postsecondary level, Western Governors’ University and the Electronic Community College expand opportunities for learning.</p>
<p>HB 93-1313 established a standards-driven education system in Colorado. It defines standards for what students should know and be able to do and sets a roll-out schedule for testing students on the standards.</p>	<p>Standards and assessments, especially within a local control environment, present opportunities for School-to-Career principles to be integrated into the curriculum as a means to add relevance to help students reach high standards and succeed in the global economy.</p>
<p>Workplace competencies, developed by the Colorado Association of Commerce & Industry, define the broad skills that Colorado students need to be successful in most careers and postsecondary education.</p>	<p>Workplace competencies provide a framework of good work habits that benefit students in school and on-the-job and a context to make standards-based education relevant to the world of work. Workplace competencies provide a host of opportunities to integrate School-to-Career principles into the curriculum.</p>
<p>Several statewide resource banks have been created to provide educators with access to a variety of information and tools.</p>	<p>HB 93-1313 established a Resource Bank to provide a variety of information, examples, and professional development strategies for implementing standards-based education. It includes information about School-to-Career – for example, model lessons demonstrate how School-to-Career principles can be integrated into the standards for each content area.</p>

<p style="text-align: center;"><u>Assets</u> (Strengths in the operating world)</p>	<p style="text-align: center;"><u>Opportunities for Policy Investments</u> (Using Assets to support School-to-Career principles)</p>
<p>In 1997, the governor announced funding incentives, available to districts which achieve specific results stressed in district improvement plans.</p>	<p>Funding incentives present opportunities for schools to target integrating School-to-Career principles into the curriculum and to receive some incentive funds to accomplish such integration.</p>
<p>HB 98-1267 requires the State Board of Education to establish accreditation indicators for schools based on student achievement of the standards. It also mandates annual reviews of competency assessments for professional educators and requires teacher preparation programs to include instruction in implementing standards-based education.</p>	<p>Accreditation legislation presents opportunities to formalize connections between School-to-Career principles and academics in state education policy.</p>
<p>The State Board for Community Colleges approved School-to-Career as an agency priority for 1997-98.</p>	<p>Visible commitment to School-to-Career will make it easier to secure long-term support for the initiative's goals and principles within agencies.</p>
<p>Colorado is an Ed-Flex state, which allows the Commissioner of Education to grant federal waivers to districts around provisions in Titles I (all four parts), II, IV, and VI of Improving America's Schools Act. Any district may apply for statutory and/or regulatory waivers for any of these titles as long as they can demonstrate that student performance will increase via the waiver.</p>	<p>Ed-Flex presents key opportunities for supporting School-to-Career principles by waiving barriers which hinder the integration of School-to-Career concepts and workplace competencies into the curriculum.</p>
<p>Consolidated Application is a district-level reform which allows Colorado school districts to present a five-year plan to consolidate administrative funds of Titles I, II, IV, and VI of Improving America's Schools Act to better align curriculum with district goals.</p>	<p>Consolidation plans must be built around the education goals contained in Goals 2000 – this presents opportunities for School-to-Career principles to be woven throughout these plans because of the strong connections between School-to-Career and Goals 2000.</p>
<p>SB 98-63 indefinitely extended Colorado's Charter Schools Act. Colorado law permits self-governing schools, organized by students, teachers, and parents within school districts, to operate via contracts negotiated between the school and the local board of education.</p>	<p>Charter Schools present opportunities for schools to be wholly designed around School-to-Career principles, emphasizing curriculum integration, work-based learning opportunities, and workplace competencies as means to prepare students to meet state standards and excel in the future.</p>
<p>Postsecondary Options (PL 23-35-101-110) allows students to apply up to two postsecondary courses to high school graduation during each of the last two years of high school. Districts must establish contracts with postsecondary institutions and pay for such courses.</p>	<p>Postsecondary Options creates opportunities for students to focus applied learning around career pathways.</p>

<p style="text-align: center;"><u>Assets</u> (Strengths in the operating world)</p>	<p style="text-align: center;"><u>Opportunities for Policy Investments</u> (Using Assets to support School-to-Career principles)</p>
<p>The Colorado Commission on Higher Education has integrated School-to-Career principles into many policies, including: a) preservice education programs require a workplace and career awareness component; b) legislation and pilot funds will increase the number of internships directly related to postsecondary students' academic studies.</p>	<p>Despite universities' independence, higher education policies encourage School-to-Career principles to be integrated into higher education via institutions' operating procedures.</p>
<p>The Colorado Department of Education (CDE) has coordinated on-site program reviews of nine federally-funded programs. These coordinated reviews assist districts in meeting locally identified needs as well as to provide CDE information about model programs to be disseminated statewide.</p>	<p>A coordinated review process presents opportunities to include School-to-Career connections in technical assistance as a strategy to help districts improve student achievement.</p>

<p><u>Goal:</u> Elements of School-to-Career are integrated throughout the K-16 education system; statewide education reform initiatives are connected with the goals and principles of the School-to-Career system, supporting such efforts to increase student achievement and postsecondary options.</p>	
<p><u>Challenges</u> (Barriers in the operating world)</p>	<p><u>Opportunities for Policy Investments</u> (Making barriers into assets)</p>
<p>The Colorado Department of Education’s teacher certification does not require the competencies or workplace elements that are required by the Colorado Commission on Higher Education in the teacher preparation curriculum.</p>	<p>Teacher certification requirements should model the elements which are required in the preservice education programs in Colorado.</p>
<p>The K-12, vocational education, and postsecondary education systems are governed by three bureaucracies which are controlled by three separate state boards which can hinder collaboration.</p>	<p>Agencies could collaborate around mutual initiatives – the School-to-Career Interagency Team, representing five state agencies, could be a model for such cooperative operations.</p>
<p>School-to-Career and the standards movement began on separate tracks, making connections between these initiatives difficult for many educators to grasp and/or implement.</p>	<p>District policies supporting School-to-Career principles will aid the integration of workplace competencies into the curriculum in support of standards.</p>
<p>The workplace competencies are a significant step toward connecting academic standards to the world of work – however, these competencies have only been endorsed by the Board of Directors for the Colorado Association of Commerce and Industry, but not by other official bodies representing education and employment and training systems outside the K-12 system as a means of connecting learning to the workplace.</p>	<p>Every organization responsible for providing education and/or training, for youth or adults, should be aware of the workplace competencies and not duplicate the effort entailed in developing these competencies.</p>
<p>Some educators see STC as an add-on program, rather than as systemic change, hindering the blanket integration of STC throughout the curriculum.</p>	<p>Staff development which is focused around including School-to-Career principles with standards and assessments will help many educators to see the connections between the classroom and the workplace.</p>
<p>Four-year universities often drive the high school curriculum.</p>	<p>Until higher education includes demonstration of workplace learning in admission criteria, many districts will never adopt formal policy supporting School-to-Career -type connections.</p>
<p>Articulation agreements are often difficult to secure; moreover, articulations are wholly focused on academic skills.</p>	<p>Articulation agreements which include the application of knowledge beyond the academic realm will help to support School-to-Career principles across all levels of education.</p>
<p>Goals 2000 funds must flow through a local education agency or Board of Cooperative Education.</p>	<p>Goals 2000 waivers could expand its focus beyond its traditional academic realm – e.g. a One-Stop could secure some Goals 2000 funds to support the integration of education and workforce development.</p>

Goal: Elements of School-to-Career are integrated throughout the K-16 education system; statewide education reform initiatives are connected with the goals and principles of the School-to-Career system, supporting such efforts to increase student achievement and postsecondary options.

<p style="text-align: center;"><u>Challenges</u> (Barriers in the operating world)</p>	<p style="text-align: center;"><u>Opportunities for Policy Investments</u> (Making barriers into assets)</p>
<p>Local control provides opportunities for districts to try new methods for increasing student achievement – however, administrators and educators are so busy, they sometimes need direction from the state to see all the opportunities for integrating academics and connecting learning to the world of work.</p>	<p>The state could provide technical assistance to districts regarding how to develop policies and other strategies to help support School-to-Career principles and other innovative learning models to increase student achievement. This could be integrated through the proposed regional structure through the Colorado Department of Education to Boards of Cooperative Education Services (BOCES).</p>
<p>High schools must pay for courses students take under Postsecondary Options – therefore, many schools do not advertise this opportunity to students.</p>	<p>School-to-Career coordinators could help to ensure that counselors understand the importance of ensuring that students are aware of all their options.</p>

Goal: A strong and sustainable School-to-Career system is a key strategy to ensuring that all students (including at-risk and out-of-school youth, youth with disabilities, academically talented students, minorities, children of migrant workers, young women, and students with limited English proficiency) are prepared for future employment and lifelong learning opportunities.

<p style="text-align: center;"><u>Assets</u> (Strengths in the operating world)</p>	<p style="text-align: center;"><u>Opportunities for Policy Investments</u> (Using Assets to support School-to-Career principles)</p>
<p>The Colorado General Assembly has been committed to early childhood education, especially evidenced by recent passage of HB 98-1296, the early education and school readiness program, and continued support for the Colorado Preschool Program which provided 8,850 slots for at-risk four-year olds in FY1997.</p>	<p>Early childhood education could be a good place to begin to introduce workplace competencies, work ethic, and career awareness.</p>
<p>The Colorado Department of Education created “Opportunities for Success,” guidelines which assist educators help special needs students meet the academic content standards and participate in school-to-career activities. Guidelines were developed through a collaborative process utilizing the input of over 2,100 Colorado educators, parents, and citizens, and the expertise of professional organizations.</p>	<p>The Essential Learning Principles defined in “Opportunities for Success” have been cross-walked with the Colorado Workplace Competencies to help ensure the relevance of the academic content standards for special needs students.</p>
<p>A Special Populations Taskforce at the Colorado Department of Education has been assisting school districts ensure that proper tools are available to help “special-needs” students meet the academic content standards.</p>	<p>School-to-Career components are good tools to help “special needs” students see the relevance of school to the world of work and become motivated to achieve standards.</p>
<p>The School-to-Work Alliance Program (SWAP) is a unique collaboration between the Colorado Departments of Human Services and Education to increase employment opportunities for youth with mild to moderate disabilities, ages 16-25, who are ready for full-time competitive employment.</p>	<p>Using district funds to match a Voc Rehab grant, SWAP targets eligible students who are about to enter the world of work and youth who have already dropped out of school. SWAP entails all the key principles of School-to-Career.</p>
<p>Inter-departmental commitments exist to improve services and postsecondary and employment opportunities for at-risk youth.</p>	<p>Using a School-to-Career context, an interagency team devised a State Level Management Plan to address policy and issues for at-risk and out-of-school youth.</p>
<p>The Systems Change Transition Project (to support transition requirements for youth with disabilities mandated in the Individuals with Disabilities Education Act (IDEA)) is a partnership among families, students, human services agencies, and employers to improve post-school living and employment results for youth with disabilities. Every school and community in Colorado has been involved in the project during its five-year grant period.</p>	<p>The practices developed to improve post-school living and employment results apply to all youth. The legacy of the Systems Change Grant has been included in School-to-Career’s focus on transitions in Colorado.</p>

Goal: A strong and sustainable School-to-Career system is a key strategy to ensuring that all students (including at-risk and out-of-school youth, youth with disabilities, academically talented students, minorities, children of migrant workers, young women, and students with limited English proficiency) are prepared for future employment and lifelong learning opportunities.

<p style="text-align: center;"><u>Challenges</u> (Barriers in the operating world)</p>	<p style="text-align: center;"><u>Opportunities for Policy Investments</u> (Making barriers into assets)</p>
<p>Some schools are using School-to-Career concepts to help students in bilingual education meet Colorado’s Literacy Act standards.</p>	<p>School-to-Career concepts could be used as a tool to help all special needs students meet the Literacy Act standards.</p>
<p>Some of the expected special education needs are not met through Federal and state appropriations, forcing Districts to use School Finance Act funds to meet the difference between expected and actual.</p>	<p>Integrating School-to-Career principles into special education and general education can help to expand the reach of special education programs.</p>
<p>Each year a portion of Gifted & Talented appropriations remain unspent and are returned to the General Fund.</p>	<p>Funds returned to the General Fund could be used to support Gifted and Talented programs which focus on School-to-Career principles.</p>
<p>Varying age limits for categorical programs create barriers against using funds collaboratively and preclude many in need of service from receiving services.</p>	<p>School-to-Career is a seamless system designed for all students – it could maintain to maintain students’ focus as they transition between eligible and non-eligible status for categorical programs.</p>
<p>Lack of coordinated staff development around meeting the needs of special populations (other than Transition for youth with disabilities).</p>	<p>Professional development opportunities which focus on School-to-Career principles should be taught in the context of all students.</p>
<p>Many at-risk 3- and 4-year olds do not attend preschool, putting them at risk of being placed in special education and/or eventually dropping out of school. Moreover, the Colorado Preschool Program and Head Start provide only half-day/part-year services, whereas programs statistically shown to improve future graduation and employment rates provide full-day/full-year services with weekly home visits.</p>	<p>Including workplace competencies into early childhood education may increase its effect because it will be teaching competencies which will be reinforced through all levels of education.</p>

<u>Goal</u> : Elements of School-to-Career are connected with the workforce development system; employer involvement is increase through new and expanded business-education partnerships.	
<u>Assets</u> (Strengths in the operating world)	<u>Opportunities for Policy Investments</u> (Using Assets to support School-to-Career principles)
In May 1997, the General Assembly passed the School-to-Career employer tax credit.	Tax credits provide excellent incentives to encourage businesses to connect with students and schools, especially by removing affordability as a barrier. Additionally, tax credits provide incentives for schools to work more closely with businesses.
Workforce Coordinating Council (WCC) staff are collocated with School-to-Career staff at the state level.	Collocation provides opportunities for frequent collaboration to develop strategies to connect state education and workforce development policies.
Colorado’s goals and objectives for the Job Training Partnership Act (JTPA) include increasing the number of youth staying in and returning to school and promoting work-based curricula linking classroom learning to workplace experiences as a priority.	School-to-work transition services are specifically identified as a strategy to increase the number of youth in school. The Governor’s Special Initiatives target funding to such priorities.
Like the School-to-Career system, Colorado’s One-Stop system is regionalized with its governance centered in local control.	Similar governance structures makes collaboration among initiatives easier.
Colorado’s progressive workforce development reforms, which include School-to-Career as a workforce development strategy, has helped to expand the reach of the School-to-Career initiatives and expand its partners.	Colorado’s workforce development reform prompted the National Employers Leadership Coalition (NELC) to develop and pilot its School-to-Work employer participation model in Colorado, showcasing Colorado employers nationally.
A 1997 employer survey, sampling local School-to-Career business partners across Colorado, found that 91% of employers plan to expand (42%) or sustain (49%) their involvement in School-to-Career activities.	Such powerful survey data can be used to demonstrate the wide appeal of School-to-Career and encourage new partners to become involved in the initiative.
A business edition of “Making Standards Work” is in draft form. This document will provide ideas for connecting workplace competencies in private sector education and training programs.	This tool may encourage employers to demand such competencies in the K-16 system so they don’t have to spend time teaching basic competencies to new hires.
In 1998, the Summer Job Hunt (funded by Wagner-Peyser) and School-to-Career activities were provided jointly.	This collaborative model can encourage more traditional workforce development initiatives to partner with School-to-Career.
The Governor signed an Executive Order in 1997 which established the One-Stop Career Center system, creating it as the primary place for Coloradans to look for jobs and for employers to find workers.	The One-Stop system presents many opportunities for collaboration with STC partnerships, especially around establishing and maintaining employer relationships.
Regional Workforce Boards must include a representative from the School-to-Career system in their membership.	Joint membership across boards reduces duplication of initiatives which focus on similar goals.

<p><u>Goal:</u> Elements of School-to-Career are connected with the workforce development system; employer involvement is increase through new and expanded business-education partnerships.</p>	
<p><u>Assets</u> (Strengths in the operating world)</p>	<p><u>Opportunities for Policy Investments</u> (Using Assets to support School-to-Career principles)</p>
<p>The School-to-Career director reviews all local workforce development plans for appropriate linkages with the School-to-Career partnerships in the regions and representation on the Regional Workforce Boards.</p>	<p>Such review ensure that School-to-Career and workforce development efforts are coordinated across the state.</p>
<p>Colorado Association of Commerce and Industry (CACI) has agreed to act as an intermediary organization to assist local Chambers to garner the support of local employers, legislators, and local elected officials for School-to-Career policy, and to partner with industry organizations to develop skill standards.</p>	<p>An intermediary organization can be a terrific asset for pulling together a broad-based coalition of business stakeholders to champion School-to-Career principles.</p>
<p>Maintaining linkages with School-to-Career is included in the Workforce Coordinating Council’s mission. 1998 state legislation changed the Council’s composition to comprise a majority of business and labor members.</p>	<p>Majority employer representation will help to maintain employers’ focus and attention.</p>
<p>Many statewide employers are stepping up to the plate for School-to-Career. This is helpful for encouraging other employers to become involved in School-to-Career activities.</p>	<p>Norwest Bank includes participation in STC activities as an evaluation criteria for all employees. Charles Schwab is developing “non-traditional” shifts for parents who want to work around their children’s school schedule.</p>
<p>The Colorado Department of Labor and Employment’s “UI Quarterly” has been used as a vehicle to provide over 108,000 employers with information about School-to-Career and facts on job shadowing, internships, etc.</p>	<p>A variety of publications and government reports can be used to describe School-to-Career and suggest connections.</p>

<p><u>Goal:</u> Elements of School-to-Career are connected with the workforce development system; employer involvement is increase through new and expanded business-education partnerships.</p>	
<p><u>Challenges</u> (Barriers in the operating world)</p>	<p><u>Opportunities for Policy Investments</u> (Making barriers into assets)</p>
<p>Colorado does not have formal legislation establishing the One-Stop service delivery system – therefore, there are no guarantees how the One-Stop system will exist beyond its federal grant period. This creates barriers to developing strong collaboration between School-to-Career partnerships and One-Stops.</p>	<p>Developing strong partnerships between stakeholders of the School-to-Career and of the workforce development systems is important to maintain linkages across systems. Such partnerships will help to ensure that a strong infrastructure will exist to support joint education and workforce development goals, regardless of what happens at the end of federal grants.</p>
<p>There is no strong coordination among all the employer boards which focus on workforce development issues. These boards are addressing similar issues in quasi-vacuums when they should be collaborating and developing strategies to increase opportunities to serve youth, while eliminating duplication.</p>	<p>Coordinating the work of employer boards, especially around youth issues, is important to maintain strong connections across programs.</p>
<p>There is a lack of coordination between the six School-to-Career regions and the 18 workforce development regions across Colorado.</p>	<p>Regardless of contiguous regional boundaries, School-to-Career and workforce development activities must be coordinated across the state. Common membership across these boards will help to ease this challenge and encourage coordination among the regions.</p>
<p>Collaboration between School-to-Career and the Bureau of Apprenticeships, especially regarding school-to-registered apprenticeship, is weak.</p>	<p>Strong connections between School-to-Career and the Bureau of Apprenticeships will help to maintain School-to-Career principles.</p>
<p>Advertising the School-to-Career Tax Credit is difficult – moreover, many employers claim to have no knowledge of the tax credit.</p>	<p>Utilizing partnerships with employer organizations will help to spread the word about the tax credit and other information helpful to involving more employers in School-to-Career activities.</p>
<p>Relationships between School-to-Career and economic development strategies (e.g. Smart Growth), county commissioners, etc. are not strong.</p>	<p>Local economic development strategies could be identified and linked with School-to-Career activities in relevant communities as a strategy to increase employer involvement in business-education partnerships.</p>

<u>Goal: Partnerships and collaborative efforts connect students and families with community resources to ensure that all youth are prepared to attain education and employment goals.</u>	
<u>Assets</u> (Strengths in the operating world)	<u>Opportunities for Policy Investments</u> (Using Assets to support School-to-Career principles)
Local Safe and Drug-Free Schools and Communities Advisory Councils have been established in every school district in Colorado to develop strategies to prevent youth risk behaviors.	Council members provide links between schools and communities and could be a conduit for developing new linkages between School-to-Career and communities.
Partnerships between the Colorado Department of Health and Environment and private health care providers have created ten School-Based Health Centers which are quasi- health clinics operating in schools to meet the health needs of all students in the school.	School-based health centers present a variety of opportunities to connect School-to-Career principles – e.g. school- and work-based learning in health pathways – in schools.
The Colorado Medicaid Program, passed in 1997, allows schools to bill Medicaid for any health service for qualifying students; districts must prepare a plan detailing how savings will be used for other health-related services (savings do not need to be spent on Medicaid-eligible students.)	The Colorado Medicaid Program offers opportunities for developing School-to-Career connections – e.g. some savings could be targeted to staff development and teacher externship opportunities to learn about health fields.
1997 legislation established the Child Care Block Grant, a collaborative initiative between the Colorado Departments of Education and Human Services to meet the child care needs of low-income families in Colorado. Funded plans must address services for working parents and demonstrate collaboration and a community-wide approach to before- and after-school care.	Some Colorado communities have supported School-to-Career connections in their models for receipt of Child Care Block Grant funds – e.g. Fremont County is using the initiative to teach children about careers in the prison system, one of the county’s largest employers.
Colorado has established Adult Basic Education regions which are contiguous with Colorado’s 18 workforce development regions.	Contiguous regions help to provide coordinated services to meet community needs and can help to facilitate the connection of School-to-Career principles across services and regions.
Pilot funds have established Family Centers in several Colorado communities to model collaborative service delivery for meeting unique local needs. Often located in schools, Centers provide “one-stop” access to health, social services, child care, job training, and educational information and services.	Family Centers provide opportunities to garner support for School-to-Career concepts among parents and community leaders.

Goal: Partnerships and collaborative efforts connect students and families with community resources to ensure that all youth are prepared to attain education and employment goals.

<p style="text-align: center;"><u>Assets</u> (Strengths in the operating world)</p>	<p style="text-align: center;"><u>Opportunities for Policy Investments</u> (Using Assets to support School-to-Career principles)</p>
<p>Service Learning Colorado sponsors eight regional action teams and five preK-12 and higher education partnerships that encourage schools, community agencies, AmeriCorps, and higher education to develop collaborative efforts around a) service learning professional development opportunities; b) using secondary and higher education students as community resources; and c) increasing academic achievement among all students via service learning.</p>	<p>Service learning provides a variety of natural connections between School-to-Career and communities.</p>
<p>The School-to-Career partnership has partnered with the Senior Citizen Tax Credit Council to encourage volunteerism in School-to-Career activities.</p>	<p>Community partnerships can be enhanced to garner support for School-to-Career principles across communities.</p>
<p>United Way has linked its Web site with the School-to-Career site, providing a variety of opportunities to electronically link community initiatives with School-to-Career activities across the state.</p>	<p>Electronic linkages between School-to-Career and community-based organizations can be expanded.</p>

Goal: Partnerships and collaborative efforts connect students and families with community resources to ensure that all youth are prepared to attain education and employment goals.

<p style="text-align: center;"><u>Challenges</u> (Barriers in the operating world)</p>	<p style="text-align: center;"><u>Opportunities for Policy Investments</u> (Making barriers into assets)</p>
<p>Colorado has no state legislation or funding in support of Adult Basic Education.</p>	<p>School-to-Career connections could help to support the case for adult education funding in Colorado – e.g. parents with good literacy skills can help their children make better career and education choices.</p>
<p>Many community-based organizations operate within very tight budgets.</p>	<p>School-to-Career marketing activities must extend throughout the community – organizations must know about the benefits of partnering with School-to-Career and the array of activities in which they could participate.</p>
<p>School-based health initiatives are not natural partners with School-to-Career – despite the benefits of coordinating activities, few connections have been made.</p>	<p>School-based health initiatives could be great assets to School-to-Career, providing on-site work-based learning opportunities for students around the health pathways.</p>
<p>In many communities, schools are no longer the focal point of community activities.</p>	<p>School-to-Career activities are a natural bridge between the communities and schools.</p>
<p>Many community activities are so focused around niches – e.g. adult literacy, self-sufficiency, rehabilitation – that it is often difficult for additional linkages to be identified.</p>	<p>School-to-Career goals are aligned with those of many of these organizations – therefore, linkages with School-to-Career could help to support community organizations’ goals.</p>

Framework for Analysis

~ Determining areas for investments to support and sustain School-to-Career principles ~

<u>Goal:</u>	
<u>Assets</u> (Strengths in the operating world)	<u>Opportunities for Policy Investments</u> (Using Assets to support School-to-Career principles)
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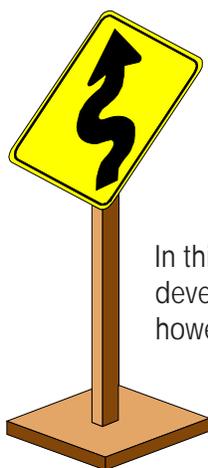
VI: *Plotting the route*

Focusing on our destination

The next phase in the resource mapping process is to develop policy recommendations, given all the information that has been collected and frameworks that have been developed. Reaching this point in the process, much of the difficult work has been completed: identifying broad themes for analysis, collecting information for the Resource Scan, and completing the assets and challenges analysis were big tasks, but will provide much of the framework for developing policy recommendations. At this point, we can begin mapping some potential routes to reach a sustainable School-to-Career system. To plot this route, three key steps must be completed:

- ◆ analyze the assets and challenges framework, the Resource Scan, and other information that has been collected to develop a set of specific recommendations for realigning resources, policies, and procedures to support and sustain the goals and principles of School-to-Career;
- ◆ organize the recommendations into a format which is conducive to producing policy and procedural changes; and
- ◆ approach the system stakeholders for validation of the ideas recommended to achieve systemic change.

Organizing the information into a useful format takes some time.



Following the roadsigns to points of interest
Identifying opportunities for policy linkages and procedural shifts

In this step, the initial recommendations to inform a sustainability plan will be developed. Completing the analysis, itself, takes a lot of thought and work – however, it is organizing and presenting the information in the most useable format that seems to take the most time. Consider the following steps to begin plotting some routes:

1. Review the Resource Scan and assets and challenges analysis to determine opportunities to link policies across the system and to realign policies and procedures to close gaps. This step comprises the meat of the analysis. For example, in Colorado, the Gifted & Talented program and Postsecondary Options serve similar populations and pursue common goals – therefore, we will recommend connecting these programs in pursuit of joint School-to-Career goals. Similarly, lack of staff development funds was identified as a barrier – yet, the flexibility of Goals 2000 funds was cited as an advantage. Thus, a recommendation will address how to use this asset to close a gap.



2. List the recommendations as they are developed. Once a comprehensive set of ideas for linkages has been created, code each recommendation by the agency responsible (in some cases, several agencies may be responsible for the programs recommended to be linked.) Use this coding to sort the recommendations into a chart depicting the linkages by program(s) and agency responsible. Use the attached template (see page 85) to chart this information.
3. Re-organize the information, into another chart, dividing the recommendations among the themes/goals for analysis and grouping the information by agency responsible, within each theme. To develop this chart, make columns for a) the agencies responsible, b) programs affected by the recommendations, and c) the recommendations.
4. Look at the national research and contact other states to find examples of legislation and other policy changes adopted to support School-to-Career goals. Use this information to identify additional ideas of opportunities for realigning resources and policy to support the goals and principles of School-to-Career. Add this information to the chart.

Choosing the most direct route

Organizing policy recommendations by themes: A deeper level of analysis

*Review the
recommendations
to identify the
broad themes
for making public
policy...*



Now, the initial analyses will be reworked to develop the specific policy goals and outcomes to be pursued to support and sustain School-to-Career principles. Developing this deeper level of analysis primarily consists of re-working the charts into a format which is more suitable to public policy. In this step, the information will be reorganized into a format which is more conducive to achieving policy results. Steps to consider in re-framing this analysis are presented, followed by a chart

depicting the types of policy goals and outcomes which were identified via this process in Colorado. Templates are also included.

Consider the following steps to complete a deeper level of analysis:

1. Review the recommendations to identify the broad themes for making public policy within which the recommendations fit. For example, most of the recommendations involved realigning resources, seeking waivers or legislation, collaboration, shifts in departmental or program policy, and utilizing various organizational structures.
2. Within each policy theme, identify the outcomes which such a shift in policy or procedure could achieve and the recommendations which could achieve the various outcomes.
3. Create a chart to organize this information. Under headings titled by the various themes, include four columns. In the first column, list the outcomes. In a column beside the outcomes, include all the identified recommendations which could achieve each outcome. Use the next column to depict the agency responsible for pursuing each of the

recommendations and a checklist for the agencies to use to select ideas to consider.

4. Consider creating a fifth column for the agencies' use in considering the policy or procedural change(s) that would attain the recommendations/outcomes. During the analysis we realized that, given the breadth of this project and a limited timeframe, we could not collect enough information about all the agencies and their operating procedures to recommend actual policy or procedural shifts necessary to translate the recommendations into reality. Furthermore, organizational theory cautions that positive results will more likely stem from such inclusive practices. It is one thing to suggest that certain funding streams be blended...and quite another to recommend to the agency directors how to make such ideas happen within their organizations. Therefore, by leaving a blank column for agency recommendations to achieve results, you will be seen more as bearers of ideas, than as rapiers of budgets or control.

*The four themes
are like the key
intersections
through which we
must travel.*

Presenting this analysis in terms of policy goals and outcomes will help the agencies to understand the individual legs of our journey and how we are plotting the various routes on which we intend to travel. In this sense, the four themes are like the key intersections through which we must be sure to travel, regardless of the various right-of-ways we receive. For each policy goal, elements of all four themes are imbedded in both the outcomes and the strategies to achieve results. For instance, strategies for improving opportunities for at-risk youth, one of our four themes, are included within each policy goal.

The following chart describes Colorado's policy goals for sustaining the School-to-Career system, and presents some of the outcomes that could be achieved if agencies support the recommendations via strategies set in policy and/or procedure. Following this chart are two templates to help organize your recommendations into policy goals and outcomes.



POLICY ANALYSIS: OUTCOMES AND STRATEGIES TO ATTAIN RESULTS
 ~ Recommendations to institutionalize School-to-Career principles in agencies through policy ~

Categorical resources and grant funds are reconfigured to lend support to the goals and principles of School-to-Career. The examples presented in this chart suggest outcomes which could be achieved if agencies support this recommendation via strategies set in policy and/or procedure.			
<u>Outcome</u>	<u>Strategies to Achieve Result</u>	<u>Responsibility</u>	<u>Policy to Attain Results</u>
Funds support staff development to connect School-to-Career goals and principles with categorical program goals.	Use Goals 2000 and other discretionary funding sources for staff development regarding linkages between standards and assessments and School-to-Career.	K-12 Education	
	Continue to support staff development necessary to sustain the Systems Change Project with state Children With Disabilities funds. Use such funds to teach educators how to develop and connect school- and work-based activities in classrooms, improving services to special needs students while benefiting all students in the school.	K-12 Education	
	Use Perkins and/or Tech Prep funds for staff development activities which connect workplace competencies to the curriculum.	Community College system	
Unspent categorical state funds are reallocated, via an RFP, to proposals which commit to including School-to-Career principles in activities.	Award the portion of Gifted & Talented funds that have been returned to the General Fund dependent on proposals which demonstrate strong connections between academic learning and the workplace for youth.	K-12 Education	

Outcome	Strategies to Achieve Result	Responsibility	Policy to Attain Results
The School Finance Act supports School-to-Career activities in schools.	Use School Finance Act funds to make up the difference between actual and expected funding for special education to focus on transition planning, allowing <i>all</i> students to benefit from special education’s mastery of transition planning. This would have to be a school-by-school decision – however, the state education department could provide a checklist of such ideas for schools to consider.	K-12 Education	
	Allow Adult Basic Education providers to secure per-pupil operating revenue to serve out-of-school youth who desire a GED or other adult education services.	K-12 Education	
	Increase the utilization of Vocational Rehabilitation services for youth with disabilities who plan to attend a two- or four-year postsecondary program.	K-12 Education/ Human Services	
Programs which support and enhance the general curriculum are used to coordinate and sustain School-to-Career activities in schools.	Supplement the development of Health Pathways with Safe and Drug-Free Schools and Communities funds.	K-12 Education	
	Use Safe and Drug-Free Schools and Communities funds to help districts to integrate workplace competencies into health education curriculum standards.	K-12 Education	
Workforce development funds support functions of the School-to-Career system.	Supplement the salary of a School-to-Career coordinator or career counselor with Wagner-Peyser 10% funds. This position could be housed at a school, One-Stop, or elsewhere the region chooses.	Department of Labor & Employment	
Funds are available to postsecondary institutions to encourage workforce preparation goals for college students.	Tie legislative goals for the Higher Education Act to the life and career preparation goals inherent in higher education – this will allow incentive funds to support School-to-Career principles in postsecondary institutions.	Higher Education	
	Set aside a pot of workstudy funds to be available to students who choose workstudy options that are tied to a career pathway or meet a community need.	Higher Education	

Outcome	Strategies to Achieve Result	Responsibility	Policy to Attain Results
Vocational education funds support workplace competencies in the academic curriculum.	Encourage districts to require lifeskills and career awareness classes, using Perkins and/or Tech Prep funds to support such courses.	Community College system	
Education programs' administrative funds are used to maintain connections between the classroom and the world of work.	Connect School-to-Career principles to the state education department's coordinated on-site program reviews and technical assistance, demonstrating how School-to-Career principles can be a strategy to help programs improve students' academic success.	K-12 Education	
	Use coordinated reviews to identify opportunities to highlight School-to-Career connections as strategies to meet districts' needs, as well as to supply "best practice" models of how educational relevance, demonstrating connections between school and the world of work improve students' achievement.	K-12 Education	
	Safe and Drug-Free Schools and communities funds support collaboration between community programs and the six regional resource centers.	K-12 Education	

Departmental and program policies are aligned with strategies to ensure connections to School-to-Career goals and principles. The examples presented in this chart suggest outcomes which could be achieved if agencies support this recommendation via strategies set in policy and/or procedure.

Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Workplace competencies are integrated into a variety of programs' core operations.	Include demonstration and knowledge of school- and work-based learning in professional certification criteria for all teachers.	K-12 Education	
	Incorporate workplace competencies into the Family Literacy model advanced by Even Start. Weave workplace competencies throughout Even Start programs.	K-12 Education	
	Adopt workplace competencies into the GED and Adult Basic Education curricula.	Adult Education	
	Include workplace competencies as requirements in Colorado's "Certificate of Accomplishment" process for adult learners to achieve as they progress through the academic levels.	Adult Education	
	Incorporate workplace competencies into Comprehensive Health Education programs.	K-12 Education	
	Encourage One-Stops, county social services offices, community-based organizations, and other employment and training providers to adopt the workplace competencies into all training programs.	Stakeholders	
Assessments for the academic content standards reflect mastery of workplace competencies.	Secure a commitment to develop assessments for the academic content standards which reflect mastery of the workplace competencies relevant to each standard.	K-12 Education	

Outcome	Strategies to Achieve Result	Responsibility	Policy to Attain Results
Work-based learning connections are developed and supported in higher education.	Mandate private-sector job shadows and internships for all pre-service teacher programs in the semesters preceding student teaching.	Higher Education	
	Provide incentives to students who choose work study options that are specifically tied to a career pathway and/or meet a community need.	Higher Education	
	Require teacher education faculty to visit K-12 schools and businesses to understand better what new teachers must know to prepare students to excel in school and prepare for the future.	Higher Education	
	Integrate “experiential learning” options into postsecondary curricula, allowing students to receive credit for relevant service learning, internships, etc.	Higher Education	
	Offer incentives to encourage universities to develop strong relationships with local businesses, creating an infrastructure for offering school- and work-based learning opportunities for students.	Higher Education	
School-to-Career principles are utilized as a strategy to enhance the school improvement process.	Revise accreditation guidelines/criteria to incorporate school-workplace learning models, thereby permeating School-to-Career principles throughout policy and management practices for student-related/results-driven school improvement efforts.	K-12 Education	
Programs use common terminology to describe connections between academic learning and the world of work.	Use common terminology in special education, Improving America’s Schools Act programs, Adult Basic Education, employment and training programs, and others.	Stakeholders	
	Require applications to the state for grant and categorical funds to use common terms to describe school- and work-based learning.	Stakeholders	
Performance goals and indicators include STC elements.	Include School-to-Career principles in the performance goals and indicators required for special education programs.	K-12 Education	

Outcome	Strategies to Achieve Result	Responsibility	Policy to Attain Results
Some savings from the Colorado Medicaid Program are used to supplement school- and work-based learning for health pathways.	Encourage districts to include plans for supplementing or developing health pathways, or other health-related connections, in plans for using savings from the Colorado Medicaid Program.	K-12 Education	
Academic content standards and workplace competencies are integrated into the secondary vocational curriculum.	Adopt standards into the secondary vocational curriculum. Develop a companion document to “Making Standards Work” to demonstrate how the academic content standards are relevant to vocational education.	Community College system	
Articulation agreements include workplace competencies or other elements demonstrating application of knowledge.	Encourage community colleges and universities to include School-to-Career competencies in articulations.	Community College System/ Higher Education	
School-to-work transition remains a priority for employment and training programs which serve youth.	Ensure that school-to-work transition remains a priority in workforce development policy, especially in transition from the Job Training Partnership Act to the Workforce Investment Act.	Department of Labor & Employment	

Colorado pursues waivers from federal regulations and/or state legislation to enhance the infrastructure to support and sustain the School-to-Career system. The examples presented in this chart suggest outcomes which could be achieved if agencies support this recommendation via strategies set in policy and/or procedure.

Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Waivers allow program funds to flow through entities other than local education agencies.	Seek a waiver to allow Goals 2000 funds to flow through an entity other than a local education agency if a community chooses such an alternative – for example, local grants could go to a One-Stop, the Colorado Association of Commerce and Industry or a postsecondary institution.	K-12 Education	
Ed-Flex authority is expanded to include programs in addition to the allowable titles of Improving America’s Schools Act.	Request a waiver to allow special education (IDEA) and Perkins to be included in Ed-Flex waiver requests, strengthening opportunities for stronger, broader school-workplace connections while removing barriers to student achievement.	K-12 Education	
Funding is expanded to serve populations outside various programs’ scopes by developing or enhancing school-work connections.	Increase special education funding to enhance transition services and provide career development activities to youth younger than age 14.	K-12 Education	
An aggregated electronic network enhances work-based learning and other opportunities to expand students’ learning beyond the classroom.	Continue to seek legislation and a fiscal note for an aggregated electronic network, providing an access point in every county to electronically integrate K-12 schools, libraries, higher education, and state government. Include legislative language describing the ease of providing opportunities to expand students’ learning beyond the classroom.	Stakeholders	
A results-based evaluation demonstrating the positive effects of integrating workplace principles into the general education curriculum is a catalyst to requesting funds to support School-to-Career.	Identify a funding source to support a comprehensive evaluation of School-to-Career – focus the evaluation on demonstrating how school-work connections help all students to succeed academically and position them to meet future goals.	Interested stakeholders	

Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Create One-Stop centers specifically for youth.	Seek legislation to create the Colorado equivalent of 21 st Century Learning Centers, providing coordinated access to educational information, career services, health care, child care, etc. Connect these centers with existing One-Stops and Family Centers.	K-12 Education Human Services	
School-to-Career principles are formally connected with the standards movement.	Seek a separate fiscal note to augment the Resource Bank, established in HB 93-1313, and make it widely available.	K-12 Education	
	Seek legislation to establish Information Literacy as one of the academic content standards which will be formally assessed among all students at varying grade levels.	K-12 Education	
Connections between education and the workforce development system are institutionalized.	Formalize the required School-to-Career representation on the Regional Workforce Boards via state legislation.	Labor & Employment	
	Strengthen and institutionalize the relationship between the Workforce Coordinating Council and School-to-Career via an Executive Order and/or legislation requiring coordinated oversight among all workforce preparation initiatives.	Labor & Employment	
Higher education considers progressive models for infusing career preparation and workplace learning into the postsecondary curriculum.	Seek legislation to pilot a “Work College” in Colorado. Different from “co-op” programs, all students attending such an institution will essentially receive a free college education by committing to a set number of service learning hours per academic credit hour.	Higher Education	

Interagency collaboration and commitments to pursue new partnerships are key elements to enhancing the infrastructure for sustaining the principles of School-to-Career. The examples presented in this chart suggest outcomes which could be achieved if agencies support this recommendation via strategies set in policy and/or procedure.

Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Partnerships enhance staff development opportunities.	Utilize the workforce development system’s employment and job development counselors to provide in-service training for school counselors.	Labor & Employment/ K-12 Education	
	Provide opportunities for high school counselors to shadow employment and job development counselors, at the One-Stops and elsewhere, to ensure that their career planning advice parallels that which is provided outside the K-12 system.	Labor & Employment/ K-12 Education	
	Provide schools and postsecondary institutions access to the JobMatch system and all labor market information, including the new, interactive SARAS system. Likewise, PATHFINDER and other relevant education/skills software should be available through the One-Stops.	Labor & Employment/ K-12 Education	
	Include school counselors, transition coordinators, SWAP coordinators, and others in all training provided to One-Stop staff and stakeholders regarding resources that are available to aid job seekers and employers.	Labor & Employment	

<u>Outcome</u>	<u>Strategies to Achieve Results</u>	<u>Responsibility</u>	<u>Policy to Attain Results</u>
Collaboration offers alternative mechanisms to provide career preparation and other employment and training services to at-risk and out-of-school youth.	Station a parole officer at the One-Stop (or elsewhere the region chooses) to provide intensive career preparation and other employment and training services to paroled youth.	Juvenile Justice/ Human Services	
	Encourage districts to utilize School-to-Career models when designing curriculum elements for Charter Schools and alternative and night schools.	K-12 Education	
	Encourage districts to utilize drop-out prevention funds to support School-to-Career elements, especially around work-based learning and connecting activities, for at-risk youth.	K-12 Education	
	Allow One-Stops or other non-traditional education entities to secure per-pupil operating revenue to serve drop-outs.	K-12 Education	
	Develop partnerships between pregnant teen programs and One-Stops, family centers, and adult basic education providers – utilize partner organizations as host sites for pregnant teen programs, providing participants with access to and familiarity with all the available employment and training resources.	Stakeholders	
Partnerships provide new opportunities for developing career pathways and offering unique work-based learning opportunities to students.	Utilize school-based health centers and their partnerships with various health care providers to develop health pathways and provide career awareness, job shadow opportunities, and other such health-related workplace connections in schools.	K-12 Education	
	Partner schools with Adult Basic Education providers to provide service learning opportunities to students.	Adult Basic Education	
	Encourage Bilingual Education to partner with adult education/ESL programs – many ESL students worked in their former countries and could mentor a Bilingual student.	K-12 Education + Adult Education	

<u>Outcome</u>	<u>Strategies to Achieve Results</u>	<u>Responsibility</u>	<u>Policy to Attain Results</u>
Employment and training programs serving youth compliment School-to-Career activities without duplicating services.	Strengthen and increase collaboration among the Governor’s Summer Job Hunt, summer youth programs, and School-to-Career.	Labor & Employment	
	Increase the uses of the 10% Wagner-Peyser funds to support connections between schools/students and employers.	Labor & Employment	

The existing infrastructure is utilized to support and sustain School-to-Career principles. The examples presented in this chart suggest outcomes which could be achieved if agencies support this recommendation via strategies set in policy and/or procedure.

Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Distance learning networks support connections between schools and the workplace.	Vocational education utilizes distance learning to provide the “classroom instruction” pieces of a course, while a local business partner provides the “hands-on” learning experiences.	Community College system	
	Provide information about course-relevant internships and other work-based learning opportunities to students registering for courses through “virtual” higher education, such as Western Governors’ University or the Electronic Community College.	Stakeholders	
	Use the electronic library network (ACLIN) as the primary electronic source to house information linking School-to-Career to a variety of education and training reform efforts.	K-12 Education	
	Provide appropriate technology to schools, or nearby access sites, to allow students to access courses not available in their school.	Stakeholders	
The six STC Regional Resource Centers (RRCs) are used to coordinate and disseminate information and technical assistance regarding linkages between School-to-Career and various education and employment initiatives.	Coordinate activities between the RRCs and the Office of Special Education Programs’ Regional Resource Centers to link School-to-Career principles and workplace competencies throughout all programs serving children and youth with disabilities.	K-12 Education	
	Utilize the RRCs to disseminate information and broker technical assistance regarding methods for providing transition-type services to <i>all</i> students.	K-12 Education	
	Make the RRCs a primary point of contact coordinate activities between the regional One-Stop Career Centers and all the School-to-Career Partnerships in the region.	Labor & Employment	
	Connect the RRCs to the Colorado Department of Education’s regional technical assistance design.	K-12 Education	
	Utilize the RRCs to coordinate activities with the youth councils required by the Workforce Investment Act.	Human Services	

<u>Outcome</u>	<u>Strategies to Achieve Results</u>	<u>Responsibility</u>	<u>Policy to Attain Results</u>
One-Stop Career Centers are used to provide the workforce preparation services inherent in the goals of School-to-Career.	Use the One-Stops as the primary liaison for connecting employers and the K-16 education system.	Labor & Employment	
	Develop a formal regionalization plan to fit the six School-to-Career regions into the 18 workforce development regions.	Labor & Employment	
Linkages with School-to-Career is an agenda item for state-level advisory boards and councils; representatives with School-to-Career expertise are involved on such boards and councils.	Ensure that the State Parent Advisory Committee for Migrant Education understands how School-to-Career competencies can help eligible students achieve academic success and define and work toward employment goals.	K-12 Education	
	Encourage the Dept. of Labor & Employment Employers' Advisory Committee to adopt developing strategies to strengthen school-workplace connections as an agenda item.	Labor & Employment	
	Require the Workforce Coordinating Council and Regional Workforce Boards to include more representatives with School-to-Career expertise in their memberships.	Labor & Employment	
	Ensure that the Tech Prep Advisory Committee maintains School-to-Career principles as a key agenda item.	Community College system	
Family Centers are utilized by parents and students in communities for "one-stop" access to services which contain many elements of School-to-Career.	Integrate School-to-Career principles into all services provided at Family Centers. Expand the Family Centers initiative.	Human Services	

Requirements for competitive grants and continuation grant funding include connections to School-to-Career principles. The examples presented in this chart suggest outcomes which could be achieved if agencies support this recommendation via strategies set in policy and/or procedure.

Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Evidence of School-to-Career components is required in various grant applications and funding requests from local districts, agencies, etc.	Require applications for Gifted and Talented funding to demonstrate how programs will help to relate school to the world of work.	K-12 Education	
	Require School-to-Career connections to be demonstrated in Technology Literacy Challenge Grant applications.	K-12 Education	
	Require connections of School-to-Career principles as a criteria for applications requesting Safe and Drug-Free Schools and Communities funds.	K-12 Education	
	Require applicants to demonstrate integration of School-to-Career principles in activities as a criteria in applications for Title VI funds.	K-12 Education	
School-to-Career expertise is represented on the paneling committees for competitive grant applications.	Encourage representatives with School-to-Career knowledge to be included on the paneling committee for Technology Literacy Challenge Grants	K-12 Education	
	Include representatives familiar with School-to-Career principles on the paneling committee for Goals 2000 funding.	K-12 Education	
	Encourage the paneling committee to decide Adult Basic Education funding awards to include representatives with School-to-Career knowledge.	Adult Basic Education	
	Include School-to-Career representation on the committee reading One-Stop Career Center applications.	Labor & Employment	

RESOURCE MAPPING CHART
 ~ Recommendations of Linkages to Support School-to-Career Goals ~

Agency	Program/Funding Stream	Recommendation

RESOURCE MAPPING CHART
 ~ Recommendations of Linkages to Support School-to-Career Goals ~

Agency	Program/Funding Stream	Recommendation

RESOURCE MAPPING CHART
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Agency	Program/Funding Stream	Recommendation

RESOURCE MAPPING CHART
 ~ Recommendations of Linkages to Support School-to-Career Goals ~

Agency	Program/Funding Stream	Recommendation

POLICY ANALYSIS: OUTCOMES AND STRATEGIES TO ATTAIN RESULTS
 ~ Recommendations to Institutionalize School-to-Career Principles in Agencies through Policy ~

Policy Goal:			
<u>Outcome</u>	<u>Strategies to Achieve Result</u>	<u>Responsibility</u>	<u>Policy to Attain Results</u>

POLICY ANALYSIS: OUTCOMES AND STRATEGIES TO ATTAIN RESULTS
 ~ Recommendations to Institutionalize School-to-Career Principles in Agencies through Policy ~

Policy Goal:			
<u>Outcome</u>	<u>Strategies to Achieve Result</u>	<u>Responsibility</u>	<u>Policy to Attain Results</u>

POLICY ANALYSIS: OUTCOMES AND STRATEGIES TO ATTAIN RESULTS
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<u>Outcome</u>	<u>Strategies to Achieve Result</u>	<u>Responsibility</u>	<u>Policy to Attain Results</u>

POLICY ANALYSIS: OUTCOMES AND STRATEGIES TO ATTAIN RESULTS
 ~ Recommendations to Institutionalize School-to-Career Principles in Agencies through Policy ~

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POLICY ANALYSIS: OUTCOMES AND STRATEGIES TO ATTAIN RESULTS
 ~ Recommendations to Institutionalize School-to-Career Principles in Agencies through Policy ~

Policy Goal:			
<u>Outcome</u>	<u>Strategies to Achieve Result</u>	<u>Responsibility</u>	<u>Policy to Attain Results</u>

VII: Going through customs

Receiving agency support

Before requesting the right-of-ways to proceed with our journey, we needed to get blanket permission to travel to our destination. Completing this step entailed a two-part process: first, a “checklist” of broad ideas for policy investment was developed; then, focus groups were held with key agency personnel to elicit support for the ideas.

The “checklist” contains ideas to be considered for creating an infrastructure to sustain the principles of School-to-Career and to build School-to-Career capacity in state agencies. It was designed to be a tool for state agencies and statewide policy organizations to use to assess their goals and consider where and how policy, collaboration, and linkages with the goals and principles of School-to-Career can jointly help to meet the organization’s priorities and the needs of Coloradans. This checklist was presented to focus groups with key personnel in the state agencies which have programs which could/do support School-to-Career’s goals and principles.

To create a checklist of recommendations to build School-to-Career capacity in state agencies, consider the following steps:

1. Review the final analysis chart (the chart containing the outcomes and policy goals) to identify the common themes which permeate the outcomes.
2. Use these broad themes to develop a generic set of ideas for creating an infrastructure to support and sustain the goals and principles of School-to-Career. Ensure that the ideas are not program-specific, but can generally pertain to any program included in the Resource Scan.
3. Review the Resource Scan and interview notes for examples of existing connections for each recommendation to facilitate approval of the ideas. Include these examples, along with space for agencies to identify their own ideas, on the chart.

Colorado’s checklist is attached for review. Following this example, a checklist template is provided.



*A policy checklist is
a tool for agencies
to use to assess
their goals and
consider linkages
with School-to-
Career*



Creating an Infrastructure to Support & Sustain the Colorado School-to-Career System

Recommendations to Build School-to-Career Capacity in State Agencies

Developing a sustainable School-to-Career system is a key to Colorado’s future. Increasing our human potential has been a major Colorado policy priority, and School-to-Career is a key strategy for achieving this goal. A strong School-to-Career system will make education more relevant, enabling students to develop the necessary skills and knowledge to pursue high-skill/high-wage jobs. It will support employers who must maintain their economic competitiveness in the global economy. State agencies and organizations have an essential role in developing such an infrastructure, from encouraging shifts in state education and workforce development policies to educating governing boards and staff about the goals of School-to-Career and the mutual benefits of collaboration to creating a demand for a strong and sustainable School-to-Career system.

This checklist is designed to be a tool for state agencies and statewide policy organizations to use to consider ideas for creating an infrastructure to sustain the principles of School-to-Career. Consider it a lens for assessing your organization’s goals and identifying where and how policy, collaboration, and linkages with the goals and principles of School-to-Career can jointly help to meet the organization’s priorities and the needs of Coloradans.

The tool is purposely broad in its scope to fit a variety of organizational priorities. A checklist of key strategies are recommended to represent some ideal opportunities for Colorado to set policy to facilitate and/or maintain connections with the goals and principles of School-to-Career. For each strategy, the chart also presents some examples of where such connections or policy shifts have already been made. Carefully consider the recommendations in terms of your organization’s role in developing our human potential, and use the checklist to pursue those strategies that make sense for your organization. Through collaboration and focus on our common, bottom-line goals, we can jointly increase our human potential and help to ensure a strong future for Colorado and the nation.

Making School-to-Career Connections

~ Recommendations for State Policy Reform ~

School-to-Career connections focus on:

- Relevancy of academic content
- Contextual learning
- Career awareness for all students
- Ensuring a prepared workforce for employers

Workplace competencies are:

- Skills which workers need, regardless of specialized occupational areas.
- Similar skills required for success in higher education.
- Skills include communications, organization, thinking, technology, and worker qualities.

Recommendations	Agency Commitment		
	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
<p>School-to-Career connections are required in grant applications and funding requests from local districts, agencies, etc. which must apply to the state for funds. For example:</p> <ul style="list-style-type: none"> • Goals 2000 includes School-to-Career components in its rubric for grant applications. • One-Stop Career Center applications require demonstration of collaboration with School-to-Career • • 			
<p>School-to-Career expertise is represented on the paneling committees for competitive grant applications requesting state funding. For example:</p> <ul style="list-style-type: none"> • Adult Basic Education grant paneling included representatives familiar with School-to-Career. • Goals 2000 grant paneling included School-to-Career representatives. • • 			

	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
<p>Connecting with School-to-Career principles is an agenda item for state-level advisory boards, commissions, and councils. Representatives with School-to-Career expertise are members of such advisory boards. For example:</p> <ul style="list-style-type: none"> • Colorado Commission on Higher Education agenda items include School-to-Career components in the teacher education policy and work-study regulations. • • 			
<p>Connect School-to-Career principles to monitoring and/or on-site program reviews as well as to follow-up and technical assistance. For example:</p> <ul style="list-style-type: none"> • Colorado Department of Education Transition Services for Youth with Disabilities include School-to-Career connections in monitoring and technical assistance. • The Department of Labor and Employment’s monitoring of the One-Stop Centers includes inquiries about how the Centers and the Regional Workforce Boards are connecting with School-to-Career. • • 			
<p>Ensure that new hires in the agency have a general knowledge and understanding of School-to-Career and how its principles relates to the organization’s/program’s goals and objectives. For example:</p> <ul style="list-style-type: none"> • Charles Schwab and Norwest Banks require School-to-Career knowledge of new hires. • Orientation in the Department of Labor and Employment’s Youth Unit ensures that new employees have a functional knowledge of School-to-Career and how it relates to the Department’s goals. The Youth Unit has also presented information about School-to-Career at Department-wide meetings. • • 			

	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
<p>Integrate School-to-Career principles into program and organization policy, rules, and regulations. For example:</p> <ul style="list-style-type: none"> • The School-to-Work Alliance Program (SWAP) has been wholly designed around School-to-Career components, integrating such principles throughout all program policies and procedures. • The Governor’s Goals & Objectives for the Job Training Partnership Act have highlighted School-to-Career connections. • The Commission on Higher Education has reformed higher education financing policy to include many School-to-Career elements. • • 			
<p>School-to-Career principles support the organization’s mission, vision, and goals. For example:</p> <ul style="list-style-type: none"> • The Community College System’s mission is grounded in principles which are aligned with School-to-Career’s vision and goals. • The Commission on Higher Education’s master plan includes goals on linking with K-12 systems and provided an educated workforce. • • 			
<p>Connections to the Colorado Workplace Competencies permeate program policies. For example:</p> <ul style="list-style-type: none"> • The Colorado Department of Education’s publication “Making Standards Work” contains many examples of how the workplace competencies can be cross-walked with the academic content standards. • • 			

	Will Implement (☺)	Will Consider (☹)	Not Relevant (☹)
<p>Use established agency publications to highlight or encourage utilization of School-to-Career components. For example:</p> <ul style="list-style-type: none"> • The Department of Labor and Employment’s quarterly newsletter, circulated to thousands of employers, included information about the 10% tax credit for hiring students participating in School-to-Career. • Colorado’s Job Training Partnership Annual Report has included many examples of School-to-Work connections. • • 			
<p>School-to-Career goals are reflected in program performance standards. For example:</p> <ul style="list-style-type: none"> • Higher education institutions may accrue incentive funds for collaborating with local School-to-Career partnerships. • Many One-Stop performance indicators are comparable to School-to-Career goals. • • 			
<p>Offer staff development and cross-training opportunities that provide ideas for integrating School-to-Career principles into programs’ goals and operating procedures. For example:</p> <ul style="list-style-type: none"> • Colorado Goals Panel focused a meeting on integrating School-to-Career with standards and assessments. • Gifted & Talented State Advisory committee has included School-to-Career as a program focus. • • 			

	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
<p>As new legislation is introduced in the General Assembly, and subsequent policy written, ensure that School-to-Career components and connections are included and utilized where appropriate. For example:</p> <ul style="list-style-type: none"> • The Performance Indicators funding legislation included incentives for postsecondary institutions to participate in School-to-Career activities. • • 			
<p>Review established policies for needed policy changes or legislative changes to use state or federal funds to support School-to-Career connections. For example:</p> <ul style="list-style-type: none"> • After review of the Commission on Higher Education’s Work Study policy, legislative changes and Commission policy were adopted to allow work-study students to work in for-profit businesses. • During the review of the Commission on Higher Education’s Teacher Education policy, School-to-Career components were included in the policy. • • 			
<p>Professional organizations understand how School-to-Career principles can be used as a means to meet the organization’s platform and/or goals. For example:</p> <ul style="list-style-type: none"> • The Colorado Vocational Association uses School-to-Career as a means to advance its agenda. • The American Federation of Teachers has recognized the value of School-to-Career as an education reform, evidenced in a number of ways, including the publication of “Reaching the Next Step: How School-to-Career Can Help Students Reach High Academic Standards and Prepare for Good Jobs.” • • 			

<p>Resource banks and centers coordinate information and provide a forum for organizing and presenting School-to-Career information and activities. For example:</p> <ul style="list-style-type: none"> • The Department of Education’s Standards & Assessments Resource Bank includes information about School-to-Career among the strategies and examples for meeting the academic content standards that are presented. • A Career and Technical Education Resource Center has been jointly funded by Tech Prep and School-to-Career funds. • • 			
<p>Policies, where applicable, should be designed to integrate School-to-Career components across agencies. Agency committees that develop policy should be educated about and understand how School-to-Career principles can impact the agency’s goals. For example:</p> <ul style="list-style-type: none"> • The Commission on Higher Education’s Academic Council has discussed School-to-Career and its implications for improving postsecondary education. • • 			
<p>The state advocates for developing and maintaining School-to-Career connections in funding and programmatic policy at the federal level. For example:</p> <ul style="list-style-type: none"> • Colorado’s governor informed the National Governors’ Association efforts to lobby the Congress to ensure that School-to-Career connections are maintained in the workforce development block grant legislation. • • 			

Making School-to-Career Connections

~ Recommendations for State Policy Reform ~

School-to-Career connections focus on:

- Relevancy of academic content
- Contextual learning
- Career awareness for all students
- Ensuring a prepared workforce for employers

Workplace competencies are:

- Skills which workers need, regardless of specialized occupational areas.
- Similar skills required for success in higher education.
- Skills include communications, organization, thinking, technology, and worker qualities.

Recommendations	Agency Commitment		
	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
<p>School-to-Career connections are required in grant applications and funding requests from local districts, agencies, etc. which must apply to the state for funds. For example:</p> <ul style="list-style-type: none"> • • • 			
<p>School-to-Career expertise is represented on the paneling committees for competitive grant applications requesting state funding. For example:</p> <ul style="list-style-type: none"> • • • 			

	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
<p>Connecting with School-to-Career principles is an agenda item for state-level advisory boards, commissions, and councils. Representatives with School-to-Career expertise are members of such advisory boards. For example:</p> <ul style="list-style-type: none"> • • • 			
<p>Connect School-to-Career principles to monitoring and/or on-site program reviews as well as to follow-up and technical assistance. For example:</p> <ul style="list-style-type: none"> • • • 			
<p>Ensure that new hires in the agency have a general knowledge and understanding of School-to-Career and how its principles relates to the organization's/program's goals and objectives. For example:</p> <ul style="list-style-type: none"> • • • 			
<p>Integrate School-to-Career principles into program and organization policy, rules, and regulations. For example:</p> <ul style="list-style-type: none"> • • • 			

	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
School-to-Career principles support the organization's mission, vision, and goals. For example: • • •			
Connections to the Colorado Workplace Competencies permeate program policies. For example: • • •			
Use established agency publications to highlight or encourage utilization of School-to-Career components. For example: • • •			
School-to-Career goals are reflected in program performance standards. For example: • • •			

	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
<p>Offer staff development and cross-training opportunities that provide ideas for integrating School-to-Career principles into programs' goals and operating procedures. For example:</p> <ul style="list-style-type: none"> • • • 			
<p>Technical assistance, staff development, and training delivered to local education and community entities includes information about School-to-Career and how its principles relates to program areas. For example:</p> <ul style="list-style-type: none"> • • • 			
<p>Review established policies for needed policy changes or legislative changes to use state or federal funds to support School-to-Career connections. For example:</p> <ul style="list-style-type: none"> • • • 			
<p>As new legislation is introduced in the General Assembly, and subsequent policy written, ensure that School-to-Career components and connections are included and utilized where appropriate. For example:</p> <ul style="list-style-type: none"> • • • 			

	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
<p>Policies, where applicable, should be designed to integrate School-to-Career components across agencies. Agency committees that develop policy should be educated about and understand how School-to-Career principles can impact the agency's goals. For example:</p> <ul style="list-style-type: none"> • • • 			
<p>Resource banks and centers coordinate information and provide a forum for organizing and presenting School-to-Career information and activities. For example:</p> <ul style="list-style-type: none"> • • • 			
<p>The state advocates for developing and maintaining School-to-Career connections in funding and programmatic policy at the federal level. For example:</p> <ul style="list-style-type: none"> • • • 			

	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
For example: <ul style="list-style-type: none"> • • • 			
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For example: <ul style="list-style-type: none"> • • • 			

	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
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	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
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	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
For example: <ul style="list-style-type: none"> • • • 			
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For example: <ul style="list-style-type: none"> • • • 			

	Will Implement (☺)	Will Consider (☺)	Not Relevant (☺)
For example: <ul style="list-style-type: none"> • • • 			
For example: <ul style="list-style-type: none"> • • • 			
For example: <ul style="list-style-type: none"> • • • 			

As you can see, the items included in the checklist present some of the broad opportunities for agencies to invest in developing an infrastructure to support and sustain the goals of School-to-Career. The tool is purposely broad in its scope to fit a variety of organizational priorities, allowing agencies to pursue those strategies that make the most sense for the organization. Through collaboration and focus on common, bottom-line goals, we can jointly increase our human potential and help to ensure a strong future for Colorado and the nation.

Convening focus groups to elicit agency support

Once the checklist had been created, we convened focus groups with key personnel in state agencies representing programs that can/do support the goals and principles of School-to-Career. This step is vital to get permission to travel on the various segments of road to reach our destination. Additionally, in terms of organizational theory, it is an important step both to reduce potential feelings of threat – reassuring agency personnel that we were not poised to manipulate their budgets – and to facilitate future buy-in for the detailed policy recommendations by providing ownership of these broad ideas via the focus groups. In essence, these focus groups are a tool to share information and gauge our audience before making requests for specific right-of-ways to travel to our destination.

*Focus groups
are a tool to
share information
and gauge our
audience.*

The focus groups were convened by the School-to-Career director and primarily consisted of a one-hour discussion among School-to-Career staff, the agency director, and key agency personnel, including the agency's Task Force representative. The meetings were balanced between a free-flow of ideas and nailing down some concrete ideas for agency policy investments to support School-to-Career principles. The agenda for each meeting included a brief overview of School-to-Career and the resource mapping project, the policy checklist, and our goals for the focus group; after the formal agenda, we encouraged the discussion to flow among the agency personnel, given some prompts from the School-to-Career Partnership staff.

Following each focus group, the agency director received a letter (also copied to the rest of the agency group) which summarized the discussion and reiterated the policy recommendations that had surfaced during the conversation. In the letter, we also broached follow-up. We suggested that the agency team contemplate the recommendations which emerged at the focus group and review the policy checklist in more detail, especially considering collaborative strategies, organizational shifts, and policy investments which could mutually support the goals of School-to-Career and those of the organization. The letter closed by stating that we would contact the agency director, in the near future, to discuss such strategies in more detail.



VIII: *Reaching our destination*

Making policy recommendations reality

Given the broad parameters of the travel permission gleaned via the focus groups, we reassessed our policy goals, outcomes, and strategies to determine where we should seek specific travel right-of ways to reach our destination. These specific strategies will be the fodder for ongoing conversations with agency directors and other key personnel. Given the entire process, framework, and strategies which have been developed through Resource Mapping, our goal is to secure commitments – and eventual concrete investments – from all system stakeholders to support and sustain the goals and principles of School-to-Career.

*Public policy is
not finite . . . the
final phase of
Resource Mapping
will be an ongoing
process . . .*

However, public policy is not a finite process. Throughout this report, we have tried to describe Resource Mapping as an essentially linear process, with a beginning and an end, for determining policy and other strategies to support and sustain School-to-Career. However, securing stakeholder commitments and actual policy changes entails too many variables to fit into such a linear timeline. For example, a) every agency has its own process, timeframes, and organizational structure which dictate how policy is made; b) changes in state leadership affect public policy; c) budget priorities and available funds dictate policy; and d) windows of opportunity open and close via a variety of forces such as the media, local support, and other means.

Therefore, the final phase of resource mapping will be an ongoing process as we work with state agencies, the legislature, and other stakeholders to secure various commitments to support and sustain the goals and principles of School-to-Career.

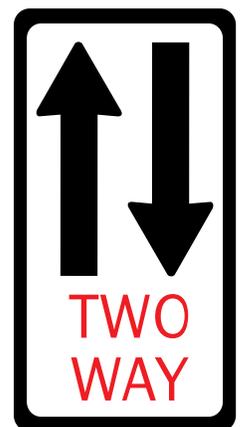
Souvenirs from our journey

Like travelers on any long journey, we collected a number of souvenirs along the way. These souvenirs comprise key evidence from each leg of the journey, which, when considered in totality provide an overview of the entire Resource Mapping journey.

- ◆ Resource Mapping is a process which can be replicated in a number of ways. For example, the process can be used for a) undertaking a massive, system-wide project, such as this one; b) sustaining local partnerships; or c) strengthening connections within individual segments of the system (e.g. better connecting guidance and counseling with the goals and principles of School-to-Career.)
- ◆ A diverse and broadly focused Task Force can directly result in a rich and well-rounded set of policy recommendations. Rely on the Task Force as a panel of experts to help guide the overall journey.
- ◆ The interview process to collect the data for the Resource Scan was useful as a process to build relationships with agency personnel.



- ◆ Organizational theory is an important guiding principle for the entire project, especially to garner maximum support from all the disparate stakeholders.
- ◆ Patience is a true virtue for resource mapping. Some steps may seem overly time-consuming – but without thorough attention to all the details, a key detour in the route could be overlooked.
- ◆ Creativity is a plus. Considering every barrier, facilitator, and piece of evidence will result in the broadest and richest set of policy recommendations.



III. The Local Element of Resource Mapping

One size does not fit all in Colorado. Therefore, to get the broadest understanding of the opportunities and challenges of sustaining School-to-Career across Colorado and to test the application of our work, the Resource Mapping project included a local component. Three diverse demonstration sites were chosen to develop models for sustaining School-to-Career locally. Each site was given a road map and some general travel guidelines, and directed to determine a process and chart a route to sustain School-to-Career in their community.

This section describes the local component of Resource Mapping, including . . .

- a) the project parameters;
- b) the diverse local processes;
- c) the common themes and differences evident across the projects; and
- d) recommended action steps for local partnerships to position themselves for sustainability.



The Local Element of Resource Mapping

A key element of Colorado's Resource Mapping project is the local component. Because of Colorado's strong tradition of local control in education and School-to-Career, no statewide project would be complete without a local piece. The primary purpose of the local resource mapping projects was to test the travel parameters that had been developed via the state-level Resource Mapping project and to better understand the possible variations in travel routes to support and sustain School-to-Career. Imagine that you and two colleagues were each given a map and some travel parameters and directed to use these tools to travel to the west coast. One journey may follow a set of highways to reach the beaches in southern California...another trek may arrive in the rainforests of the Pacific northwest...and the third journey could end in the redwood forests of northern California. These locations are all valid travel destinations on the west coast and can be reached via a combination of routes, all of which include some common roadways and mutual junctions, as well as some solitary highways. A similar scenario applies to the local variations for developing a plan to support and sustain School-to-Career.

Therefore, to get the broadest understanding of Resource Mapping and to test the application of our work locally, we used a diverse set of demonstration sites to:

- a) provide very different expressions of the opportunities and challenges of Resource Mapping and policy alignment, and
- b) develop a diverse set of models of a sustainable School-to-Career system which can be adapted and used by communities across Colorado, and across the nation.

Choosing some travel outfitters

Selecting demonstration sites

Primarily, local partnerships in the final year of state implementation funding with a demonstrated record of leadership in implementing School-to-Career were considered as potential demonstration sites. We sought to identify a diverse set of sites which could reflect on their successes and challenges in implementing School-to-Career and discover the unique opportunities and barriers to sustaining the goals and principles of School-to-Career in their communities.



*We sought
to identify a
diverse set of
demonstration
sites.*

Based on analyses of the community and capacity for sustainability, Denver, Salida, and Arapahoe/Douglas counties were chosen to be demonstration sites. They represent very different Colorado communities and bring an array of strengths to the Resource Mapping process:

Denver is an Enterprise Community and the Denver School-to-Career Partnership has received federal Urban Opportunity Grant funds in addition to School-to-Career implementation funding. The Denver Partnership comprises the entire Denver Public Schools, an urban school district of nearly 68,900 students. The Denver partnership is aggressively pursuing private resources and foundation funding to support its efforts to create a strong and sustainable School-to-Career system.

Salida is a small, rural community which has achieved remarkable sophistication in its implementation of School-to-Career. The District has managed to connect most conceivable grants and funding streams to support the goals and principles of School-to-Career. The partnership also benefits from a high level of private sector and community involvement. The Salida Public Schools includes approximately 1,200 students.

Arapahoe/Douglas Counties cooperate as a workforce development region and house one of Colorado's newly implemented One-Stop Career Centers. For years, Arapahoe and Douglas Counties have been strong leaders in Colorado's workforce development arena. The One-Stop provides a variety of employment and training services for adults and in- and out-of-school youth, and maintains an extensive employer network. Arapahoe and Douglas counties primarily include suburban and urban communities south of Denver; Douglas County is one of the fastest growing counties in the nation. Together, these counties house five School-to-Career partnerships, including two implementation sites and three transition sites. More than 620,000 people reside in the two counties.

Reving-up the Engines

Setting the local processes in motion

Once the state-level process to develop a strategic plan to sustain School-to-Career was underway, the local projects were initiated. The tools developed via the state-level Resource Mapping process were provided to the demonstration sites to guide their projects. Working in unison with the state-level project made the locals' work less cumbersome because the sites did not have to develop a resource mapping framework – however, local partnerships can complete a Resource Mapping project independently of a statewide project. Partnerships which undertake Resource Mapping independently must first work through the state-level process (described in Chapter 2) to create a framework within which the project can be conducted.

In Colorado, \$12,000 was sub-granted to each demonstration site to cover the staff time and other costs of analyzing local capacity for sustaining the goals and principles of School-to-Career, and developing a sustainability model for their community. However, Resource Mapping



can be completed without any dedicated funds, especially if the project is undertaken as a piece of ongoing capacity-building efforts. In Colorado, funds essentially provided a dedicated means and flexibility for communities to determine strategies for continuing the goals of School-to-Career locally.

Demonstration sites submitted short proposals, outlining the process that would be used to develop a model for sustainability and a budget for completing the project. The local project criteria was similar to that of the state level-analysis and strategic plan for sustaining School-to-Career.

Sites were provided the following project framework to guide their work:

*Resource mapping
can be undertaken
as a piece of
ongoing capacity-
building efforts.*

1. Complete a resource scan (see Appendix), indicating a) what resources/programs currently support your School-to-Career system, b) how the identified resources are used to support your system, c) how any of the other resources could be used to support School-to-Career, and d) what additional resources, not identified at the state level, are used to support your School-to-Career system.
2. Consider how your partnership is organized and how all the resources identified in the resource scan support School-to-Career within four broad categories:
 - ◆ Education Reform: Elements of School-to-Career are integrated throughout the K-16 education system; statewide education reform initiatives are connected with the goals and principles of the School-to-Career system, supporting such efforts to increase student achievement and postsecondary options.
 - ◆ At-Risk Youth: A strong and sustainable School-to-Career system is a key strategy to ensuring that all students (including at-risk and out-of-school youth, youth with disabilities, academically talented students, minorities, children of migrant workers, young women, and students with limited English proficiency) are prepared for future employment and lifelong learning opportunities.
 - ◆ Workforce Development: Elements of School-to-Career are connected with the workforce development system; employer involvement is increased through new and expanded business-education partnerships.
 - ◆ Community Involvement: Partnerships and collaborative efforts connect students and families with community resources to ensure that all youth are prepared to attain education and employment goals.
3. Analyze School-to-Career goals within the framework of these themes, noting any gaps or barriers which hinder implementation of School-to-Career or achievement of its goals locally. For example, consider where the resources, services, and involvement of your partnership fall short at meeting School-to-Career goals. Similarly, indicate where natural relationships or other assets exist which help to connect School-to-Career's goals to services provided within these four themes.
4. Use the information collected via the resource scan and analyses to develop a local plan for



sustaining the K-16 School-to-Career system in your community. How would your partnership ideally be organized – within the framework of resources, policy, barriers, and assets that has been outlined – to sustain School-to-Career? In other words, develop a plan to address how School-to-Career's mission and goals will be institutionalized and sustained locally when the initiative's administrative and fiscal structures are lifted away.

Planning travel itineraries

Demonstration sites used their own travel sensibilities to follow a route to sustain School-to-Career.

Maintaining the pervasive theme of local control in Colorado and the broad project parameters provided via the state-level Resource Mapping project, each demonstration project was unique. However, there were also some notable similarities among the approaches and the conclusions described in the projects. Throughout the rest of this chapter, the projects will be described in detail, including: 1) the diverse processes undertaken to work through resource mapping at the local level; 2) an analysis of the common elements for sustaining the goals and principles of School-to-Career around these elements; 3) “lessons learned” via the local resource mapping projects; and 4) a summary of the local process, including a discussion of how these demonstration projects contributed to the statewide Resource Mapping project.

Diverse routes lead to a common destination

In Colorado, the demonstration sites were given a general road map to sustainability, which had been developed through the state-level Resource Mapping process, and asked to test the travel routes which had been plotted. Beyond the broad parameters of the map which was supplied, the demonstration sites exercised their own judgment and travel sensibilities in following the route. The following sub-section describes the unique processes used by the demonstration sites to determine strategies for sustaining School-to-Career locally.



Denver

The Denver Partnership is attempting to embed the principles of School-to-Career into the fabric of the Denver Public Schools' academic programs and educational reform efforts. Thus, Resource Mapping was regarded as a research project, offering opportunities to develop new connections with other reform efforts and expand efforts to integrate School-to-Career throughout District and community programs. In this sense, Denver's model for sustainability is a piece of a work-in-progress, rather than a specific plan for future action.

In general, the Denver project systematically works through the resource mapping process via the four themes for analysis which had been presented in the project parameters. The entire Denver Public Schools is used as a model for the project – particular focus is placed on district-wide policy and administrative structures which support School-to-Career.



Arapahoe/Douglas

Arapahoe/Douglas used Resource Mapping as a means to develop strong connections among regional School-to-Career Partnerships, the One-Stop Career Center, employers, and other local stakeholders. This project presents a community-wide strategy for supporting and sustaining School-to-Career.

Arapahoe/Douglas' Resource Mapping project is largely structured around the four themes for analysis. However, because Arapahoe/Douglas Works!, the regional One-Stop Career Center, led the project, it took shape in an entirely different manner from the other projects – for example, this project is more focused on broad community outcomes for School-to-Career than Salida's or Denver's project.

The Arapahoe/Douglas project was developed via a collaborative process which involved the entire workforce development region, using three School-to-Career Partnerships within the region as primary project collaborators. Strong connections among the One-Stop and regional school districts, especially regarding programs and collaborative practices, allowed a positive, quick start to the project.

Salida

Partly due to its geographic advantage as a rural, mountain community, Salida has implemented School-to-Career as a community-wide reform effort, involving K-14 education, parents, businesses, students, the media, and local government; Salida is now addressing sustainability from a vantage point which few partnerships in the nation can identify. Therefore, the Resource Mapping project was used to document the Partnership's work to create systemic change and efforts to rally an entire community around the need to build a system to prepare students for work and lifelong learning opportunities, build a strong community network, and ensure a competitive advantage for local employers. Essentially, Salida's project presents a panoramic, long-term view of the institutional changes necessary to achieve systemic change and details a clear picture of such a changed system.

Whereas both Denver and Arapahoe/Douglas used the Resource Mapping project as an opportunity to develop new alliances and linkages among a variety of programs and to set an action plan for sustainability, Salida has been actively aligning programs and resources to support School-to-Career throughout its grant period. Therefore, Salida used Resource Mapping as an opportunity to tie together many of the products and plans that had been developed through years of work in the School-to-Career realm and create a blueprint for sustainability from which the district can move forward. Salida's challenge, in the next phase of School-to-Career, is to build flexibility into the system so that it can respond to the ever-changing demands of the 21st century workplace and community. As Salida's School-to-Career coordinator stated, "I hope that we're not sustaining what we started four years ago because that is no longer relevant."

The following chart presents the diverse processes used by these sites to complete a Resource Mapping project and develop a plan to support and sustain School-to-Career in their communities.



Denver

1. Analyze implementation: The status of School-to-Career implementation in the Denver Public Schools was analyzed. Particular attention was paid to identifying the School-to-Career Partnership's successes and challenges, and discovering areas for greater investments.

Arapahoe/Douglas

1. Select partners: School-to-Career Partnerships in Aurora, Douglas County, and Englewood partnerships were invited to collaborate on the project.

Salida

1. Review information: Scores of information detailing the creation of Salida's School-to-Career system, from 1996-1998, was gathered and reviewed. This step included reviews of a) minutes of meetings, policy statements, historical information, evaluation materials, and data collected throughout the implementation phase of School-to-Career; b) Partnership organization; c) details of the implementation process; d) utilization of resources; and e) the evaluation process.

Denver

2. Collect data: School-to-Career staff interviewed district and local agency personnel to complete the Resource Scan and to identify areas for additional linkages and new partnerships to support School-to-Career.

Arapahoe/Douglas

2. Research programs: School-to-Career coordinators from these partnerships teamed with One-Stop staff to complete the Resource Scan, resulting in four different iterations of the program and funding information. This information was used later in the resource mapping process to identify potential funding streams to help to sustain School-to-Career.

Salida

2. Analyze information: Key components of Salida's School-to-Career model were analyzed. This step entailed a) analyses of the achievements and challenges in Salida around the four themes outlined in the resource mapping project; b) identification of the general barriers which impede implementation of School-to-Career; c) identification of potential strategies to improve implementation and work toward sustainability; and d) review of the impact of financial and human resources on the School-to-Career system.

Denver

3. Examine successes and challenges:
Using the four themes for analysis, Denver’s School-to-Career achievements and opportunities for greater linkages were explored in more detail.
- Education reform: School-to-Career connections in the areas of leadership, district policies, organization, K-12 district-wide focus, instruction, professional development, coordination with other reform efforts, and evaluations were examined.
 - Meeting the needs of at-risk students: School-to-Career connections among drop-out retrieval programs and alternative schools were analyzed. Linkages with Title I, Title II, Title VI, Gifted and Talented, English language acquisition, and the District’s Math/Science Initiative were also investigated.
 - Workforce development connections: Partnerships with the Denver Chamber of Commerce and with specific employers were explored.
 - Community involvement: Marketing and other efforts to build community understanding of and support for School-to-Career were examined.

Arapahoe/Douglas

3. Complete a fiscal analysis: A team of Arapahoe/Douglas Works! staff, local School-to-Career coordinators, and the regional coordinator participated in a “dream system” brainstorming session to devise a wishlist of core and enhanced services, funding priorities in a sustained School-to-Career system. These wishlists were then used to complete a fiscal analysis of a sustainable system: this analysis identified the minimum cost (i.e. only the core services) and the maximum cost (i.e. core services plus enhanced services) of sustaining School-to-Career in the three participating partnerships.

Salida

3. Develop a model for sustainability:
Following the review and analysis of all the data and materials, the process to create Salida’s School-to-Career model was documented and modifications to the process to ensure sustainability were recommended.

Denver

- 4. Develop an action plan for sustainability: Action priorities, which cut across many of the ideas discussed throughout the four areas for analysis, were identified. In addition to these broad priorities, critical priorities for School-to-Career integration were outlined for each of the four themes.

Arapahoe/Douglas

- 4. Collect data: Following the team sessions, Arapahoe/Douglas Works! staff met individually with each of the three local School-to-Career coordinator to discuss sustainability and gather pertinent project data, including information about school district and community political environments, community support for School-to-Career, local School-to-Career leadership, obstacles and successes, local sustainability plans, and fiscal and funding cycle data.

Salida

- 4. Prepare outreach materials: Documents and materials for professional development and community presentations regarding sustainability were developed and piloted. Presentations describe Salida’s School-to-Career model, focusing on School-to-Career components, systems change, and integration of curriculum and technology throughout the system.

Denver

Arapahoe/Douglas

Salida

5. Analyze information: This information was synthesized into a framework for a strategic plan. The four themes for analysis were used as lenses for analyzing the information to devise recommendations and develop a plan for sustaining School-to-Career in the region.

6. Develop a plan for sustainability: Creation of a sustainability plan – including a financial plan and a summary of how the goals and principles of School-to-Career could be institutionalized within existing programs and systems once the federal funds sunset – concluded the project.

Identifying common junctions along the routes

Recommendations to achieve systemic change locally

Despite the different directions pursued by each demonstration site, some common elements are evident in all the projects. The most salient feature of this similarity is the general framework of systemic change which permeates all the analyses and recommendations. Each demonstration site has recognized that sustainability must be rooted in change which cuts across all systems: change must occur within the K-16 education system, among the community, and between the school district and key stakeholders. Elements common to a systems change focus include leadership, policy, evaluation, organizational structure, partnerships, and integration – these elements span the four themes for analysis, and were discussed throughout the local projects. Essentially, these are the key elements which supply evidence of local capacity for sustainability and must support the curricula and other changes necessary to sustain the principles of School-to-Career, a quintessential systemic change initiative.

Each demonstration site has recognized that sustainability must be rooted in change which cuts across all systems

The following sub-section describes the demonstration projects' recommendations within these systems change themes. Just as the themes for analysis in the state-level project were redefined into broader themes, more conducive to engendering policy recommendation, the same tactic applies in the local projects. This section redefines the demonstration projects' analyses, presenting the recommendations across the projects within a framework of these broader themes. Each systems change element will be described, followed by a recommended action plan for achieving sustainability around the element, using evidence presented in the demonstration projects. Following these action plans, a chart will present all the elements, describing how each has shaped School-to-Career implementation in the demonstration sites.

Leadership is a key element for success in implementing School-to-Career and building stakeholder support for change. Leaders with a vision of the outcomes and a process for achieving goals are key to implementing successful systemic change: strong leaders facilitate stakeholders' participation and communication, mobilize the community, build coalitions, and promote action. Leaders are also important for preparing stakeholders for future leadership roles in implementing and promoting the initiative.

The following critical priorities will help to ensure appropriate local leadership to support and sustain School-to-Career:

- ◆ Leaders throughout the School-to-Career system must be involved in efforts to support and sustain the goals and principles of School-to-Career; school boards, district superintendents, building principals and assistant principals, department directors, community and civic leaders, parent groups, business leaders, and others must all contribute leadership.
- ◆ Systemic change is dynamic – therefore, it is important to maintain the support of strong leaders who will continue to push for change. Yet, the system must be rooted in such broad support and public demand that it will continue regardless of changes or hiatus in leadership.



Organizational structure is an important element for engendering positive systems change. Institutions with an organizational culture rooted in collegial and interpersonal support are more likely to implement successful systemic change initiatives. Hierarchical, bureaucratic organizations, on the other hand, are much less successful in implementing systemic change.

The following critical priorities will support an action agenda to create an appropriate organizational structure to support and sustain School-to-Career:

- ◆ Network with district reform initiatives in more systematic and comprehensive ways. Provide coordinators and staff to various reform initiatives with opportunities to integrate School-to-Career principles into the curriculum; share resources across education initiatives.
- ◆ Work to position School-to-Career as a general education reform initiative.
- ◆ Continue to intertwine School-to-Career philosophy throughout the entire education system. Network with all system stakeholders to share ideas and staff development efforts.
- ◆ Determine funding strategies to maintain dedicated staff or a coordinator for School-to-Career so that the principles of the initiative remain very visible. Despite a supportive organizational structure, a local School-to-Career champion is key.

*... sustainability
can be achieved
through integra-
tion of School-to-
Career ideals into
the curriculum.*

Integration is a strong component of successful School-to-Career systems. Identifying common goals across disciplines and integrating curricula and other activities to support such common principles is a key step towards sustainability. As Arapahoe/Douglas' project noted, "...sustainability can only be achieved through integration of School-to-Career ideals into the curriculum and reinforced with special projects that allow the concepts to be presented in a variety of ever-changing applications."

The following critical priorities comprise an action agenda to align goals and integrate systems to support and sustain School-to-Career principles locally:

- ◆ Develop and emphasize School-to-Career principles at the elementary school level.
- ◆ Expand efforts to integrate School-to-Career with literacy, standards-based education, technology, and district goals.
- ◆ Identify more work-based learning experiences that connect to classroom learning on a district-wide basis. The challenge is to integrate and utilize business resources in the curriculum in both a manageable manner for teachers and schools and at an acceptable pace for businesses.
- ◆ Increase implementation of School-to-Career with "non-obvious" populations – e.g. gifted and talented and college-bound students as well as at-risk, drop-out, and offender populations – to avoid stereotyping School-to-Career as a vocational education or "tracking" program.



- ◆ Connect School-to-Career principles in counseling activities for all students. Ensure that career and academic counseling staff are included in the School-to-Career system.
- ◆ Utilize School-to-Career staff and other recognized district leaders to educate and support teachers, counselors, and administrators about the importance of integrating School-to-Career principles throughout the curriculum in each classroom, every day.
- ◆ Connect with local, state, and federal agencies that support and fund services for at-risk populations to ensure that such services are integrated into the curriculum and coordinated with School-to-Career activities.
- ◆ Build stronger relationships across education initiatives; highlight common goals and develop joint action plans to eliminate potential competition for support.

Collaboration/Partnerships are important elements for building successful systemic change initiatives. A strong, diverse partnership broadens School-to-Career's reach by supplying capacity for an array of important functions, including mentoring, job shadowing, student internships and teacher externships, field trips, student projects, co-op programs, career fairs, alternative schools, classroom speakers, and more. Frequent communication among partners is vital for cultivating and maintaining support for School-to-Career.

Employers and the community were both stressed, throughout the demonstration projects, as key partners to be involved in School-to-Career partnerships. Without the support and involvement of such stakeholders outside the realm of education, School-to-Career cannot maintain the momentum to sustain itself.

The following critical priorities will build broad, collaborative local partnerships to help sustain the goals and principles of School-to-Career:

- ◆ Connect with the major players in the workforce development arena – jointly identify opportunities and strategies for coordinating activities among education and employment and training initiatives.
- ◆ Develop strategies to expand the number and level of commitment of employers involved in business-education partnerships.
- ◆ Form stronger partnerships with higher education to ensure a truly seamless K-16 educational system.
- ◆ Increase communication among all stakeholders; use influential community members to rally support for School-to-Career.
- ◆ Improve and develop credibility with the employer community, increasing both financial and philosophical support for School-to-Career.
- ◆ Engage union leadership in the partnership.



*Long-term
sustainability is
rooted in policy.*

- ◆ Provide more and better information to parents to help them understand School-to-Career, its purpose, and how it will help their children to achieve their highest potentials. Build alliances with parents, using parent groups to advocate for the permanent status of School-to-Career.
- ◆ Renew and expand connections with community allies; leverage their expertise, networks, and leadership to support School-to-Career.
- ◆ Engage local philanthropic organizations in School-to-Career activities; encourage their support to help maintain funding.

Policy to support systemic change is a key element for sustaining School-to-Career. A combination of internal and external political support must accompany change initiatives. Outside of such political support, it is equally important for policies to be in place and/or developed to support the initiative. Each demonstration project emphasized that long-term sustainability is rooted in local policy, and suggested that a lack of effective policy could be a significant barrier to sustainability.

The following critical priorities are important for developing policies to support and sustain School-to-Career locally:

- ◆ Develop and expand district-wide policies, integrating School-to-Career principles into policies supporting standards and assessments, literacy, programs for at-risk and out-of-school youth, and others.
- ◆ Press for changes in teacher education policies. For example, certification which requires knowledge and demonstration of School-to-Career principles would ensure basic knowledge standards for all professional educators regarding School-to-Career competencies.
- ◆ Encourage political activism, especially among local educators, to support the need to update basic minimum qualifications for educators.
- ◆ Develop plans/policies to leverage flexible funding streams – e.g. Goals 2000, Youth-at-Risk, and Carl Perkins – to form a financial base to support School-to-Career principles.
- ◆ Explore employers' willingness to invest in training of a skilled workforce as a potential source of funds to support School-to-Career activities.
- ◆ Develop plans to secure budget line-items – in the budgets of school districts, One-Stops, non-profits, employers, and other partners – to support the goals and principles of School-to-Career.



Evaluation was a strong theme stressed in the local Resource Mapping projects, manifested in a variety of ways. Ongoing evaluation of goals and outcomes is key for sustaining systemic change initiatives. Curriculum enhancement, achievement, and other key outcomes must be identified and measured to increase support for School-to-Career.

The following critical priorities will ensure a system that uses evaluation as a strong tool for demonstrating School-to-Career's success and ensuring its longevity:

- ◆ Establish tangible outcomes from which the success of the initiative can be measured.
- ◆ Include School-to-Career principles in evaluations of all levels of district personnel.
- ◆ Maintain networks for collecting research and data to evaluate the effectiveness of School-to-Career on student achievement.
- ◆ Collect data to demonstrate positive, local results. Focus on specific results supporting curriculum changes/enhancements from School-to-Career connections, involvement of all students in School-to-Career activities, demonstrated student achievement from participating in School-to-Career activities, and applied learning which spans the K-16 curriculum.

Identifying common points-of-interest along the routes

Lessons Learned

The demonstration sites agreed that Resource Mapping was an extremely helpful process, especially to indicate opportunities to support and sustain the goals and principles of School-to-Career. Throughout the three demonstration projects some common key lessons were referenced. For example:

- ◆ Completing the resource scan provided an excellent opportunity for the demonstration sites to develop linkages with many of the programs with which they had not yet connected. This exercise provided opportunities both for local School-to-Career staff to learn about programs related to School-to-Career and for staff of these programs to learn about School-to-Career and understand how their goals are congruent. For example, following the meeting between the Denver School-to-Career staff and Gifted and Talented program staff, prompted by the Resource Mapping project, the School-to-Career staff were invited to attend the district's next Gifted and Talented meeting to discuss linkages.
- ◆ This project allowed the demonstration sites to understand weak links in the system and develop action plans to ensure stronger connections across all facets of systems which prepare students to achieve academically and excel in future careers.

*Resource Mapping
clearly articulated
action plans for
partnerships to
pursue.*



- ◆ All the demonstration sites agreed that the resource mapping process was extremely useful in planning for sustaining School-to-Career locally, especially in identifying broad, system-building priorities and action priorities to embed School-to-Career into the curriculum and program operations.
- ◆ Determining strategies to blend initiatives, especially around newly identified common goals, was an important outcome of Resource Mapping – this strategy will help to make the “whole” of the School-to-Career system more than the “sum of its parts.”
- ◆ Resource Mapping clearly articulated action plans, for the partnerships represented by the three demonstration sites, to pursue. Ideas for using the system-building elements to form a stronger system comprised the core of these action plans.
- ◆ Institutional collaboration is a key to using existing policies in new ways to support and sustain School-to-Career locally.



Systems-Building Elements
~ Local Evidence of Sustainability ~

LEADERSHIP		
<u>Denver</u>	<u>Arapahoe/Douglas</u>	<u>Salida</u>
<p>In Denver, School-to-Career has greatly benefited from the strong support of the Superintendent who has made School-to-Career a District goal. This leadership has elevated School-to-Career’s status in Denver, especially among building principals and other key personnel, to that of a comprehensive reform strategy to increase student achievement and engage all students in learning. This strong, visible leadership has also been a key factor in engaging stakeholder support.</p>	<p>Leadership is identified as an entity or coalition which can garner leadership from key constituencies. The One-Stop was presented as an example of such an entity which can engender the leadership of the employer community to rally for sustainability of School-to-Career. By requiring certain educational outcomes from prospective hires, employers can encourage school districts to develop internal leadership to ensure that such demands can be met. Such a symbiotic leadership model will focus School-to-Career on producing broad outcomes which speak loudly to potential leaders/supporters, including businesses, parents, and the school district.</p>	<p>Salida’s successes are also rooted in strong, committed leadership. In Salida, support from the Board of Education and administration allowed a quick start-up for School-to-Career, mobilizing external forces, building coalitions, and promoting action. Such leadership garnered a wide array of stakeholder support – including accountability committees, school administrators, faculty, parents, and community and civic leaders – in the early stages of the initiative to champion School-to-Career concepts and press for deeper reform.</p>

ORGANIZATIONAL STRUCTURE

<u>Denver</u>	<u>Arapahoe/Douglas</u>	<u>Salida</u>
<p>School-to-Career is part of the division of secondary education in the Denver Public Schools. This organizational model heightens the visibility of School-to-Career and aligns the initiative with general education reform initiatives, including standards and assessments. Additionally, schools throughout the district have been directed not to create separate School-to-Career committees, but to combine efforts with existing committees focusing on curriculum, literacy, standards and assessments, etc.</p>	<p>As a cutting-edge One-Stop Career Center, Arapahoe/Douglas Works! provides integrated employment, education, and training services for adults, youth, and students. It has developed a unique organizational model whereby a county/One-Stop employee is outstationed at Englewood High School – essentially acting as a satellite One-Stop office – to provide transition and other career and education services to out-of-school youth. However, because of its direct presence in the school, any student or interested individual may access the One-Stop and its available services.</p>	<p>In Salida, School-to-Career was fully integrated into district operations early in the grant period. In this organizational model, preschool through higher education missions were reviewed and realigned into a comprehensive learning system; School-to-Career was implemented as one component of the “Salida Learning System,” a creation of extensive, district-wide K-12 curriculum planning, documentation, and analyses to integrate academic standards into a seamless K-12 system across the four core areas. Moreover, in Salida, School-to-Career is driven by consensus, not mandate.</p>

INTEGRATION

<u>Denver</u>	<u>Arapahoe/Douglas</u>	<u>Salida</u>
<p>In Denver, School-to-Career’s position in the division of secondary education has been important to foster integration of School-to-Career principles throughout the curriculum because the initiative is perceived as a general education reform strategy. This model presents the potential to integrate School-to-Career principles throughout all instructional strategies, at all education levels. Currently, faculty participate in business externships and other professional development activities focused on integrating School-to-Career into the curriculum.</p>	<p>Arapahoe/Douglas’ project aptly noted, “...sustainability can only be achieved through integration of School-to-Career ideals into the curriculum and reinforced with special projects that allow the concepts to be presented in a variety of ever-changing applications.” Weaving of School-to-Career’s principles throughout programs whose goals are aligned with School-to-Career’s goals will have a great impact on institutionalizing the initiative, helping to sustain School-to-Career locally.</p>	<p>Integration has been the modus operandi in Salida since initial receipt of the School-to-Career grant. In the first year of the grant, the district’s vision, mission, goals, and action plan were all reviewed and re-written to reflect School-to-Career components. Following this review, a five-year plan was developed to integrate School-to-Career, standards and assessments, Tech Prep, and other key education initiatives. Additionally, funding streams and goals of every education and workforce development initiative were reviewed and have been integrated into the overall School-to-Career system.</p>

COLLABORATION/PARTNERSHIPS

<u>Denver</u>	<u>Arapahoe/Douglas</u>	<u>Salida</u>
<p>Charles Schwab, an extremely active employer in the Denver partnership, has created flexible work schedules for parents to work hours which coincide with their children’s school schedules. The School-to-Career Partnership has also developed strong connections with the Denver Chamber of Commerce, and has supported its “Youth at Work” program.</p>	<p>“The local business community can be utilized as financial partners as well as potential employers. Many employers are investing heavily in their own workforce to cultivate the skills they require of employees, and this willingness to invest should be explored and developed.” For example, Norwest Bank has implemented an organization-wide policy including participation in School-to-Career activities as an evaluation criteria for all levels of bank employees.</p>	<p>Many of Salida’s marketing efforts are geared to increasing employer and community involvement in School-to-Career activities.</p>

POLICY		
<u>Denver</u>	<u>Arapahoe/Douglas</u>	<u>Salida</u>
<p>In Denver, policies have been adopted by the School Board to ensure that the superintendent’s commitment to School-to-Career is translated to school buildings. These supportive policies include: 1) secondary administrators’ performance evaluations include criteria of their leadership in implementing School-to-Career goals; 2) all schools must identify School-to-Career strategies in annual accountability/school improvement plans; 3) all high schools must submit a staff development plan that addresses the integration of School-to-Career concepts across the curriculum; and 4) all middle schools must include School-to-Career concepts, focusing on workplace standards, in staff development plans.</p>	<p>Arapahoe/Douglas discussed policy more broadly, in terms of general policies which could benefit a number of districts in an area. For example, Arapahoe/Douglas discussed strategies for securing School Finance Act funds for programs to serve out-of-school youth, using the One-Stop as the broker for the necessary policy commitments. The project described such a relationship between Arapahoe/Douglas Works! and Englewood and Sheridan school districts, where out-of-school youth are retrieved into a combination work and school program at the One-Stop, funded via the School Finance Act. This model both supports School-to-Career principles and leverages state funds that would not otherwise be available.</p>	<p>K-12 education policy in Salida has been thoroughly aligned with the goals and principles of School-to-Career. Specifically, School-to-Career principles have been integrated in district policies throughout the Salida Learning System, including policies affecting budgets, funding, operations, and staff development. Since 1995, district goals and curriculum policies have been modified to reflect School-to-Career concepts and a commitment to high academic standards. Annual building-level action plans include School-to-Career as a component of district-wide education planning.</p>

EVALUATION

<u>Denver</u>	<u>Arapahoe/Douglas</u>	<u>Salida</u>
<p>Denver and Arapahoe/Douglas described some of the School-to-Career evaluations that had been conducted locally, stressing the importance of strong evaluations and other measures of success. Both demonstration sites agreed that evaluation is equally important to demonstrate compliance with grant requirements, as to demonstrate local success, garnering the necessary support to sustain the initiative over time.</p>		<p>Salida described an extensive array of data-gathering activities to measure and document the changes resulting from School-to-Career implementation. For example, student and faculty surveys determined the institutional and curricular changes which could be attributed to School-to-Career implementation; community surveys assessed the level of community support for and understanding of School-to-Career; and a variety of more specific surveys – including sixth-grade career fair surveys, job fair surveys of students and employers, an implementation team survey, and steering committee reports – measured increases in satisfaction with School-to-Career activities.</p>

Analysis of the local element of resource mapping

Upon analysis of the demonstration sites' processes, action plans, and lessons learned, it is interesting to observe the similarities and differences between the state-level recommendations and those of the demonstration sites. For example, both the state and local projects stress policy change as a key element for sustaining School-to-Career principles – however, the difference between the state and local policy recommendations is notable. Whereas the state-level recommendations focus on policy change in a global sense, stressing legislation, resource realignment, waivers, and inter-agency collaboration as tactics for sustaining School-to-Career, the local recommendations largely focus on developing the appropriate leadership, collaboration, organizational structure, etc. to support such state-level policy change.

*The difference
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This dichotomy – whereby the demonstration projects focus on the system-building elements (e.g. leadership, evaluation, collaboration, partnerships) necessary to support policy change, while the state-level project focuses on the actual policy changes necessary to create an infrastructure of programs and practice to support and sustain School-to-Career – is striking. However, this dual-role scheme between the state and local partnerships is also very rational. Resource Mapping suggests that the state's responsibility is to develop the broad policy changes and encourage inter-agency collaboration to support and sustain the global goals and principles of School-to-Career. The local partnerships' responsibility, then, is to align the system-building elements to create an appropriate infrastructure to ensure that the state policies can be utilized to their fullest extent to support local School-to-Career goals.

Considering our travel analogy, these roles make sense. In essence, the state's role is to define the parameters for travel, ensuring that appropriate roads, rest areas, clear signage, and marked detours exist. The state-level Resource Mapping project used these parameters to plot an efficient route to sustain the principles of School-to-Career, mapping out junctions, detours, and points-of-interest along the way. The locals' role, then, is to use this map to navigate their own path. They have a useful tool to aid their trip – however, the locals are responsible for securing a reliable vehicle, understanding how to read a map, planning overnight accommodations, and making the actual journey.

Therefore, Resource Mapping suggests that the state can be the most useful to local partnerships by building as much flexibility as possible into the route that is plotted. It is important for the state to give the local partnerships, who will make the actual trip, a useful tool to navigate the route – however, to be of the most use, that map must suggest a variety of alternate routes, accommodations, and rest areas so that travelers have as much flexibility as possible to design a trip to meet their unique needs and make the journey in their own time and their own way. Similarly, the local partnerships must communicate with the state, indicating where the map is not clear, describing new road blocks that emerge, and articulating other impediments to a smooth journey to sustaining School-to-Career.

Resource mapping will be an ongoing process – involving state agencies, school districts, local agencies, and communities – to develop a statewide infrastructure to support and sustain the goals and principles of School-to-Career, improving educational achievement and postsecondary and career opportunities for all Colorado youth.



IV. Interagency Policy Forum for Youth At-Risk

The School-to-Career system is designed to provide a full range of options for all students to participate in relevant learning experiences which will lead to high-performance, high-wage jobs. However, coordinating services and activities across the disparate support systems which serve youth – especially at-risk and out-of-school youth – presents a complex challenge to meeting this goal. As a step towards addressing the need to coordinate and improve service delivery for youth at-risk, Colorado conducted a collaborative Interagency Policy Forum for Youth At-Risk.

This section describes the process and purpose of the Policy Forum and presents the action plans which resulted from this work. The workbook which was used for Colorado's Forum is also included.



Chapter 4

Conducting an Interagency Policy Forum for Youth At-Risk

Any life transition is difficult, whether it is transition from infancy to school, school to school, school to work, or job to job. Generally, many important life transitions occur between the ages of 15 and 25. Those youth who have social, physical, or other conditions which put them at-risk during this period face especially difficult transitions – additionally, serving these youth presents a complex challenge to the array of minimally coordinated support systems.

Enlightened youth policy must stress both the richness of the support network available and the quality of the individual initiatives.

In Colorado, we believe that enlightened youth policy must stress both the richness of the support network available to serve youth and the quality of the individual initiatives. The School-to-Work Opportunities Act mandates the inclusion of all students and coordinates activities among many of the programs comprising this youth support network. However, despite this coordinated delivery system provided by School-to-Career, those identified youth are too often disenfranchised from the system and receive minimal-to-no support. Therefore, Colorado held a Policy Forum to address such issues around serving at-risk youth.

This section describes the purpose, process, and outcomes of the Interagency Policy Forum for Youth-at-Risk. Action plans developed via the Policy Forum are also presented. Incidentally, Resource Mapping was one of the recommendations that emerged from the Policy Forum; this work guided initial design of the statewide and local Resource Mapping projects. For states or localities replicating Resource Mapping, a Policy Forum can be focused on serving at-risk youth – however, this model can also be used to focus on any other targeted group or goal of School-to-Career. As a companion to Resource Mapping, a Policy Forum can be conducted at any point in the process.

I. The Landscape

The Colorado School-to-Career Partnership and local School-to-Career systems strive to provide a full range of options to all students, including those who plan to enter either post-secondary education or the workforce both during and after high school, gifted, at-risk, disabled, minority, disadvantaged, limited English proficient, and out-of-school youth. A full range of opportunities must be available for this diverse mix of youth to participate in experiences leading to high-performance, high-paying jobs, including those non-traditional to their gender.



Early in 1997, the Colorado School-to-Career Partnership and the Colorado Department of Labor and Employment convened a task force to develop a State Level Management Plan to address issues regarding serving out-of-school youth and those at-risk of dropping out. This work resulted in a management plan focused on the inclusion of at-risk and out-of-school youth in statewide School-to-Career systems. About the same time, groups began to discuss the need to align policy and resources to serve at-risk youth. In June of 1997, a Collaborative Interagency Policy Forum for Youth-At-Risk was convened to address this issue.

These two events led to the development of a concrete, collaborative action plan for changing systems and re-aligning human and fiscal resources to support at-risk and out-of-school youth in their pursuits of educational, career, and life goals.

II. Choosing a destination

The purpose of the Policy Forum was to bring together agency directors and key decision-makers to develop action plans for creating a collaborative, seamless service delivery system for at-risk youth. Efforts were primarily designed to support and sustain School-to-Career principles, transition, and interagency collaborative initiatives in Colorado. The Forum was convened in June of 1997 by Colorado's Lieutenant Governor; it was co-sponsored by the Colorado School-to-Career Partnership, the Colorado Foundation for Families and Children, the National School-to-Work Office, and the National Transition Alliance.

Utilize the School-to-Career system to develop local implementation strategies to support at-risk youth.

In essence, the Policy Forum was broadly structured to address two major questions regarding the state's ability to develop and maintain systems to help youth transition from school to work:

Question 1: How are at-risk and out-of-school youth included in strategies to meet the School-to-Career system's goal of providing education and work experiences for ALL youth?

Question 2: How will School-to-Career principles be sustained once the federal grant has sunset?

Within the framework of addressing these important questions, the Policy Forum was designed to pursue the following broad goals:

- ◆ Build on successful strategies and best practices that comprehensively support out-of-school and at-risk youth.
- ◆ Develop coordinated, collaborative methods – across relevant agencies and organizations – to devise policy for serving out-of-school and at-risk youth.
- ◆ Utilize the School-to-Career system to develop local implementation strategies to support out-of-school youth and those at risk of dropping out of school.



III. Setting the odometer

The following section outlines the process used in Colorado to conduct the Interagency Policy Forum for Youth-At-Risk. This model can be adapted and used by other states or local communities to develop policy strategies to support youth at-risk move successfully into adult life and employment.

Participants

In Colorado, Forum participants spanned an array of state and community agencies that serve youth at-risk. Participants were all decision-makers with authority to commit funds, establish policy, and change rules and regulations. To encourage the highest level of involvement, participants were invited by the Lieutenant Governor. State Legislators were invited to attend the last hour of the Forum to participate in determining outcomes.

Forum participants represented the following state agencies:

- ◆ Community Colleges and Occupational Education
- ◆ Department of Education
- ◆ Department of Health
- ◆ Department of Human Services
- ◆ Department of Labor and Employment
- ◆ Division of Criminal Justice
- ◆ Division of Developmental Disabilities
- ◆ Division of Mental Health
- ◆ Division of Vocational Rehabilitation
- ◆ Division of Youth Services

Other organizations/individuals represented included:

- ◆ Colorado Foundation for Families and Children
- ◆ Colorado School-to-Career Partnership
- ◆ Legislators
- ◆ Lieutenant Governor
- ◆ National Transition Alliance
- ◆ Parents Groups
- ◆ University Deans/Directors responsible for teacher and human services training

Process

A Policy Forum can be held in a two-day workshop or spread over several months – in Colorado, participants met for three half-day planning sessions. Participant follow-up entails additional hours.



The format included a combination of large and small group activities. A Participant Workbook (see the workbook following page 142) guided the overall process. A final report synthesized all the information and action plans that were generated through the Forum. (An overview of this final report is presented in section IV of this chapter.) An outside facilitator was hired to guide the Policy Forum.

Essentially, the process for the Policy Forum comprised three major steps:

Step 1: Identify successful strategies for serving at-risk and out-of-school youth.

Step 2: Brainstorm barriers, issues, and concerns that hinder local communities' efforts to develop strategies that engage or re-engage at-risk and out-of-school youth.

Step 3: Prioritize issues identified to develop goals and objectives and form action plans.

IV. Reviewing the route

As School-to-Career is implemented and connecting activities are developed, human and fiscal resources must be properly aligned to support these systems over time. Using a systems change perspective, the Policy Forum addressed how to align policy, practice, resources, and individuals' roles and responsibilities – within the human services and education systems and related systems – to achieve a new vision for the successful transition of youth-at-risk from school to work and adult life.

Participants explored trends that influence at-risk and out-of-school youth, considered elements of a seamless system of service delivery, and developed three action plans. These plans essentially summarize the best thinking of the participants in the process and the agencies they represent. What began as a workshop became a framework, providing concrete action plans and goals, as well as a set of objectives and strategies that can be modified as conditions and needs change across the state.

Essentially, this framework and the resulting action plans comprise six characteristics for positive change.

1. Develop agency policy – affirmation, coordination, and collaboration
2. Integrate maintenance for the School-to-Career system into state agencies' operations
3. Broaden the scope of participants
4. Articulate systems values to work toward a common goal
5. Develop and disseminate “Best Practices”
6. Re-align human and fiscal resources

The following challenges and elements of such a seamless system, using these characteristics, were identified by the participants and shaped the action plans.

*What began as a
workshop became
a framework . . .*



Challenges and trends that influence youth:

- ◆ Job market skills
- ◆ Family pressures
- ◆ Building a system on assets of youth and different levels of risk and resiliency with a focus on prevention
- ◆ A “get tough” mentality toward youth
- ◆ Limited resources
- ◆ Need to change current practice (as part of pressure on agencies)
- ◆ Peer pressure
- ◆ Less federal support for collaboration (as part of pressure on agencies)

The challenge is to move beyond the initial planning stages to develop a comprehensive implementation plan to improve service delivery.

Elements of a seamless system:

- ◆ An articulated vision across public and private agencies for youth transition
- ◆ Efficient use of resources across the system
- ◆ A uniform, confidential record system
- ◆ Local control driven by common standards
- ◆ Consumer-driven system
- ◆ Buy-in at all levels: state, local, national
- ◆ Attention to individual needs of families and communities
- ◆ Informed decision-making via access to information
- ◆ Issues framed as strengths
- ◆ Periodic review for quality assurance
- ◆ A “Life Planning Process” to aid everyone dealing with transition

Colorado has an infrastructure in place to resolve most of these barriers, issues, and concerns around serving at-risk youth and to create a seamless system. The challenge is to move beyond the initial planning stages to development of a comprehensive implementation plan to improve service delivery. Completing activities, enhancing local networking, and building relationships that include all youth within a seamless, statewide service delivery system will aid in achieving this goal. The following action plans entail the initial steps to meet this challenge.

Developing Action Plans

Action planning areas were determined by the Forum participants. Once delineated, participants self-selected themselves into these groups to develop action plans to address issues. Team leaders were identified to provide ongoing coordination for the emergent action steps. Group participants continued to work on implementing the action plans after the conclusion of the Policy Forum.



Action Plan #1

Goal: To develop a seamless system of service delivery for at-risk youth as they transition to employment and adulthood. Address policy issues, barriers, and opportunities identified in the Policy Forum to develop such a seamless system.

Task Group: Participants included representatives from the Colorado Department of Education, Division of Vocational Rehabilitation, Colorado School-to-Career Partnership, Department of Labor and Employment, and University of Colorado Health Sciences Center.

Team Leaders: Colorado School-to-Career Partnership; Division of Vocational Rehabilitation

Action Steps:

1. Design a mechanism to compile locally identified issues, strengths, and barriers.
2. Develop uniform recommendations and action steps to address policy change and/or develop policy for individual agencies to pursue.
3. Facilitate communication among agencies and organizations.

Action Plan #2

Goal: To design and implement a demonstration project in three local communities that will deliver effective transition services for at-risk youth via collaborative, interagency strategies.

Task Group: Participants included representatives from the Department of Education, Division of Youth Services, Division of Mental Health, Community Colleges and Occupational Education System, and Division of Developmental Disabilities.

Team Leaders: Community Colleges and Occupational Education; Division of Youth Services

Action Steps:

1. Identify representatives from a variety of state agencies to form a committee.
2. Identify three local communities as demonstration sites. Communities must commit to participating in the project and set local goals, outcomes, and timelines to develop products.
3. State committee representatives meet with representatives from the identified local communities and work with the local School-to-Career partnerships.
4. Communities identify policy issues, barriers, best practices, financing, and funding issues.
5. Communities provide the state with information about policy, funding, overall issues, and strategies to deliver transition services to at-risk youth.
6. State committee reviews the local information and makes recommendations.
7. Test new strategies at the local level.
8. Disseminate information and replicate practices statewide.



Action Plan #3

Goal: To conduct an interagency systems analysis to identify effective practices, gaps, and challenges and opportunities regarding funding, policy, and services for youth-at-risk. Use this analysis to develop recommendations to improve collaborative service delivery strategies.

Task Group: Participants included representatives from the Colorado School-to-Career Partnership, National Transition Alliance, Colorado State University – School of Education, Colorado Department of Education, and Division of Criminal Justice.

Team Leaders: Colorado State University – School of Education; Division of Criminal Justice

Action Steps:

1. Collect baseline information regarding programs, policies, interagency collaboration, and funding.
2. Consider funding sources.
3. Look for vendor(s) to conduct/obtain administrative support to identify agencies to be involved in the project.
4. Develop a budget for collecting information and conducting an analysis.
5. Consider systems challenges: a) different policies, statutes, and procedures for change; b) lack of information regarding the roles of various agencies in serving youth-at-risk; and c) conflicting state and federal requirements within and across agencies serving the same population.
6. Consider youth challenges: a) confusion about who provides what services; b) range of services available and gaps/lacks in services; c) time-limited services (i.e., not based on need); d) youth-at-risk are known for their deficits, not their strengths; and e) limited family support.

VII. Summary

This work will provide on-going plans for effectively serving at-risk youth.

Completing these activities will leverage and extend the work and leadership of the Policy Forum by providing comprehensive, on-going plans for effectively serving at-risk youth. These plans will include the mapping and realigning of public and private resources, aligning policy and removing barriers to collaboration and resource convergence, and building public demand for an effective, comprehensive School-to-Career system that incorporates the needs of youth-at-risk. The products, processes and messages developed through this process will be disseminated through a range of diverse and effective channels to support local partnerships in Colorado and the efforts of other states and localities.



SAMPLE INVITATION

COLLABORATIVE INTERAGENCY POLICY FORUM FOR YOUTH-AT-RISK

Sponsored by:

- ◆ Colorado School-to-Career Partnership
- ◆ Colorado Foundation for Families and Children
- ◆ National School-to-Work Office
- ◆ National Transition Alliance (STW for Youth with Disabilities)

Purpose: The purpose of this Forum is to bring together agency directors/decision-makers to develop a collaborative seamless system of service delivery for at-risk youth (including out-of-school, disadvantaged, and disabled youth). This effort is designed to support and sustain School-to-Career, Transition, and related interagency and collaborative initiatives in Colorado.

The Forum will focus on four outcomes:

1. Build on successful strategies and practices that support at-risk youth (e.g. Colorado Systems Change Transition Project for Youth with Disabilities).
2. Develop an interagency resource pool to establish a method of coordination across state agencies and organizations.
3. Develop a forum for interagency policy development to support youth-at-risk transition successfully from school-to-work and adult life.
4. Develop local implementation strategies to support youth at-risk through the School-to-Career system of comprehensive planning.

Design: The "Future Search" process will be utilized to assist decision-makers in developing a comprehensive action plan and commitment of resources in a compressed time period. The Forum will be conducted on the afternoon of Thursday, April 24th and all day Friday, April 25th.

Participants: Participants will include approximately 40 decision-makers who are involved with at-risk youth services; representatives will span education, human services, welfare reform, the justice system and other key systems and partnerships across Colorado.

V. Resources Guidebook

This guidebook describes all the programs which have goals related to School-to-Career principles and are referenced throughout the Resource Mapping documents. It is designed as a companion guide to the Resource Mapping Database, but it can also be used as a general reference tool for information about programs which could/do support School-to-Career.



Chapter 5

Resources Guidebook

~ Federal and State Initiatives Which Could Support School-to-Career Principles ~

The Resources Guidebook provides brief descriptions about the programs which are included in the Resource Mapping database and referenced throughout this publication. This guidebook is designed to be used as a companion tool to the Resource Mapping Database. The first page provides an alphabetical snapshot of all the programs, listing each initiative and its corresponding page number in the guidebook. Flip to the indicated page for a brief description of the initiative and contact information.

Additionally, all the programs included in the Database and described in this Guidebook are those programs and initiatives referenced throughout the entire "Resource Mapping: An Atlas for Sustainability" document.

Programs are categorized into four major sections, referenced throughout the Resource Mapping documents:

- 1) Education reform initiatives
- 2) Initiatives serving at-risk youth
- 3) Workforce development initiatives
- 4) Initiatives serving families and communities

Within each section, related programs are further grouped under sub-headings. For more information about any of the programs listed in this guidebook, contact information follows each program listing.



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EDUCATION REFORM INITIATIVES

Standards and Assessments

HB 93-1313 was passed by the Colorado General Assembly in 1993. This education reform legislation charges each school community in Colorado with 1) reaching a clear and common understanding of what students should be learning in academic subject areas; 2) measuring student progress towards meeting such expectations; and 3) using this information to change teaching and curriculum to help each student meet expectations for the skills and knowledge they should be acquiring. The state standards are based on the national standards, and were developed/refined via the input of over 2,000 educators, parents, and community members across Colorado. Districts may either adopt the standards or set their own standards to meet or exceed the state standards. The legislation also sets out a schedule for assessing students' progress towards meeting the state standards, rolling out a schedule of mandated statewide grade-level assessments for specified content standards.

A Resource Bank was also established by HB 93-1313. This resource bank provides a variety of information and examples plus professional development strategies for implementing academic content standards, including information about model content standards; directories of other resources, including the national standards and standards work from other states; curriculum development and professional development resources; sample assessments; Information Literacy Guidelines and Rubrics; School-to-Career information; Adult Basic Education program standards; examples and materials specifically addressing the needs of special populations regarding standards and assessments; and an annotated bibliography of related resources. The resource bank is currently available on CD-Rom and has been distributed to Districts and School-to-Career Partnerships across Colorado. The next version of the Resource Bank will be available electronically.

For more information about academic content standards and assessments in Colorado, contact the Colorado Department of Education, Division of Assessments/Standards (303-866-6678).

Goals 2000

This initiative is designed to support local efforts to increase student achievement in a standards-driven education system. Colorado's eight goals were developed by the Colorado Education Goals Panel; they are related to the national education goals: Goal 1) Establish and maintain clear standards for what students must know and be able to do; Goal 2) Implement assessments to ensure that students are meeting high academic standards; Goal 3) Align curriculum and instruction to standards and assessments; Goal 4) Prepare and support educators to enable students to reach high standards; Goal 5) Begin education early to ensure that students are ready to learn when they begin school; Goal 6) Create safe, disciplined, and drug-free learning environments; Goal 7) Promote partnerships and establish links among education (preK-16), parent, and business communities to support children and schools; and Goal 8) Share responsibility and be accountable for results.

Goals 2000 consists of four separate grant programs. Local Improvement Grants are to increase



student achievement via implementing standards, especially focusing on customizing projects to individual communities. CASSI grants are available to implement joint efforts across preK-12, higher education, business, and communities that address the complex systemic issues of bringing standards to Colorado classrooms. Student Initiated Grants are to provide leadership opportunities for Colorado students and preservice teachers to initiate and implement projects to enhance personal and school-wide learning within a standards-driven framework. Technical Assistance Bank Grants are to aid schools and districts in the early stages of implementing standards to meet local needs by linking expertise and funds to these efforts.

Goals 2000 is authorized by Goals 2000: Educate America Act. For more information about Goals 2000 in Colorado, contact the Colorado Department of Education (303-866-6739).

School Finance Act

This is the primary funding for Colorado K-12 schools, including general operations and salaries. Funds are allocated via a formula based on student enrollment: Districts receive a base per-pupil amount for each pupil identified in the October count, plus additional funds which account for district variances in cost of living, personnel costs, and size. The formula also includes extra funds for at-risk pupils, based on eligibility for participation in the federal free lunch program.

The Colorado School Finance Act is authorized through the Public School Finance Act of 1994. For more information, contact the Colorado Department of Education, Public School Finance Division (303-866-6847).

Professional Development

Dwight D. Eisenhower Professional Development Program provides states with funds for professional development in the “core academic areas” with an emphasis on mathematics and science; English, foreign languages, civics and government, economics, arts, history, and geography are also included. The program is designed to help ensure that teachers and other district and school educators have access to high-quality professional development that is aligned with challenging state content and student performance standards, and to support the development and implementation of sustained and intensive high-quality professional development activities in the core academic subjects.

Eisenhower programs are authorized by Improving America's Schools Act, Title II. For more information about this program, contact the Colorado Department of Education, Office of Special Services (303-866-6782).

Colorado Educational Flexibility Program

“Ed-Flex” is a statutory provision which allows the Colorado Commissioner of Education to grant various federal waivers around provisions in Title I (all four parts), Title II, Title IV, and Title VI of Improving America's Schools Act. Both statute and regulation may be waived for any of these titles. Any district or school may apply for waivers – but the recipient must demonstrate



that student performance will be increased via the waiver. Colorado's goal is to help all students be successful in school by removing barriers which may prevent some students' achievement.

Ed-Flex waiver authority is allowed under Improving America's Schools Act. For more information about Ed-Flex waivers, contact the Colorado Department of Education, Office of Special Services (303-866-6782).

Consolidated Application

This is a district-level reform which allows Colorado school districts to present a five-year plan to the U.S. Department of Education, whereby the administrative funds of Titles I, II, IV, and VI of Improving America's Schools Act are consolidated. The goal of consolidated application is to provide districts the ability to collapse federal education programs and align curriculum with district goals. Under Consolidated Application, federal administrative dollars go into one fund at the district level; program dollars (building-level funds) go to the schools for programs which are designed within the schools. Consolidation plans must also be built around the eight education goals of Goals 2000.

School-Wide Consolidation is a related reform to Consolidated Application, allowing individual high-poverty schools to submit a plan for a school-wide consolidated program. Additionally, schools with less than 50% poverty, who want to do a school-wide program, may do so if they submit a waiver request (under Ed-Flex) to the state. 130 school-wide sites currently exist in Colorado.

Consolidated Application is authorized by Improving America's Schools Act, Title XIV. For more information about Consolidated Application or School-Wide Consolidation, contact the Colorado Department of Education, Office of Special Services (303-866-6782).

Distance Learning Initiatives

The Aggregated Network is a current proposal in the Colorado General Assembly to develop an aggregated network, whereby a network access point would be available in every county seat in the state to electronically integrate state government, higher education, K-12 schools, and libraries. This legislation did not pass in the 1998 legislative session, but has been re-introduced in the 1999 session.

Distance Learning Networks include a variety of cable, fiber optics, and telephone lines which criss-cross the state, comprising several distance learning networks. These networks (infrastructure) and equipment have primarily been funded through combinations of federal, state, and private funds. Most of these networks are isolated from each other, creating "islands of excellence."

At the school building level, funds for appropriate equipment have been provided by a variety of means such as district operating revenue, capital reserve funds, and bond elections. In 1997, the Technology Learning Grant and Revolving Loan made \$20 million available to support



distance learning in K-12 schools, libraries, and higher education institutions; the funds were not re-appropriated in FY 1998. If successful in 1999, this legislation will save these agencies funding and increase access to information.

For more information about distance learning initiatives, contact the Colorado Department of Education, Educational Telecommunications Unit (303-866-6859).

Technology Literacy Challenge Grants provide incentives for long-term planning and implementation of school and district technology initiatives designed to improve student achievement in a standards-based curriculum. Co-TLCF grants bring connectivity, professional development, modern computers, and effective software and on-line resources to K-12 and adult learners throughout the state.

Technology Literacy Challenge grants are federally authorized, under Title III. Grants are awarded to Districts and Boards of Cooperative Education Services on a competitive basis. For more information about Co-TLCF grants or other distance-learning initiatives, contact the Colorado Department of Education, Educational Telecommunications Unit (303-866-6859).

Charter Schools

This education reform has been developed as a way to increase educational choice for children and families, and to improve the academic performance of Colorado's students. Enabling state legislation, passed in 1993, permits self-governing schools to be organized by students, teachers, community groups, and parents within public school districts. Each Charter School is accountable to the local board of education to ensure compliance with applicable laws, charter provisions, and the state constitution. Charter Schools operate via contracts, negotiated between the school and the local board of education, and seek waivers in order to operate in a manner free from various state rules and regulations. Schools are responsible for their own operations, as negotiated in the charter; schools receive a minimum of 80% of the per-pupil operating revenue (PPOR) and must contract for their own space. Once a charter has been granted, any student in the state may attend the school, as long as space is available.

In Colorado, Charter Schools have been authorized SB 93-183, the Charter Schools Act. For more information, contact the Colorado Department of Education, Office of Educational Services (303-866-6678).

Vocational Education Initiatives

Carl Perkins is intended to improve our national economic competitiveness by ensuring that the academic and occupational skills of all population segments are more fully developed. Resources are primarily concentrated on improving educational programs leading to academic, occupational training, and re-training skill competencies necessary for employment in a technologically advanced workplace. In Colorado, Perkins funds supports the community college system's mission to help develop Colorado's human resource potential and to contribute to the state's economic growth.



Programs are authorized by the Carl D. Perkins Vocational and Applied Technology Education Act, as amended in 1990. For more information, contact the Colorado Community Colleges and Occupational Education System (303-620-4000).

Tech Prep funds provide planning and demonstration grants to consortia of local secondary education agencies and postsecondary institutions to develop educational programs which lead to an associate degree or a two-year certificate. Funds are awarded on a competitive basis and may serve all students who are enrolled in a secondary or postsecondary school participating in a Tech Prep consortium.

Tech Prep is authorized by Title III of the Carl D. Perkins Vocational and Applied Technology Education Act, as amended in 1990. For more information, contact the Colorado Community Colleges and Occupational Education System (303-620-4000).

Colorado Vocational Act is designed to enhance the quality of vocational education programs in Colorado. Vocational education programs offered through Colorado's high schools are an important part of the state's comprehensive delivery system of occupational education which is designed to prepare individuals both for jobs and further education. State Vocational Act funds reimburse secondary school districts for a portion of the cost of offering approved vocational programs to students.

Funds are appropriated by the General Assembly, authorized by The Colorado Vocational Act of 1970. For more information, contact the Colorado Community Colleges and Occupational Education System (303-620-4000).

Higher Education Initiatives

Post-Secondary Enrollment Options Act (22-35-101 to 110, C.R.S.) allows students who need additional educational challenges or a more conducive setting to maintain interest in completing high school to take post-secondary courses as high school juniors and seniors. Through this program, students may simultaneously earn college credit and credit toward high school graduation. For students opting to take advantage of the program, the Act requires school districts to reimburse the tuition for up to two college courses per academic term upon successful completion of the courses. Funds for this program come from the district's general funds.

A few districts have used Post-Secondary Enrollment Options as the basis for a 5th Year Program wherein students may receive both a high school diploma and an associates degree from a community college by staying enrolled at their high school for five years, rather than the traditional four years.

For more information about Postsecondary Options, contact the Colorado Department of Education, Office of Educational Services (303-866-6678).



Higher Education Act provides funds to four-year institutions of higher learning. Funds are primarily allocated for a) student financial aid which provides grants, loans, and scholarships to qualifying students; b) operating funds for institutional lending; and c) quality indicators for institutional incentives.

The Higher Education Act is authorized by the General Assembly. Funds supporting student financial aid and institutional lending are authorized by H.B. 85-1187; funds for institutional incentives are authorized by H.B. 96-1219.

Teacher Preparation Programs are four-year degree programs in postsecondary institutions which prepare future teachers with the pedagogical and content knowledge to be successful K-12 educators.

For more information about the Higher Education Act or other postsecondary programs, contact the Colorado Commission on Higher Education (303-860-2723).

PROGRAMS TO SERVE AT-RISK YOUTH

Improving America's Schools Act

This federal education program, passed in 1994, reauthorizes the Elementary and Secondary Education Act of 1965. The reauthorization's purpose is to improve teaching and learning, enabling all children to meet challenging academic content and student performance standards. It supports state and local education reform efforts and promotes resource coordination to improve education for all students. Funds target school improvement initiatives, including programs for high poverty schools and at-risk students, math and science professional development programs, bilingual education programs, safe and drug-free schools initiatives, and others.

Improving America's Schools Act consists of a number of entitlement programs. Title I programs, serving high poverty schools and at-risk youth, receive a significant portion of the total funds. Programs provided under Improving America's Schools Act include Bilingual Education (Title VII); Title I; Migrant Education (Title I); Even Start (Title I); Eisenhower Professional Development (Title II); Safe and Drug-Free Schools and Communities (Title IV); and Innovative Education Strategies (Title VI). All of these programs are described, in more detail, in this section and in the Education Reform section.

For additional information about Improving America's Schools Act, contact the Colorado Department of Education, Office of Special Services (303-866-6782).

Title I comprises a large portion of Improving America's Schools Act, funding programs targeted to the economically disadvantaged.



Title I consists of four parts: Part A is the largest, funding basic formula grants to aid disadvantaged children who are failing or most at risk of failing to meet the state's challenging content and student performance standards. Funds are allocated both to high-poverty school districts and institutions serving neglected or delinquent children. Part B funds Even Start Family Literacy Programs (see Section 4 for more detail). Part C funds education of migratory children. Part D funds programs for children and youth who are neglected, delinquent, or at-risk of dropping out.

Title I is authorized by Improving America's Schools Act of 1994, described in this section. For more information about Title I programs, contact the Colorado Department of Education, Accelerated Literacy Unit/Title I (303-866-6782).

Bilingual Education programs are provided to students whose first language is not English and who currently possess limited English-proficiencies which may affect their academic success. Title VII of Improving America's Schools Act provides the largest portion of funds to schools for providing bilingual education. Districts and Boards of Cooperative Education Services (BOCES) apply directly to the U.S. Department of Education for Title VII funds for instruction and staff development to support high quality bilingual education. Title VII grants are typically awarded for three-to-five years and are primarily based on enrollment and bilingual needs. Postsecondary institutions may also apply for funds to provide programs to train bilingual teachers.

Bilingual education programs are authorized by Improving America's Schools Act, Title VII. Additional bilingual education programs are supported by the Emergency Immigrant Education Assistance Act and by the Colorado General Fund. For more information about Bilingual Education programs, contact the Colorado Department of Education, Accelerated Literacy Unit/Title VII (303-866-6771).

Education Improvement (Title VI) is an extremely flexible funding stream. Essentially, it is a broadly targeted block grant which combines funds from nearly 30 different programs. Title VI is designed to reach all students – however, staff development and programs around meeting the needs of at-risk and gifted and talented students are emphasized in the legislation. Colorado's priorities for Title VI include school reform, early childhood, and prevention initiatives.

Education Improvement grants are authorized by Improving America's Schools Act, Title VI. For more information, contact the Colorado Department of Education, Innovative Educational Strategies Unit (303-866-6780).

Homeless Education

Homeless Education Programs are designed to ensure quality educational services to homeless children and youth. Programs are primarily focused on removing educational barriers for these students and providing strong community linkages to ensure that children of the homeless get to school. Funds are awarded to school districts on a competitive basis.



Educational programs for children of the homeless are federally authorized by the Educate Homeless Children Act. For more information, contact the Colorado Department of Education, Prevention Initiatives Unit (303-866-6861).

Special Education Initiatives

Individuals With Disabilities Education Act (IDEA) is the largest funding stream for special education services in Colorado. Funds primarily provide a range of services around instruction, vocational training, and related services, such as therapy. Services are available for any child or youth, up to age 21, with an identified disability which has been revealed through an assessment. Additionally, transition services are mandated for students over age 16 – such services are designed to support students' transition from school to work and adult life. A transition plan is developed for every special education student, over the age of 16; a statement of transition needs is required at age 14.

Services are authorized federally, by the Individuals with Disabilities Education Act. For more information about IDEA and special education services, contact the Colorado Department of Education, Special Education Services Unit (303-866-6669).

Children with Disabilities funds also exist at the state level, appropriated by the General Assembly. These funds provide similar services to those provided under IDEA and are available to serve students with an identified disability which has been revealed through an assessment of the student's abilities.

Funds are authorized under the Exceptional Children's Educational Act, appropriated by the General Fund, HB 97-1249. For more information, contact the Colorado Department of Education, Special Education Services Unit (303-866-6669).

Gifted and Talented Education programs fall under the Exceptional Children's Education Act in Colorado and are funded under a separate line in the state appropriation. Services are available for children who's abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require specialized programming to meet their educational needs. Districts apply annually for state funds to support district and school services for gifted and talented students.

Funds are authorized under the Exceptional Children's Educational Act, appropriated on a competitive basis by the General Fund, HB 97-1249. For more information, contact the Colorado Department of Education, Office of Educational Services (303-866-6678).

Systems Change is a federal special education grant which focused on inclusion. Funds were targeted to designated model sites which developed plans for improving services to special needs student populations by including such students in projects which benefit all students in the school.

Grant funds were authorized by the Individuals with Disabilities Education Act. For more



information about the Systems Change Project or other special education services, contact the Colorado Department of Education, Special Education Services Unit (303-866-6669).

Prevention Initiatives

Drop-out Prevention Programs target youth, 21 and under, who have dropped out of school or are at-risk of dropping out of school. Programs include alternative schools, drop-out recovery programs, and programs which target potential drop-outs and encourage them to stay in school.

Suspension/Expulsion Grant Program provides grants to districts to serve students who have been suspended or expelled from school. Grants also include prevention services for students “at-risk” of being suspended or expelled.

Funds for Drop-out Prevention and Suspension/Expulsion programs are allocated from the General Fund to Districts by a competitive grant process. For more information about these programs, contact the Colorado Department of Education, Prevention Initiatives Unit (303-866-6861).

Police-School Partnerships is a Colorado Department of Education initiative to promote partnerships between local law enforcement and school officials that strengthen pro-social development in youth. Strategies are primarily targeted to activities to prevent delinquent behavior. Partnerships also promote collaboration between schools and the legal system to foster citizenship and respect for lawful behavior. For more information about this partnership, contact the Colorado Department of Education, Prevention Initiatives Unit (303-866-6861).

Safe and Drug-Free Schools and Communities funds are awarded to districts to help reduce “risk” behavior in youth and develop and maintain safe climates in schools through violence prevention and intervention and positive campus management. These funds are very flexible; districts are encouraged to target programs to meet district goals. The majority of funds (70%) are distributed based on the enrollments of public and private elementary and secondary schools within the District. The remaining funds (30%) are distributed to districts with the highest need, based on an analysis of child deaths, reports of child neglect and abuse, dropouts, youth violent crime and substance abuse crime arrests, unemployment, and mobility.

Safe and Drug-Free Schools and Communities programs are authorized by Improving America's Schools Act, Title IV, Part A. For more information, contact the Colorado Department of Education, Prevention Initiatives Unit (303-866-6861).

Early Childhood Initiatives

Colorado Preschool Program has been designed to serve at-risk preschoolers in Colorado – the program's primary goal is to ensure that young children are ready to begin school. The Colorado Preschool Program funds 8,850 preschool slots, the majority of which are for four-year-olds; 500 slots are for five-year-olds to attend full-day kindergarten. 25% of the slots are provided by Head Start, 25% are provided by private for-profit and non-profit preschools, and



50% are provided by school districts. In the future, the program hopes to expand to include three-year-olds. Currently, the program serves the at-risk four-year-olds not served by Head Start.

The Colorado Preschool Program is authorized by the School Finance Act. For more information about preschool programs, contact the Colorado Department of Education, Early Childhood Initiatives Unit (303-866-6710).

Preschool Special Education programs also exist in Colorado. Separate programs provide services to infants and toddlers and to three-, four-, and five-year-olds. Funds to support preschool special education funds are allocated by the Individuals With Disabilities Act and by the General Assembly.

For more information about Preschool Special Education programs, contact the Colorado Department of Education, Office of Special Services (303-866-6782).

Vocational Rehabilitation

Voc Rehab funds provide a variety of employment and training services to any eligible individual with a physical or mental impairment which is a vocational impediment to employment. Working with a counselor, each Voc Rehab client develops an individualized plan for employment to pursue the education, training, counseling, etc. necessary to meet his/her employment goals. Voc Rehab pursues aggressive goals around employment and self-sufficiency for clients.

Vocational Rehabilitation services are authorized by the Rehabilitation Act of 1992, as amended (U.S. Code 29). For more information, contact the Colorado Department of Human Services, Division of Vocational Rehabilitation (303-620-4152).

School-to-Work Alliance Program (SWAP) is a unique partnership between the Division of Vocational Rehabilitation (DVR) and local school districts to increase competitive employment opportunities for eligible youth with disabilities. (Some SWAP sites also have a mental health enhancement component* see below.) SWAP specifically targets eligible students who are about to enter the world of work and youth who have already dropped out of school. School systems with approved SWAP programs may hire staff to work in conjunction with the vocational rehabilitation counselor to provide intensive services to the identified population. Services include career awareness and development, employment-related skills instruction (e.g. interviewing, resume writing, conflict resolution), job placement, and post-employment follow-up. DVR contracts with the Colorado Department of Education for technical assistance.

SWAP is provided as a joint venture between the Colorado Departments of Human Services and Education. Funds are allocated by the Rehabilitation Act and by the Individuals With Disabilities Education Act. For more information about SWAP, contact the Colorado Department of Human Services, Division of Vocational Rehabilitation (303-620-4152).



Mental Health Enhancements are intervention services provided to qualifying youth to enhance their ability to function appropriately and successfully in the workplace. Mental Health Enhancements may be provided as a component of the School-to-Work Alliance Program (SWAP). Following a psychological and/or functional eligibility assessment, a Mental Health Treatment Plan, which includes the appropriate mental health intervention and support necessary to meet the client's quest for successful employment, is developed for eligible clients. Services are provided outside the schools, at mental health centers or SWAP sites.

Mental Health Enhancements are provided by spending authority from the Colorado Legislature. For more information about Mental Health Enhancements and/or SWAP, contact the Colorado Department of Human Services, Division of Vocational Rehabilitation (303-620-4152).

Programs for youth offenders

Youth Corrections programs are provided to youth residing in Division of Youth Corrections facilities and contract programs' facilities and those on parole from such institutions. The emphasis throughout a youth's commitment is transition to the community as an employed person or as an individual attending vocational training or higher education or enrolled in secondary education and receiving career preparation skills. Each youth has a client manager who networks with local resource personnel to assist the youth in acquiring job training and employment as well as higher education upon release.

Youth Corrections programs are operated via spending authority from the Colorado General Assembly. State funds are supplemented by federal funds comprising Title 1, Carl Perkins, JTPA, and special education. For more information, contact the Colorado Department of Human Services, Division of Youth Corrections (303-866-7960).

WORKFORCE DEVELOPMENT INITIATIVES

Employment and Training Programs

Job Training Partnership Act (JTPA) programs aim to improve employment opportunities for economically disadvantaged and work-dislocated individuals by providing funds for skills development and job training for demand occupations. Programs serve adults and both in- and out-of-school youth.

JTPA has been repealed by the Workforce Development Act of 1998, a block grant to states which will provide funds to states in three blocks (youth training, adult training, and adult literacy activities.) For more information, contact the Colorado Department of Labor and Employment (303-620-4700).

The Employment Service is largely a labor exchange service provided by state employees in One-Stop Career Centers or Job Service Centers. Services are available to any citizen who is eligible to work. Applicants searching for work must register with the Employment Service,



either in person or via the Internet; employers with job openings must submit a job order through similar means. The information is entered into a statewide database, and a search is conducted every time a job order is received to look for applicants who match employers' job orders. 10% of the funds are reserved for special employment-related activities including the Governor's Summer Job Hunt, job search workshops, and vocational guidance. These "10% funds" also provide specialized employment services such as programs for Migrant and Seasonal Farmworkers and Federal Bonding.

The Employment Service is federally authorized by the Wagner-Peyser Act. For more information, contact the Colorado Department of Labor and Employment (303-620-4700).

One-Stop Career Centers provide a single access point for both employers and job-seekers needing employment, training, and/or education information and services. One-Stops exist in each of Colorado's 18 workforce development regions and are governed by Regional Workforce Boards, appointed by the County Commissioners in the region. Boards are comprised of an employer majority and also include representatives from labor, human services, education, and community-based organizations. Each One-Stop must provide a set of core services for both employers and job seekers and meet performance standards established by the state; additional services and service delivery schemes are determined locally.

Colorado's One-Stop system is authorized by a 1997 state Executive Order. Funding is provided by a three-year grant from the U.S. Department of Labor to implement a statewide One-Stop Career Center system. For more information about Colorado's One-Stop Career Centers, contact the Colorado Workforce Coordinating Council (303-894-2076).

Employer Tax Credits

Work Opportunity Tax Credit (WOTC) is a federal income tax credit that encourages employers to hire workers from eight different targeted groups of economically disadvantaged or "at-risk" job seekers, including welfare and food stamp recipients, Empowerment Zone or Enterprise Community residents, vocational rehabilitation referrals, and ex-felons. WOTC is essentially a flexible tool to aid those job seekers most in need of employment gain on-the-job experience and move towards economic self-sufficiency.

WOTC is authorized by Taxpayer Relief Act of 1997, as amended. For more information, about employer tax credits, contact the Colorado Department of Labor and Employment (303-620-4700).

School-to-Career Tax Credit is a state tax incentive to encourage businesses to work with students who are involved in STC.

The School-to-Career Tax Credit was authorized by the General Assembly in 1997. For more information, contact your School-to-Career Regional Resource Center.



INITIATIVES TO INVOLVE FAMILIES AND COMMUNITIES

Literacy Programs

Adult Basic Education (ABE) funds provide basic skills instruction and enhancement (subjects covered include reading, writing, computer literacy, communication, and critical thinking/problem solving skills) to adults who have low literacy levels. GED preparation and English-as-a-second-language instruction are also provided. Services are available for individuals, over age 16, who are not in school and a) lack basic literacy skills necessary for satisfactory employment and quality of life, b) lack a high school diploma or its equivalent, or c) are refugees. Services are provided by a variety of organizations, including Boards of Cooperative Education Services, churches, community-based organizations, community colleges, correctional facilities, four-year colleges and universities, libraries, mental health agencies, and school districts.

Funds are authorized by the Adult Education Act. Federal law also requires a 40% state match. For more information about Adult Basic Education programs, contact the Colorado Department of Education, Office of Adult Education (303-866-6607).

Even Start is a family literacy program designed to help break the intergenerational cycle of illiteracy and poverty. The program aims to meet these goals by improving educational opportunities for low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education and support into a unified, effective family literacy program. Families eligible to participate in Even Start have children between the ages of birth through seven years, and a) parent(s) who are eligible to participate in an adult literacy or adult basic education program or an English language proficiency program; or, b) parent(s) who are within the state's compulsory school attendance age range, as long as the district provides the basic education component.

Even Start is authorized by Improving America's Schools Act, Title I, Part B. For more information about Even Start or other family literacy programs, contact the Colorado Department of Education, Office of Special Services (303-866-6884).

Service Learning Initiatives

AmeriCorps is a full-time service program for young men and women, ages 18 through 24, who are selected to participate. Denver is one of four sites for the National Civilian Community Corps whereby volunteers are housed together and work in teams. Most service projects are focused on improving, maintaining, and restoring the physical and community environments.

Learn and Serve provides grants to involve school-age youth in the K-12 system in service learning. Projects are led by both schools and community organizations. Grants are awarded to K-12 schools, postsecondary institutions, and community-based organizations, on a competitive basis.



AmeriCorps and Learn and Serve programs are authorized by the National Community Service Trust Act of 1993. For more information about these and other service learning programs, contact the Colorado Department of Education, Service Learning Unit (303-866-6969).

Senior Community Employment Service Program finances the creation of part-time community service jobs for unemployed, low-income seniors. Participants primarily work in schools, government agencies, non-profit organizations, and hospitals. Program participants receive counseling, training, and job referrals to help transition them to unsubsidized employment.

The programs is authorized by Title V of the Older Americans Act of 1965, as amended. For more information, contact the Colorado Department of Human Services (303-866-5700).

Health Initiatives

Comprehensive Health Education Act is a voluntary program for Colorado school districts. Through the program, districts may apply for funds to provide a comprehensive health program to meet community needs – programs cover all health needs, but especially focus on reducing at-risk behavior such as alcohol and drug abuse, poor nutrition, and teen pregnancy. Community needs are determined by a broad-based Comprehensive Health Advisory Committee.

Health Education curriculum standards have been devised at the national level. These standards include tobacco/alcohol/drug prevention standards and violence standards. Some Colorado districts have modeled the national health standards to create their own health education standards to be achieved in addition to the HB 1313 content standards.

School-Based Health Centers are quasi- health clinics which operate in schools to meet the health needs of students in the district. Currently, there are 10 School-Based Health Centers; centers are located in high-poverty areas, but serve all students in the school. School-based Health Centers are funded by a Department of Health grant plus partnerships with Kaiser Permanente and other health care providers.

Colorado Medicaid Program was passed by the General Assembly in 1997. The program allows schools to bill Medicaid for any health service for qualifying students. Schools must use the savings for other health-related services, but are not required to spend such savings on Medicaid-eligible students. Districts must prepare a plan for how they will use the savings before they can participate in the program; currently, 10 districts in Colorado have submitted plans.

For more information about school-based health initiatives, contact the Colorado Department of Education, Office of Special Services (303-866-6782).



Family Centers

This initiative has established pilot programs in a number of Colorado communities to meet unique local needs and serve as models for providing services collaboratively. Often located in schools, these Centers provide “one-stop” access to health, social services, child care, job training, and educational information and services. Centers are funded through a combination of federal and state funds.

For more information about Family Centers, contact the Colorado Department of Human Services (303-866-5700).

Consolidated Child Care Pilot Program

This is a collaborative initiative between the Departments of Education and Human Services to meet the child care needs of low-income families in Colorado with children from birth to age 13. The program’s mission is to offer low-income working parents more and higher quality options for child care by integrating the Colorado Preschool Program, Head Start, and the Colorado Child Care Assistance Program. To receive pilot funds, programs must address care for working parents and the pilots must provide comprehensive family-based services; counties must demonstrate collaboration to meet local needs.

The program was passed by the General Assembly during the 1997 legislative session; there are 12 pilot programs currently in operation. For more information about child care programs, contact the Colorado Department of Human Services (303-866-5700).

Crime Prevention

Youth Crime Prevention Initiative (YCPI) is an initiative designed to provide state funding to community-based programs throughout Colorado that target youth and their families for intervention and prevention services in an effort to reduce incidents of youth crime and violence. Types of programs receiving YCPI funds include mentoring, parenting, substance abuse prevention, gang intervention, employment opportunities, education, and youth and family centers. Funds are awarded on a competitive basis to organizations which are community-based and demonstrate local collaboration.

The Youth Crime Prevention Initiative was authorized by H.B. 94-1360 and is funded annually via General Fund appropriations. For more information, contact the Colorado Department of Local Affairs, Community Partnership Office (303-866-4831).



Using the Resource Mapping Database

The Resource Mapping Database has been created in Microsoft® Access for Windows® 97. Access is a relational database system that allows users to perform data management tasks, including storing, retrieving, and analyzing data. It also allows a number of related tables and options to be stored in a single database, eliminating the need for users to create a new database for each table. The Resource Mapping Database is a relatively simple database presenting information about 42 different programs which can/do relate to the goals and principles of School-to-Career. The data is organized into a set of fields: ID (an ordinal numbering system), Program, Category, Purpose, Target Population, Funding Source/Categories, Access to Funds, Local Connection to School-to-Career, Funding Criteria, and Program Provider.

To manipulate the data, use the FIND and QUERY functions. These functions are described below and will be sufficient commands for controlling the data for most users' purposes. Some useful queries have also been created for you. Use the Database Wizard to help you to create applications to manipulate the data for your own purposes.

FIND

To find a word or sequence of words, highlight the column(s) that you wish to search. Click on EDIT and then on FIND. A screen will appear. Type the word(s) that you want to search in the FIND WHAT column; press FIND FIRST. Right click after highlighting the column(s) to be able to look across the data fields as the search reveals matches. This function will continue to bring up each match for as long as your wish to continue searching the database or until no new matches are revealed.

QUERY

Queries are used to view, change, and analyze data in different ways. You can also bring together data from different areas in the database table and rearrange it how ever you would like to see the data or for ease of using the Find function or creating applications. Queries can also be used as the source of records to create forms and reports.

To create queries, go to the QUERIES tab. Select NEW. Select SIMPLE QUERY WIZARD. Select the STC RESOURCE MAPPING table and then select the fields that you want to display in your query. Complete the walk through of the wizard. QUERIES are also useful for searching multiple columns of information for the key words you wish to search.

Additionally, consult the Answer Wizard with questions that arise as you work with this database.



VI. Key Messages

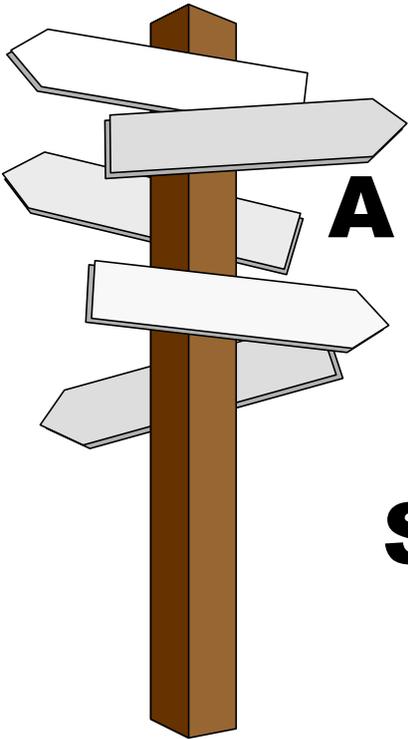
Key Messages present a snapshot of the Resource Mapping process. Essentially, this section describes the major elements and lessons of Resource Mapping, depicting the information in a presentation format. Each slide depicts a key element of resource mapping and can be used in a stand-alone format, as part of an overall presentation, or for training purposes.



Resource Mapping for Sustainability



**A Policy Guide for Planning
a Journey to a
Sustainable
School-to-Career System**



Key Messages: The Value of Resource Mapping

- Leads to rich policy recommendations
- Supports sustainability through a variety of entities
- Presents a clear picture of the landscape



Resource Mapping: Purpose



- To make recommendations to realign resources, policies, and funding streams across agencies and organizations to support and sustain school-to-career
- To identify opportunities for inter-agency collaboration to support and sustain school-to-career principles

Positive Outcomes



- Presents in-depth information about agencies' policy, procedures and collaborative practices
- Clearly identifies opportunities and challenges to sustaining School-to-Career
- Provides a checklist of broad policy and procedural changes for agencies
- Provides a comprehensive set of policy recommendations across agencies

Resource Mapping Process

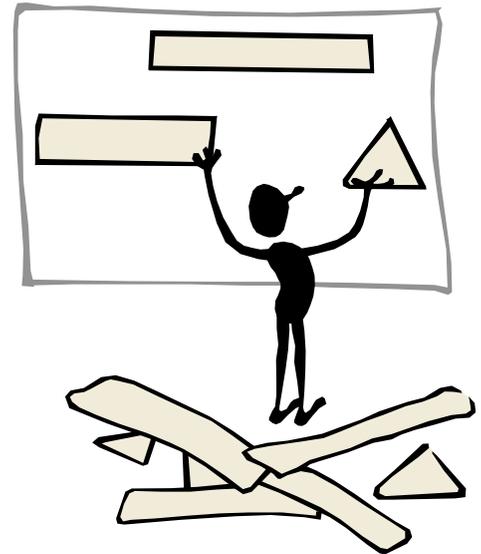


- Convene a multi-agency/organization taskforce
- Develop a broad context for the project
- Conduct a resource scan
- Analyze assets and challenges
- Determine opportunities for policy changes
- Elicit agency/organizational support



Convene Taskforce

- Identify agencies that focus on youth policy
 - education reform
 - workforce development
 - youth at-risk
 - community involvement
- Select key decision makers
- Use the taskforce to guide the resource mapping process





Develop the Broad Context

- Determine project goals from the vision statement
- Identify barriers and facilitators for each goal
- Review national research
- Identify programs which can support sustainability in relationship to the goals



Conduct a Resource Scan

- Determine the types of information to be collected from each program
- Devise interview questions
- Work with the taskforce to identify agency personnel to interview
- Chart results



Analyze Assets and Challenges

- Use resource scan information to identify assets and challenges in each program
- Organize assets and challenges into the project goal categories
- Determine how assets can support school-to-career principles
- Determine strategies for turning challenges into assets to support sustainability



Determine Opportunities for Policy Changes

- Review assets and challenges analysis to determine potential policy linkages
- Find examples of legislation and policy changes (from other states/communities)
- Identify broad themes for policy recommendations and potential outcomes
- Chart information for consideration by agencies



Elicit Agency/Organizational Support

- Develop a checklist of policy/practices that are common among agencies and programs
- Convene agency focus groups to discuss potential policy changes
- Use information gathered from the focus groups to revise policy recommendation
- Continue to work with agencies to secure commitments for policy changes

Souvenirs from a Resource Mapping Journey



- Resource mapping process can be replicated for state projects, local projects, or projects around individual system segments
- Process to collect Resource Scan data was useful to build relationships with agencies
- Organizational theory is a guiding principle to maximize agency support
- Patience and creativity will be rewarded

More souvenirs....



- Policy change is not a finite process:
 - Varying agencies processes and organizational structures will affect how policy is made;
 - Budget priorities and funds dictate policy;
 - Changes in leadership affect public policy;
 - Windows of opportunity open and close.
- Resource mapping will be an ongoing process

The Local Element of Resource Mapping



- Test resource mapping at the local level
- The state framework can be used to identify local opportunities and challenges
- Local sustainability is rooted in systems change elements: leadership, policy, organization, integration, collaboration, evaluation
- Each local process will be unique

Local Lessons....



- Completing the resource scan provided opportunities to link with many programs
- Process identified systems-building priorities and created action plans
- Assists sites to understand their weak links and consider stronger connections
- Institutional collaboration is a key to using existing policies in new ways

State and Local Roles



- State responsibility: Develop policy changes and encourage inter-agency collaboration to support School-to-Career
- Local responsibility: Align system-building elements to create an infrastructure to ensure that state policies are used fully in support of local goals

Sample Policy Connections Including School-to-Career Elements in Education, Workforce Programs:



- Grant applications
- Monitoring process
- Practices, rule and regulations
- Technical assistance
- Program performance standards
- Mission, vision and goals
- Staff development
- Direct funding to support STC goals
- Legislative and/or policy changes

VII. Appendix

The Appendix includes:

- Sample letter to agency directors regarding the Resource Mapping project
- Resource Mapping plans from each of the three local demonstration sites
- Local Resource Scan template



STATE OF COLORADO
OFFICE OF THE LIEUTENANT GOVERNOR

GAIL S. SCHOETTLER
LIEUTENANT GOVERNOR



December 8, 1997

Dwayne Nuzum, Exec. Director
Department of Higher Education
Colorado History Museum
1300 Broadway, 2nd Floor
Denver, CO 80203

Dear Dwayne:

I am pleased to announce that Colorado has received the "Connecting Resources for Sustainability" grant from the U.S. Department of Education and National School-to-Work Office. A copy of our successful grant application is enclosed, for your information. We are honored to have been selected as the sole recipient of this grant, a signal of the national office's confidence in Colorado's leadership position in creating a high-quality, sustainable School-to-Career system. Moreover, we are grateful for the resources to aid our efforts to plan for the next phase of School-to-Career implementation. Colorado would not have received this grant without your support – and I want to thank you for your ongoing commitment to systemic, K-16 education reform.

We are looking forward to continuing to work with you and your staff as we begin this exciting project. In brief, this is a one-year project to leverage and extend the existing work and leadership of Colorado's School-to-Career Partnership by producing a comprehensive strategic plan for its sustainability. The project will analyze existing policy and practices and recommend steps to realign public and private resources, remove barriers to collaboration and resource convergence, and build public demand for a sustainable school-to-career system. The goal is to have a concrete action plan – including both product deliverables and processes – to support and sustain local school-to-career partnerships in Colorado and to be a model for use across the nation.

The first step to reaching our goal is to convene a Connecting Resources Task Force to gather fiscal and policy information, and begin to map existing funding streams and identify potential resource opportunities. We would like you to appoint an individual from your agency to serve on this Task Force – ideally, your appointee must understand both fiscal policy and program policy issues. Please contact Samantha O'Neill (894-2078), the director of this project, as soon as possible with the name of the individual you are appointing to this task force. Once the task force is in place, Samantha will contact the members to set up a meeting for the week of January 12th.

Again, thank you for your ongoing support and commitment to building a strong and sustainable school-to-career system in Colorado. If you have any questions or comments, please feel free to contact Samantha O'Neill or Marilyn Akers, the Director of the School-to-Career Partnership.

Sincerely,



Gail Schoettler
Lt. Governor

cc: Stephanie Cunningham

/enclosure

CONNECTING RESOURCES FOR SUSTAINABILITY

REPORT FROM DENVER PUBLIC SCHOOLS TO THE COLORADO SCHOOL-TO-CAREER PARTNERSHIP

PART ONE: INTRODUCTION

This report describes the resources, policy infrastructure and public/business support that will sustain the Denver Public Schools ("DPS") School-to-Career initiative after federal funding ends. The discussion is organized into the four focus areas identified by the *Connecting Resources for Sustainability Project*.

- education reform,
- meeting the special needs of at-risk students,
- connecting to the workforce development system and
- community involvement.

In DPS, our overall strategy for achieving sustainability has been to embed STC into the fabric of the district's academic program and educational reform efforts. Our goal is not to convince other reform initiatives to contribute monetary resources to the continuation of a separate STC initiative. Rather, it is eventually to have STC authentically owned by and integrated into these other efforts so that the responsibility for implementing STC goals and strategies becomes part of their ongoing mission. This process involves more than just achieving consistency and alignment with other reforms and activities. In the final analysis, it involves a blending of initiatives so that the whole becomes more than the sum of its parts.

In DPS, we have been thinking about and working toward sustainability of STC efforts for a number of years. Accordingly, this report discusses a work in progress, rather than a plan for future action. We have attempted to address the criteria for developing a local model within this context and are submitting the completed Resources Scan as an attachment to this report.

As this report details, we have made noteworthy progress in the areas of educational reform and meeting the special needs of at-risk students. This is due, in part, to the fact that from the outset we have defined STC as a priority reform that serves ALL students. We have considerably more work to do in the areas of connecting to the workforce development system and promoting greater levels of community involvement.

PART TWO: THE WORK IN PROGRESS

A. Education Reform

1. Leadership

Since Superintendent Irv Moskowitz assumed leadership of Denver Public Schools ("DPS") four years ago, STC has been a consistent and visible focal point of district reform efforts. STC is one of four district goals that have remained in place and have become more aligned over the course of Mr. Moskowitz' tenure.

Significantly, the superintendent and board share a vision of STC as a comprehensive reform strategy with the potential to increase the achievement and engagement of **all** students. At the leadership level in the district, School-to-Career is not viewed as an "add-on" program to the existing education system but a way of redesigning that system for better results. STC, in combination with standards, emphasizes a rigorous academic curriculum for **all** students. School-to-Career also brings applied, active and contextual learning strategies to enable **all** students to learn at higher levels and to apply their knowledge in new situations.

2. District Policies/Budget

The following policies ensure that the superintendent and board's commitment to STC is translated and carried out at the school level:

- The district's evaluation of all secondary administrators includes their leadership in implementing the district's STC goal.
- All DPS schools are required to identify strategies for achieving the district's STC goal as part of their annual accountability/school improvement planning process.
- All high schools are required to design and submit a staff development plan that addresses the integration of STC concepts across the curriculum by October 1998.
- Beginning this year, all middle schools are required to include STC in their staff development efforts with a focus on workplace standards in the curriculum.

The district supports the STC Partnership with its own resources, allocating a line item of \$200,000 in the current year to provide 1/2 time staff developers at each high school to help teachers integrate STC into the teaching and learning process.

With support from district-level STC personnel, Denver Public Schools recently transformed its vocational department into the Career and Technology Education (CTE.) The CTE model (attached) is strongly aligned with STC in focus, instruction, linkages and goals. Specifically, the new design features:

- clusters that are comprised of career and technology as well as academic education.
- a comprehensive approach to the delivery of subject matter that uses a multidisciplinary, project-based platform.
- implementation of the work-based component as a required part of the delivery of education.
- career education at an early age and grade level for all children.
- provision of an Individual Career Academic Plan to guide and individualize the delivery of education.
- elimination of curricular offerings that are not viable in the 21st century.
- expansion of the use of technology in the delivery of education.
- inclusion of a strong career guidance and assessment component throughout the delivery of career education.
- integration of the Colorado workplace competencies and the DPS standards for success in a manner that relates to and reflects the world of work.
- expansion of delivery into a global mode that incorporates the communication of technology that is currently available.

CTE funds (Carl Perkins dollars) are being spent in the high schools to provide career exploration modules within the technology labs, and to fund career connection (internship) coordinators in several high schools.

3. Organization

Within DPS, school-to-career is part of the division of secondary education. This placement aligns STC with overall education reform initiatives, including standards-based reform. It also presents the opportunity for regular monthly communication between the STC staff and school principals and for heightened visibility of STC efforts at the school level. Additionally, STC meets on a weekly basis with all Secondary Education department directors. Perhaps most importantly, this organizational setting encourages all DPS stakeholders to see STC in the context of an academic reform initiative.

4. K-12, District-wide Focus

Denver's STC focus is district-wide, K-12. Although schools funded by the Urban/Rural Opportunities Grant have additional resources and more extensive initiatives, STC is the business of every school. All schools in the district address STC objectives in their annual school improvement plans.

The district administers the ACT Explore assessment instrument to all 8th graders and encourages 10th graders to take the ACT PLAN. DPS high schools are also required to use an Individualized Career and Academic Plan for all high school students beginning in the 9th grade. All high schools are required to have business advisory committees in place in addition to their Collaborative Decision Making Team (site-based governance council) and their Parent Teacher Association. The 7th grade literacy program, Jumpstart, uses career-oriented reading materials.

5. Instruction

District administrators encourage teachers to include a career component in all district field trips or study tours. Two high schools have initiated second semester senior transitional programs that provide individualized senior experiences which include an internship in an area of interest the students select and/or an extensive research project. Each student has a school site mentor, receives academic credit, and is required to give an oral presentation at the conclusion of their senior experience. In a third high school, the building leadership initiated a senior Keypal Program. This is a computer mentoring program for all seniors. Each senior is matched with a business mentor who will communicate with their student at least once a week by e-mail to encourage the connection between school and career, and to answer any career related questions. All three of these programs have had dramatic success and are fully supported by their school communities. A fourth DPS high school is currently undertaking a total school mentoring program. With the help of PEBC, Piton and the Denver Chamber of Commerce the school is locating two hundred mentors – one for every four students. Business mentors will commit to two hours a month for the entire school year and participate in a training session prior to beginning their role as student mentor.

6. Professional Development

The district has provided staff development opportunities for principals and teachers on STC and project-based learning. Over 250 teachers participated in externships at fifty local businesses. The DPS School-to-Career office has worked to coordinate joint professional development activities with the Math/Science Initiative, federal programs, special education, and the Gifted/Talented departments. The department of Secondary Education, in collaboration with STC personnel, are providing a series of leadership seminars for all secondary administrators. There is potential here to embed and integrate School-to-Career instructional strategies at all levels, with all curriculum areas.

7. Coordination with Other Reform Efforts

The STC staff has made a consistent and sustained effort to network with staff of other district efforts to raise academic achievement (for example, standards implementation, literacy initiatives, Math/Science Initiative) in order to be able to identify joint opportunities for training, communication and other integrated activities. District schools have been directed not to create separate STC committees, but instead to combine STC efforts with already existing curriculum committees, Literacy, Standards, etc.

8. STC Evaluation

The district is in the process of conducting a five-year longitudinal study of ninth graders to help determine the impact of STC. This information will be very important in helping to make the case that STC should continue as district reform priority. The evaluation process includes staff attitudes and the monitoring of work-based experiences provided for students and staff.

The STC office regularly administers a survey to high school administrators, counselors and teachers regarding STC implementation and satisfaction. We share survey results with principals to provide them with information about individual school needs. Using grant dollars from the UROG grant, we have hired an outside evaluator to assist with an ongoing evaluation that will be quantitative as well as qualitative. STC evaluation has been coordinated with the DPS department of testing and assessment to ensure a cohesive approach in gathering data.

B. Meeting the Needs of At-Risk Students

In DPS, 85% of the student population is considered at-risk. But it is again noteworthy that DPS has defined and positioned school-to-career as a reform initiative that serves **all** students.

STC staff have networked and partnered with the various programs/initiatives within DPS that serve at-risk students to integrate STC principles, instructional strategies, curriculum materials and school and work-based learning opportunities into these programs/initiatives. In addition, STC has collaborated in the establishment of two night schools at Abraham Lincoln and West High Schools. The night schools are a drop-out retrieval effort to provide work experiences during the day and academic learning at night. All nine DPS alternative schools have significant School-to-Career components which school-based, work-based and connecting activities.

1. Title I

All DPS schools are encouraged to develop their Title I programs to focus on providing expert intensive instruction. Currently forty-three (of 83) elementary schools and ten (of 18) middle schools are designated as Title I schools, schools that have a poverty level higher than the district average. Many Title I classrooms support work on STC issues including career exploration, job readiness (filling out applications, writing resumes, using time cards), focusing of personal responsibility and the relevance of learning to future job opportunities, and the involvement of parents and community members.

2. Title II

Title II funds have been dedicated to staff development in the arena of Math/Science for the past two years. Generally, teachers who participate in the training will be able to

- make linkages to real work applications,
- help students attain higher levels of math competence to increase the career and postsecondary opportunities available to them and to
- provide career guidance to students interested in pursuing careers in math/science/engineering/technology.

3. Title VI

Title VI funds support STC activities in the following ways:

- support of school-based technology projects that include a focus on technology-based careers
- support of innovative school programs that include work-based experiences and community service options
- purchase of library/media center materials that focus on career exploration and career goal setting and provide positive role models for students of all races.
- offer staff development to help teachers lead the development of their students' higher order thinking skills. Career exploration/career skills often provide a context for the application of higher order thinking skills – helping kids make the connection between what they are learning and real life problems
- sponsor innovative mentoring programs, including school welcome centers, community mentors and after school programs with community linkages and sponsorships.

- support reading programs that invite community members to reach books about their careers, link Study Hall volunteers with students who have a particular career interest, and invite community members to share career resources in the classroom.

4. *Gifted/Talented*

- State funding for gifted and talented education has helped to fund the Community Resources Mentoring Project for the past four years. Every year, approximately sixty mentorships are arranged with a duration of six weeks.
- Several sites of the Highly Gifted Program offer career fairs within their schools.
- District activities offered to schools like Odyssey of the Mind, Science Olympiad and History Day give students the opportunity to learn and experience teamwork, leadership, creativity, long range planning – important workplace competencies.
- Many of the principles of gifted and talented education relate to STC objectives. These principles include helping student identify their passions and to identify related career paths, helping students explore a variety of interests.
- Many sites of the Highly Gifted Program use modified individual education plans that can also integrate career planning.

5. *English Language Acquisition (ELA)*

The ELA department supports school-to-career in the context of ensuring that all students (9-12) have an individual Career Academic Plan (ICAP). A Spanish version of the ICAP is available and the Personal Career Plan Inventory is also available in Spanish. The ELA department provides Spanish speaking resource people to assist and encourage student participation in all STC experiences and opportunities.

6. *The DPS Math/Science Initiative*

- A representative from STC participated as a member of the team that developed the strategic plan for the Math/Science Initiative and helped identify opportunities for leveraging expertise, resources and staff development.
- The M/S Initiative provides staff development activities to help teachers use applied and experiential learning.
- All the new curriculum materials adopted by DPS through this initiative support integration/connection across disciplines. Moreover, alignment with STC objectives is one of the criteria in reviewing these materials.

- STC and MSI are cooperating to offer a Saturday School for Hispanic and under-served populations geared for students interested in medical careers, in conjunction with the University of Colorado Medical Center.
- STC and MSI personnel have worked jointly in the orientation of new teachers.

C. Connecting to the Workforce Development System

This area is the weakest link in our current efforts. Through our participation in this project we are much more aware of the opportunities for linking with the Mayor's Office of Employment and Training, the designated state OneStop for the City and County of Denver. We also see the potential for partnerships with the Colorado Community College and Occupational Education System (CCCOES), particularly the Community College of Denver.

We have connected with the Denver Chamber of Commerce and supported their "Youth At Work" program. We have not extended or truly participated with the labor unions apprenticeship programs currently in existence at Emily Griffith Opportunity School or the Career Education Center. The district has had significant involvement with Charles Schwab & Co. and their efforts to develop programs and experiences to better prepare our students to participate in the workforce. Charles Schwab & Co. has provided student and staff internships, and in addition, hired DPS parents to work flexible schedules that coincide with their students school hours. Norwest Bank has also provided student internships and provided funding for ACT college testing at one Denver high school.

There is much work yet to be done in workforce development.

D. Community Involvement

We have undertaken some successful marketing efforts to build community understanding of and support for our work. Building an informed public demand for STC is critical to its continued status as a priority reform effort of the district. To increase DPS community knowledge and support a parent information plan is a goal for all secondary schools.

Ongoing marketing efforts include:

- Posting of district career clusters in all schools.
- A STC brochure that is published in both English and Spanish.
- Posting the state workplace competencies in all secondary classrooms in the district. These competencies -- statements of the skills and knowledge that employees need to be successful in most jobs -- are a way to translate for educators, parents and the public, the specific demands of the workplace

in the knowledge age. Like academic content standards, the workplace competencies provide educators and students with clear expectations that are intended to inform instruction and assessment and motivate effort. The competencies also provide a consistent set of standards for employers to apply in diverse workforce development efforts, both public and private.

- Regular publication of a STC newsletter for all DPS employees.

Copies of these publications are attached to this report.

District schools benefit from participation with the Denver Chamber of Commerce, the Hispanic Chamber, Charles Schwab & Co., the Mayor's Office of Arts to Career (Stella Yu) and Aims Community College. Original STC partnership members, PEBC, Piton, MOP, and Junior Achievement, continue to play an active and supportive role in DPS School-to-Career efforts. On a smaller scale, DPS has collaborated with Martin-Marietta, Colorado Department of Labor, Colorado Department of Transportation, Community Resources, Inc., and the Boy Scouts on specific projects.

The district recently participated with the City and County of Denver in applying for a one hundred million dollar grant – Future Health Careers Opportunity Project. Within the city's application for HUD dollars we asked for more community centers, more early childhood education centers, and proposed expansion of night schools in DPS. Education is one of the greatest needs of the community and we need to develop a stronger tie with the City and County of Denver to plan holistic strategies and make the most of resources.

DPS schools enjoy many partnerships with businesses, business organizations, institutions of higher education, community-based organizations, state and local government agencies and service groups that support school-based learning, work-based learning and connecting activities for students throughout the district. These partnerships encompass

- mentoring programs
- job shadowing programs
- internships for students
- externships for teachers
- field trips
- support for student projects
- co-op programs
- career fairs
- Night School that integrates work-based experiences into the students' program
- speakers for classrooms

Most of these partnerships are formed and implemented at the local school level, through school-based business advisory councils, collaborative decision-making teams, parent teacher associations, etc. To support these school-based efforts, the district has started maintaining a database of business partners in addition to the business contacts individual schools maintain. DPS is also establishing a business advisory committee at the district level.

In addition to helping schools identify potential partners, STC is committed to providing the tools and information that will help schools work with these partners effectively to achieve mutually beneficial ends. To this end:

STC has recently identified four high schools in DPS as licensed pilot sites with accessibility to PathFinder. PathFinder is an advanced, on-line matching, placement and data management tool designed for STC operating on the World Wide Web to link students, employers, teachers, parents and staff to link learning in classrooms with learning in the community. PathFinder will match students with job shadowing and internship opportunities, help teachers identify speakers and business volunteers, allow students to maintain their career and educational profiles, allows employers to enter or edit their own profiles. PathFinder can also be used to do evaluation and compile data for reporting purposes. Training on this system is scheduled to begin in September.

Staff development and training is provided to high school internship coordinators, STC staff developers, UROG coordinators, and all personnel involved in the integration of STC efforts.

III. PRIORITIES FOR ACTION

Through our participation in the *Connecting Resources for Sustainability Project*, we have identified the following priorities for action in our ongoing effort to ensure the sustainability of STC in Denver Public Schools.

- Provide more and better information to parents to help them understand STC and its implications for their children. This effort needs to highlight the ICAP – its purposes, how it will be implemented, how students will benefit.
- Work on extending and emphasizing STC at the elementary school level (now that STC is well integrated into most high schools).
- Focus on providing better orientation, support and information regarding STC to guidance counselors in the district.
- Continue networking efforts with other district reform initiatives in a more systematic and comprehensive way. Because a supportive policy infrastructure is already in place (STC is a district goal, all DPS schools must integrate STC into school improvement planning, etc.), we do not have to

“sell” STC. Rather, the challenge is to provide coordinators and staff of these various initiatives the opportunities – formal and informal – to integrate STC and to underscore the mutual benefit of leveraging program resources through joint action, especially with regard to professional development.

- Continue networking with all departments in DPS, sharing of ideas and staff development efforts.
- Continue integration efforts/strategies with literacy, standards based education, technology and all district goals.
- Identify more work-based experiences that connect to classroom academics on a district-wide basis. Full implementation of work-based learning strategies requires greater levels of collaboration, participation and consistency. The challenge is to integrate business resources in a way that is manageable for teachers and schools and at a pace that is acceptable to business. Often, the schools and their business partners share a common vision and goals, but have less than mutual ideas about language and the speed of accomplishment.
- Develop strategies to expand the number and level of commitment of business partners.
- Connect with the major players in workforce development in the City and County of Denver and jointly identify opportunities and strategies for coordinated action.
- Form strong partnerships with higher education so there is truly a seamless approach to student education.
- Renew connections with supportive community-based organizations. The Piton Foundation, Junior Achievement, The Public Education and Business Coalition, The Denver Metro Chamber of Commerce were deeply involved in designing and launching the DPS School-to-Career initiative. We need to continue to leverage their expertise, networks and leadership.
- Engage local philanthropic organizations for future funding.

Attachments:

- Brochure
- Sample Newsletter
- CTE Model
- Workplace standards poster
- District cluster poster
- District school improvement guidelines
- District budget
- Board report
- Monthly reporting form for work-based experiences
- STC poster
- District goals
- District STC goals
- Department of Secondary Education STC goals
- 9th grade survey/used as basis of longitudinal study
- Evaluation Report 1996-97
- Evaluation Report August 1998
- Summary Report July 1998

**DENVER PUBLIC SCHOOLS
SCHOOL-TO-CAREER
CRITICAL PRIORITIES FOR STC INTEGRATION**

EDUCATIONAL REFORM

- Need support and buy in from:
 - School Board/District Policies
 - District Superintendent
 - All District Department Directors
 - District Principals and Assistant Principals (K-12)
 - Community/Parents/Business (CDM's and PTA)
 - Curriculum Department/Personnel
- Must provide:
 - Linkage to State and National Educational Goals
 - Placement of STC in Organizational Structure
 - Academic Integration of STC/Standards/Literacy/Assessment
 - Integration of STC Into Teaching and Learning Process
 - On-going Staff Development and Support
 - Networking Opportunities/Internal and External
 - Research and Current Data
 - Projects to Involve Parents and Business
 - Training For and Involvement of District Counselors
 - Evaluation of Personnel
 - Accountability Process/Evaluation
 - Continuous Communication

MEETING NEEDS OF AT RISK

- Collaborate With All District Departments Administering Special Needs Services in Delivery of Mutual District Goals
- Integration of Staff Development/Networking with All District Departments
- Inclusion of Non-traditional Instructional Strategies/Methodologies
- Provide for Parental Involvement
- Connect with City, State, Federal Agencies that Fund At-risk Populations
- Provide STC Opportunities for ALL Students
- Provide Relevant Work-based Experiences/Opportunities
- Provide Academic Integration of STC Including Standards/Literacy/Assessment
- Provide Career and Academic Counseling

CONNECTING TO THE WORKFORCE DEVELOPMENT SYSTEM

- Collaboration with Other Entities
- Establish Active Partnership with Mayor's Office of Employment and Training
- Connect with OneStop for City and County of Denver
- Develop Specific Relationships/Projects with CCCOES
- Establish District Business Advisory Committee
- State Economic Council Involvement

- Convince Business Community to Request Student Transcripts for Hiring
- Engage Union Leadership
- Continue Partnership with Local Chamber of Commerce Organizations
- Develop Joint Student Projects with CEC and EGOS

COMMUNITY INVOLVEMENT

- Provide Information and Communication
- Engage Parents/Business with Specific Projects
- Establish Partnerships with Local Philanthropic Organizations
- Establish Partnerships with Additional Community Based Organizations
(In Addition to PEBC, Piton, MOP, Junior Achievement)
- Provide Academic and Workplace Standards to Create Mutual Expectations

**COLORADO SCHOOL-TO-CAREER
CONNECTING RESOURCES FOR
SUSTAINABILITY PROJECT**

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Colorado School-to-Career

Connecting Resources for Sustainability Project

Arapahoe/Douglas Works! believes that guiding students from school to work is a process over time, not isolated activities or events. The School-to-Career initiative is designed to blend academic instruction with future demands of employment and that happens incrementally. As a first step, short-term programs have been developed to provide a mechanism to leap the wide gap that has been institutionalized between text book knowledge and job skills. The intent of this proposal, however, is to suggest methodology a for sustaining the School-to-Career initiative with the eventual outcome of full integration of the concept throughout the educational system. The workforce development system, through the One Stop Career Centers, comes to the STC initiative with the employers' perspective and input that can be helpful in shaping future direction.

With such intent in mind, this report will detail the collaborators on the project, the methodology for gathering the resource data, an analysis of data, and the concluding plan for sustainability.

Project Collaborators

The Arapahoe/Douglas Works! One Stop Career Center invited three school districts to collaborate on the development of the sustainability plan: Aurora, Douglas County, and Englewood Public Schools. A/D Works! has representatives on each of the district's planning committees for STC and the Englewood School-to-Career Coordinator serves on the Arapahoe/Douglas Workforce Board. While A/D Works! holds a workforce development perspective apart from a pure educational view, the strong connection between the agencies with regard to programs, allowed for a positive, quick start development of a plan.

The A/D Works! One Stop Career Center provides workforce development resources to Arapahoe and Douglas counties. Services provided by the One Stop Center include job search assistance; job referrals; a career and job search resource library including education and training programs; school-to-career information; information on financial assistance and

community resources; labor market data; skill assessment; job lead briefings; and Veteran information. More intensive program services are provided to a wide range of eligible adult and youth customers ranging from low-income individuals to dislocated workers.

Specific programs relevant to STC administered by A/D Works! include: JTPA (including subsidized summer employment for youth), TANF Work First programs, Employment First (Food Stamp Employment and Training), Student Options (drop-out recovery program), Summer Job Hunt (summer job referral service for youth), summer volunteer programs for youth ages 11-15, and employment and training workshops for youth offenders.

The Aurora Public School District (APS) has a dynamic student population, with over 20% of its families living at or below the poverty level. APS is currently one of the largest school districts in the state and expects a growth spurt in the near future. APS is concerned about accommodating such growth as 40,000 new pieces of property have recently been accessed with the completion of a new highway, E-470.

The Englewood Public School District is relatively small with one traditional high school and one alternative high school. The small size of the district provides some challenges, but for the purpose of STC initiatives, it provides greater benefits. A small population of 32,000 people, community involvement, industrial and commercial base have helped Englewood implement initiatives with local business, government and community agencies. Englewood STC initiatives have reached far into the community, truly connecting school and work.

The Douglas County School District is a large district servicing an entire county. Douglas County is one of the fastest growing counties in the country, so physical resources are a priority for the district. In addition, Douglas County is one of the wealthiest counties in Colorado. The socio-economic status of the student population differs greatly from the Aurora district, also included in the project. A small nuance caused by this is difference in parent buy-in to STC initiatives. Parents may not feel "vocational" (i.e. STC) initiatives are necessary because they perceive their children as "college bound."

Each district has received planning and implementation funding for STC, has hired a coordinator, and implemented steps to impact elementary and secondary schools. The three

districts have expressed interest in continuing the STC initiative after the current Federal funding has been exhausted.

Research Methodology

Methodology for the project included inviting three school district STC coordinators to participate in resource mapping and discussions of current and future practices for supporting the concept of STC.

The STC coordinators teamed with A/D Works! staff to complete the Resource Mapping project. During the course of this exercise, A/D Works! was able to utilize four different approaches and perspectives to complete the project. Results from the resource mapping project (Appendix A) are utilized later in the report to identify funding streams for local STC sustainability.

Next, the team invited the Colorado Region 2 state STC Coordinator to participate in a "dream" STC brainstorming session. During the session, the coordinators were asked to create a wish list of core and enhanced STC initiatives particular to their service delivery area (Appendix B). The results from this session were then used to complete a fiscal analysis of each STC site (Appendix C). The fiscal analysis identified the minimum cost of STC initiatives in their district (core services only) and a maximum cost (core plus enhanced services).

Individual appointments with each STC Coordinator followed. Specific local information was gathered including: an environmental scan; current funding cycle; school district and community political environment; STC support; local STC leadership organization; local STC initiatives; obstacles and successes; and local sustainability plans.

The information from the Resource Mapping Project, core and enhanced initiatives worksheet and the financial analysis was then synthesized. Four different lenses were utilized while analyzing each step of the project: Education Reform, Meeting Special Needs of At-Risk Students, Connecting to the Workforce Development System and Community Involvement. A summary of how STC goals will be institutionalized within existing programs and systems, including School-to-Career, once Federal funding discontinues concluded the project.

Resource Mapping Data Analysis

The three school districts plus A/D Works! identified many initiatives from the resource scan as currently supporting STC either financially or through project collaboration. The following highlighted list of the various initiatives indicates which STC objective is addressed through the program and how the local STC Coordinators are using or could use the source for support.

- Education Reform (ER)
- Meeting Special Needs of At-Risk Students (SN)
- Connecting to the Workforce Development System (WD)
- Community Involvement (CI)

Educational Initiatives

Goals 2000 (ER) - Goals 2000 is a national initiative that breaks down contents areas at each grade level. Each content level has a target and benchmark related to career preparation. This is a clear and strong connection to STC goals/objectives. There is also a professional development aspect included in the standards implementation portion of Goals 200.

Youth-at-Risk and Special Populations (SN) - This initiative has a similar mission to STC and has money, staff and programs to transition students into work and work-related activities. Drop out recovery programs (Student Options), alternative high schools (Colorado's Finest Alternative High School), IDEA and ACE are examples of existing programs.

Gifted and Talented (SN) - G&T programs have coordinators and some available funds for STC activities such as mentoring, job shadowing, career exploration and job search.

Drop Out Prevention Programs (SN) - These programs work with good candidates for STC-related activities and philosophically, has a goal similar to STC. Career planning models are essential for participants in drop out prevention programs (required at Colorado's Finest Alternative High School).

Standards and Assessment (ER) - Some districts have standards and assessment

models that include very clear references to STC types of activities, learning outcomes and experiences for students. Blending workplace competencies and academic standards (e.g. Goals 2000) is a logical area for STC to focus.

Distance Learning (ER) - Connecting students via technology to the Internet and e-mail to exchange and gather information with business and education.

Post-Secondary Options (ER) - Students can enroll for classes at 2-year or 4-year colleges or universities for concurrent High School credit. This option offers another philosophical fit with STC mission.

Labor and Employment Initiatives

Job Training Partnership Act (JTPA) (WD) - A philosophical and activity-related fit with STC. Staff resources for planning, STC committee involvement and support for Work Experience and Internships can be utilized for STC initiatives. This program is operated out of the One Stop Career Centers. Note must be made of the impending end of JTPA and the replacement by the Workforce Investment Act. This act specifically prohibits the use of funds for school-to-career activities but does not prohibit collaboration.

One Stop Career Centers (WD) - Potentially a large advocate for STC goals and objectives. Numerous resources and activities are based out of the One Stop and include: Wagner-Peyser, JTPA, a resource center, technology access, and labor market information. Staff expertise at One Stop Centers include business and labor connections, employment and training skills, career decision making, interviewing, resumes, applications, barrier identification, basic education and access to higher education resources.

Community College/Vocational Education Initiatives

Carl Perkins (ER) - Perkins currently supports STC with staff resources applied to STC committees, curriculum development assistance, similar missions, combined dollar potential and assisting students enrolled in vocational programs.

Community Colleges (ER) - Collection of opportunities for students include co-

enrolled high school students and post-secondary. Connection to philosophical mission and activities is strong.

Higher Education Initiatives

Higher Education Act/Student Financial Aid (ER) - Students can use financial aid in a wide variety of post-secondary training activities. Includes Student Work/Study component with strong connection to STC.

Teacher Education Programs (ER) - Clearinghouse for most certified professionals in the K-16 education system. The existing system has potential for systemic change. Teacher preparation could greatly impact the incorporation of STC goals in all education.

Four-Year Universities (ER) - Connections are made to universities and colleges through steering committees.

Human Services Initiatives

TANF (WF) - Workforce training for teen parents, support services, and the development of an Individual Responsibility Contract focuses on transition to work.

Vocational Rehabilitation (WF, SN) - Aligned with serving youth with disabilities and involvement with Partnership Committee.

SWAP (WF, SN) - Coordination of staff regarding students and activities. SWAP and STC have similar missions and philosophies.

Second Chance (SN) - Operated in the Englewood School District this initiative is designed for drop-out retrieval and requires a work component. Colorado's Finest Alternative High School is a Second Chance Center.

Developmental Disabilities (SN) - Strong programs such as Goodwill are active at many STC centers.

Other Initiatives

School-to-Career Tax Credit (CI) - Creates an incentive for business to engage with and employ STC affiliated youth. STC is currently publicizing this initiative.

The following initiatives have the potential to provide direct support, services or in-kind donations.

- **Goals 2000**
- **Youth-at-Risk and Special Populations**
- **Gifted and Talented**
- **Drop Out Prevention Programs**
- **Standards and Assessment**
- **One Stop Career Centers**
- **Teacher Education Programs** - Broad policy recommendation. Since most teachers and administrators participate in teacher education programs, political activism to update basic minimum qualifications and outcomes is critical. Adding STC components to existing teacher education requirements would ensure basic minimum knowledge standards for all education professionals regarding STC competencies.
- **Carl Perkins**
- **Community Colleges**
- **SWAP**
- **School-to-Career Tax Credit** - The credit can be used as a marketing tool for STC initiatives and a gateway to educate private business regarding the benefits of STC components in all social sectors.
- **Private Business** - Input and activity from the private business sector will determine the long-term sustainability of the STC initiative.

Resources were viewed as potential opportunities to continue financial support directly to STC and/or in-kind support and collaboration with the initiative. While the financial support works toward on-going operation of a STC initiative, the collaboration and in-kind support allows the philosophy and intent of STC to be woven through the existing system and thereby have a deeper impact on institutionalizing the initiative.

The following resources have the potential of providing direct funding for STC initiatives as identified in our partners Resource scan results.

- **Goals 2000**

- **Youth-at-Risk and Special Populations**
- **Drop Out Prevention Programs**
- **Standards and Assessment**
- **Carl Perkins**
- **Private Business Support**

In analyzing the resource data the lack of financial support for STC was obvious. Where there is a common or similar goal the programs continue to be separate and distinct. The potential is there for using the resource for sustainability but much work needs to be done to build relationships that eliminate any potential competition within the districts. The other major barrier to using some of these sources is the fact that they are awarded on a competitive basis as a result of a Request for Proposal and essentially represent soft money. The conclusion of the data analysis is that sustainability can only be achieved through integration of the STC ideals into the curriculum and reinforced with special projects that allow the concept to be presented in a variety of ever changing applications.

Plan for Sustainability

Recognizing the above stated differences in the local school districts, there were still many commonalities echoed in conversations with the three STC Coordinators:

- STC initiatives still need a local advocate (i.e. a STC Coordinator)
- STC is not accepted practice...yet
- STC is one of numerous initiatives in each district
- School District resources and energy are strapped to keep up with the Colorado/Denver metro area population boom
- Vocational Education and STC are often confused
- STC initiatives have some staunch supporters in each district
- STC is currently in a development and education stage
- STC initiatives are heavily focused within the school district

Approaching this issue from the workforce development side, the recommendation is to analyze the needs of the STC initiative for labor market information, employer connections and skill requirements that have already been developed through the One Stop Career Centers. It appears that what the schools can do best is develop ways to apply that information and integrate what the One Stops are hearing from employers. This focuses the STC effort on producing outcomes that speak loudly to potential supporters including businesses, parents, and the school district. In areas where the One Stop is not fully in place, the development can be simultaneous with STC efforts, both influencing each other based upon the local community need.

The sustainability plan involves implementing a strategy to intertwine the STC philosophy into all components of the educational system. To do that, a demonstration of the effectiveness of such a philosophy must be made to develop allies/advocates in the form of parents, teachers, business partners and administrators. In order to avoid stereotyping STC as a vocational or "tracking" program, STC must be implemented with non-obvious populations such as the gifted and talented and the typically college-bound students as well as the at-risk, drop-out and offender populations.

Long range plans for sustainability include policy change. As noted above, teacher education and curriculum development are at the top of the list. The short range plan is to become very visible. While having a staff person (the STC Coordinator) does not constitute sustainability, there has been very little time to move an institution like education into a change mode with regards to STC. Therefore, a place to continue support without dismantling what has been put in place, is to continue with that position to further bring about change. The short range plan for sustainability will include:

- 1) Continue with a staff person (coordinator) to act on behalf of the STC initiative;
- 2) Staff will educate and support teachers, counselors, and administrators to build recognition through advocacy of the need for STC thinking and curriculum in each class, every day;

- 3) Build alliance with parents to create advocates for the permanent status of the STC initiative;
- 4) Collaborate with existing special projects to overlay the STC ideals on a variety of on-going efforts, look for current allies in the community particularly the One Stop Career Centers;
- 5) Develop credibility with the employer community resulting in willingness to financially and philosophically support STC;
- 6) Establish tangible outcomes from which the success of the initiative can be measured; and
- 7) Work toward the inclusion of STC as a line item on the district budget.

The objectives to be obtained to make the plan work initially hinge upon a School-to-Career Coordinator in each school district. Current and future STC components and initiatives require a local advocate. The resource mapping project has identified numerous funding sources and existing programs that local districts have access to, such as the One Stop Career Center and its programs. However, to sustain the local system and institutionalize the STC mission and goals in existing programs, a navigator/champion must be identified in each district. Eventually, the role of advocate will be spread to those who have seen the success of programming developed with STC in mind. As more advocates emerge with successful programs, the STC Coordinator can push forward with the intent of impacting policy not only within the district, but at the state level. The role teacher education plays in moving this initiative forward cannot be stressed enough. The education and hiring of teachers prepared to incorporate STC strategies into curriculum can bring about systemic change. The other obvious focus for influence is in curriculum development. Pressures can be applied from both the bottom up and the top down if local districts and state leaders embrace the need for change in this area.

Thinking of what product the school system has to offer to the community and what value that has to parents and employers, will help create an entrepreneurial environment that could lead to potential funding sources. Schools are not alone in rising to the challenge of preparing young people for success in the future. A One Stop Career Center is another publicly funded agency that needs to rise to the the challenge.

Financing the endeavor is the issue. Program design and intent can be further refined, but without the funding, at least at this point, the initiative has little momentum to sustain itself. The minimum cost of a STC Coordinator (salary plus benefits) is \$50,000. As noted above, this position will be most effective if allowed to cross over special populations to include a broad base of student programming in which to integrate STC ideals. The resources highlighted above such as Goals 2000, Youth-at-Risk and Carl Perkins should be targeted as the financial base for the coordinator salary. While receiving funding from multiple sources is more difficult to administer, the benefit is that more target groups can be included in the implementation of a broad based strategy. Each funding source has its own parameters including desired outcomes, but they are not in conflict with the STC goal and can demonstrate the variety of ways by which the STC objectives can be achieved. Additionally, the outcomes can be measured and will help demonstrate the effectiveness of STC. This approach of seeking competitive grants is suggested for the minimum time required to build a support base to get local school district funding. While building internal district support for the STC concept, the coordinator will become a strong advocate for the expansion of STC throughout the district. The coordinator will provide technical assistance to other staff by helping to design programs that overlay the STC concept on many aspects.

An additional source of funding could be directly from the School Finance Act by identifying students who are not currently in school, retrieving them into a work + school program supporting STC thinking and receive state funds that would not otherwise be available. A/D Works! has that very relationship with Englewood and Sheridan School Districts. The result is sufficient funding for program operation and additional revenue to the schools to offset potential costs of a STC coordinator or other like activities. This financial strategy would allow the fewest restrictions on the use of funds compared to specific competitive grants. Any effort that can tap into assured funding warrants strong

consideration.

Funding for particular program activities can also be secured from competitive grants but should move in the direction of "sponsorship" by private industry. The local business community can be developed as financial partners as well as potential employers. Many employers are investing heavily in their own workforce to cultivate the skills they require of employees, and this willingness to invest should be explored and developed.

The key to the short-term continuation of the initiative is not to be in competition with other parts of the district for funding or support, but to be the common thread that is woven through existing and future efforts to prepare students for successful futures. Each district can then depart from this point to meet the needs of their local communities through individualized programming.

SALIDA SCHOOL DISTRICT
BLUEPRINT FOR
SUSTAINABILITY

• • • • • • • • • •
SCHOOL-TO-CAREER
SUSTAINABILITY MODEL
SEPTEMBER 1998

DR. GEORGIA GRANTHAM

JUDY HARRIS

DR. SANDRA STARNAMAN

SALIDA SCHOOL-TO-CAREER SUSTAINABILITY

- TO KEEP IN EXISTENCE, MAINTAIN, PROLONG
- TO PROVIDE WITH NECESSITIES OR NOURISHMENT; PROVIDE FOR
- TO SUPPORT FROM BELOW; KEEP FROM FALLING OR SINKING
- TO SUPPORT THE SPIRITS, VITALITY, OR RESOLUTION OF; INSPIRE; ENCOURAGE
- TO ENDURE OR WITHSTAND; BEAR UP UNDER
- TO EXPERIENCE OR SUFFER
- TO AFFIRM THE VALIDITY OR JUSTICE OF
- TO PROVE OR CORROBORATE, CONFIRM

SUSTAINABILITY
SALIDA SCHOOL DISTRICT
SCHOOL-TO-CAREER
MODEL

OVERVIEW
AND
PROCESS

Salida School District R-32J School-to-Career

Description and Goals:

The Salida School District partnership is located in small rural community of approximately 5,600 people. The community is seen as a prime recreation area close to skiing and river rafting, and fishing. The community has attracted a significant population of retired citizens and entrepreneurs drawn there by a perceived "high quality" of life.

There are three schools in the district: an elementary (enrollment 742), junior high school (enrollment 246) and high school (enrollment 437). Extra space for kindergarten and 6th grade students is rented from a local church because of space shortages. A branch campus of Colorado Mountain College is also located in the community.

The vision of the school district is to create an educational system that integrates both the highest academic standards and the concepts inherent in the School-to-Career Initiative (STC). The teachers, administrators, and community members of this district want to provide an education focused on the acquisition of strong academic skills and the occupational and educational decision making skills that will help students take the steps necessary to achieve their educational, career and life goals.

Strategy

The Salida model is focused on systemic change. This systemic change stresses collaborative partnerships among educators across grade and discipline levels, and between educators and members of both the business community and the community at large.

This model represents a step to directly influence the education of all students at all grade levels. Rather than focus on one level (e.g., high school) within the school district change is being implemented at all levels simultaneously.

The STC plan is designed to integrate activities at the high school, junior high, and elementary school levels focusing on career awareness, exploration, and development. All students are to be involved in school-based learning, work-based learning, and connecting activities. Academic and employability standards (as raised by HB 1313, Standards Based Education) are addressed in multiple contexts.

Evaluation Model (*System Design, Strategic Objective 6*)

The Salida model of systemic change based on a collaborative model guided the evaluation design. This model was intended to create change across several dimensions. These included changes across and within the K-14 educational system, between the community and the school district, and between the school district and other educational entities. As a result the evaluation plan (See Attachment 1) included multiple methods and instruments of data collection to assess markers of change along the three major dimensions of context, implementation, and outcomes. These dimensions have been identified through a review of the literature on implementing and sustaining curriculum change and collaboration. For a more detailed discussion of the research undergirding these factors see Bland, Starnaman, Zonia and Rosenberg, 1992; and Starnaman, 1996. There is a substantive body of research indicating that the following institutional factors are likely to relate to successful, durable change in educational programs. These are markers within institutions that need to be changed or are present in a certain way to support curriculum change.

CONTEXT:

- Mission and Goals - The goals of the initiative must match the institution's mission and goals.
- History of Change - Institutions with a history of effective change are more likely to implement new innovations.
- Cooperative Climate - A culture of collegial support and interpersonal bonding is associated with successful change.

- Organizational Structure - Organizations that are hierarchical, compartmentalized and operating within a bureaucratic structure are less successful at implementing change.
- Political Structure and Policies - All sources of political strength (influence, policies, and funding) both internal and external, need to be shaped to support the desired innovation. Existing or new policies need to be in place to support the initiative.
- Relationships with External Environments - An understanding of community culture, expectations, and stability are important because there needs to be significant involvement from the community in both the institutional and community aspects of curricular change.

IMPLEMENTATION PROCESS:

- Participation of Members - Involvement of institutional members is required in all major decisions to create consensus and the needed commitment to implement and sustain the innovation.
- Communication - Frequent and substantive communication is necessary for disseminating information on the innovation and change process, and creating and implementing desired change.
- Leadership - Leaders with a vision of the desired outcomes and processes for reaching those outcomes are essential. Through the use of strategies such as the mobilization of external forces, coalition building, the promotion of action, and by prematurely declaring success, these individuals ensure that the innovation is accepted. In addition, leaders are facilitators of both participation of members and communication.
- Human Resource Development - Diverse and repeated training that arms individuals to succeed in implementing the innovation must occur.
- Evaluation - Ongoing data collection is essential for evolutionary planning and implementation.
- Curriculum Features - A major curricular innovation must contain certain characteristics in order to be initiated. It must be viewed as meeting a perceived need, credible, as bringing advantages to both students and faculty, having administrative support, having the involvement of influential people, having a participative governance process, and having a broad level of awareness, participation, and support.

OUTCOMES:

- Curriculum Outcomes - Curriculum outcomes need to be identified and measured. For the Salida School District these include: the number of, and proportion of students in the new curriculum, the number of new courses that reflect the School-to-Career concepts, the number of multidisciplinary activities, and the proportion of training in community settings.

Data collection included: surveys of faculty, students, community members and participants in various STC groups, quarterly state reports of activities, yearly federal reports, relevant project documents, faculty and student assessments of activities. The following table lists the primary data collection activities.

The following information has been cross-referenced with the goals of the original grant proposal (See Attachment #2):

CONTEXT:

A context for successful implementation and long-term sustainability exists within the Salida School District and community. An educational mission and associated goals that support STC, and strong support of STC from the community are indicators of a receptive context for change.

Mission and Goals: *(System Design, Strategic Objective 1)*

During the first year of the STC initiative the Salida School District vision, mission, goals and action plans were reviewed and rewritten to reflect both academic and School-to-Career components. They were then reviewed by the school board, accountability committees, community, faculty and administration. A five-year plan for integrating STC, HB93-1313, Tech Prep, etc., was developed in a one-day collaborative effort involving representatives from the community, students, faculty, and administrators. During this one-day session the following mission was approved:

The mission of the Salida School District is to prepare world class citizens.

To achieve this mission, the Salida School District, with the cooperation and support of parents and community, will provide opportunities through educational and activity programs for every student to acquire the knowledge, skills, and attitudes necessary to enjoy a personally rewarding life.

A world class citizen will be able to:

- * be an enthusiastic, life-long learner,*
- * manage change and make sound decisions,*
- * select personally meaningful careers,*
- * participate in the democratic process,*
- * have a positive, productive impact on community, country, and world,*
- * communicate effectively, and*
- * demonstrate social and ethical awareness.*

History of Change:

The Salida School District was chosen as an Implementation site for School-to-Career because they have a history and a mission of institutional change. In 1993 this district was the first institutional reform model for Colorado Tech Prep. Both educators and community members were actively involved in the writing of the original Med Prep grant and in the creation of the Med Prep program.

Cooperative Climate:

The responses to Year 1 and Year 2 faculty surveys indicate that faculty perceive that administrators are interested in curriculum issues. An environment of growing collegial support is evidenced in the increased support for the idea that working on the curriculum with other teachers has been a beneficial activity. (See Table 1). The increase in the number of activities that cross discipline and/or cross grade levels is evidence of the increase in collegial activity. For example, in a junior high school cross discipline "Dream House" project students learned the facts about home ownership. They decided on the type of home they would like to have and worked with real estate professionals and bankers to determine the cost and financing components. They explored the earning capacity and possible careers necessary to enable them to have these homes. They built models of their

homes and made presentations of their findings (*School-Based Learning, Strategic Objective 5*).

Organizational Structure:

A participative organizational approach was taken to involve "building level STC experts" in leadership roles. Twelve faculty members in multidisciplinary teams from the elementary, middle, high school and postsecondary levels began their training in Spring, 1996. They formed the STC Implementation Team. These faculty members are to act as building level resources to administrators, other faculty, and community members.

Political Structure and Policies: (*System Design, Strategic Objective 3*)

Since 1995 the district goals and curriculum policies have been assessed and modified to reflect the commitment to academic standards and STC concepts. Yearly building level action plans specify STC as a component of district-wide educational planning.

Relationship with the External Environments:

During the Fall of 1996 the Accountability Committee of the Salida School District conducted a community telephone survey to determine the extent to which the district was addressing the educational needs and expectations of the community. Randomly selected respondents to that survey indicated that they "strongly agreed" with the following concepts associated with School-to-Career:

- * Education should help prepare students for the world outside of school (85%).
- * Education should address both academic and vocational skills (81%).
- * Education should relate learning to future careers or occupations (78%).
- * Education should relate work habits to learning (77%).
- * Education should be the responsibility of students, parents, educators and community (81%).
- * Educators should integrate new technologies with learning (e.g., computers and research) (80%).

When asked about important educational issues the Salida School District should address, respondents considered the following topics that specifically relate to School-to-Career "very important"

- * problem solving skills (75%)
- * readiness for the job market (74%)
- * student skills to resolve conflicts (65%)

A STC Steering Committee was created. Participants on this committee represent teachers, administrators, students, parents, and business people. This committee now provides input on all Tech Prep/School-to-Career initiatives. (*System Design, Strategic Objectives 2 & 8*). Steering subcommittees (i.e., Marketing, Curriculum, Finance and Policy, and Resources) were established and chaired by business and school representatives. As a result of the activities of the Resource Subcommittee one hundred and one business people volunteered to act as business partners for the STC Initiative (*Work-Based Learning, Strategic Objective 5*).

At the state level Salida administrators serve on the Colorado Goals 2000 Panel, the Colorado Tech Prep Coordinating Panel, the Colorado Tech Prep Focus Group, the Colorado Med Prep Consortium and as President of the Colorado Association of School Principals.

IMPLEMENTATION

To successfully implement curriculum change requires the active involvement of all stakeholders, frequent and substantive communication about the change, committed leadership from multiple stakeholder groups, and on-going training in the concepts related

to the change. There is evidence of support and growth in all of these areas as a result of involvement in the School-to-Career Initiative.

- Participation

Faculty Participation

There were strong positive changes in faculty attitudes toward organizational change, commitment to curriculum change, perceptions of School-to-Career from Year 1 to Year 2 (See Table #1). In general, Salida K-12 faculty agreed that they not only have had opportunities to contribute to curriculum decisions, but are committed to the curriculum changes made in the last year. They strongly agree that change is necessary for organizational growth. There was an increase in the extent to which faculty felt that they were well informed about curriculum change at their schools.

They were less apt to report buy-in by colleagues of STC concepts. (See Table 2)

Student Participation

Students at all grade levels have actively participated in STC activities. While student representatives sit on the STC Steering Committee, however, there has been less extensive student involvement the development and planning of STC activities. This is a challenge to be addressed in the next year.

- Communication

For an innovation to be institutionalized it is necessary to redefine the way in which a school envisions itself. In order to do this an adequate amount of relevant information must be disseminated. On the Year 1 survey faculty "disagreed" with the statement "I am well informed about curriculum changes at my school". On the Year 2 survey they "agreed" with that statement (See Table 1 and also reported that their understanding of STC had increased (Table 3).

Dissemination of information within the school district took the forms of brochures that illustrated the alignment of the six pathways with the curriculum (See Attachment #2), and presentations to students and at faculty meetings (*All Students, Strategic Objective 1 ; Career Interest Pathway, Strategic Objective 1*).

Communication of STC activities and concepts to the community at large and within the schools was the responsibility of the Marketing Subcommittee of the Steering Committee. This group of community members and educators developed and distributed window stickers to over 100 working partners that read, "Proud Working Partner of Salida School-to-Career". They printed large STC banners for each school building. For high school sophomores, juniors and seniors they developed, printed and distributed post-secondary STC brochures. To increase general awareness they worked with the local media to produce stories in the newspaper, present information on the WKVH talk show, and developed a public service announcement (*System Design, Strategic Objective 5; Career Interest Pathway, Strategic Objective 4*).

- Leadership

The successful adoption of curriculum change relies on the support of leaders within the educational system. Through the use of strategies such as the mobilization of external forces, coalition building, the promotion of action, and by prematurely declaring success, these individuals ensure that the innovation is accepted. Educational leaders within the school district actively involved themselves in the dissemination of STC information across the state. Salida administrators serve on the Colorado Goals 2000 Panel, the Colorado Tech Prep Coordinating Panel, the Colorado Tech Prep Focus Group, the Colorado Med Prep Consortium and as President of the Colorado Association of School Principals. They have worked with Rotary on a STC initiative at the local and state level. They have presented and shared STC information with approximately 40 school districts from across the state of Colorado and at several conferences They worked with

Rotary on a STC initiative on the local and state level. They presented and shared STC information with approximately 40 school districts from across the state of Colorado.

- **Human Resource Development** (*School-Based Learning, Strategic Objective 7*)
Twenty five faculty members attended career development institutes in Colorado Springs and Salida.

Faculty members have extended their understanding of curriculum issues such as STC, technology, educational leadership, and middle school concepts in summer workshops collaboratively developed by the Salida School district and Colorado Mountain College.

Leslie College is offering weekend courses at the school district for faculty interested in obtaining a Master's degree in Technology Education.

- **Curriculum Features**

When asked about School-to-Career outcomes, faculty moved from "disagree" or "neither agree nor disagree" during Year 1 of the initiative to "agree" or "strongly agree" at the end of Year 2 on the following:

- * The use of an educational/career pathway will:
 - help give real life meaning to classes.
 - provide opportunities to expand on student interest areas.
 - provide information on work experiences (i.e., summer jobs) that could enhance student education.
 - help students determine if they are really interested in a particular career field.
 - help students plan their post secondary education (i.e., college (2 or 4 year), technical school, etc.)

There was also a slight decrease in faculty perceptions that educational/career pathways narrow student interests too early and/or lock students into a pathway. (See Table 1).

OUTCOMES

To determine the substantive success of a curriculum change outcomes need to be identified and measured. Curriculum outcomes associated with the STC initiative focus on the extent to which the district has met the strategic objectives it set for itself in the grant proposal. These objectives center around the extent to which all students are involved in school-based learning, work-based learning, and connecting activities; the implementation of career interest pathways, and the creation and use of standards and assessment processes. Data collected indicates: (1) that curriculum was changed or enhanced through the use of STC concepts and practices; (2) there was extensive student involvement; (3) that applied learning spanned the K-14 continuum, (4) that diverse student groups (e.g., gifted and talented, special education) were addressed, and (5) that a comprehensive curriculum plan and mode of assessment has been developed.

Curriculum Outcomes: (*All Students, Strategic Objective 2*)

- **Career Awareness** (*School-Based Learning, Strategic Objective 1*)

All of the 1,425 students in the Salida School District have been involved in STC activities in one way or another. All elementary school students (K-5) participate in a STC unit increasing their awareness of six career pathways.

- **Career Exploration** (*School-Based Learning, Strategic Objective 2; Work-Based Learning, Strategic Objective 1; Career Interest Pathways, Strategic Objective 2*)

Representatives from all six pathways help 6th graders explore career options. Seventh grade students have the opportunity to explore "Colorado Careers in the

Outdoors". All 8th grade students choose a business person in a career area of interest to them and "shadow" that person for a day. They then develop a presentation or a research paper about the experience. Additionally, all 8th grade students work with the middle school counselor on individual aptitude assessments, and career interest inventories.

- **Career Development** (*Work-Based Learning, Strategic Objective 1*).

All 10th grade students attend the required Sophomore Communication class. In this class they work with the high school counselor on a more indepth aptitude assessment and career interest inventory. For 11th grade students there is a year long required course (Careers 2000) to introduce students to the skills and concepts associated with the world of work. More than 50% of 12th graders are active in COOP. This program is currently being aligned with the career pathways.

Salida School District students shadowed FBI agents and reporters at the Denver Summit of the Eight Conference. Students were able to participate in the welcoming activities at DIA as world leaders arrived. They also helped display Salida's STC initiatives at the Colorado Showcase held at the convention center in Denver as well as attending the Gala Event which provided live entertainment for all leaders. This was an incredible experience for the students.

A student Tech Team was created. Students received training in repair, multi-media, telecommunications, and the Internet. These students built a computer under the instruction of a community mentor, trained faculty in the use of the Internet, repaired computers donated by the community, and made local and state level presentations (*School-Based Learning, Strategic Objective 5; All Students, Strategic Objective 3*).

Salida High School partnered with the Chamber of Commerce, Job Services, Rotary, and other local business community members on several STC projects. Activities included: a job fair for all high school students (*Connecting Activities, Strategic Objective 2*), mock job interviews for all 11 grade students by Rotary and Chamber members, and ethics (*Connecting Activities, Strategic Objective 3*) and finance workshops for 11th grade students conducted by the Chamber, Colorado Mountain College, and the business community (*Work-Based Learning, Strategic Objective 3; Connecting Activities, Strategic Objective 4*).

- **Integration of School-to-Career Concepts**

To encourage collegial projects building level grants were awarded to groups of teachers who developed creative proposals for implementing the STC concepts within their buildings. The following projects were designed to address school-based, work-based and connecting strategic objectives:

Longfellow Elementary School:

- **A.W.A.R.E (All Workers Apply Real-Life Education)** In this program each elementary grade level (K-5) adapted documented curriculum around a specific career pathway and presented their work in a week long event. (*School-Based Learning, Strategic Objective 1; All Students, Strategic Objective.2*)
- **L.I.F.E (Learning is for Everyone)**-A collaborative project involving teachers, students, parents, and community members that addresses "at risk" students from kindergarten to second grade through the use of career awareness literature .

Kesner Junior High School:

- **Consumer and Family Living Preschool Project** - A project focused on preschool development activities and a preschool simulation with students taking the roles of preschool directors, teachers, and assistants.

- Cookie Business Project - Focuses on research, production, and marketing of cookies
- My Dream House - An interdisciplinary unit enabling middle school students to explore real estate, finance, and banking.
- Art of Work - Integration of career-related literature into the 8th grade reading program.
- Working for Myself - Integration of entrepreneurial stories, business forms, and vocabulary into the 8th grade reading program.

Salida High School:

- Career Planning - This project is designed to align the existing career counseling component with the STC pathways.
- Art Technology - A joint junior and senior high school project to integrate career related technology and skill developing to the art classroom.
- Mathville - A computer program to integrate occupationally-related math at the junior and senior high level.
- Transitions 2000 - The identification, development of and implementation of career and life skills that will help special education students make the transition from school to adult life. (*All Students, Strategic Objective 5*)
- Land Survey Projects - Applied math, teamwork and communication project for student in pre-calculus, Algebra 2, and Applied Math students.

On the Year 2 survey the overall response of faculty was that they had made an effort to integrate STC concepts into their classroom instruction. They were less apt to have actively involved the business community in their instruction. They indicated that their students are involved in more career-related activities and that career-related instruction increased the relevance of academic topic for their students (See Table 2). Additional support for the relevance of applied learning came from students in their Year 2 survey. Students agreed that when their teachers show them how they will use what they're learning in their career they are more interested and believe the information is important to learn (Table 3).

- **Post Secondary Articulation** (*System Design, Strategic Objective 7; Connecting Activities, Strategic Objective 1*):

Articulation agreements exist between the Salida School District Colorado Mountain College (CMC) and Pikes Peak Community College (PPCC). The agreement with CMC enables students to receive college credit for Accounting II, Introduction to Business, Legal Environment of Business, and Macro Economics. The articulation agreement with CMC was revised to reduce the number of credits from 12 to 3 credits that students must take to transfer courses taken in high school to this college. Currently discussion is taking place on other areas (e.g., math and science) that might be linked through the articulation agreement to the Health Pathway. An articulation agreement with Pikes Peak Community College was finalized for the auto mechanics program.

- **Curriculum Planning and Assessment** (*Standards & Assessment, Strategic Objectives 1 - 9*)

Finally, the Salida Learning System of which STC is one component is the result of extensive K-12 curriculum planning, documentation and analysis. There were more than 62 documented curriculum meetings held district wide with faculty, and accountability committees to integrate academic standards into a seamless K-12 curriculum in the four core areas (*School-Based Learning, Strategic Objective 6*).

Occupational standards to be incorporated into all classes were developed and reviewed by a multidisciplinary, multi-grade level team of faculty, STC Steering Committee members, and a business and community task force.

A systemic assessment process (NCS) is currently being activated. A district Assessment Team was created to link academic and occupational standards to district assessments.

Recommendations:

This report highlights many of the accomplishments of the STC initiative of the Salida School District. Overall, there were numerous successes. There are also, however, a number of areas where progress on the strategic objectives of the grant proposal requires additional planning and development.

- Ongoing development of the mentoring program is required before it is completely integrated into the curriculum.
- The use of individual pathways and portfolios are being piloted, but still require further integration and expansion (*All Students, Strategic Objective 4; School-Based Learning, Strategic Objectives 3 & 4; Career Interest Pathways, Strategic Objective 3*).
- Apprenticeship programs are currently being investigated as a component of the STC initiative (*Work-Based Learning, Strategic Objective 2*).
- School-based enterprise projects are considered to be an appropriate avenue for career training. These are still in the thinking stage (*Work-Based Learning, Strategic Objective 4*).

Conclusion:

In closing, the model designed and implemented by the Salida School District and the community of Salida represents a unique approach to curriculum change. Rather than viewing STC as an add-on to the curriculum at one level within the district a more inclusive approach was taken to integrate the STC concepts into educational fiber of this district. This is not an approach that can be best measured in snapshots. A more panoramic, long-term view must be taken to get a clear picture of a changed system. This report attempts to describe both the process and outcomes of that model.

Data Gathering Activities and Schedule

	Year 1	Year 2
Faculty Survey	X	X
Student Survey	X	X
6th Grade Career Fair Surveys	X	X
9th Grade Orientation Student & Faculty Surveys	X	X
Job Fair Student and Employer Surveys	X	
Community Survey	X	
Implementation Team Survey	X	
Quarterly State Reports and Narratives	X	X
Project Documents	X	X
Yearly Federal Reports	X	X
Steering Committee Reports		X

The faculty and student surveys were designed to make observations related to the institutional and curricular arenas of change. The community survey was designed to assess the extent to which community members understood and supported both academic and STC concepts. Other, more specific surveys (e.g., the 6 grade Career Fair survey) were created to determine the increase in understanding and/or satisfaction with STC activities.

SALIDA SCHOOL-TO-CAREER
STRENGTHS FOR SUSTAINABILITY

- DEDICATED STAFF AND COMMUNITY
- COMMITTED LEADERSHIP AT THE TOP (BOARD OF EDUCATION AND ADMINISTRATION)
- WORKING PARTNER RESPONSE
- RURAL COMMUNITY
- GREAT STUDENTS
- REVISED MISSION WITH PRESCHOOL THROUGH HIGHER EDUCATION "LEARNING PLAN"
- STATE CONTACTS (NETWORK)
- REGIONAL SUPPORT (ED BOWEN)
- EVALUATION PLAN AND TECHNICAL SUPPORT
- EXCELLENT PARTNERSHIPS
- STRONG TECH PREP AND VOCATIONAL INITIATIVES
- CREATIVE THINKERS
- DOCUMENTED SUCCESS STORIES AND HISTORY OF STC INITIATIVES
- SYSTEMIC APPROACH
- CONSENSUS DRIVEN AND NOT MANDATED
- COLLABORATION
- STRONG INTERPERSONAL RELATIONSHIPS WITH PARTNERS
- RADIO AND NEWSPAPER COVERAGE
- GOOD RELATIONSHIPS WITH COLORADO MOUNTAIN COLLEGE AND PIKES PEAK COMMUNITY COLLEGE

SALIDA SCHOOL-TO-CAREER CHALLENGES FOR SUSTAINABILITY

- Effective internal and external communication
- Active student involvement
- Counseling issues
- Working with mature staff who do not want to change
- Human and financial resources
- Time
- Demographics (rural, poverty, declining student enrollment)
- Implementing mentoring programs that are safe and meaningful
- Changing staff and student population
- New leadership
- Facilities
- Keeping curriculum current and aligned with standards
- Meaningful evaluation of staff, students, and program
- Implementing meaningful, data driven assessment instruments aligned with academic and occupational standards
- “Site based” mentality vs. systems (K-14) approach

SALIDA SCHOOL-TO-CAREER
BARRIERS FOR SUSTAINABILITY

- FINANCIAL AND HUMAN RESOURCES
- PARTNERS UNDERSTANDING A SCHOOL-TO-CAREER SYSTEM
- DEDICATED AND KNOWLEDGEABLE LEADERSHIP
- LEGAL ISSUES
- LACK OF EFFECTIVE POLICY
- LACK OF REWARD SYSTEMS FOR DEDICATED PARTNERS
- COMMUNICATION
- EFFECTIVE EVALUATION SYSTEMS
- STUDENT/STAFF MOBILITY
- CHANGING TECHNOLOGY
- RELIABLE ASSESSMENT
- SCHOOL CALENDARS AND TIME RESTRAINTS
- EFFECTIVE STAFF DEVELOPMENT AND TEACHER EDUCATION PROGRAMS
- WEAK COMMUNITY AND SCHOOL PARTNERSHIPS
- POLITICS
- “ADULT” FOCUSED SYSTEMS RATHER THAN “STUDENT” FOCUSED SYSTEMS
- INABILITY TO CHANGE
- SYSTEMS MEETING THE NEEDS OF A FEW STUDENTS

