

Goal 1: For the benefit of Colorado's future, develop a home-grown skilled workforce for the fastest-growing industries -- aerospace, bioscience, information technology and energy – so that our regional companies can remain competitive in the global economy.

| Key Strategies | Activities | Responsible Parties | Timeframes/ Milestones | Resources Needed | Desired Outcomes/ Metrics |
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| <p>Define Programmatic Needs:</p> <p>Define the programmatic needs of a comprehensive and integrated system to develop Colorado's future workforce, in areas of workforce development, economic development and education/training.</p> | <p>a) Define primary occupations in each industry</p> <p>b) Assess workforce needs of large and small businesses in the four targeted industries, both in the short term (2007-2008) and longer-term (2011-2013)</p> <p>c) Define the home-grown workforce supply for the identified capabilities, including graduates of traditional programs, internal business programs and non-traditional training programs. Identify, if feasible, those with capabilities nearly sufficient to meet requirements of the industries and if industry is hiring local graduates.</p> <p>d) Conduct an in-depth analysis of each targeted cluster to understand supply chains, global market in relation to the region and benchmark the educational and training capabilities and standards of competitor countries and regions.</p> <p>e) Map the existing assets (academic programs) that are potentially applicable to developing Colorado's future workforce, including education, training and retraining programs.</p> <p>f) Identify the gaps between the workforce needs of the four targeted industries and the current workforce streams provided now, and anticipated in the future, from the assets identified.</p> | <p>a) Industry panels</p> <p>b) Industry panels</p> <p>c) Industry Panels, Higher Ed panel., Workforce Panel</p> <p>d) Higher Ed panel and technical assistance from the Resource Team</p> <p>e) All panels</p> <p>f) WIRED staff, in consultation with High Skills Leadership Council</p> | <p>a) 11/30/06</p> <p>b) 12/31/06</p> <p>c) 1/31/07</p> <p>d) 12/31/06</p> <p>e) 1/31/07</p> <p>f) 1/31/07</p> | <p>a) Funding from existing panel resources; input from industry</p> <p>b) Funding from existing panel resources; input from industry; assistance from Resource Team</p> <p>c) Funding from existing panel resources; input from industry</p> <p>d) Funding from existing panel resources; input from industry</p> <p>e) Funding from existing panel resources; input from industry</p> <p>f) Assistance from Resource Team reviewing the results of analysis</p> | <p>a) Report on major occupations in selected industry clusters.</p> <p>b) Survey of workforce need of businesses in clusters</p> <p>c) Survey of Higher Ed programs preparing students for jobs in selected industry clusters. Evaluation of effectiveness of those programs in getting students</p> <p>d) Report on graduates of competitor countries and regions in key occupations</p> <p>e) Analysis of current programs serving industry needs in Colorado institutions of higher education and in industry</p> <p>f) Analysis of LMI and industry-identified workforce needs/ workforce supply and pipeline</p> |
| <p>Define Workforce Strategies:</p> <p>Define the strategies to be used to address current and anticipated workforce shortages in the region's targeted industry clusters</p> | <p>a) Define strategies to fill each gap identified in gap analysis. Consolidate parallel strategies for cross-cutting gaps and seek strategies that solve multiple problems, are regional in scope, offer potential to expand, and are replicable in other regions. Identify both short-term and long-term strategies.</p> <p>b) Define objectives and measures for each strategy.</p> <p>c) Describe activities required to execute strategies.</p> <p>d) Identify policy needs at local, regional state and Federal levels to remove barriers to productive action to meet strategic needs. Define anticipated pathways and periods to accomplish these changes.</p> | <p>a) All Panels</p> <p>b) All Panels</p> <p>c) All Panels</p> <p>d) All panels</p> | <p>a) Year 2</p> <p>b) Year 2</p> <p>c) Year 2</p> <p>d) Year 2</p> | <p>a) Funding for a forum from Year 2 revenues</p> <p>b) Funding from existing panel resources</p> <p>c) Funding from existing panel resources</p> <p>d) Funding from existing panel resources</p> | <p>a) Forum bringing together industry, education, foundations, workforce and economic development, public officials, to develop strategies; report with results of forum.</p> <p>b) Report outlining objectives and measures.</p> <p>c) Action plans for each industry with proposed strategies to fill gaps</p> <p>d) Policy recommendations report for distribution.</p> |
| <p>Fund Promising Practices:</p> <p>Identify, fund and evaluate projects to fill workforce identified by executing strategies to prepare Colorado's workforce.</p> | <p>a) Develop criteria to select "JumpStart" projects where needs are already clear and existing projects can be strengthened, expanded or replicated</p> <p>b) Prepare RFP for JumpStart programs.</p> <p>c) Review, select and fund JumpStart programs.</p> <p>d) Develop criteria to select Innovation Pool, to create innovative and projects with transformational approaches to fill the gaps at any level of the workforce system in Colorado.</p> <p>e) Prepare RFP for Innovation Pool programs.</p> <p>f) Review, select and fund Innovation Pool programs</p> <p>g) Monitor and evaluate progress of funded programs</p> <p>h) Evaluate progress of system integration</p> | <p>a) WIRED staff, High Skills Leadership Network</p> <p>b) WIRED staff</p> <p>c) WIRED staff, High Skills Leadership Network</p> <p>d) WIRED staff, High Skills Leadership Network</p> <p>e) WIRED staff</p> <p>f) WIRED staff, High Skills Leadership Network</p> <p>g) WIRED staff, OED, CDLE</p> <p>h) WIRED staff. OED, CDLE</p> | <p>a) 10/31/06</p> <p>b) 10/31/06</p> <p>c) 12/31/06</p> <p>d) Year 2</p> <p>e) Year 2</p> <p>f) Years 2, 3</p> <p>g) Years 2, 3</p> <p>h) Year 3</p> | <p>a) – c) Funding from Year 1 JumpStart/Innovation Pool</p> <p>d) –f) Funding from Years 2, 3 Innovation Pool</p> <p>g)-h) No resources needed</p> | <p>a) Summary of project criteria for JumpStart projects</p> <p>b) RFP for JumpStart programs</p> <p>c) Selection and funding of JumpStart programs</p> <p>d) Summary of project criteria for Innovation Pool Programs</p> <p>e) RFP for Innovation Pool programs</p> <p>f) Selection and funding of Innovation Pool programs</p> <p>g) Quarterly progress reports</p> <p>h) Evaluation of sustainability and system integration</p> |
| <p>Conduct ongoing economic analysis:</p> <p>Gather baseline data on performance outcomes that will be tracked throughout the initiative</p> | <p>a) Create data team, led by Metro Denver EDC, to manage ongoing economic analysis</p> <p>b) Train data team and partners on use of WITS data tool</p> <p>c) Determine what data will be tracked</p> <p>d) Gather baseline data</p> <p>e) Continue tracking performance data through grant period and beyond</p> | <p>a) Data team, WIRED staff</p> | <p>Ongoing</p> | <p>a)-e) Assistance from Resource Team</p> | <p>Data to analyze performance.</p> |

Goal 2: Be the best region in country in science, technology, engineering and math (STEM) education, supported by a full skill-set of competencies and masteries. Metro Denver will be the “go to” region when companies are deciding to relocate or expand because our workforce has the best STEM skills

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| Work with region's school districts to improve rigor and expectations in K-12 education and to develop an understanding of the demands of the global economy | <p>a) Identify current local K-12 reform efforts in region that support WIRED goals.</p> <p>b) Identify ways to improve rigor and expectations in K-12 education</p> <p>c) Make information available to Industry Panels to disseminate to business leaders in targeted industry clusters who might be interested in becoming involved or supporting the reform efforts</p> <p>d) Provide incentives through WIRED to regional school districts and partnerships to increase high school graduation requirements improve rigor and expectations and to connect high school students to targeted industries</p> <p>e) Bring together K-12 and industry panels in first year to begin understanding respective positions and build working relationships to meet respective needs.</p> | <p>a) K-12 panel, with assistance from CEPA</p> <p>b) K-12 Panel and WIRED staff</p> <p>c) K-12 Panel and WIRED staff</p> <p>d) High Skills Leadership Council and WIRED staff</p> <p>e) K-12 Panel, High Skills Leadership Council, WIRED staff</p> | <p>a) January 31, 2007</p> <p>b) Years 2 & 3</p> <p>c) Years 1, 2, 3</p> <p>d) Years 2 and 3</p> <p>e) January 31, 2007</p> | <p>a) Funding from existing panel resources; input from K-12 community, education advocates, community members</p> <p>b) Same as above</p> <p>c) None</p> <p>d) WIRED funding for K-12 programs and partnerships</p> <p>e) Funding from panels for a ½ day event to discuss findings of research</p> | <p>a) Report showing current reform efforts in K-12 in region</p> <p>b) List of recommendations for improving rigor that will help meet education and industry goals.</p> <p>c) Publicize through panels (and media) a report with current education reform efforts in region and with recommendations to improve academic rigor</p> <p>d) Improved high school graduation requirements for regional high schools</p> <p>e) Improved understanding of needs of industry and needs of K-12 system. Improvements to networks.</p> |
| Identify existing STEM programs applicable to selected industry clusters in K-12, including summer programs | <p>a) Begin asset-mapping of STEM programs in K-12 that are improving math and science scores and that may be applicable to targeted clusters.</p> <p>b) Begin asset-mapping of STEM programs funded by federal agencies and foundations (e.g., NSF and NASA, DOD, Howard Hughes Institute) that are providing assistance to K-12</p> | <p>a) K-12 Panel with assistance from CEPA</p> <p>b) K-12 Panel with assistance from CEPA</p> | <p>a) January 31, 2007</p> <p>b) January 31, 2007</p> | <p>a) Funding from existing panel resources; input from K-12 community, education advocates, community members</p> <p>b) Same as above</p> | <p>Documentation of quality STEM programs at K-12 level</p> <p>Analysis of quality and efficacy of programs.</p> <p>Recommendations for types of programs to develop that do not currently exist.</p> |
| Identify existing STEM programs applicable to WIRED selected industry clusters in community colleges and four-year colleges and universities | Begin asset-mapping of STEM programs, including bridge programs, that are improving math and science scores; identify funding sources for these programs | Higher Ed Panel, Workforce Panel | January 31, 2007 | Funding from existing panel resources; input from K-12 community, education advocates, community members | Documentation of quality programs in higher ed |
| Identify current efforts to help participants improve STEM skills through workforce centers and through employer-based training | Begin asset-mapping of workforce center and incumbent-worker programs to strengthen STEM skills of participants | Workforce Panel and Industry Panels | January 31, 2007 | Funding from existing panel resources; input from K-12 community, education advocates, community members | Documentation of quality programs through workforce centers and industry |
| Communicate information to teachers, students and parents about career prospects in industry clusters for graduates with STEM skills | Introduce parents, students and teachers to career opportunities for students who study STEM occupations through: Public service campaigns; quarterly e-mail blasts, written materials; K-12 and higher ed leaders on different panels as spokespeople to communicate the efficacy of innovative programs within education community to build credibility and encourage replication. | WIRED staff Communications staff for Metro Denver EDC All Panels | Years 2 and 3 | Funding to implement communications plan with message framing and strategic implementation to be funded out of Years 2 and 3 Budget | <p>Development of a communications plan that improves reputation of STEM education and careers that utilize STEM skills.</p> <p>Dissemination of various materials that introduce communities to STEM opportunities.</p> <p>Designation of entity to continue public education beyond WIRED grant period.</p> |
| Communicate information to partners about multiple pathways for all students | Develop materials and disseminate report on best practices in implementing multiple education pathways to credentials, including competency-based and applied learning approaches for students. | K-12 and Higher Ed Panels | Years 2 and 3 | Funding from existing panel resources | Report on best practices in developing multiple educational pathways |
| Release fund for innovative initiatives to transform the delivery systems to provide the best math and science programs that are connected to the targeted industries | Release RFPs Evaluate resulting proposals Fund innovative programs that connect students and workers to occupations in targeted industry clusters. | WIRED Staff and High Skills Leadership Council | Years 2 and 3 | Year 2 and 3 Innovative Pool funds | Innovative programs funded through a quality evaluation process to ensure that grants are creating sustainable delivery systems. |
| Connect employers in cluster businesses to K-12 reform efforts and educational leaders to engage the business community in helping shape reform efforts | Provide incentives (extra points) through WIRED RFPs for districts to engage employers in reform efforts. Enlist support of intermediary organizations to help facilitate interests of employers and education community. | WIRED Staff and High Skills Leadership Council, Industry panels, Education panels | Years 1, 2, 3 | WIRED funding from JumpStart and Innovation Pool | <p>Sustainable partnerships between industry leaders and K-12 community in order to engage the education community in the mission and goals of WIRED grant activities.</p> <p>Agreement to continue working together.</p> |
| Provide programs to improve STEM skills of workforce system customers | Provide incentives to workforce system to develop programs to strengthen STEM skills of youth, adults, dislocated and incumbent workers | Workforce Panel, K-12 education panel, youth development community, industry leaders | Years 2, 3 | WIRED funding from Innovation Pool | Workforce initiatives that provide STEM skills to workforce system customers. |
| Work to move forward policies that encourage and/or develop a P-16 education system (collaboration and coordination across early childhood education, K-12 education and higher education systems).I | Support efforts that create a P-16 body for the region and the state. | K-12 panel, Higher Ed panel, High Skills Leadership Council, Legislative and political leaders, advocacy and lobbying groups, | Year 1 | Policymakers who will champion efforts or community group to convene a commission or task force. | <p>Creation of a P-16 governing body that develops and oversees P-16 education system in region</p> <p>Creation of sustainable partnerships between K-12 and industry leaders and employers to ensure that recommendations are implemented.</p> |
| Identify any policy issues that need to be resolved to address goal #2 | Develop recommendations on policy issues identified, e.g.: Increasing the proportion of math and science teachers who have degrees in their field Increasing the number of math and science college majors that pursue teaching as a career Increasing K-12 performance in math and science, in early grades so kids do not fall behind. Increase choice options that concentrate on math and science | All panels | Ongoing | <p>Partnerships with advocacy organizations.</p> <p>Political champions</p> | Removal of policy barriers |

Goal 3: Provide an entrepreneurial climate for business creation and expansion for companies in targeted industries

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| Assess needs of small businesses in targeted clusters | Conduct surveys, including on-line, and focus groups to assess needs of small businesses | Entrepreneurial/ Small Business Panel, SBDC, Workforce, Chambers, other TA providers | January 31, 2007 | Utilize Existing assessments (On-line, Newsletters, SBDC Adv. Council) | Information to develop action plans to address the needs of small businesses. |
| Develop short-term and long-term strategies to address needs of small businesses in each industry cluster | Write action plans with proposed solutions to address small business needs in each of the industry clusters | Entrepreneurial/ Small Business Panel | By January 31, 2007 | None | Action plan |
| Help accelerate the pace of technology transfer from area universities and labs in cluster businesses | <p>Work with Resource Team to identify best practices in technology transfer and disseminate information through forums, position papers, electronic newsletters and web resources</p> <p>Gather baseline data on state of technology transfer in state's clusters, and benchmark to other state's technology transfer efforts.</p> | <p>Entrepreneurial/ Small Business Panel, WIRED staff and Resource Team, SBDC, Small Business Incubators, University Technology Transfer Offices, Federal Research Labs, Higher Ed Panel</p> <p>Resource Team, Entrepreneurial/Small Business panel,</p> | <p>Year 2</p> <p>Year 2</p> | <p>Year 2 funds to conduct analysis to establish baseline on state of technology transfer</p> <p>Website to share best practices (utilize existing sites such as SBDCs, Incubators, Workforce existing portal)</p> <p>Year 3 funds to conduct analysis to establish improvements in state of technology transfer</p> | Increased Tech Transfer by 10% |
| Identify policy issues that need to be resolved to address goal #3 | Develop recommendations to address policy issues | Entrepreneurial/ Small Business Panel | Year 2 and 3 | None | Executive branch/legislative branch initiatives to remove barriers to cluster industry growth |

Goal 4: Become the region where the minimum acceptable educational standard for all becomes a post-secondary certificate or an Associates Degree.

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| <p>Work with Colorado Department of Education (CDE), Colorado Commission on Higher Education (CCHHE), school districts and Higher Ed entities to ensure that priority is placed on retaining and graduating a well-prepared workforce</p> <p>Enlist assistance of CDE and CCHHE to engage school boards, board of regents of universities and other governing boards in adapting the vision of a region where all students receive a post-secondary certificate or Associates degree</p> | <p>Facilitated discussion with each panel to: Gain consensus on facts, Identify (from each panel perspective) process and policy pathways and barriers for each set of "travelers" on the road to STEM careers, Brainstorm policy and/or process changes or partnerships to eliminate barriers and/or to increase number of pathways Produce initial prioritized set of recommendations, including those for RFP pool Reflect on work of other panels, revising panel's initial recommendation set as necessary Develop plan for next steps</p> <p>Develop materials and presentations to be delivered to school boards about the significance of attaining education beyond high school and to higher ed governing boards about ways that universities can connect with K-12</p> <p>Engage school board members and members of higher ed governing boards on panels</p> | <p>K-12 Higher Ed Input from other panels</p> | <p>January 31, 2007 (Before funds are released from the Innovation Pool)</p> | <p>Funding from existing panel resources Input from policymakers, parents, and "travelers"</p> | <p>Documentation of discussion Prioritized set of recommendations Agreement to continue discussion, work on effecting change, based on recommendations Action plan for continued discussion</p> |
| <p>Review educator preparation programs to ensure that those responsible for educating our students are themselves familiar with career needs</p> | <p>a) Survey panel for institutional practice b) Facilitated discussion with each panel to: see above</p> | <p>K-12 Higher Ed Input from other panels</p> | <p>This should be accomplished before the first wave of funding from the RFP pool, with discussions to continue throughout life of project</p> | <p>Input from parents, private career counselors (outside of institutional education systems)</p> | <p>a)-c) see above d) Create communication tools for elementary & secondary teachers, guidance counselors and career counselors about STEM careers, necessary skills levels for students and pathways.</p> |
| <p>Work with Colorado Commission on Higher Ed and other entities to ensure that all students know about financial aid sources</p> | <p>same as above</p> | <p>K-12 Higher Ed Input from other panels</p> | <p>This should be accomplished before the first wave of funding from the RFP pool, with discussions to continue throughout life of project</p> | <p>Need communications plan, which includes message framing and strategic communication modes</p> | <p>a)-c) see above d) Produce communication plan to inform parents/students, guidance counselors, teachers, career counselors, etc. on pathways to higher education and financial resources</p> |
| <p>Work to expand sources for scholarship and financial aid</p> | <p>same as above</p> | <p>K-12 Higher Ed Input from other panels, corporate scholarships and fellowships Input from Foundations, private, public and corporate</p> | <p>This should be accomplished before the first wave of funding from the RFP pool, with discussions to continue throughout life of project</p> | <p>Need communications plan; Need political input if public dollars involved</p> | <p>a)-c) see above d) Produce Strategic "Policy matters" plan</p> |
| <p>Make it easier for students to begin at one community college and transfer to complete certificates at another</p> | <p>same as above</p> | <p>Higher Ed Funded programs as appropriate</p> | <p>occurs after initial panel discussions</p> | <p>Need: set of articulation standards input from funded jumpstart programs is essential to see what worked</p> | <p>a)-c) see above d) Produce Strategic</p> |
| <p>Work with any accredited institution of higher learning in state to ensure that programs meet the needs of industry</p> | <p>same as above</p> | <p>Higher Ed Industry panels Funded programs as appropriate</p> | <p>occurs after initial panel discussions,</p> | <p>Input from: funded jumpstart programs is essential to see what worked key support organizations, individuals, companies or institutions that can modify, alter the direction of workforce training</p> | <p>a)-c) see above d) Produce Strategic</p> |
| <p>Conduct a media campaign to convince parents, students and policy-makers of the 21st Century reality that it is essential for students, at a minimum, to complete a post-secondary certificate or an Associates Degree.</p> | <p>Hire media consultant Work with panels to identify key audience and message framing (include as topic for discussion in facilitated panel discussions) Work with Higher Ed and K-12 panels to coordinate message with own communications strategies. Produce initial prioritized set of recommendations Develop strategic plan</p> | <p>WIRED staff with input from all panels</p> | <p>Year 3</p> | <p>Funding for a marketing campaign from Year 3 budget and from industry contributions Ledy when will media campaign take place? Year 4?</p> | <p>1a)-c) see above d) Produce Strategic</p> |
| <p>Identify policy issues that need to be resolved</p> | <p>Develop recommendations to address policy issues, such as barriers that prevent incumbent workers from furthering their education</p> | <p>All panels</p> | <p>Ongoing</p> | <p>Funding from existing panel resources Input from policymakers, parents, and students</p> | <p>Elimination of barriers leading to more Coloradans furthering their education</p> |

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| Develop and promote partnerships within the educational system – CCHE/CDE, public/private colleges and schools; between the various levels of K-12 and Higher Education; between all levels of education and the workforce system. Work with economic development to ensure that business partners are at the table in all partnerships. | <p>Study best practices and implementation plans of other regions throughout the U. S.</p> <p>Conduct baseline analysis of existing networks (In year 1, survey the relevant organizations involved in WIRED to find out: 1) who they talk to about workforce and economic development issues; 2) how often they talk; 3) how valuable are these conversations, etc. and "map" the "network baseline". Repeat in year 3 to monitor expected growth in network density, robustness, bridging, bonding, and fill in of "structural holes" in current networks.)</p> <p>Develop a report card on the metrics of how partnerships with education, workforce development and economic development have been integrated.</p> <p>Provide information on regional progress towards goals to Metro Denver EDC governing body and membership</p> <p>Plan an annual summit hosted by Metro Denver EDC and the WIRED partners to communicate and celebrate successful partnerships and to tie work of partnerships to the region's economic competitiveness</p> | <p>a. WIRED Staff and Resource Team</p> <p>b. Center for Education Policy Analysis (CEPA),</p> <p>c. WIRED staff (with help from Resource Team), K-12 and Higher Ed panels</p> <p>d. WIRED staff and all panels</p> | <p>a. January 2007</p> <p>b. January 2007</p> <p>c. Year 2</p> <p>d. Years 2 and 3</p> | <p>Information and assistance from Resource Team</p> <p>Funds for network software and for baseline analysis (\$15,000?)</p> <p>Information and assistance from Resource Team</p> <p>Financial assistance and sponsorships to hold the summit</p> | <p>Report on best practices</p> <p>Baseline analysis of networks on year one; analysis of changes in year 3</p> <p>Report card on integration</p> <p>WIRED Summit</p> |
| Develop system through which individuals/businesses can enter through a WIRED partner and can be directed to a program that can meet their needs. | a. Develop a process in which an individual or business customer can enter the system at any point and be directed to the appropriate program. | a. WIRED High Skills Network and Innovation Network as well as panels | a. Year 3 | a. Resource Team or consultant assistance needed – asset mapping and career pathways. | a. A process developed to guide a customer through the education, workforce development and econ. development system to the appropriate program needed. |
| Regionalize the geographies of workforce development, economic development and education | <p>Create a regional higher education consortium.</p> <p>Continue the creation of the regional WIB.</p> <p>Create an ongoing structure or organization to promote regional integration of workforce, economic development and education.</p> | <p>Higher ed panel</p> <p>WIBs in the metro area</p> <p>WIRED team.</p> | <p>a. Year 2</p> <p>b. Year 1</p> <p>c. Year 3</p> | <p>a. none</p> <p>b. full time regional director and resources for coordination</p> <p>c. funding sources to create an organizational structure for the continuation of a regional structure</p> | <p>a. The creation of a Regional Higher Ed. Consortium</p> <p>b. The hiring of the regional WIB director. The regional WIB has already been created.</p> <p>c. The creation of an ongoing organization to carry on WIRED</p> |
| Educate key stakeholders at the regional level. | <p>Communicate to the community, elected officials, business organizations and others about the WIRED initiative.</p> <p>Communicate information on the state of regional education and workforce to all WIRED partners and local elected officials</p> | <p>WIRED staff and partners, Metro Denver EDC</p> <p>Metro Denver EDC</p> | <p>a. Year 1, 2, and 3</p> <p>Baseline data on Year 1, reports at end of years 2 and 3</p> | <p>website, and funding for staff capable of handling all communications and PR needs</p> <p>Gathering of baseline data</p> | <p>a. press releases, website, newsletters and media/ related to WIRED</p> <p>Report on the state of education and workforce in region</p> |
| Manage internal communications process | Encourage all partners to use ASU Collaborative Workspace; enter all information into space that may be of interest to partners Send quarterly newsletters and/or e-mail blasts to all interested parties, in addition to key partners in education, workforce and economic development | WIRED staff | Quarterly, beginning last quarter of 2006 | Staff to develop | |