

## *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*

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### 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,

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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*

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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

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Workforce Development

Agency/Organization

Name of potential Task Force member

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Youth At-Risk

Agency/Organization

Name of potential Task Force member

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Community Development

Agency/Organization

Name of potential Task Force member

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## II: Assessing the landscape

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*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*

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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

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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"> <li>• Workplace competencies are integrated into the curriculum, providing a solid context for learning.</li> <li>• 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.</li> <li>• Postsecondary institutions’ missions support the connection between higher education and the world of work. Admission policies support mastery of School-to-Career competencies.</li> <li>• General Fund appropriations support the integration of academic and workplace competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• “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.</li> <li>• Secondary, postsecondary, and vocational education systems are separate bureaucracies.</li> <li>• Articulation agreements and other barriers may preclude students’ smooth transition across education systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards and Assessments</li> <li>• School Finance Act</li> <li>• Goals 2000</li> <li>• Ed-Flex and Consolidated Application</li> <li>• Charter Schools</li> <li>• Distance Learning/ Educational technology</li> <li>• Professional development</li> <li>• Vocational education programs</li> <li>• Higher education initiatives</li> <li>• Student financial aid</li> </ul>

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"> <li>• 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.</li> <li>• 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.</li> <li>• A variety of mentors and role models are available to address students’ unique needs, cultures, experiences, challenges, and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students often do not know what types of careers support their skills, interests, and abilities.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Special education and transition programs</li> <li>• ‘Gifted’ and ‘Talented’</li> <li>• Drop-out prevention initiatives</li> <li>• Improving America’s Schools Act</li> <li>• Preschool programs</li> <li>• Child welfare programs</li> <li>• Bilingual education</li> <li>• Vocational rehabilitation</li> <li>• Youth corrections programs</li> </ul>

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"> <li>• Employers are utilized in professional development activities for educators.</li> <li>• 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.</li> <li>• 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.</li> <li>• Knowledge and demonstration of academic standards and workplace competencies are part of companies’ hiring and promotion criteria.</li> <li>• Technology and other non-traditional means involve employers with students/schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of coordination among public-sector programs requesting business involvement often forces employers to pick and choose among the initiatives they will help.</li> <li>• Education and business do not speak the same language.</li> <li>• Liability issues of hiring students.</li> <li>• Rural areas have a unique set of problems regarding employer involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• One-Stop Career Centers</li> <li>• Job Training Partnership Act</li> <li>• The Employment Service</li> <li>• Employer tax credits</li> </ul>

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"> <li>• 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.</li> <li>• 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.</li> <li>• When appropriate, community-based and social services organizations offer curriculum support and provide work-based learning experiences for students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Often, schools are no longer the focal points in communities, making connections across the community difficult.</li> <li>• Negative perceptions of youth can foil community enthusiasm in support of youth programs.</li> <li>• Lack of positive community role models for some youth.</li> <li>• Many community-based organizations operate on extremely tight budgets, often making it difficult to broaden their scope beyond their traditional venues.</li> </ul>	<ul style="list-style-type: none"> <li>• Adult education programs</li> <li>• School-based health initiatives</li> <li>• Service learning</li> <li>• Community service programs</li> </ul>

**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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## *IV: Identifying passable highways and byways*

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### 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
<b>Education Reform Initiatives</b>						
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
<b>Education Reform Initiatives (con't)</b>						
Vocational Education						
Higher Education Initiatives						
Student Financial Aid						

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

Initiative	Scope/Purpose	Target Population	Authorizing Legislation	Total Funds	Funding Flow	Barriers/ Statutory Restrictions
<b>Workforce Development Initiatives</b>						
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
<b>Community-based Initiatives</b>						
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  
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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?)

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

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?"



## V: *Building our travel itinerary*

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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

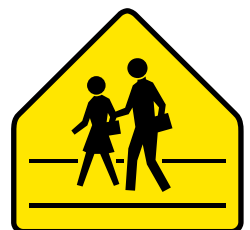


Goals 2000 grant has been identified as a strength, it could be redefined as a School-to-Career asset because it could provide a foundation for connecting standards and assessments with workplace competencies.

- ▲ 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 &amp; 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>

<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.	
<u>Challenges</u> (Barriers in the operating world)	<u>Opportunities for Policy Investments</u> (Making barriers into assets)
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.	Teacher certification requirements should model the elements which are required in the preservice education programs in Colorado.
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.	Agencies could collaborate around mutual initiatives – the School-to-Career Interagency Team, representing five state agencies, could be a model for such cooperative operations.
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.	District policies supporting School-to-Career principles will aid the integration of workplace competencies into the curriculum in support of standards.
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.	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.
Some educators see STC as an add-on program, rather than as systemic change, hindering the blanket integration of STC throughout the curriculum.	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.
Four-year universities often drive the high school curriculum.	Until higher education includes demonstration of workplace learning in admission criteria, many districts will never adopt formal policy supporting School-to-Career -type connections.
Articulation agreements are often difficult to secure; moreover, articulations are wholly focused on academic skills.	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.
Goals 2000 funds must flow through a local education agency or Board of Cooperative Education.	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.

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 &amp; 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.

<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)
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.	Such review ensure that School-to-Career and workforce development efforts are coordinated across the state.
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.	An intermediary organization can be a terrific asset for pulling together a broad-based coalition of business stakeholders to champion School-to-Career principles.
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.	Majority employer representation will help to maintain employers’ focus and attention.
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.	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.
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.	A variety of publications and government reports can be used to describe School-to-Career and suggest connections.

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 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 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)
<u>Challenges</u> (Barriers in the operating world)	<u>Opportunities for Policy Investments</u> (Making barriers into assets)

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# 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)
<u>Challenges</u> (Barriers in the operating world)	<u>Opportunities for Policy Investments</u> (Making barriers into assets)

## VI: *Plotting the route*

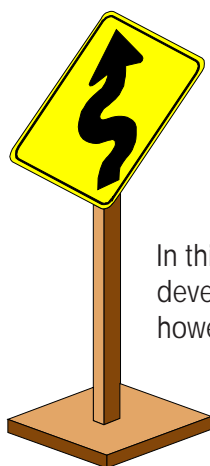
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### Focusing on our destination

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 ~

<b>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.</b>			
<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	

<u>Outcome</u>	<u>Strategies to Achieve Result</u>	<u>Responsibility</u>	<u>Policy to Attain Results</u>
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 <sup>st</sup> 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	

Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
<p>Collaboration offers alternative mechanisms to provide career preparation and other employment and training services to at-risk and out-of-school youth.</p>	<p>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.</p>	<p>Juvenile Justice/ Human Services</p>	
	<p>Encourage districts to utilize School-to-Career models when designing curriculum elements for Charter Schools and alternative and night schools.</p>	<p>K-12 Education</p>	
	<p>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.</p>	<p>K-12 Education</p>	
	<p>Allow One-Stops or other non-traditional education entities to secure per-pupil operating revenue to serve drop-outs.</p>	<p>K-12 Education</p>	
	<p>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.</p>	<p>Stakeholders</p>	
<p>Partnerships provide new opportunities for developing career pathways and offering unique work-based learning opportunities to students.</p>	<p>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.</p>	<p>K-12 Education</p>	
	<p>Partner schools with Adult Basic Education providers to provide service learning opportunities to students.</p>	<p>Adult Basic Education</p>	
	<p>Encourage Bilingual Education to partner with adult education/ESL programs – many ESL students worked in their former countries and could mentor a Bilingual student.</p>	<p>K-12 Education + Adult Education</p>	

<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**  
 ~ 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:			
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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*

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### 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.

<b>Recommendations</b>	<b>Agency Commitment</b>		
	<b>Will Implement</b> (☺)	<b>Will Consider</b> (☺)	<b>Not Relevant</b> (☺)
<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"> <li>• Goals 2000 includes School-to-Career components in its rubric for grant applications.</li> <li>• One-Stop Career Center applications require demonstration of collaboration with School-to-Career</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>• Adult Basic Education grant paneling included representatives familiar with School-to-Career.</li> <li>• Goals 2000 grant paneling included School-to-Career representatives.</li> <li>•</li> <li>•</li> </ul>			

	<b>Will Implement</b> (☺)	<b>Will Consider</b> (☺)	<b>Not Relevant</b> (☺)
<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"> <li>• Colorado Commission on Higher Education agenda items include School-to-Career components in the teacher education policy and work-study regulations.</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>• Colorado Department of Education Transition Services for Youth with Disabilities include School-to-Career connections in monitoring and technical assistance.</li> <li>• 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.</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>• Charles Schwab and Norwest Banks require School-to-Career knowledge of new hires.</li> <li>• 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.</li> <li>•</li> <li>•</li> </ul>			

	<b>Will Implement</b> (☺)	<b>Will Consider</b> (☺)	<b>Not Relevant</b> (☺)
<p>Integrate School-to-Career principles into program and organization policy, rules, and regulations. For example:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The Governor’s Goals &amp; Objectives for the Job Training Partnership Act have highlighted School-to-Career connections.</li> <li>• The Commission on Higher Education has reformed higher education financing policy to include many School-to-Career elements.</li> <li>•</li> <li>•</li> </ul>			
<p>School-to-Career principles support the organization’s mission, vision, and goals. For example:</p> <ul style="list-style-type: none"> <li>• The Community College System’s mission is grounded in principles which are aligned with School-to-Career’s vision and goals.</li> <li>• The Commission on Higher Education’s master plan includes goals on linking with K-12 systems and provided an educated workforce.</li> <li>•</li> <li>•</li> </ul>			
<p>Connections to the Colorado Workplace Competencies permeate program policies. For example:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>•</li> <li>•</li> </ul>			

	<b>Will Implement</b> (☺)	<b>Will Consider</b> (☺)	<b>Not Relevant</b> (☺)
<p>Use established agency publications to highlight or encourage utilization of School-to-Career components. For example:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Colorado’s Job Training Partnership Annual Report has included many examples of School-to-Work connections.</li> <li>•</li> <li>•</li> </ul>			
<p>School-to-Career goals are reflected in program performance standards. For example:</p> <ul style="list-style-type: none"> <li>• Higher education institutions may accrue incentive funds for collaborating with local School-to-Career partnerships.</li> <li>• Many One-Stop performance indicators are comparable to School-to-Career goals.</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>• Colorado Goals Panel focused a meeting on integrating School-to-Career with standards and assessments.</li> <li>• Gifted &amp; Talented State Advisory committee has included School-to-Career as a program focus.</li> <li>•</li> <li>•</li> </ul>			

	<b>Will Implement</b> (☺)	<b>Will Consider</b> (☺)	<b>Not Relevant</b> (☺)
<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"> <li>• The Performance Indicators funding legislation included incentives for postsecondary institutions to participate in School-to-Career activities.</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>• 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.</li> <li>• During the review of the Commission on Higher Education’s Teacher Education policy, School-to-Career components were included in the policy.</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>• The Colorado Vocational Association uses School-to-Career as a means to advance its agenda.</li> <li>• 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.”</li> <li>•</li> <li>•</li> </ul>			

<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"> <li>• The Department of Education’s Standards &amp; Assessments Resource Bank includes information about School-to-Career among the strategies and examples for meeting the academic content standards that are presented.</li> <li>• A Career and Technical Education Resource Center has been jointly funded by Tech Prep and School-to-Career funds.</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>• The Commission on Higher Education’s Academic Council has discussed School-to-Career and its implications for improving postsecondary education.</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>• 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.</li> <li>•</li> <li>•</li> </ul>			

# 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.

<b>Recommendations</b>	<b>Agency Commitment</b>		
	<b>Will Implement</b> (☺)	<b>Will Consider</b> (☺)	<b>Not Relevant</b> (☺)
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: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			
School-to-Career expertise is represented on the paneling committees for competitive grant applications requesting state funding. For example: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			

	<b>Will Implement</b> (☺)	<b>Will Consider</b> (☹)	<b>Not Relevant</b> (☹)
<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"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<p>Integrate School-to-Career principles into program and organization policy, rules, and regulations. For example:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			

	<b>Will Implement</b> (☺)	<b>Will Consider</b> (☹)	<b>Not Relevant</b> (☹)
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: • • •			

	<b>Will Implement</b> (☺)	<b>Will Consider</b> (☺)	<b>Not Relevant</b> (☺)
<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"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>•</li> <li>•</li> <li>•</li> </ul>			

	<b>Will Implement</b> (☺)	<b>Will Consider</b> (☺)	<b>Not Relevant</b> (☺)
<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"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<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"> <li>•</li> <li>•</li> <li>•</li> </ul>			

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

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*

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### 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.

