



Homegrown
TALENT INITIATIVE

Phase 1: Explore & Design

**The Process, Progress, and
Emerging Learnings**

Introduction

When the Homegrown Talent Initiative (HTI) launched with 8 rural community teams in September 2019, we had big aspirations for the work. We believed that by bringing rural educators, business leaders, students, and communities together there would be **an opportunity to rethink and reimagine what was possible**.

At the first session, the teams were introduced to the “**educonomy**” – bringing together economic development and education systems – as well as the **Career-Connected Learning Continuum**. Over the course of the year, we learned alongside these amazing communities as they uncovered the hopes and dreams of their students, families, businesses, and educators. Authentic empathy building and bringing all voices to the table, especially students’, unveiled the magic of HTI.

As the final convening of Phase 1 came together in early March 2020, more than 100 leaders across all 8 teams (triple the attendance at the kickoff!) shared and celebrated their journey and progress. Just two weeks later we found ourselves in lockdown from a pandemic rocking every aspect of life. While these rural communities and their local industry were hit hard, an unexpected glimmer of **hope** surfaced.

We started hearing new stories. Stories of students raising money for local businesses. Of local business still investing in the school district, with even more commitment than before. Of new and innovative learning ideas to bring workforce experiences into the homes of students. **This agile mindset and community pride is the heart of the Homegrown Talent Initiative.**

As the country continues to wear from the challenges of the pandemic, we see tremendous and renewed potential in the HTI communities. We see them charging ahead with implementation plans that include thoughtful community- and student-centered economic recovery and a fundamentally different view of how partnership will guide them through the crisis and towards lasting impact and change.

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Colorado Succeeds and the Colorado Education Initiative is thrilled to share this Phase 1 report on the process, progress, and emerging learnings. All of which we could not have accomplished without an ecosystem of critical friends:

To the Daniels Fund, Walton Family Foundation, Gill Foundation, and the Adolph Coors Foundation: Thank you for your early and unwavering commitment to the Homegrown Talent Initiative. Your authentic thought partnership and enthusiasm keep us moving forward, and without your bold bias for action and innovation, our goals could not be realized.

To Gretchen Morgan, Griff Wirth, Matt Klausmeier, Wendy Brors, Mike Sullivan, Craig Schroeder, and the Center for Reinventing Public Education: Thank you for the expertise, intentionality, and support of this project and the communities we engage. Your collaboration and contributions truly make the difference.

And to the rural communities who trust us to support and guide them along this journey: You are exemplars of agility and collaboration. Your commitment to ensuring all your students have high-quality educational experiences that lead them to success in education, career, and life is an inspiration.

With humility, excitement, & sincerity,



Colorado Education Initiative



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Homegrown
TALENT INITIATIVE

Section 1:

Overview of Goals, Theory of
Change, & Process

The Rural Dilemma

Colorado has a sizable skills gap and one of the largest achievement gaps in the country, which are most pronounced among students of color, girls, and students living in poverty, or rural regions of the state. We are placing a strategic emphasis on low income students, particularly in rural areas of the state, for this project. Eighty-two percent of all school districts in Colorado are considered rural or small rural, serving nearly 130,000 students across 147 districts. The problems confronting rural communities are well-known and well-documented.

Many strategies focused on improving educational outcomes in rural areas have often reinforced a stark dilemma - ask high-performing students to either leave the community to find economic opportunities or stay in areas with declining prospects. Meanwhile, economic development strategies have too often focused on ways to import talent and industries without a clear sense for what would make those areas attractive and sustainable. Rather than treat these issues in isolation, we need integrated education and economic development strategies that work within and reinvest in the vitality of rural communities.

Further, students need access to high-quality models throughout the continuum of learning; from self-awareness and career exposure and exploration to preparation, entry, and upskilling.

Imagine families, schools, businesses, and higher education coming together to support students in finding their passions, engaging with their community in deep ways, and developing new skills and competencies while attaining the certifications necessary to qualify for a full range of post-secondary pathways.

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The Homegrown Talent Initiative (HTI) is a place-based investment strategy co-created by Colorado Succeeds (CS), Colorado Education Initiative (CEI), and its many partners that supports the development of lifelong learners focused on the design and implementation of high-quality career-connected learning through partnerships between K-12, higher education, and local industry.

Project Goals & Vision

HTI is **rooted deeply in the context of local community assets and needs**, deploying a **community-led design thinking process** to develop a **profile of a graduate** and **career-connected learning experiences**. Through HTI, rural communities have the resources and technical assistance to create partnerships, build empathy, and understand existing assets and barriers in order to develop high-quality work-based learning programs that meet the diverse needs of their students, families, and businesses.

The overall goals of the Homegrown Talent Initiative are to:

- Improve the lives of rural and small-rural students and their communities by **developing and testing community-designed solutions** and setting them up for lasting success; as well as **changing the narrative around what's possible in rural Colorado communities**.
- Empower rural communities as **champions of systems-level change** by identifying and elevating exemplars and best practices, and capturing lessons learned and evaluation data throughout the project.
- Build momentum for future career-connected initiatives across the state by illustrating and refining the Career-Connected Learning Continuum theory of change, and by **capturing key learnings** about the process to inform future investments.

Key Principles:

1

Creating increased hope, relevance, & value for students through innovative, experiential learning opportunities that blur the lines between school, higher education, and career.

2

Equity by design informed by diverse stakeholders throughout the community and committed to at every step of a multi-year design, prototyping, and scaling process.

3

Leveraging student, educator, and community voice to inform and develop new measures of student success that will inform the future of assessment and accountability.

4

Creating local pathways to economic mobility and sustainability that enrich the lives of students and the community as a whole.

5

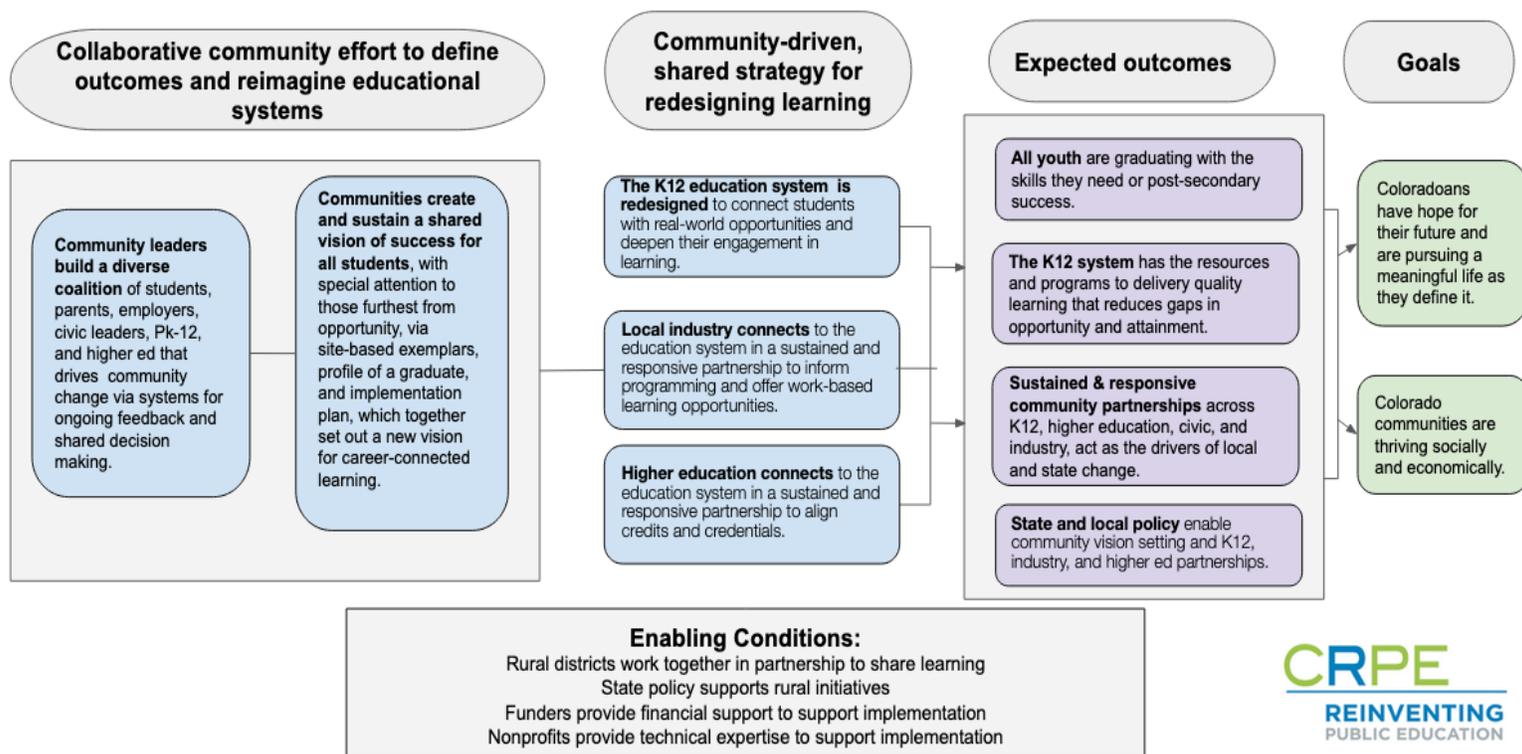
Creating a closed feedback loop between statewide policy and site-based practice to implement and inform future system transformation.

Theory of Change

The project’s external evaluation partner, the Center for Reinventing Public Education (CRPE), developed a Theory of Change for the Homegrown Talent Initiative throughout Phase 1. This framework will drive CRPE’s research questions in the coming years as rural communities begin to implement and outcomes of the HTI process are demonstrated. In addition to rural communities becoming champions for systemic change and serve as proof points for high-quality, career-connected learning, it is the goal that this Theory of Change will serve as a proof point and a model that can be replicated across diverse communities nationwide.

• • •

Rural communities drive systemic change through collaborative partnership



The Center on Reinventing Public Education (CRPE) is a nonpartisan research center who envisions a public education system that truly prepares every student for the challenges of the future. To support this effort, CRPE studies efforts to rewire the system for school coherence, ongoing improvement, and excellence for every student – from the classroom, to the school, to policy implications. Learn more at CRPE.org

Career-Connected Learning Continuum

To achieve a new vision for rural Colorado, we need to support actions that create agile learners, educators, and systems. The Homegrown Talent Initiative helps enable the conditions through **community engagement**, durable mechanisms for **cross-sector collaborations**, and philanthropic support to seed **new innovations**.

To facilitate this, HTI utilizes the **Career-Connected Learning Continuum**, developed by Colorado Succeeds and its partners. This framework was explored in-depth with the cohort to support their understanding and ability to design high-quality learning experiences within their unique contexts.

Stages of the Career-Connected Learning Continuum (i.e., pathway)

	Self-Identity and Career Awareness	Educational and Career Pathways Exploration	Essential and Technical Skills Development	Career Entry and Progression
Definition	Help students across diverse backgrounds develop awareness of their strengths, interests, and values, as well as careers and training opportunities	Provide students with more in-depth learning of their strengths, interests, and values as well as, careers, and training, often through interaction with professionals or in a work environment	Develop relevant skills and provide necessary credentials and social capital tied to workforce demands and opportunities	Provide students with opportunities to gain actual work experience that supports development of job skills and offers a clear path to a sustainable career
Program Model Examples	<ul style="list-style-type: none"> Aptitude surveys Career fairs and presentations Classroom/event speakers Problem-based learning collaboration Open house for students and families 	<ul style="list-style-type: none"> Periodic or Remote Mentoring Quarterly job shadow days Quarterly worksite tours Annual graduate capstone project panel Expert project reviewer 	<ul style="list-style-type: none"> K-12 institutions, traditional higher ed, technical colleges Ongoing technical partner for academic or tech class STEM competition or bootcamps Shorter (4-6 weeks) internships with essential skill development 	<ul style="list-style-type: none"> Apprenticeships Longer-term internship (semester or full year) Sustained after-school/ summer employment
Appeal to Business	<ul style="list-style-type: none"> Visibility with customers (students/parents) Test products or ideas Gain problem-solving insights 	<ul style="list-style-type: none"> Visibility with customers Morale building for team members Low stakes leadership opportunity for new leaders Talent scouting for future employees 	<ul style="list-style-type: none"> Visibility with customers Test products/ideas Gain problem-solving insights Morale building Low stakes mentor opportunity for new managers Talent scouting 	<ul style="list-style-type: none"> Bring a new perspective or digital native skills to team Morale building Low stakes management/ supervision opportunity for new managers Talent scouting

Cohort Selection Process

Letter of Interest:

- **Project Vision:** Alignment of proposed project approach with community need and employer and workforce trends; exhibits innovative yet feasible ideas.
- **Potential for Impact:** The HTI investment opportunity would significantly shape the community by supporting local pathways and serve as a model for other communities in Colorado.
- **Stakeholder Engagement:** Demonstrated level of buy-in, commitment, and resources from required project partners; as well as local champions (individuals and/or entities) actively representing the community and taking on responsibilities to move the work forward.

Other Requirements:

- **Must have a school/district partner, a business/industry partner, and a higher education partner.** Employers/business intermediaries should be interpreted broadly and could include local workforce investment boards, economic development entities, employer associations, or a single employer.
- **Community(ies) or region must serve students in a rural setting**

Who's a Good Fit?

Schools/districts ready to or have already discussed ideas that:

Consider bold programmatic ideas that create new opportunities for students, push on historical systemic limitations, and who are eager to establish new kinds of partnerships with business

Activate business and the broader community to help determine and measure professional, civic, entrepreneurial, and technical competencies

Businesses ready to:

Create long-term partnerships that help local youth find their way into living wage work in the local economy and build skills that are transferable into regional, state, and global economies

Think innovatively about the way business/industry can support ongoing talent development, rather than just talent consumption

Higher education ready to:

Consider new models of content delivery and cost models such as: concurrent enrollment, prior learning assessment, competency-based learning and credit attainment, and employer sponsored training

Share validation of students' professional, civic, entrepreneurial, and technical competencies with business and the community



Key Project Components

Through HTI, *Colorado Succeeds* and *Colorado Education Initiative* will support regional cohorts of communities to create homegrown, work-based learning programs aligned to the *Career Connected Continuum*. Communities will collaborate to **design** (Phase 1) and **implement** (Phase 2) ways to tap into the potential of local talent early on while students are still in middle and high school – so that they can **build homegrown opportunity and pathways** to serve the unique needs of business and industry in their local community. **The project involves six essential components:**



Local community leadership and design teams comprised of K-12, business, and higher education leaders.

Support to build a high-quality **profile of a high school graduate** that aligns with local community values.

Participation in a well-supported process to **design programs** intended to dramatically improve access to pathways that lead to economic opportunity when students leave school.

Colorado-grown inspiration in the form of well-documented innovations already underway in other communities.

Technical assistance for local businesses to sustainably work with education systems.

The **opportunity for funding** to launch designs in communities in the second phase of the project, with the ultimate intent to create high-quality proof points of and champions for this work.



During the *Exploration & Design Phase* (2019-2020 school year), the selected cohort of 8 communities will visit exemplar sites, participate in a series of convenings and design thinking workshops, and begin to develop their community's graduate profile and plans for implementation. In the *Implementation & Pilot Phase* (2020-2022 school years), communities may be eligible for additional investments and may receive in-depth technical assistance and capacity support as they begin to implement their plans.

Three-Year Project Overview

Phase 1: Explore & Design July 2019 – June 2020

- Profile of a career-ready graduate in the local community
- Community goals
- Focus area(s) for career-connected learning experiences
- Solutions to prototype / pilot

Phase 2: Implementation July 2020 – June 2021

- Piloting of community designed solutions for sustainable career-connected learning
- Evaluation of pilot execution, outcomes, and impact

Phase 3: Scale & Sustain July 2021 – July 2022 & Beyond

- Identification and scaling of sustainable, impactful program models and experiences.

Evaluation & Learning

Business / Industry Partner Support

Coalition & Movement Building

Communications & Advocacy Support

\$4M+ project budget with nearly \$2M going direct to communities

Phase 1 Roadmap: Explore & Design



Learning & Empathy Building Sept-Nov 2019

- Kickoff Convening
- Exemplar Visit: *Cañon City*

Conduct community and family partnership events and empathy-building activities to inform Graduate Profiles.

- Learn about the Career-Connected Learning Continuum
- Conduct key stakeholder outreach for empathy-building
- Two-day convening and site visit in Cañon City
- Design thinking sessions
- Draft Graduate Profiles
- Learn about continuous improvement and short-cycle innovation tests

Community Teams Formed June-Aug 2019

- Communities Selected
- Pre-Planning

Conduct RFP process to identify participants based on overall readiness, leadership, and capacity.

- RFP process execution
- Community selection
- Project planning for Fall Kickoff
- Funder engagement on progress and Phase 1 plans
- Support communities in building "Community Design Teams"
- Evaluation partner SOW

Exploration & Pre-Design Dec 2019-Feb 2020

- Community Site Visits
- Team Lead Retreat

Solicit feedback from community on graduate profile draft; run small tests on measuring grad profile.

- Individual community site visits to engage community stakeholders, finalize Graduate Profiles, and begin drafting work-based learning tests
- Team Lead Retreat for strategic technical assistance on business partnerships, communications, policy & advocacy, and higher ed.

Design & Testing March-May 2020

- Exemplar Visit: *St. Vrain*
- Implementation Plans Finalized

Run small tests of career-connected learning to inform Implementation Plans.

- Two-day convening and site visit in St. Vrain at the SVVSD Innovation Center
- Learn about district-wide mindset shifts, community partnerships, and building a robust continuum of supports
- Begin building Implementation Plans with Grad Profile integration
- Virtual site visits to finalize IPs
- Phase 2 decisions & funding





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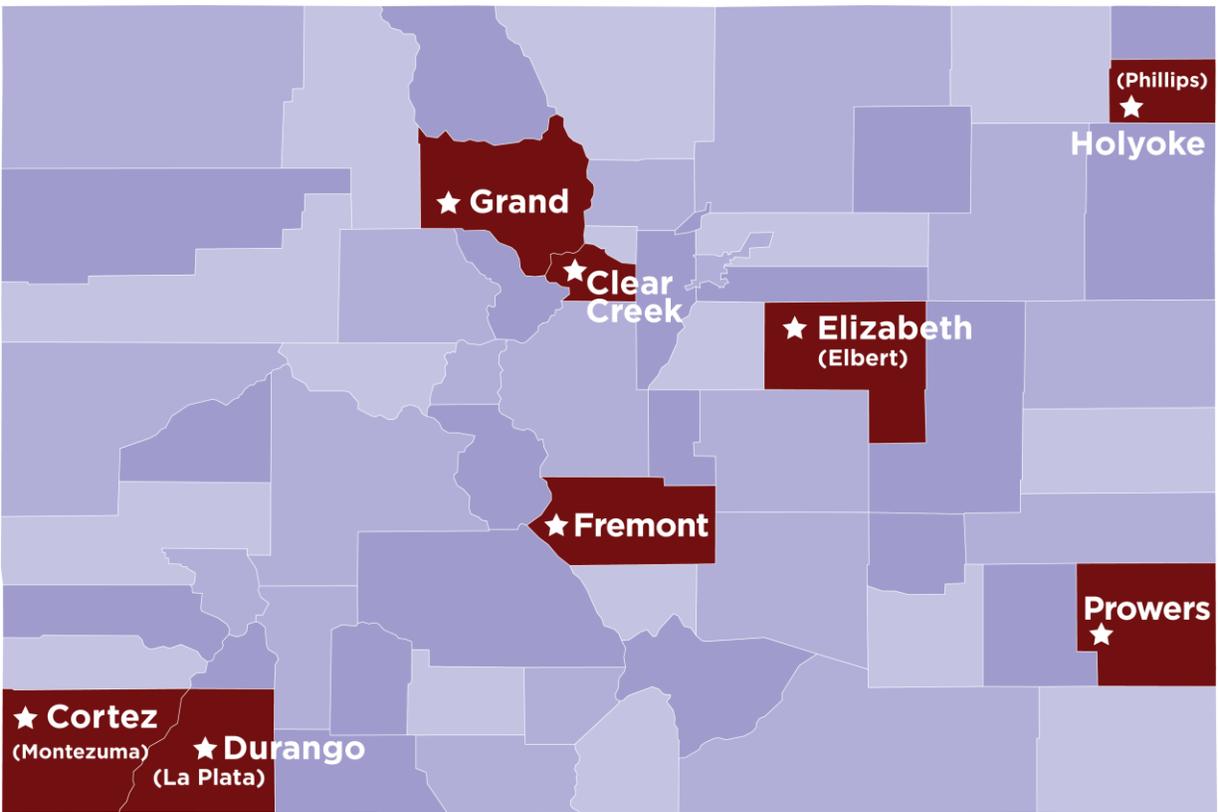
Section 2:

HTI Cohort Profiles

Phase 1 Cohort

Throughout Phase 1, school and district leaders, educators and counselors, students, higher education partners, industry and civic leaders, and parents came together to form an HTI Design Team. These diverse teams convened with the larger cohort three times over the year, with many local and virtual touchpoints in between. Through coaching and strategic learning experiences, Design Teams conducted empathy building to develop a Profile of a Graduate as well as explore, design, and test aligned career-connected learning experiences.

Here is an overview the eight rural communities that comprised HTI Phase 1, with individual community profiles to follow.



Students in HTI districts



FRL students in HTI districts



High School students in HTI districts



High School students in the largest district



High School students in the smallest district



Average graduation rate gap between FRL and non-FRL students

FRL = Free and reduced-price lunch

Clear Creek

Clear Creek School District serves just over 700 students in Evergreen, Idaho Springs, Empire, and Georgetown, CO. While just outside the Denver Metro Area, these communities still face the barriers of more rural areas. Its dedicated staff, and renewed passion stemming from new district leadership, is committed to upholding the values to inspire, challenge, and empower students to be lifelong learners.

HTI Overview

Design Team Leads:

Karen Quanbeck, Superintendent;
Becky Dancer, Academic Coordinator

Partners:

Climax Molybdenum Company

Key Industries:

Hospitality/tourism, trades, healthcare,
transportation

Demographics

<i>County Population</i>	9,605
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<i>District Size</i>	732 students
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<i>Graduation Rate</i>	83%
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<i>Schools</i>	2 Elementary 1 Middle School 1 High School 1 Charter School
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HTI Implementation Plan

Aspirational Statement – Innovative, flexible programming that is catered to students’ interests and opens doors to opportunities for certification, concurrent enrollment and work-based learning

Implementation Strategies – Year 1 Highlights

- Increase certificate and CTE opportunities
- Transition ICAP to GradCap
 - Introduce capstone project as part of new GradCap curriculum
 - Increase exposure to, and understanding of, various career opportunities and explore different pathways

CLEAR CREEK LEARNER



WITH THESE SKILLS,
CLEAR CREEK GOLDDIGGERS
WILL BE PREPARED FOR THEIR FUTURES
WITH HOPE AND CONFIDENCE.



CLEAR CREEK
SCHOOL DISTRICT RE-1

Mahe Springs CO | 303.567.3800 | ccsdre1.org

Durango

Durango School District 9-R serves more than 4,800 students in the Southwest Colorado county of La Plata. Their mission is to ensure each student develops the skills and attributes for lifelong learning. They do this through globally minded learning, career and technical education, and providing a safe and supportive school environment.

HTI Overview

Design Team Leads: Jonathan Hoerl, Principal; Shawn Hembree, Durango High School Counselor; and Melinda Wood, Durango High School Administrative Assistant and Parent

Partners: Pueblo Community College, Region 9 Economic Development District of SW Colorado

Key Industries: Healthcare, hospitality/tourism, real estate, homebuilders

Demographics

County Population	18,985
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District Size	4,893 students
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Graduation Rate	84%
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Schools	8 Elementary 2 Middle Schools 2 High Schools 2 Virtual Schools
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HTI Implementation Plan

Aspirational Statement – To prepare all students for post-secondary success through the development and implementation of innovative programs and partnerships; to connect students to the local economy by guiding programs and student engagement that build strong relationship between education and community partners.

Implementation Strategies – Year 1 Highlights

- Enhance work-based learning opportunities for students that are aligned with career pathways and meet needs of regional industries
- Introduce opportunities for students to explore different career pathways through internships, capstone project, mentorship program and WBL

Durango High School

Portrait of a Graduate

OWN

Flexibility
Problem Solving
Respect
Responsibility
Self Direction

ACT

Critical Thinking
Innovation
Inquiry/Analysis
Perseverance
Productive Struggle

IMPACT

Collaboration
Communication
Cultural Awareness
Lifelong Learning
Positive Work Ethic

THE DEMON WAY



We take **CARE** of each other. We **SUPPORT** each other. We are **HONEST** with each other. We take **PRIDE** in each other.

2390 NORTH MAIN AVENUE, DURANGO, COLORADO 81301 ○ 970.259.1630

Elizabeth

Elizabeth School District, a rural community in Elbert County just southeast of the Metro Denver Area, serves nearly 2,500 students. With local industries of agriculture, business, and healthcare, the community sees a critical need to create career-connected learning experiences and more pathways to postsecondary success. United and excited by the opportunity the Homegrown Talent Initiative presents to create bold change, the design team and larger community hope to create a district that will have long-lasting outcomes for students.

HTI Overview

Design Team Leads:

Douglas Bissonette, Superintendent, Elizabeth School District; Dave Eddy, Colorado Site Director for Boeing & Parent; Bret McClendon, High School Principal; and Michelle Rink, Executive Director, Elizabeth Area Chamber

Partners:

Elizabeth Area Chamber of Commerce

Key Industries:

Hospitality/Tourism, Trades, Healthcare, Transportation

Demographics

<i>County Population</i>	26,729
<i>District Size</i>	2,335 students
<i>Graduation Rate</i>	87%
<i>Schools</i>	2 Elementary 1 Middle School 2 High Schools 1 Charter School

HTI Implementation Plan

Aspirational Statement – Develop a new curriculum for students, based on community and business input, that better prepares students for a career through targeted skill development and exposure to new career opportunities.

Implementation Strategies – Year 1 Highlights

- Partnerships with local businesses for internships, apprenticeships, and work-based learning
- Increased certificate offerings, particularly in graphic design and marketing software
- Introduce flexible schedule

Students are at the heart of everything we do!



Profile of a Graduate · elizabethschooldistrict.org

Fremont

Fremont RE-2 School District, located in Florence, Colorado, serves 1,350 students from Florence, Williamsburg, Rockvale, Coal Creek, Penrose, and Wetmore. The region is on the cusp of new economic expansion, with key local industries in technology, medical, agriculture, manufacturing, construction, and tourism. The design team is ready to tackle the workforce challenges and opportunities this evolution brings and equip all students with the skills they need to thrive.

HTI Overview

Design Team Leads:

Dr. Brenda Krage, Superintendent; Kristina Camper, Former Assistant Principal, Fremont Elementary & Interim Executive Director of Educational Services; and Dan Melendrez, Principal, Florence Jr/Sr High School

Partners:

St. Thomas More Hospital, Lamar Community College, Cañon City School

Key Industries:

Tech, healthcare, agriculture, manufacturing, construction, tourism / recreation

Demographics

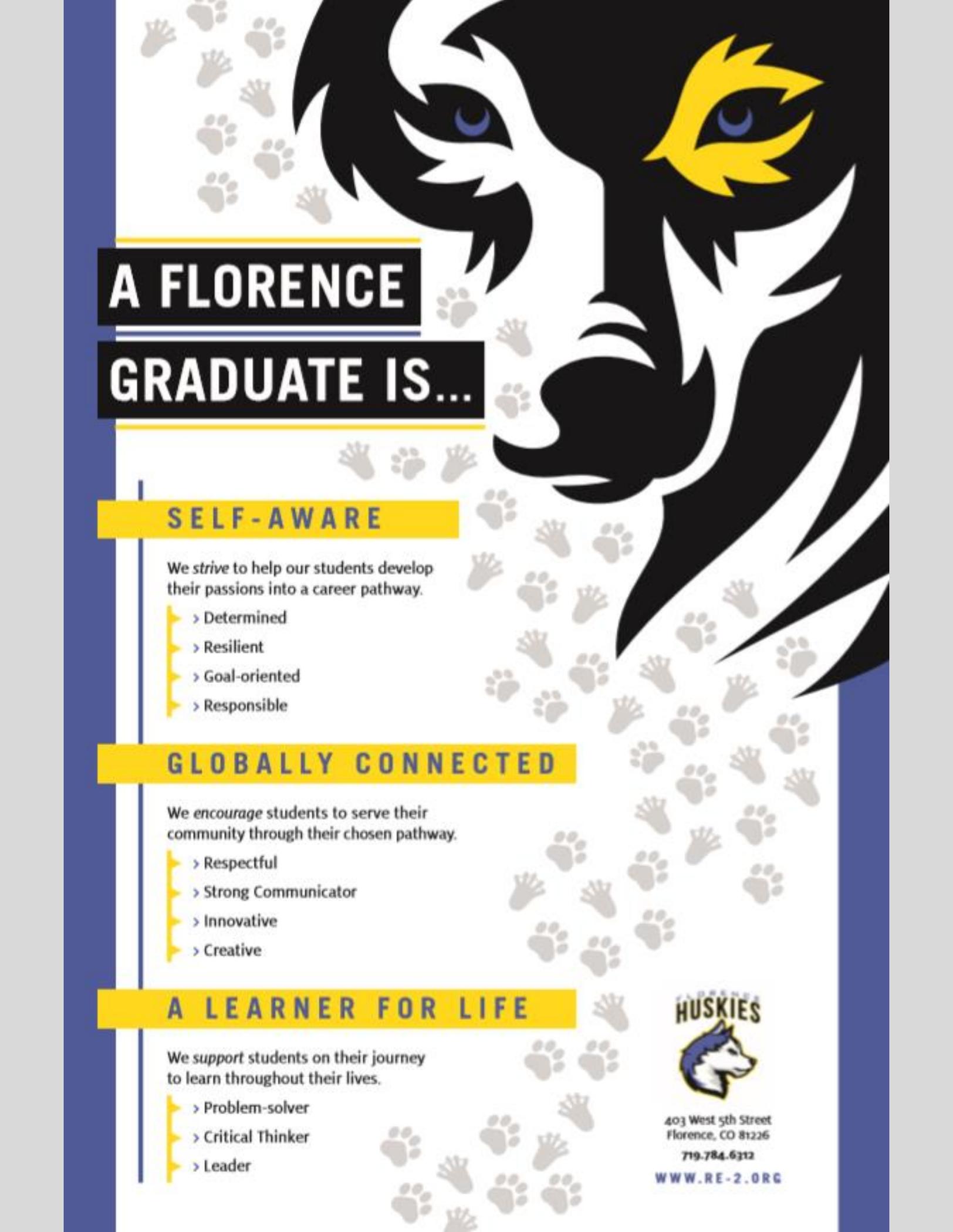
<i>County Population</i>	48,021
<i>District Size</i>	1,346 students
<i>Graduation Rate</i>	76%
<i>Schools</i>	2 Elementary 1 Middle/ High School

HTI Implementation Plan

Aspirational Statement – Provide career opportunities and real-life work experiences for all students through collaboration among the various school districts, communities and businesses.

Implementation Strategies – Year 1 Highlights

- Increased partnerships among schools and businesses for more certification, internship, and WBL opportunities
- Invest in professional development for teachers to better engage with graduate profile and career connected learning opportunities



A FLORENCE

GRADUATE IS...

SELF-AWARE

We *strive* to help our students develop their passions into a career pathway.

- > Determined
- > Resilient
- > Goal-oriented
- > Responsible

GLOBALLY CONNECTED

We *encourage* students to serve their community through their chosen pathway.

- > Respectful
- > Strong Communicator
- > Innovative
- > Creative

A LEARNER FOR LIFE

We *support* students on their journey to learn throughout their lives.

- > Problem-solver
- > Critical Thinker
- > Leader

FLORENCE
HUSKIES



403 West 5th Street
Florence, CO 81226

719.784.6312

WWW.RE-2.ORG

The Grands

The close-knit communities in Grand County are outdoor recreation and tourism hubs, with new opportunities budding in government, mining, and other new tourism and service providers. East Grand School District, nestled in the heart of the Rocky Mountains in Granby, CO, serves more than 1,200 students. The neighboring town of Kremmling is home to West Grand School District, a small rural system who serves just over 400 students K-12. Both East and West Grand are hoping their collaborative partnership will create a streamlined strategy for engaging business, community members, and students in building homegrown pathways to success.

HTI Overview

Design Team Leads:

Frank Reeves, Superintendent, EGSD;
Dr. Darrin Peppard, Superintendent, WGSD;
Ali Williams, former Executive Director, Granby Chamber of Commerce & HTI Coordinator;
Cindy Rimmer, Principal, EGSD; and Liz Bauer, Principal, WGSD

Partners:

Climax Molybdenum Company, Middle Park Health, Colorado AeroLab

Key Industries:

Hospitality/tourism, construction, government, mining

Demographics

County Population 9,605

East Grand

District Size 1,243 students

Graduation Rate 92%

Schools
2 Elementary
1 Middle School
1 High School

West Grand

District Size 406 students

Graduation Rate 96%

Schools
1 Elementary
1 Middle School
1 High School

HTI Implementation Plan

Aspirational Statement – Students will have clear direction upon graduation because of the opportunities to explore multiple educational and career pathways and the relationships they built within their community along the way.

Implementation Strategies – Year 1 Highlights

- Build stronger relationships with business community for internships, diverse career opportunities as well as career entry and progression
- Explore and identify students' interests and possible career pathways

A RESOURCEFUL
*Middle Park
High School*



GRADUATE IS...



A CRITICAL THINKER

A CREATIVE INNOVATOR



A RESPONSIBLE COLLABORATOR

A GLOBAL CITIZEN



A LIFELONG LEARNER

AN EFFECTIVE COMMUNICATOR



PROFILE OF A LEARNER

Excellence in Learning : Excellence in Leadership : Excellence in Engagement



Knowledgeable

- : Learn with depth
- : Lead with confidence
- : Engage by problem-solving

Empowered

- : Learn with passion & pride
- : Lead by example
- : Engage with ownership

Adaptable

- : Learn with perseverance
- : Lead by taking risks
- : Engage with reflection

Inquisitive

- : Learn with a growth mindset
- : Lead with inspiration
- : Engage as critical thinkers

Connected

- : Learn by communicating
- : Lead with inclusion
- : Engage with their community

Open-minded

- : Learn with curiosity
- : Lead with respect
- : Engage with understanding

Partners

Partners are essential for ALL to receive the expertise, perspectives, and guiding characteristics to "fill up the cups" of West Grand learners.

Foundation

A solid foundation provides opportunities for students to grow and excel.

Holyoke

Holyoke School District sits in Phillips County in the Northeast corner of Colorado, where agriculture and small business are the primary industries serving its community. The district has one elementary school and one combined middle and high school, serving 583 students total. Holyoke’s overall goal is to bring more awareness of postsecondary pathways to their students and to reinvigorate their local economy.

HTI Overview

Design Team Leads:

Kyle Stumpf, Superintendent; Summer Maloney, School Board Member & HTI Coordinator; and Angela Powell, Former Counselor & Principal, Holyoke Jr/Sr High

Partners:

Northeastern Junior College, Northeast Colorado BOCES, Phillips County Economic Development, Holyoke Chamber of Commerce

Key Industries:

Agriculture, business

Demographics

<i>County Population</i>	4,286
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<i>District Size</i>	583 students
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<i>Graduation Rate</i>	87%
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<i>Schools</i>	2 Elementary 1 Middle/ High School 1 Alternative School 1 Gifted School
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HTI Implementation Plan

Aspirational Statement – Through strong economic partnerships and collaboration, Holyoke will become an innovation hub in Northeast Colorado and an exemplar across the state in ensuring both the community and students have a voice, creating new opportunities, and ensuring all students graduate with the knowledge, skills, and character needed to find success in life and reach their full potential

Implementation Strategies – Year 1 Highlights

- Introduce internships and capstone as part of standard high school curriculum
- Create career pathway options with input from students, teachers and local economy

A Holyoke Graduate *will demonstrate*



Planting the seeds for success and the roots to grow in all paths of life. hcosd.org

Montezuma-Cortez

Clear Creek School District serves just over 700 students in Evergreen, Idaho Springs, Empire, and Georgetown, CO. While just outside the Denver Metro Area, these communities still faces the barriers of more rural areas. Its dedicated staff, and renewed passion stemming from new district leadership, is committed to upholding the values to inspire, challenge, and empower students to be lifelong learners.

HTI Overview

Design Team Leads:

Lori Haukeness, Superintendent; and
Eric Chandler, M-CHS Principal

Partners:

Pueblo Community College, Region 9 Economic
Development District of SW Colorado

Key Industries:

Agriculture, construction, retail, health services

Demographics

<i>County Population</i>	26,158
<i>District Size</i>	2,686 students
<i>Graduation Rate</i>	73%
<i>Schools</i>	5 Elementary 1 Middle School 1 High School 3 Charter School

HTI Implementation Plan

Aspirational Statement – Prepare students for post-secondary life by teaching community-identified employability skills practiced through purposeful interactions with community members and businesses.

Implementation Strategies – Year 1 Highlights

- Develop relationships with community to better serve students and partner for internships and career pathway opportunities
- Comprehensively evaluate and build out graduation requirements that closely align with Graduate Profile, ICAP and career pathways that complement CTE programs



WITH THESE FOUNDATIONS

A MCHS STUDENT IS...



CONNECTED • PROFESSIONAL • FUTURE-ORIENTED

"One foot where you are from, One foot where you are headed."



**EVERY STUDENT.
EVERY DAY.**

CORTEZ.K12.CO.US • PO BOX R, CORTEZ, CO 81321 • 970-565-7522



Prowers County

Prowers County, located on the southeastern border of Colorado and Kansas, includes the Lamar and Granada school districts, both of which are ready to start the conversation about education and their economy. The districts collectively serve around 1,500 students.

Newly created Prowers Economic Prosperity, an economic development organization striving to build up the community through public and private partnerships, is leading the HTI Design Team, along with close partners at Lamar Community College. The team is motivated to instill a sense of pride, offer real-world career exploration and experiences, and create linkages to community groups designed to help students succeed and gain meaningful employment in the region.

HTI Overview

Design Team Leads:

Tara Hosick, Director, Prowers Economic Prosperity; and Lanie Meyers Mireles, Director, Prowers County Dept. of Human Services; and Rick Robbins, CEO, Colorado Mills

Partners:

Prowers Economic Prosperity, Lamar Community College

Key Industries:

Agriculture, entrepreneurship, government, healthcare

Demographics

<i>County Population</i>	12,164
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<i>Lamar District Size</i>	1,459 students
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<i>Graduation Rate</i>	76%
------------------------	-----

<i>Schools</i>	2 Elementary 1 Middle School 1 High School 1 Charter School
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HTI Implementation Plan

Aspirational Statement – Embed career exposure, work-based learning, and postsecondary opportunities into the K-12 educational experience, with a focus on supporting students envisioning a successful future in Prowers County.

Overall Goals for Prowers County

- Increase student awareness of viable career options and steps to achieve their goals
- Ensure students have necessary skills and competencies to compete in global economy
- Advance understanding that preparing students for college and/or career will result in greater relevance and rigor in coursework
- Build a culture and system of partnership between key education stakeholders
- Enable results-based system where students are graduating with industry certificates, credentials, clear pathways, experiences, and college credits



Homegrown
TALENT INITIATIVE

Section 3:

Cohort Reflections & Impact Data

Phase 1 Cohort Reflections

Participants were surveyed after each major engagement over the course of the year. At the conclusion of Phase 1, a final survey was administered to the 25 primary members of each Design Team, including 10 team leads and 15 support team members.

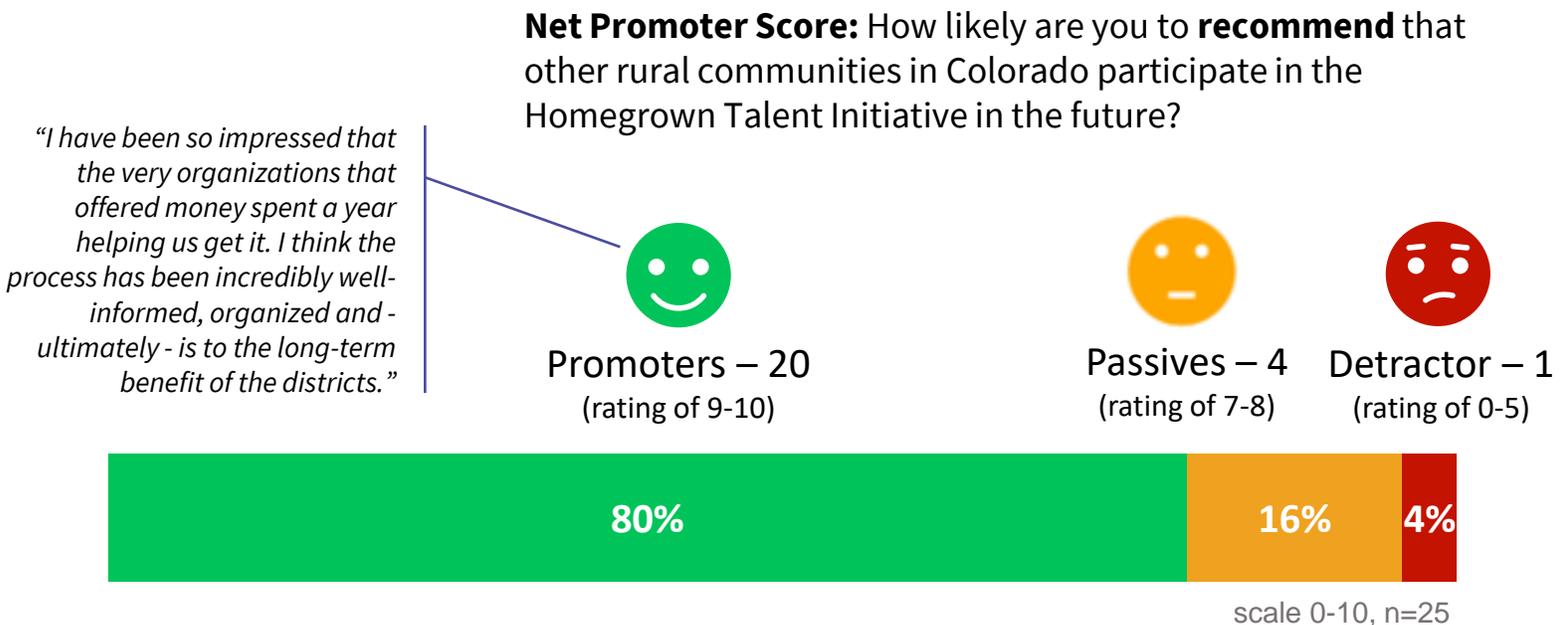
This section highlights some of the key reflections and results pertaining to impact achieved and knowledge gained during Phase 1.

• • •

Phase 1 Satisfaction

According to partners' responses, the most valuable and/or impactful elements of Phase 1 included:

- ✓ **In-person site visits** to cohort communities and **convenings with exemplar districts**, Cañon City and St. Vrain Valley Schools
- ✓ The overall **project structure, supports, and coaching** provided
- ✓ Having dedicated **time** to work as a team



“ I started out as a hopeful skeptic of the process. I was worried that it would be another attempt to lower the horizons of underperforming students by getting them into low skill jobs earlier. I learned that it is instead about providing relevant learning, tangible learning experiences and hope to students at all achievement levels. Thanks for enduring my early skepticism. I am now a wholehearted supporter.

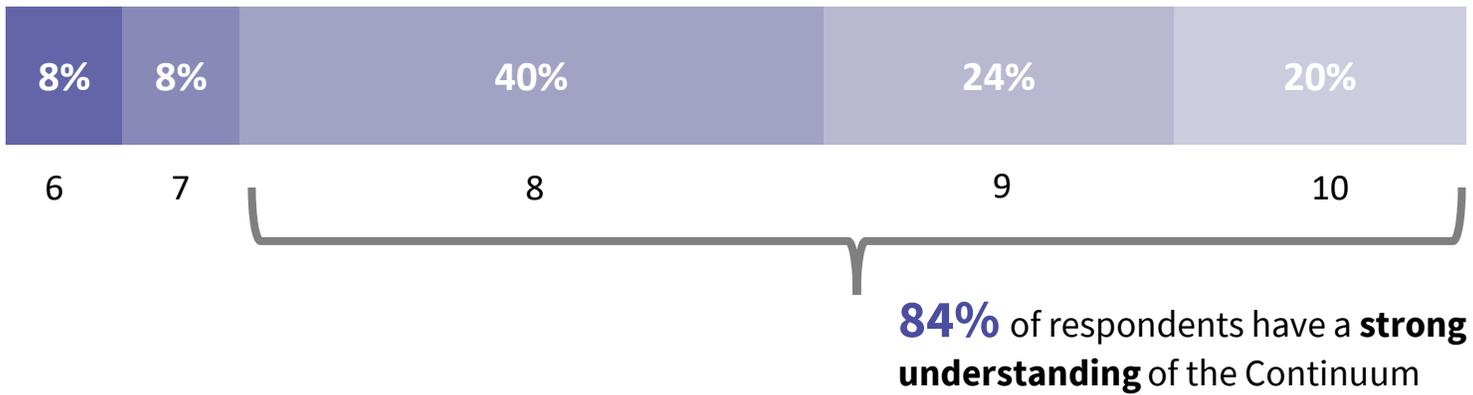
Phase 1 Cohort Reflections

Career-Connected Learning Continuum

The Career-Connected Learning Continuum was a foundational component of Phase 1 learning and growth. It was important for teams to understand the concept as well as identify components that aligned to their community's unique assets and needs, and then translate it into learning experiences and programs.

Rank your **understanding** of the Career-Connected Learning Continuum on a scale of 1-10:

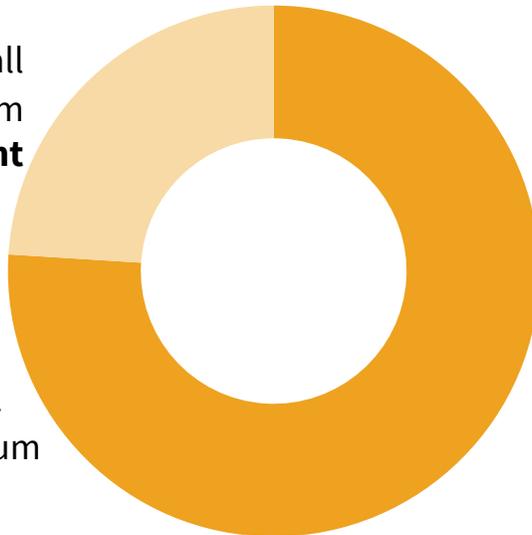
n=25, zero respondents reported their understanding 1-5 on the scale of 1-10



“The local community was awakened to the whole concept of career-connected learning by the empathy sessions they participated in.”

24% of respondents' overall understanding of the Continuum **grew a moderate extent**

76% of respondents' overall understanding of the Continuum **grew a great extent**



Participants **growth** in **understanding** of the Career-Connected Learning Continuum:

n=25

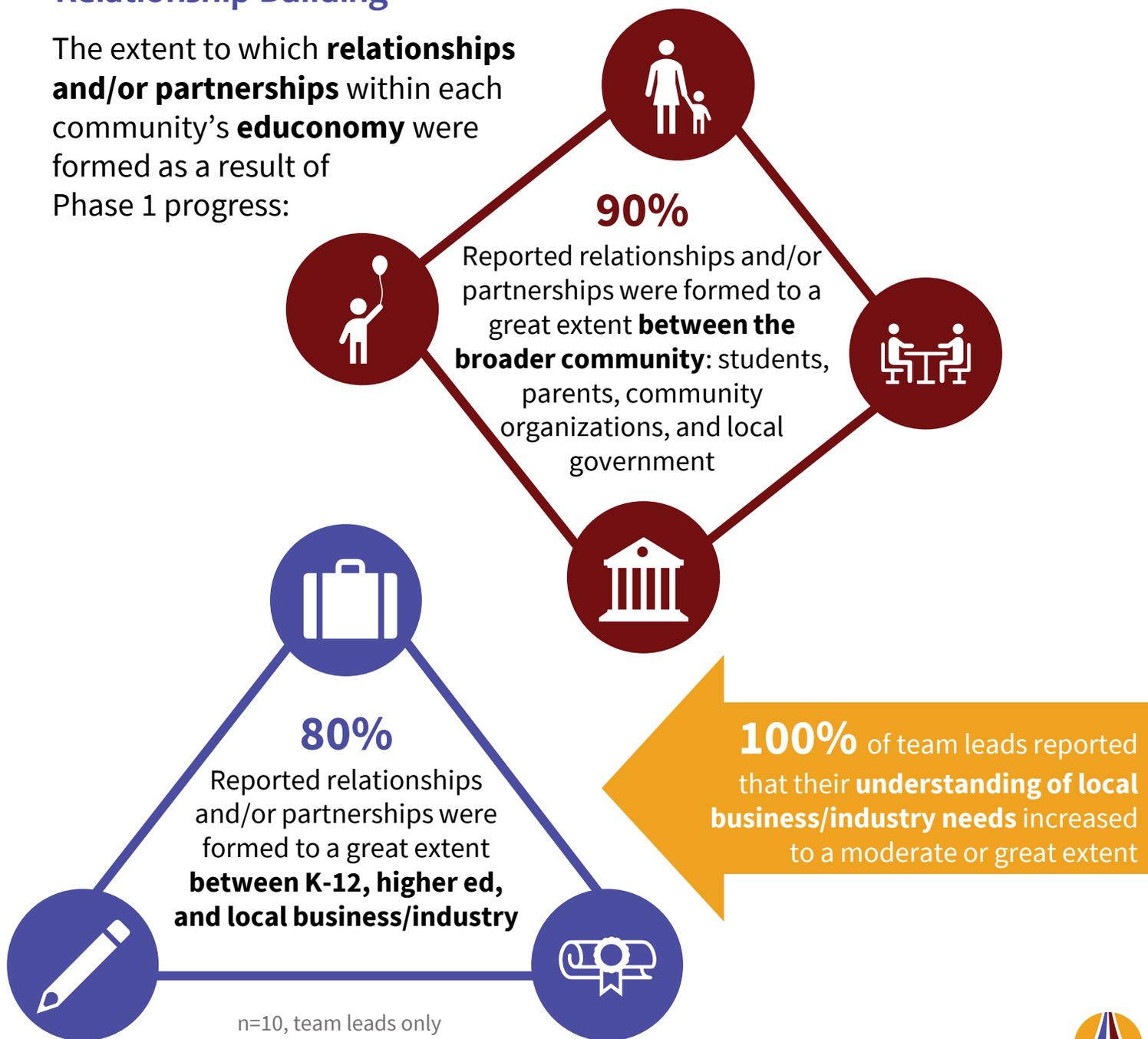
Phase 1 Cohort Reflections

Phase 1 gave us the boost and encouragement to build on what we had in place for students, but also connect with our community in different ways that supported both them and our students. During the year, we discovered so many new ways to partner to create opportunities for our students long-term.

”

Relationship Building

The extent to which **relationships and/or partnerships** within each community’s **educonomy** were formed as a result of Phase 1 progress:



Phase 1 Cohort Reflections

“ The sacred time of facilitated activities drove inspiration, connectedness, and the momentum to drive change.

92% of respondents reported they feel confident that their graduate profile reflects the **needs and values** of their communities to a great extent.



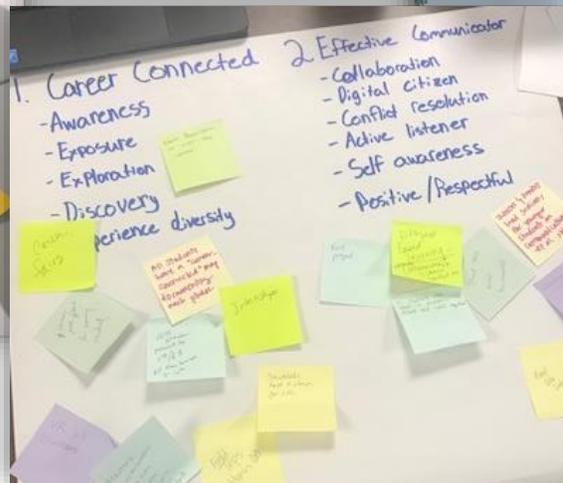
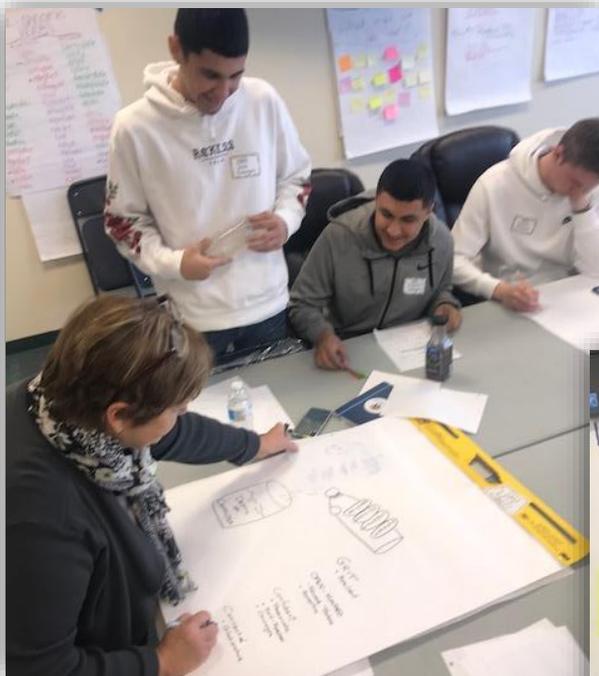
Graduate Profile



88% of respondents reported they feel confident that their graduate profile will **drive change** at the school level to a great extent.

n=25

“ Participating in HTI gave us the boost we needed to take ideas to the next level. HTI gave us the outlet to create our team, put ideas into a plan to execute, and help make our ideas and visions long-term. I'm not sure if we hadn't participated, that we'd have been able to formulate a solid plan that will be feasible like we did.





Homegrown
TALENT INITIATIVE

Section 4:

Reflections & Emerging Learnings

Evaluation & Learning Agenda

A critical component of the Homegrown Talent Initiative is evaluation and learning:

(1) Evaluation Goals:

- Assess and strengthen impact
 - *Student outcomes and impact*
 - *Local economic health improvements*
 - *Coalition building between education, business, and government*
- Drive continuous improvements in implementation
- Illustrate and refine the Career-Connected Learning Continuum
- Enable sharing of learning
- Build an evaluation framework for use during implementation and in future initiatives

(2) Learning Agenda:

- How do we most effectively create new opportunities in rural communities?
- How do we re-think measures of success in post-secondary and career?
- What's the “new vision” for rural communities?
- How can we build momentum for broader statewide career-connected learning experiences and initiatives?
- How do we ensure equity is incorporated by design in each community?

• • •

Third-party evaluation partner, CRPE, will support this agenda through robust data collection and analysis, continuous assessment of the Theory of Change, and supporting the identification of new measures of success for students and rural economies. Examples of research questions include: *Did the initiative unfold as anticipated? Did HTI enable new collaborations that drove systemic change? Did communities design new learning experiences that increased relevance, student engagement, and hope?*

After one year of implementing the Homegrown Talent Initiative, positive reflections as well as lessons learned have surfaced. Questions around the fidelity of the process, the types of supports and knowledge needed, as well as the real local and systemic challenges these communities face are beginning to have answers.

The emerging learnings presented in this section, including key success factors, barriers faced, and reflections on the project approach & process, will only scratch the surface of the potential insights and solutions inspired as a result of this three-year project. **We look forward to continuous evaluation and monitoring of impact over time, keeping close watch of these initial indicators.**

Key Success Factors

EMERGING LEARNINGS

What factors, inherent to the communities and/or its people and mindsets, set them up for success in a process like HTI? How can HTI most effectively support rural communities in creating new opportunities? What are the structures, systems, and partners needed to have long-term, sustainable change?

Observed from Exemplars

Leadership Alignment:

Transformation requires participation across all levels of a K-12 system, including having the buy-in of teachers, school leaders, the superintendent, and school board.

Hidden Assets: Rural communities face significant resource constraints relative to urban areas of the state. Fully tapping into all assets, including less apparent ones such as retirees, physical spaces, and remote professionals – along with an overall “resource mindset” – will support them in providing robust learning experiences.

Bias for Action: “Eighty-five percent is good enough!” Rural communities inherently have the conditions to be innovative and agile, but they must push through the paralysis of building a perfect program and instead deploy a continuous cycle of testing and evaluating.

Partner by All Means: Those finding significant engagement from local industry are creating mutually beneficial opportunities as well as making it as easy as possible to participate. Further, partnership must be thought of across a broad spectrum – a range of careers and experiences, in-person and virtual, financial and time/expertise, etc.

People vs. Systems: Rural communities have both an opportunity and challenge when implementing change. Change can often be coordinated nimbly across stakeholders; however, change must not be tied to one individual and instead sustainable systems with widespread support must be created independent of one individual.

Observed from Cohort

Readiness: Having some level of existing partnership with higher ed and/or industry, as well as a baseline of CTE or work-based learning, allowed for a more seamless transition to movement-building and developing implementation plans. However, having too much in place or an attachment to existing structures and systems can prevent communities from authentically engaging in the process.

Project Management: While strong leadership and having all key stakeholders at the table are critical to driving transformation, a coordinator role has been proven to be an essential added capacity for ensuring communication and integration across several workstreams and stakeholders, as well as overall accelerated progress.

Youth Activation: Strong student voice throughout each step of the process is critical to identifying and creating relevant and sustainable solutions. Those communities with consistent and meaningful student participation, especially in developing Graduate Profiles, saw greater satisfaction with the finished products as well as a belief that they would create change.

Economic Viability & Empathy Building: Having a deep concern for addressing the local workforce skills gap, keeping kids in the community, and an intentional approach to understanding community and industry needs to improve the economic viability of the community is a common and highly motivating factor for engaging in HTI and seeking transformational change. Further, those who did deep, authentic empathy building produced the strongest implementation plans.

Barriers Faced

EMERGING LEARNINGS

The complex nature of empathy-building, industry partnerships, and implementing new career-connected learning experiences created through community-led design thinking is not lost on the Homegrown Talent Initiative. The process was developed with these things in mind, understanding that communities would have varying levels of knowledge, experience, partnerships, resources, and unique barriers. **Here are a few we uncovered and hope to tackle in Phase 2:**

Rural Barriers

Rebuilding the Plane While Flying It: Many communities operate with limited or non-existent centralized staff to deploy towards change initiatives. This high-importance/lower-urgency transformation must happen on top of the already significant task of running a school district.

Scale & Resources: A smaller pool of resources is a reality for most rural school districts and communities, reducing the ability to supplement limited state resources with additional local funds.

Higher Education Access: The prohibitive nature of service agreements coupled with being geographically secluded from higher education options means that “choice” is not a reality for many of the rural communities. More flexible agreements or virtual opportunities must become an option.

Variability of Local Assets: Not all rural communities are equal when it comes to local assets such as industry, higher ed, geographic location, and community wealth. Barriers (and opportunities) must be determined at the local level for each community.

Access to Industry: Rural communities typically have only 1-2 “anchor” industries – limiting the ability to create partnerships with well-resourced employers as well as expose students to a range of pathways. Identifying a community’s remote workforce as well as virtual opportunities could improve access.

Partnership Barriers

Mindsets: Creating the authentic partnerships required for community and school transformation requires shifting mindsets across all key stakeholders: schools need to be open to outside support; businesses need to take ownership of their local talent pipeline; and parents need to view themselves as active “co-creators” of their student’s learning.

Teacher Buy-In & Leadership: While challenging and time consuming, building strong buy-in and an investment in leadership and professional development is required for success. Providing experiences that allow teachers to create a sense of ownership of the initiative is a necessary component of design and implementation.

Equity Barriers

Adaptive Relationship Development vs. Supporting Structures: There is a deep desire to focus on students furthest from opportunity, though there’s often not enough action to ensure this happens. Leaders have desired toolkits or systems to help them get there, and the project prioritized adaptive relationship development vs. putting together technical “supporting structures.” More work must be done urgently to unpack the deeper equity questions of race and class in HTI communities, allowing students and families furthest from opportunity the chance to build and become the future of their community.

Policy Barriers

Barriers Needing Local- & State-Level Advocacy:

- Community college service areas
- Seat time and methods of earning credits
- Accountability and traditional measures of success
- Graduation guidelines and integration of career readiness
- Teacher licensure for CTE and administrator licensure overall

Project Approach & Process

EMERGING LEARNINGS

HTI successfully implemented a community-led design thinking process to produce Graduate Profiles and Implementation Plans rooted deeply in the context of local community assets and needs. However, HTI is also a time-intensive, complex process seeking to change lives and systems. The two-organization partnership and strong collaboration within the education ecosystem proved to be a critical asset to the communities, but more work is needed to ensure all key voices are at the table and structures are in place for long-term sustainability and impact.

What Worked

Profile of a Graduate: This descriptive visual served as an anchor for all the communities throughout the process. It helped establish new definitions of success, enabled community-wide problem-solving, and saw strong engagement from start to finish. The Graduate Profile is also driving implementation, with 88% of leadership feeling confident it will drive change at the school level.

Career-Connected Learning Continuum: Another foundational concept of the project that guided teams through the experience. All communities are utilizing its components to drive implementation plans, and, at the end of Phase 1, 84% of Team Leads & Coordinators said their overall understanding of the Continuum increased to an 8 or higher on a 10-pt. scale.

Individualized Coaching & Supports: Team Leads reported that some of the most valuable components of the project were having direct supports, structure & timelines, guided processes, and time to work as a team. This coaching structure also increased leadership skill development amongst leadership & design teams, especially in community building and stakeholder engagement.

Exemplar Site Visits: Key to the project approach was providing 'Seeing is Believing' site visits to exemplars around the state, which included Cañon City and St. Vrain Valley Schools. This exposure to what is possible provided powerful examples of systems change, career-connected learning, and building rich industry partnerships to drive success. All teams reported these convenings to be extremely valuable.

Lessons Learned

Long-Term Visioning: More training and structured supports in thinking beyond the years of the project may have supported teams in creating clearer vision statements connected to their educonomy, region, and new learning experiences. This may also inspire the next generation technologies, industries, and opportunities that could be powerful additions to local communities.

Voices Furthest from Opportunity: As presented in the Equity Barriers, the importance of empathy building with historically underserved members of the community can not be emphasized enough. While the desire and intention was high, there were not enough structures in place to fully engage these students and families. Executive coaching and equity by design training may develop the capacity and collaboration needed for success.

Role of Business: Having business voice and industry partners at the table was a key requirement of the design process. However, there was also a need for who could represent the long-term vision of the local economy, such as economic development and civic leaders. Further, more support is needed for engaging the business community in career-connected learning and setting them up for success.

Implementation: More time, specific examples, and technical assistance on implementation planning from the start may have resulted in bigger thinking, clearer articulation of long-term vision, and aligned activities and outcomes. Teams may have also benefited from additional time for rapid-cycle testing of ideas, which was largely impacted by COVID-19. Lastly, even greater support than originally planned is needed for local evaluation.



Homegrown
TALENT INITIATIVE

Section 5:

Looking Ahead

Overview of Phase 2: Implementation

For the past year, HTI's rural communities have been working on setting a new vision for their students and local economies. The design teams have spent countless hours building a unique plan to better prepare students for post-secondary opportunities, based on the strengths and needs of their community.

Given the unprecedented challenges of the past several months, it is more important than ever to invest in agile and innovative career-connected learning opportunities for students. HTI is pleased to announce its commitment to investing in rural communities across Colorado. Supported by the generosity of The Daniels Fund, Walton Family Foundation, Gill Foundation, and the Adolph Coors Foundation, HTI will award \$750,000 in direct investments to seven rural communities for the 2020-2021 school year.

The following five communities will receive funding to implement their career-connected pilot programs:

- **Clear Creek** - to increase career and technical education (CTE) and certificate offerings, such as *Project Bike Tech*, certifications, as well as introduce capstone projects and career pathways exploration
- **Elizabeth** - to partner with local businesses for internships and apprenticeship opportunities, a flexible schedule to better support students pursuing work-based opportunities, and expanded certificate courses
- **Fremont RE-2** - to build relationships among students and businesses through internships and work-based learning, as well as invest in professional development for educators to better engage with career-connected learning opportunities for students
- **Grand County** - to explore and identify students' professional interests and possible career pathways through internships, expose students to diverse career options, and support career entry and progression
- **Holyoke** - to introduce internships and capstones as part of curriculum and create career pathway options with input from students, teachers, and the local economy

Two communities will receive support and funding for additional planning and capacity building:

- **Durango** - to enhance work-based learning opportunities for students that align with career interests and meet needs of the local economy
- **Montezuma-Cortez** - to restructure graduation requirements to better align with career pathways, student interests, and CTE offerings

In addition to the above funders, communities were also asked to raise matching funds for their projects. We are encouraged by all the organizations supporting these communities, including Climax Molybdenum, Clear Creek School District Foundation, El Pomar Foundation, among many others.

...

The Phase 2 Cohort will launch implementation plans that focus on career-connected learning and provide a variety of post-secondary opportunities for students. These plans include internship programs, certificate courses, concurrent enrollment with higher education institutions, capstone projects, and career exploration opportunities for elementary and middle school students. Several communities have also developed strategies for both in-person and distance learning opportunities, given the uncertainty of the school year. Lastly, each school will be integrating their new Graduate Profile, highlighting the skills and competencies they aim to instill in their students through Homegrown Talent Initiative programming.

This section provides an overview of Phase 2 and the career-connected learning experiences that will be implemented, as well as a glance at a new vision for rural communities and how learning will be adapted to a new virtual reality.

Phase 2 Roadmap: Implementation

DRAFT - TENTATIVE

Phase 1:
Explore & Design

Pre-Implementation
June-Aug 2020

Phase 2 Kickoff & Team Lead
Retreat 7/28-29

Support communities with in-depth technical assistance, coaching, and execution guidance for Fall Implementation.

- Phase 2 TA Planning
- Phase 1 Survey & Report
- Communications & Marketing Needs Assessment
- Phase 2 Kickoff & Team Lead Retreat
- Policy-Practice Roundtable
- Virtual Showcase w/ Key Stakeholders
- Implementation Prep & Coaching Sessions
- Op-Ed & Local Press Releases

Fall Implementation
Sept-Nov 2020

Team Lead
Retreat

Fall Convening
Mid-/Late-Oct

- Monthly Coaching & Learning Sessions
- Team Lead Retreat
- Fall Convening
- Advocacy Training
- Leadership Development & Community Building
- Student Data Collection (CRPE)
- Breakthrough Governance Training (pt. 1)
- Ongoing Industry Partner Support

Phase 2
Interim
Evaluation

Phase 3:
Sustain & Scale

Spring Implementation
March-May 2021

Spring
Convening

Phase 2 Final
Evaluation

Phase 3
Decisions &
Funding

Support pilot implementation with ongoing technical assistance, peer learning opportunities, continued movement building, strategic communications, advocacy, and evaluation.

- Monthly Coaching & Learning Sessions
- Spring Convening
- Breakthrough Governance Training (pt. 3)
- Student Agency & Leadership
- Ongoing Industry Partner Support
- Phase 2 Assessment & Phase 3 Decisions

Winter Reset
Dec 2020-Feb 2021

Team Lead
Retreat

Site Visits

- Interim Evaluation Assessment & 2nd Half Funding Decisions
- Team Lead Retreat
- Site Visits
- Breakthrough Governance Training (pt. 2)
- Advocacy Training



Overview of Primary Career-Connected Learning Strategies

INTERNSHIPS

CAPSTONE

HIGHER ED

PATHWAYS

EXPLORE

OTHER

Clear Creek

Durango

Elizabeth

Fremont

The Grands

Holyoke

Montezuma-Cortez

Job Shadow,
Mentorships

Externships

Flexible Schedule

STEAM Lab & PBL

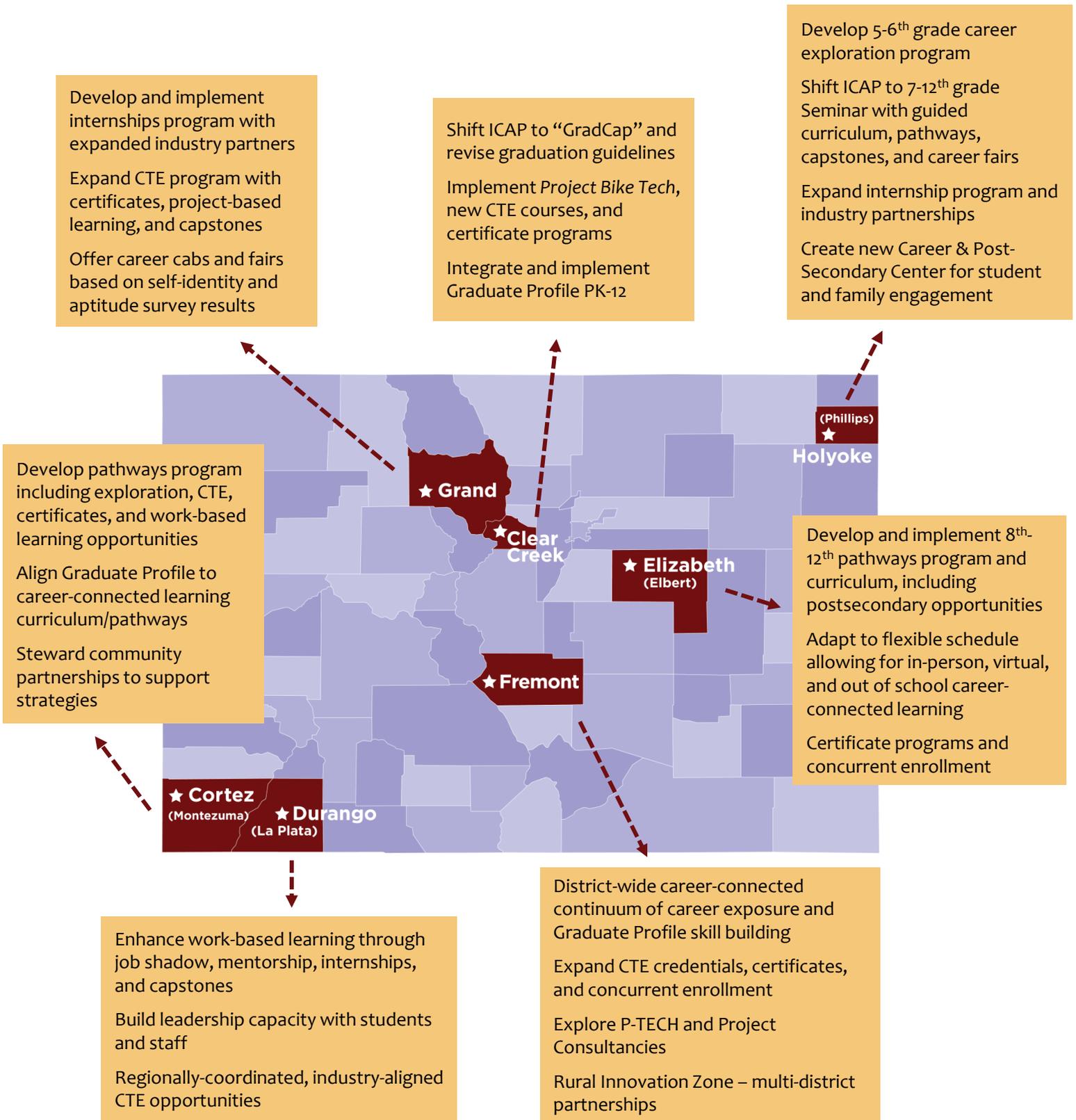
Career Fairs

Capstone & PBL
(future years)

Career Fairs

In addition to technical assistance for the above work-based learning programs, communities will receive supports for business engagement, graduate profile integration, and communications and marketing. They will also benefit from the knowledge and resource sharing of a cohort of other communities working on similar initiatives.

Career-Connected Learning Plans



CTE: Career and Technical Education
ICAP: Individual Career and Academic Plan
P-TECH: Pathways in Technology Early College High Schools

COVID-19 and a New Vision for Rural Communities

In March 2020, HTI’s rural communities were hit hard with the restriction put in place on travel and tourism, as many economies in these regions depend on outdoor adventure and hospitality industries. Schools also faced new challenges to get often geographically isolated students online and connected for distance learning in a matter of days.

Perspective: Rural Colorado & COVID

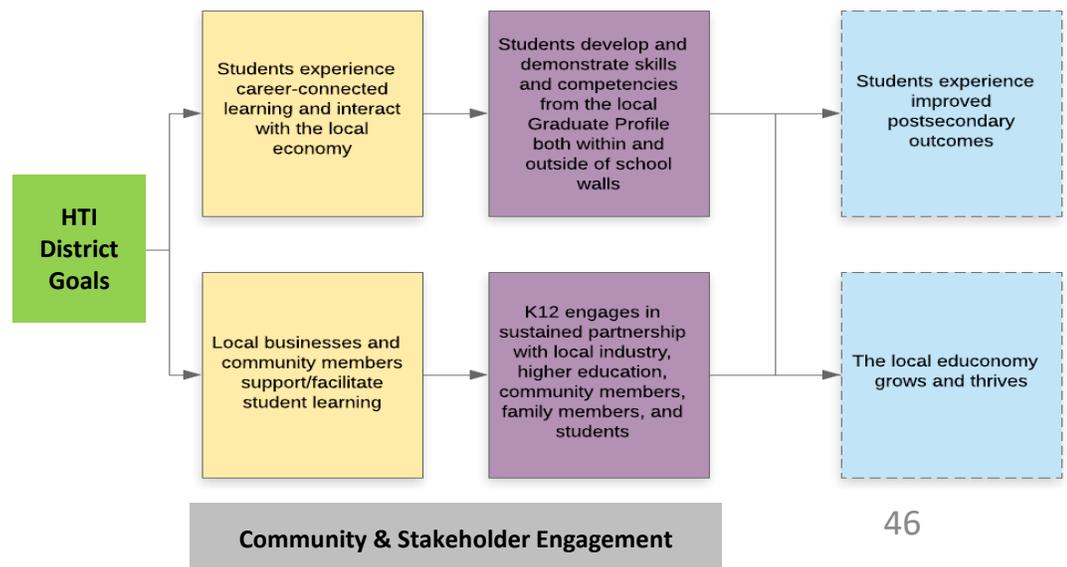
- During the initial spiral, schools/districts in these communities continued to be the primary source of food security, unlike the many nonprofit organizations and businesses in metropolitan areas who can step up to support.
- Virtual learning can be more challenging in rural areas given broadband and connectivity issues.
- The impact can be or feel more intense in rural contexts where tourism and small business comprise the economy.
- Communities have greater concerns about the implementation of career-connect learning programs reliant on industry partners and local revenue to supplement HTI dollars.
- Small student populations may become even smaller as some families had to relocate to find employment or are choosing to keep students at home learning virtually instead.

While this reality is ever-present, HTI has provided the hope and motivation needed to push forward. Schools are finding ways to be apart of recovery efforts, with students raising money for local businesses, creating entrepreneurial solutions, and building in work-based learning, both safely in-person and virtually to support organizations in need.

So what is the new vision for rural communities? Over the course of the project, we will be examining how these rural communities succeed in evolving state, country, and global environments and the supports, incentives, and/or regulations required. HTI will be used as a proof point for building broader momentum for student-centered, community-led, career-connected learning and educonomic impact initiatives.

Utilizing a new theory of action and evaluation strategy, rural communities will develop new metrics of success unique to their contexts and diverse learner and industry needs.

The HTI communities inspired us before the pandemic as they led the state in rethinking how to build their educonomy. Now, they are inspiring the rest of Colorado with how to build it.



Responding to the Pandemic & Supporting All Coloradans

Without school as we once knew it, students and families, especially those furthest from opportunity, need access to technology, digital learning, food, security, and social and emotional supports unlike ever before. Colorado Education Initiative, Colorado Succeeds, and its many partners have looked beyond the Homegrown Talent Initiative for ways to support all Coloradans during and beyond the COVID-19 pandemic.

For example, the [Colorado Restaurant Response](#) and the [Denver Metro Emergency Food Network](#) are working on food security. This cross-functional coalition aims to (1) stand-up industrial kitchens in existing restaurant spaces, (2) rehire and keep restaurant workers to prepare ready-to-eat nutritious meals in bulk, and (3) distribute meals to food insecure families and unemployed service workers across the Denver Metro Area. The goal of connecting Coloradans with 1,500 meals a day came to life, with nearly 300,000 free meals delivered since March. Founding partners include Bondadosa, Sage Hospitality, Denver Food Rescue, and Lost City Denver, among many others.

Another exciting collaborative initiative, the [COVID Education Innovation Fund](#), was developed to support learning innovations in response to COVID-19's dramatic impact on schools, daily learning, and operations. Partners including Gates Family Foundation, Donnell-Kay Foundation, Empower Schools, RESCHOOL Colorado, Lyra Colorado, and Colorado Succeeds are providing \$325,000 of flexible funding that promotes resilient education systems and encourages transformative, systemic, and sustainable ideas.

Additionally, Colorado Succeeds and Colorado Education Initiative have created, as well as revamped, online resources for students, families, and education partners:



[The Colorado Roadmap to Work-Based Learning](#) with new updates for digital learning supports for businesses, educators, and nonprofit organizations.



[The ReConnected Learning Hub](#), an online platform that allows educators and practitioners to share resources across the state, create groups, and encourage educators to join forces to support students.

[The Strategic Reopening Collaborative](#), a dynamic learning partnership built to work directly with innovative districts, national partners, and local leaders on how best to re-open schools through a social-emotional and relationship-driven lens.

The Colorado Roadmap to Work-Based Learning

Now Updated for Distance Learning Support

Who can use the Roadmap?



Businesses

We encourage business leaders to partner with schools/school districts in Colorado to create work-based learning opportunities.

Use this guide to:

- strengthen and expand your talent pipeline by increasing student awareness of career opportunities
- support educators to bring relevant problems and projects into the classroom and push students' thinking
- learn about existing models and partnerships in your region



Educators

We support agile educators who are dedicated to adapting to the diverse needs of today's students.

Use this guide to:

- help students develop the [Essential Skills](#) that will prepare them for success in any opportunity pathway
- allow students to explore passions and discover careers in Colorado and bring real-world projects into the classroom
- jump-start career paths for students while they are still in the K-12 system



Nonprofits/Agencies

Organizations play a key role in improving and creating new conditions for students to thrive.

Use this guide to:

- learn about existing coalitions and find contact information for work-based learning coordinators
- share additional resources/guides for developing a program or work-based learning projects
- learn about Colorado's laws and legal guidelines for work-based learning

The Career-Connected Learning Continuum prepares agile learners for these changes

Stages of the Career-Connected Learning Continuum (i.e., pathway)



Self-identity and Career Awareness

Help students across diverse backgrounds develop awareness of their strengths, interests, and values, as well as career and training opportunities.



Educational and Career Pathways Exploration

Provide students with more in-depth learning of their strengths, interests, and values as well as careers, and training, often through interaction with professionals or in a work environment.



Essential and Technical Skills Development

Develop relevant skills and provide necessary credentials and social capital tied to workforce demands and opportunities.



Career Entry and Progression

Provide students with opportunities to gain actual work experience that supports development of job skills and offers a clear path to sustainable career.

What is The Hub?

The Hub connects PK-12 educators with each other, families, and community partners to increase student success. Explore The Hub to share ideas and discover pathways to support the needs of the whole child.



Healthy Schools

AUDIENCES: EDUCATORS & FAMILIES

Healthy students are better learners

PEOPLE | GROUPS | RESOURCES | STORIES | ORGANIZATIONS

MORE



ReConnected Learning

AUDIENCES: EDUCATORS & FAMILIES

Adapting to unforeseen circumstances that impact established learning practices

PEOPLE | GROUPS | RESOURCES | STORIES | ORGANIZATIONS

MORE

Explore the ReConnected Learning Hub



Strategic Reopening Collaborative Toolkit

The Strategic Reopening Collaborative outlines four goals for re-entry: **Address Inequities, Connect, Reassure & Inspire, and Assess & Prepare.** Strategies are included to consider three primary stakeholders while working towards goals: **Educators, Students, and Families & Communities.**



Address Inequities

Ask hard but critical questions about privilege, benefit, isolation, unsupported struggle, and disproportionate burden in your system and aggressively address them.



Reassure & Inspire

Explicitly buffer stress, anxiety, frustration, and negative mindsets while reassuring and inspiring people about the year ahead.



Connect

Double down on relationship building and partnership.



Assess & Prepare

Create the conditions for people to do their best work by addressing unmet needs, skill gaps, and uncertainties that undermine their confidence and efficacy - make every effort to get people what they need to be successful.

More on The Strategic Reopening Collaborative

For more information:

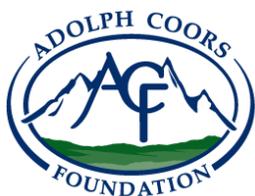
Amy Spicer, Senior Director, Implementation, Partnership, & Strategy
Colorado Education Initiative
aspicer@coloradoedinitiative.org



Madison Knapp, Senior Manager, Strategic Partnerships
Colorado Succeeds
mknapp@coloradosucceeds.org

www.HomegrownTalentCO.org

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