



**Metro Denver Regional Partnership
Quarterly Narrative Progress Report
Submitted October 30, 2007**

SECTION I: GENERAL GRANT INFORMATION

A. Grant Identification

Grantee: Colorado Department of Labor and Employment on behalf of the Metro Denver Region

Name of Project: *Growing our Own: A Model for Reducing Dependence on Imported Skills*

Grant Agreement Number: WR-15401-06-60; CFDA #: 17.261

Date: October 30, 2007

Reporting Period: July 1 to September 30, 2007

Submitted by:

Ledy Garcia-Eckstein, Metro Denver WIRED Executive Director
Metro Denver Economic Development Corporation
1445 Market
Denver, CO 80202
Ledy.Garcia-Eckstein@metrodenver.org

David Ford, Planning and Policy Analyst
WIRED Grant Manager
Policy Group, Office of Economic Development
City and County of Denver
201 W. Colfax, Dept. 208
Denver, CO 80202
David.Ford@denvergov.org

Kathryn Otten, State WIRED Director
Colorado Department of Labor and Employment
633 17th Street, Suite 700
Denver, CO 80202-3660
Kathryn.Otten@state.co.us

B. Summary of General Grant Activities

This narrative section is an important part of each report summarizing that quarter's activities including a general overview of project progress and results, new developments, promising innovations, and resolution of previous issues and challenges identified in the previous quarter(s).

Panel Activity

Industry and supply-side panel activity during this quarter focused on finalizing [a set of recommendations from each panel](#), based on monthly meetings and research conducted January-June. All recommendations were then distilled into a final [WIRED Panel Recommendations Summary document](#), which focused on five main areas: RFP process; Funding; Sustainability (networks); System Transformation; Communication; and Policy and Practice. The summary

was then discussed by the Leadership Council to prioritize the focus of future WIRED activity and funding.

The first (research-focused) series of panel meetings has ended, but Coordinators and Convenors remain engaged with their respective industries and sectors to identify and recruit individuals who can contribute knowledge and expertise as the Initiative progresses.

Composite Asset Map and WIRED Gaps and Issues Analysis

The Center for Education Policy Analysis (CEPA) developed a composite Asset Map from the individual Asset Maps completed by each panel. The composite Asset Map, in addition to other WIRED research materials (WIRED Workforce Study, Industry Panel Recommendations, Panel Job Matrices, NES' Workforce Competencies Report, and CAEL's Career Pathways Study), was analyzed and a [WIRED Workforce Gaps and Issues Analysis](#) report developed by Development Research Partners, with assistance from CEPA.

Network Analysis

CEPA developed and field-tested a template for a network analysis survey that is intended to capture the impact of WIRED on the region's networks and partnerships among WIRED industries, the workforce system, and the education system. The survey will be conducted during Q4 2007, and again at the end of the grant period.

Polling

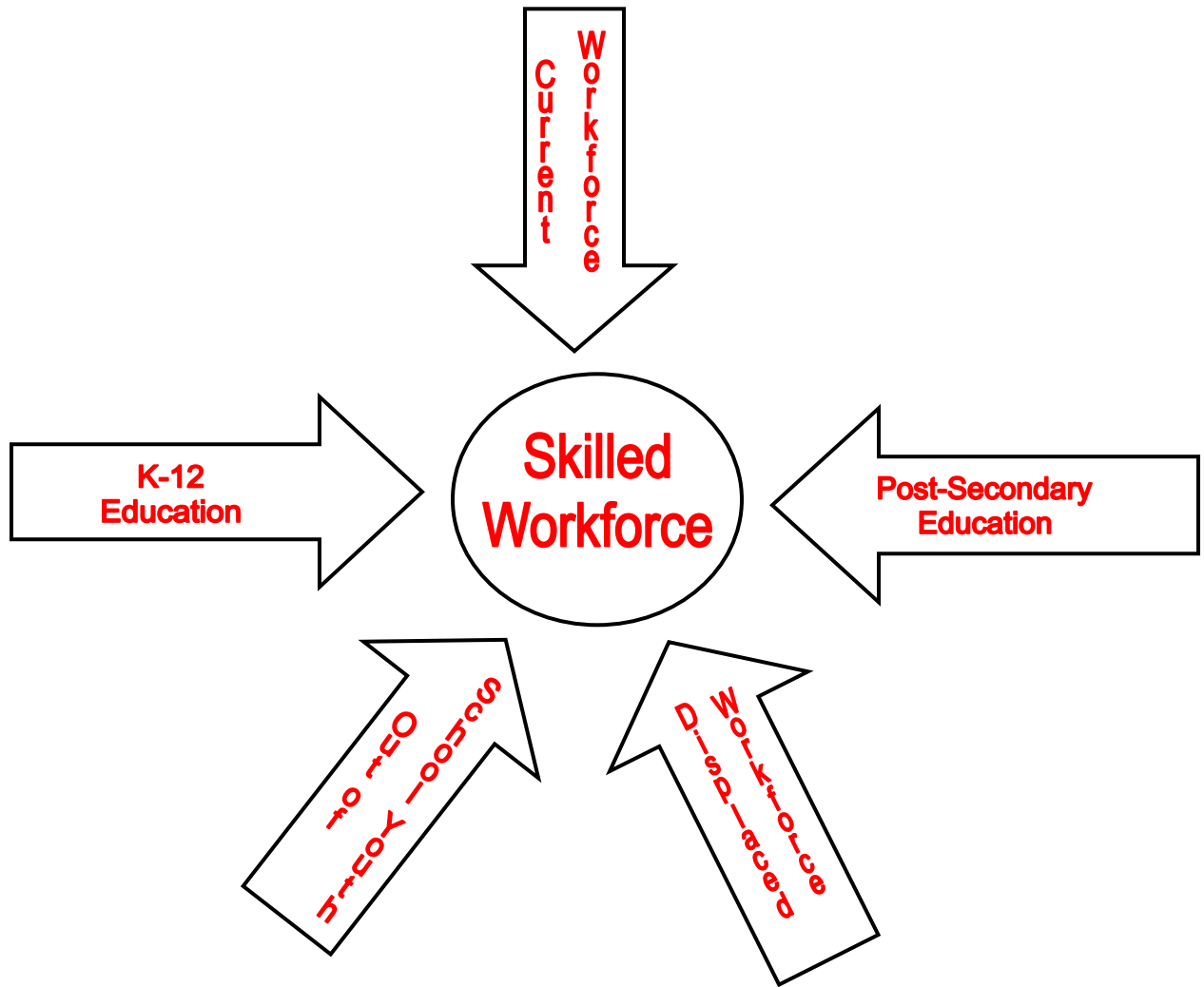
Meetings were held with a number of pollsters to discuss ways of verifying feedback from WIRED industries regarding the perceptions of students, parents, teachers, counselors, and workforce center employees toward careers in WIRED industries. This resulted in the release of two RFPs in October for polling services projects: A [WIRED Youth Career Attitude Polling RFP](#) and a [Workforce/Community Career Attitude Polling RFP](#).

Leadership Council

A Leadership Council meeting was held in August that focused on reviewing WIRED panel recommendations, and developing an agenda for the Leadership Council Retreat held in mid-September.

The Retreat was facilitated by Rich Rinehart of GRANT Partners, LLC and attended by Leadership Council members, WIRED staff, workforce and education partners, Berkeley Policy Associates representatives Tommy Smith and June Chocheles, and Gay Gilbert and Richard Chavez, U.S. DOL. The Council revisited the Initiative's goals, discussed performance categories and measures as they relate to WIRED activity and funding, and examined how to develop a skilled workforce for the region by focusing on five workforce supply pipelines (see diagram below):

SKILLED WORKFORCE SUPPLY PIPELINE



Participants discussed how these pipelines affect the workforce, examined where the pipelines are leaking, and identified areas where WIRED partners and stakeholders can create effective solutions. The Council also prioritized which WIRED panel recommendations should form the focus of future WIRED activity and funding. Full details of the Retreat's activities and outcomes are documented in the [WIRED Leadership Council Retreat Report](#).

GAO Visit

GAO conducted a full-day site visit with the Metro Denver WIRED Initiative on September 18. A workforce panel comprised of Paula Gomez Farrell, Joe Barela and Mary Russell met with the GAO representatives during one of the sessions. Kathy Otten was the lead contact for the GAO visit. The team felt the site visit was successful. GAO plans a report to Congress by spring 2008.

Berkely Policy Associates Visit

Berkeley Policy Associates, under contract to the US DOL, conducted their first site visit and evaluation of the Denver Metro WIRED Initiative from September 11 to 14, including being present to observe the Leadership Council Retreat on September 14. All indications were that it was a successful site visit. Preliminary results could be available by November.

Contracts

During the quarter, seven of the ten JumpStart subgrant contracts were executed. The remaining three JumpStart subgrantees were agencies of the State of Colorado and, as a result, there were issues around indemnification that required additional negotiation. It is expected that all of the JumpStart contracts will be executed early in the next quarter.

Workforce Innovation Grant

WIRED Staff utilized key WIRED research findings about current and projected workforce and skills needs for target industries to develop an RFP for a second round of program funding: the [Workforce Innovation Grant Program](#). The RFP's focus is on developing innovative workforce development, entrepreneurship, and other industry-specific education and training partnership projects that directly lead to employment or employee advancement in one or more of WIRED's four targeted industries: aerospace, bioscience, energy, and information technology. The Workforce Innovation Grant differs from the previous (JumpStart) RFP process by requiring submission of a Letter of Intent to Propose from each lead organization that will be submitting a grant proposal and the addition of an optional social networking event following a mandatory pre-proposal meeting.

Meeting/Outreach Activity

WIRED staff and partners participated in many industry/education/workforce-sponsored meetings and activities throughout the quarter. Key activities include:

- A Metro Denver WIRED delegation attended the 'Workforce Innovations 2007' conference in Kansas City in July. Several delegation members also presented at the conference:
 - Tom Clark (Metro Denver Economic Development Corporation): "The Vision of Moving from 'Them and Us' to 'We'".
 - Joan Smith and Steve Schultz (Red Rocks Community College): "STEM Education: A Catalyst for Change"
 - Robert Reichardt (CU School of Public Affairs): Regional Asset Mapping and Resource Alignment
- The Aerospace Industry Coordinator briefed the Colorado Office of Economic Development Space and Aerospace Strategic Planning Team on the research findings, workforce needs and issues identified by the WIRED Aerospace Industry Panel. The briefing was part of the COED team's preparation for a presentation to the Governor on proposed strategic initiatives for Colorado's Space and Aerospace sector.

- The Bioscience and IT Coordinators met with several Jefferson High School administrators and career instructors, John Sepich of COMSTEC and Debbie Woodward from the Colorado Nanotechnology Alliance to discuss issues facing at-risk youth, and how industry can help. [Jefferson High School](#) has some unique challenges in that it serves a predominately Latino population and is challenged with losing a high percentage of their students after the freshman year. Students face cultural, language, and socio-economic barriers. Adding to the problems of student retention, and learning barriers; school administrators and career instructors also have major concerns with student transportation, and basic skills such as appropriate dress and communication skills in the career development area. WIRED has since provided industry connections and information on foundation and grant funding opportunities (identified by WIRED Asset Map).
- The Higher Education Panel Convenor represented Metro Denver WIRED at a National Governor's Association Center for Best Practices national STEM Conference, and also presented on Metro Denver WIRED's asset mapping exercise as part of a US Department of Labor delegation to the Asia-Pacific Economic Development Conference in Manila.
- Due to further demand, a third print run (1,000) copies of the [The Metro Denver WIRED brochure](#) was issued in July.
- The IT and Aerospace Coordinators, as part of the Colorado Nanotechnology Workforce/Education Committee provided planning and staffing assistance to the first Annual Rocky Mountain Nanotechnology Showcase & Conference, a two-day conference focused on tapping into the commercial pipeline and integration of nanotechnology companies/industries, universities and federal research labs.

Promising Innovations

- The Bioscience coordinator created the WIRED Bio Interest Group (BIG), a special interest/information sharing group among bio-interested WIRED regions, one of the first of what the U.S. Department of Labor's Employment and Training Administration (ETA) is calling 'Communities of Practice' or COPS. WIRED BIG met for the first time at a lunch meeting at the Kansas City Area Life Sciences Institute. The first meeting was attended by 14 interested WIRED region representatives. An online, 'virtual' group was subsequently created, which has grown to 28 members. The group also has established a common workspace on a server at the Kansas City Life Sciences Institute which offers threaded messaging, document exchange, group chat, and other features. It recently held its orientation conference call during which ETA presented information about an upcoming Bioscience Institute, to be held in late January, and solicited input on presenters and content for the Institute.
- The K-12 Panel Convenor prepared a free-standing report based on the programmatic descriptions of the K-12 Panel's Asset Map that includes data on the numbers and outcomes of programs and partnerships. The report is designed for use by local district officials, policymakers, and other stakeholders. The K-12 Panel Convenor also conducted research and analysis on K-12 and higher education outcomes, district demographics, and other district-level data for report on the WIRED Region's educational outcomes. Both reports are expected to be released in November 2007.

- The Higher Education Convenor has referenced Metro Denver WIRED initiative and goals in two, upcoming statewide reports (*The State of STEM*, to be published by CEPA) and *Engineering Career/Technical Education*, to be published by Colorado Succeeds).

C. Status Update on Strategic Partnership Activities

This narrative section of the report captures critical aspects of your partnership activities during the implementation of your grant. Please describe how the partnership is working together to adopt a comprehensive workforce and economic development approach for transformation (as outlined in the SGA) - document the dynamic growth and development of your partnership, rather than list every partner meeting or communication. It should also describe the partnership activities related to measuring performance and other outcomes.

The provision of this information allows you to reflect critically on your own partnership and contributes to broader discussions among grantees on partnership development and management. This section may: (1) Discuss how partners have been engaged during the current phase of the project; (2) Outline specific roles and contributions of each partner during this quarter; (3) Identify any challenges encountered/resolved in the development and management of the partnership; and (4) Report new partners that may have been brought into the project.

WIRED Governing Structure

New monthly Primary Partners (CDLE / OED / Metro Denver EDC) meetings were initiated during this quarter to respond to the need for top-level guidance and direction on key/critical issue areas affecting the strategic direction of the Metro Denver WIRED Initiative.

WIRED Industry and Workforce Collaboration:

- The Aerospace and Bioscience Industry Coordinators attended, presented and identified additional industry speakers (on known bioscience and aerospace workforce hiring needs and practices) at aerospace and bioscience-themed workforce meetings at Arapahoe/Douglas Works! and Jefferson County Workforce Centers. WIRED Industry Coordinators also attended the July Regional Workforce Investment Board meeting, and the Energy Industry Coordinator delivered a presentation to the Jefferson County WIB (8/8/07), with an update on WIRED activities, input on the public workforce system's role in WIRED and opportunities to work with education and industry partners.
- The process of developing the Workforce Panel recommendations for WIRED was extremely beneficial for the regional workforce development system, providing an opportunity to reach consensus on workforce development system priorities for the region, while also addressing funding, network, policy and sustainability issues related to those priorities.
- The Weld, Boulder, Larimer workforce regions and the Workforce Board of Metro Denver convened a group of employers from the energy and manufacturing sectors, secondary and post-secondary education representatives, and WIB members from all three counties to develop a northern regional response to worker shortages in these sectors. Recognizing the immediacy of the workforce shortage, a possible training solution of short-term certificate programs focused on technology skills was introduced. To assist in the development of these certificate programs, participants were given a skills survey listing several possible technology skills, and asked to prioritize what skills are in the greatest demand. In addition to developing a response to the immediate worker shortage in these sectors, the collaborative identified several approaches to address future pipeline shortages, such as using a boot camp

model for high school students. Attendees expressed interest in continuing to meet and develop solutions to the skills shortage in both industries.

- More than 100 people attended The Workforce Board of Metro Denver and Denver Office of Economic Development *Denver Regional Workforce Gap Analysis* briefing event on Monday, September 24, 2007. The event presented the results of the workforce gap analysis, which identify the workforce supply and demand within the nine-county metro Denver area. Electronic copies have been sent to Board members, but are also available at <http://www.milehigh.com/resources/custom/pdf/2007DenverRegionalWorkforceGapReport9-24-7FINAL.pdf>

National Governor's Association STEM Grant:

CEPA and the Colorado Children's Campaign (WIRED panel convenors and partners) have represented WIRED in the implementation planning and monitoring of Colorado's STEM Coordinating Center. The K-12 Education Panel Coordinator has also presented WIRED Asset Map data and educational outcome analysis to regional compacts of the COMSTEC group, provided follow-up analysis with various regional representatives as needed, and has contributed to the STEM grant's communications activity planning process.

P-20 Education Council:

The K-12 Education Panel Coordinator continues to work with the Governor's office on supporting the statewide P-20 Council and has secured leadership positions for WIRED K-12 Panel Members on the Council's Data and Accountability subcommittee, reinforcing the goals and recommendations of the K-12 WIRED panel.

Colorado ATE Partnership (CATEP):

WIRED staff assisted the CATEP in preparing a proposal to the National Science Foundation for a grant to establish an Advanced Technology Education Center. The WIRED industry coordinators reviewed the CATEP proposal, gave feedback to make it stronger, and provided a letter of commitment that outlined how WIRED industry coordinators will assist CATEP in implementing its program.

Over the last year, WIRED partners have conducted extensive research to understand what our targeted industries (aerospace, bioscience, energy and IT/software) need in terms of a skilled workforce. Feedback from industry strongly indicates that they need employees with technical skills who also possess strong business and marketing skills such as presentation, project management, teamwork and customer service skills. The CATEP proposal was developed to specifically respond to this demand by providing an information and communications technology curriculum that includes both industry-specific and key business skills coursework. Adding these business skills to the technical skills of our graduates will significantly increase the employability of new graduates in our targeted industries.

CATEP's education partners are the Community College of Aurora and Aims Community College. WIRED industry coordinators will assist CATEP by connecting CATEP with key industry representatives to build long-term sustainable relationships for curriculum development input; internships and externships; advisory board representation; and feedback to measure program success and to facilitate program development.

Open World Learning (OWL) program:

OWL utilizes public school computer labs to conduct an innovative, cost-effective after-school and summer IT learning programs for disadvantaged youth. The Bioscience Industry Coordinator originally shared the information about OWL with the Metro Denver WIRED team, and OWL was invited to give a present at the WIRED IT Panel's April meeting. Several of the IT WIRED panelists - who are also members of the Colorado Software and Internet Association (CSIA), one of Colorado's largest IT associations – followed up with OWL. CSIA is now supporting the OWL program, and has sponsored several events this quarter. CSIA is also supporting activities for three Metro Denver WIRED JumpStart recipients (JAG, DSST & MESA) by making connections with IT industry representatives to present to students, sponsor 11th grade interns and volunteer for organization activities (respectively).

Colorado Succeeds: "Colorado Succeeds" is a non-profit, non-partisan coalition of business leaders committed to education excellence and preparing every child to succeed in a global economy. During this quarter, its President invited the IT WIRED Coordinator to the Colorado Children's Campaign Annual Luncheon and also secured the Coordinator's participation in the review of a report the organization is releasing on career and technical education in Colorado.

Jared Polis' Community Computer Connection (C3) Program: WIRED developed a relationship with a Jared Polis Foundation program which takes industry donated computers, teaches high-school and college students to refurbish them, and then distributes the computers to Colorado non-profits. The IT Industry Coordinator has introduced many WIRED industry and non-profit contacts to the foundation's C3 administrators.

Update on Strategic Partnerships Activities for JumpStart Grant Recipients:

Community College of Denver (CCD)

- As a result of its JumpStart into Aerospace Program, CCD will attend the Bilingual Science Teachers Annual Resources Symposium's (BSTARS) annual one day training seminar in December at NCAR's Mesa Lab, providing the opportunity to interact with nearly 120 teachers from Colorado (and 6 from Veracruz, Mexico).
- CCD was introduced to Arapahoe/Douglas Works! workforce development center through WIRED staff and also participated in an aerospace workforce panel discussion which included representatives from WIRED, Northrop-Grumman Data Systems Operations and the Community College of Aurora.

Council for Adult and Experiential Learning (CAEL)

CAEL formed new partnerships with:

- Brighton School District 27J: to promote the 2007/2008 implementation of the "Light Up Your Future" program, and placing the program at Brighton High School.
- Goodwill Industries: Collaboration on Goodwill career connection activities, i.e. tours to Xcel Energy electric power plant, student mock interviews, and classroom career panels. Goodwill also has school-to-work advisors staffed at two of the high schools that currently have the "Light Up Your Future" program. CAEL and Goodwill have also been working together to maximize the career connection activities provided by Xcel Energy, meeting with members from Xcel/IBEW 111 to schedule ongoing career activities for the school year 2007/2008.
- Jobs for America's Graduates (JAG): CAEL connected with Afor Nji, Program Manager for the Denver area JAG program (also a recipient of Metro Denver WIRED

funding). JAG has a teacher providing classroom instruction on specific careers at West High School, who also spends a week on careers in the energy field. In order to align with both grants and the goals for West High School students, CAEL is scheduling classroom speakers, subject matter experts from Xcel Energy and IBEW 111, to speak to this group of students during the week in which these students are learning about careers in the energy field.

Jobs for America's Graduates (JAG)

- JAG-Colorado's CEO has begun meeting with principals from Weld County and Jefferson County School Districts to review JAG's Memorandum of Understanding. The CEO is also reaching out to Denver Kids and Colorado MESA.

Regis University

- An Articulation Agreement between Regis University and the Community College of Aurora (CCA) has been prepared and submitted to CCA for review. The Articulation Agreement enables CCA students who have earned an Associate of Applied Science Degree in Computer Information Systems, an Associate of Applied Science Degree in Networking and an Associate of Applied Science Degree in Computer Science to transfer up to 90 semester credit hours to Regis University in order to complete a Bachelor of Science degree program.
- US Bank, IBM, Lockheed-Martin, and Sun Microsystems continue to provide ongoing support for the Business and Information Technology Management (BITM) program by serving as program advisors.

Thompson School District R2-J

- The Public Education and Business Coalition project is underway, and a year-long meeting schedule for administrative and teacher leaders and instructional coaches has been established.
- Thompson continues its partnership with the University of Colorado at Denver, and Thompson has been invited to join COMSTEC planning discussions.

University of Denver (DU)

- Castle View High School: The school supplied 5 teachers and 15 student program participants. The partnership has recently grown past this program to include DU students mentoring Castle View students for the First Robotics competition. There are additional plans to grow the partnership to DU faculty by providing special lectures on the Castle View campus. As a result of the summer program, several campers have applied to attend Castle View High School.
- Denver School of Science and Technology: DU has sent 1 teacher and 1 student to the program. The partnership has recently grown past this program to include DU student mentoring of DSST students for the First Robotics competition.
- Peak to Montebello High School: Dr. Lengsfeld (DU) and Mark Francis, the Assistant Principal, are in weekly discussions as a result of the program. The school sent 3 teachers to the program and 1 student. The school is currently implementing the program with approximately 60 students this fall.
- Gold Crown Foundation: Fran Baker and Dr. Lengsfeld are in constant communication as a result of this program. The after school computer club house sent 1 teacher to the program. They are currently finding ways to make this program one of their after-schools activities as well as modify it for the middle school program they teach weekly

on site. DU is currently working with the foundation to secure scholarships specific to their student population.

Colorado Minority Engineering Association (MESA)

- Strengthened private and government agency partnerships by partnering with National Renewable Energy Laboratories (NREL) to offer four university summer internships at NREL. This was a great opportunity in real-world, laboratory-based experience and proficiency in scientific exploration and STEM competencies for university students. The students had an opportunity to study and be mentored by the top scientist in the world in renewal energy. The experience for these university students will carry forward in their continued studies. Three undergraduate and one graduate students were awarded summer internships at NREL – one from Colorado School of Mines and three from University of Colorado.
- Partnered with Colorado Energy Science Center (CESC) to provide science curriculum for high school and middle school programs.
- Partnered with The Laboratory of Atmospheric and Space Physics (LASP) to provide science curriculum for high school and middle school programs.
- Established New Relationships with Like Minded Organizations:
 - *Jared Polis* – The Jared Polis Foundation donated 50 desktop computers to Colorado MESA for advisors. At the MESA Advisor Retreat and Kick-Off (MARK) event, those 50 computers were distributed to all the advisors that attended to use for their MESA program and for classroom use. All advisors were very appreciative.
 - *IBM and the Society of Hispanic Professional Engineers* – In collaboration with the Society of Hispanic Professional Engineers and the University of Colorado at Boulder Multicultural Engineering Program, MESA hosted 40 rising 9th and 10th graders from around the metro area in a four day resident camp at CU Boulder. Students participated in a series of hands-on projects including prep and career workshops, tours of the university, engineering facilities and science labs. The students conducted state-of-the-art research, conducted some exciting engineering and science activities and experiments, and participated in mind-challenging mini-competitions for prizes and awards presented at the conclusion of the program.
 - *AeA* – Through the grant initiatives MESA was able to strengthen its partnership with the American Electronic Association. AeA helped recruit the industry panel for the MARK event and will help in creating a list for student visits into the industry areas. AeA is very concerned about STEM initiatives for its industrial partners and will continue to support Colorado MESA's expansion efforts.
 - *Community Centers* – MESA's experience with Casa de la Esperanza, a migrant housing center in Longmont, provided its staff with insight into the concept of targeting students outside its traditional school programs.
 - Gold Crown After School Enrichment Program - is associated with the community and Middle Schools in the Jefferson County School District. MESA has established a partnership with the center which will use MESA curriculum to help students gain a better understand of STEM in center activities.
 - Denver Indian Center – has long wanted to establish an after school program in math and science to help Native American students be more successful in school. MESA established a partnership with the center

which will use MESA curriculum to help students gain a better understanding of STEM based fields.

Denver School of Science and Technology (DSST)

- DSST has reported that involvement with WIRED has led to the development of partnerships with the following businesses as part of its 11th grade internships program (funded by a WIRED JumpStart grant): Forest City, Assets for Colorado Youth, US Department of Agriculture, Smith Barney, Integrated Tech, ESA, Inc, Urban Peak, Comcast Cable, and CU Denver Health Science.

In addition to the type of information your WIRED Region would normally provide in this area, ETA requests that your region include a special update on the status of collecting data to enable reporting on the Common Performance Measures, including:

- a. Have you begun the collection of data to enable the calculation of the Common Measure performance outcomes for your region?*
- b. Describe the processes that have been established for tracking and collecting performance data, including the data necessary to calculate the Common Measure performance outcomes.*
- c. Have the local and state workforce partners been engaged to assist in this process?*
- d. Which entities are collecting the necessary data?*
- e. Is your region co-enrolling participants in Workforce Investment Act (WIA) programs, tracking WIRED participants separately, or a combination of the two?*
- f. If your WIRED strategy includes providing services to Youth, are there plans to collect information to enable the calculation of outcomes using the Youth Common Performance Measures?*

Performance Improvement on Common Measures Baseline Data, and Common Measures and JumpStart Performance Improvement Metrics:

Common measures for workforce programs are compiled by the Colorado Department of Labor and Employment (CDLE) for each workforce region. The most recent data collection of common measures is for Program Year 2006 beginning in July 2006 through June 2007. This represents the number of workforce clients that have exited programs during that time period. However, key data to comprise the calculated common measures is derived from data gathered between April 2005 and September 2006.

Baseline data to be used for the WIRED Initiative to compare pre and post WIRED program effectiveness will be calculated by using data collected by CDLE at a later time that better reflects the current job market in the nine county WIRED region. To be most effective and accurate, it is important to measure the progress made by the WIRED Initiative using data reflecting economic conditions just prior to the awarding of the first round of WIRED Jumpstart grants.

Collecting the necessary information on entered employment, job retention, and wage gains will be made for adults in the second round of WIRED grants since this round will be geared toward training and placing adults into jobs identified in the four WIRED industries.

Efforts are currently being made to establish a tracking system for the students participating in the Jumpstart programs. Meetings will be held in October with regional workforce directors to establish protocols and memorandums of understanding (MOUs) that will allow the WIRED program to track, but not enroll, the Jumpstart clients so that these clients can be tracked for the next several years that will provide information on employment and wages. Unfortunately, the

State of Colorado does not yet have in place a tracking system for following K-12 students as they progress through the higher education system.

By tracking the first round of WIRED clients, we hope to be able to determine several years from now, what WIRED grant programs have been most effective in keeping students in school, directing them toward higher education and STEM careers, and ensuring a successful career in the workforce.

For the second round of grants, we hope to co-enroll many WIRED clients into the WIA program. This will provide more complete information on program success and provide better demographics of the WIRED population.

D. Status Update on Leveraged Resources

This update should describe the cumulative amount of leveraged resources provided by the grantee and partners along with expenditures each quarter. Leveraged resources are those resources that you and your partners may be providing to support your WIRED funds in the implementation of your grant activities. Leveraged resources may take the form of cash or in-kind donations and may include federal funds such as WIA, TAA, as well as other public or private investments.

NGA Grant:

Metro Denver WIRED’s partnership with the Colorado Governor’s Office for the National Governors’ Association (NGA) Science, Technology, Engineering and Mathematics (STEM) grant enabled WIRED principles and strategies to be woven into this successful \$500,000 grant application. The proposal was written by the conveners of the WIRED Higher Ed panel, and each member of the grant’s Executive Committee is represented on a WIRED panel. Metro Denver WIRED is both a regional and a statewide partner, supporting the regional STEM compacts in the WIRED region and providing a STEM and workforce resource for Colorado’s P-20 Council on a statewide level. WIRED is also a member of the grant’s advisory board. The Metro Denver WIRED Leadership Council voted to provide \$100,000 in matching funds to be leveraged for the two year project that began July 2007.

JumpStart grantees:

Subcontractor invoices for services rendered are currently being sent to the WIRED program for reimbursement. This commenced after the signing of the contracts between WIRED and the grantees. Since most contracts were executed in September, budget and expenditure data is just starting to be submitted.

Thus far, the leveraged resources include:

- | | |
|--|---------------|
| 1. Council for Adult and Experiential Learning (CAEL)
FROM: CAEL internal resources | \$ 3,686 |
| 2. Jobs for America’s Graduates (JAG)
FROM: Jefferson Foundation | \$42,809 |
| 3. Regis University | not available |
| 4. Thompson School District R2-J
FROM: Thompson internal resources | \$81,835 |

- | | |
|---|---------------|
| 5. University of Denver (DU)
From: DU internal resources + \$20,000 donors | \$96,000 |
| 6. Colorado Minority Engineering Association (MESA) | not available |

TOTAL LEVERAGED FUNDS THROUGH 30 SEPTEMBER, 2007 \$224,330

SECTION II: REGIONAL METRICS

This section should provide information on all education, training, economic development, employer, key innovations, and grant deliverable results each quarter, as described in your grant agreement. This data is very important as we track the success of grantees each quarter and compile cumulative information about all WIRED grantees.

- **WIRED Performance Measures and Results**

Please list your regional performance metrics/measures and the outcomes associated with them. This information can be provided in the narrative progress report itself, or as an addendum. A template that grantees should consider as a model for this addendum is provided at the end of this Appendix.

- **Discussion of Results**

It is critical that the results or outcomes of grantee activities are sufficiently documented. Grantees should provide narrative information on the measures negotiated with ETA. In addition, grantees also may describe other important outcomes, including employer measures, captured during the quarter.

The purpose of many WIRED investments is to improve the capacity for education and training institutions to provide training linked to employer demand, to provide support for entrepreneurship, and networks that will facilitate regional economic growth. This section of the quarterly report also may be used to describe changes in policy, systems, and operations that have been made as a result of WIRED activities.

Progress Report Metrics and Results Addendum:

WIRED staff has revised the example Progress Report Metrics and Results Addendum Template provided by ETA, to capture additional performance measures and results that will be outcomes of JumpStart and other anticipated grant activity. [Metro Denver WIRED's Progress Report Metrics and Results Table](#) currently contains anticipated target numbers for participants of subgrantee (JumpStart Grant) programs in both Education/Training and Capacity Building performance categories, in addition to JumpStart program numbers received to date (from program start until September 30th, 2007).

Of the ten JumpStart grant recipients, seven contracts have been executed and signed by both parties. The three remaining contracts will be completed by the end of October 2007. With the exception of the Denver School for Science and Technology, those JumpStart grantees that have contracts completed have submitted their first Quarterly Report that combine Quarter #1, (time period from February/March through June 2007), and Quarter #2 (time period from July through September 2007).

The following JumpStart grant recipients have submitted quarterly reports:

1. Community College of Denver (CCD) (partial report)
2. Council for Adult and Experiential Learning (CAEL)
3. Jobs for America's Graduates (JAG)
4. Regis University
5. Thompson School District R2-J
6. University of Denver (DU)
7. Colorado Minority Engineering Association (CMEA or known as MESA)

Contracts that have not been completed, and therefore have not yet submitted a report, include the Community College of Aurora and Red Rocks Community College.

Those contracts that were completed were executed toward the end of the quarter. As a result, few program numbers are included in subgrantee reports this quarter. Those that are available are included in Category 2 of the [Metro Denver WIRED's Progress Report Metrics and Results Table](#). In addition to program numbers reported in the table, 211 student participants are currently enrolled in JumpStart-funded curricula.

The Table also provides baseline data (and details of data's source) for the Economic Indicators suggested by ETA. Baseline data was sought from timeframes as close to the start of the grant period as possible and appropriate. The baseline data is obtained from a number of sources, and so the baseline year/date is not uniform. Where restrictions exist for baseline data collection (i.e. available only for the Colorado, rather than WIRED region), these are noted under the "Source" section of the table.

SECTION III: CHALLENGES to PROJECT PROGRESS

This section provides an opportunity to highlight challenges and barriers that may slow project progress as well as any actions that are being taken to address challenges and barriers. ETA is fully committed to providing support to WIRED grantees to help them successfully achieve the goals and objectives of their project. To that end, please describe any specific technical assistance (TA) needs that you have currently or anticipate in the future in this section. Examples of TA may include: requesting assistance connecting to the workforce investment system, creating innovation networks, receiving clarification on grant management requirements, or requesting advice on leveraging third-party resources.

WIRED has experienced difficulty with the indemnification and intellectual property rights issues in the contracting process and the subsequent resolution in a standard boilerplate for future grant awards and inclusion and discussion as part of the RFP process, instead of afterwards. Executing contracts with conveners and JumpStart grantees continued to be a challenge during the quarter. We are happy to report, however, that all contract issues have been resolved and the final few contracts are currently being signed and returned to the Metro Denver EDC.

We have also met with Andre Pettigrew, Director of Denver's Office of Economic Development, and Paula Gomez Farrell, Director of Denver's Division of Workforce Development, to review and finalize boilerplate agreements for both State of Colorado and non-state agencies. These boilerplates are being posted on the website for the Workforce Innovation Grant RFP. We have made review and acceptance of the boilerplate contract a condition of grant award for the Workforce Innovation Grant process.

We have also struggled with the challenge of communicating, discussing and creating a community dialogue regarding synthesizing the various research studies and reports that have come out of the first phase of the WIRED initiative and how best to use and disseminate this information so that it can get used constructively going forward in the initiative. Part of the solution for this is through the current RFP process, where all relevant reports/studies are posted on the website for information and review purposes. The optional social networking event as part of the mandatory pre-proposal meeting is also part of this solution. The on-going challenge is how to continue to disseminate relevant, useful and timely data.

The primary challenge to the K-12 Panel is also a potential opportunity for the WIRED Initiative to leverage enormous resources and political support for its broadest goals. There is a considerable amount of interest and activity in the state now around opportunities to improve outcomes from across the P-20 spectrum of education. As a challenge, these multiple forums and groups create a potential diffusion of interest, and also potential competition among the various groups and projects. However, the WIRED Initiative has been able to promote coordination and increase the effectiveness of these various efforts by leveraging the resources of each to change policy and practice. The result should be more investment of resources and political support for changes that help young people succeed in the workforce after being adequately prepared in their P-20 education.

Challenges Identified by Subgrantees:

Most grantees cited the delay in contract execution as the major challenge for this quarter. At the end of October, all ten Jumpstart contracts will be signed by both parties.

Other items cited by JumpStart Grantees:

Thompson School District

- Coordination within district;
- Coordination among district, business, and higher education;
- Scheduling *Schools Attuned* Training (expense and time out of classes for teachers).

University of Denver

- It was difficult to get teachers involved in the program because the implementation requirement at the schools during the year. The implementation requirement from full course implementation to partial implementation was relaxed even in an after school setting. This difficulty resulted from the CSAT testing requirements and thus strict oversight on course content. Teachers may benefit by gaining new strategies for modifying their own courses in ways similar to those explored in the camp setting.
- It has been more difficult than envisioned to get high school students in meaningful business internships. This difficulty largely stems from the tight schedule on students' time coupled with limited skill set. Teacher participants and business partners suggested to use guest lectures, tours and camp internships as ways to keep campers/students involved thus enhancing the potential to solidify interests in engineering careers. As a result, DU is evolving the concept to provide successful campers the opportunity to intern at the summer camp next year as teacher aides.

Council for Adult and Experiential Learning

There have been some challenges in working with Denver Public Schools' West High School. West High School serves an at-risk population. Below is some demographic information on West High School:

- Principal is new, just starting his 2nd year. He is innovative and wants to implement new/different programs. He is very supportive of this program but there is not the same level of support from the other school staff at West High School.
- Several programs in place, concentrating on credit recovery & school to work programs.
- Ethnicity: (approx) 6% White, 88% Hispanic (over 50% undocumented)
- Average ACT composite score: 14.5
- District Graduation rate – 76.9%
- School Graduation rate – approx 50%
- Last senior class, out of 241 seniors, 130 had below a 2.0 GPA.
- Median Household Income - \$28,247
- % (age 25+) w/ College Degree - 18%

In selecting students for this program, West High School had only one school counselor at the beginning of the school year when two were needed; therefore it was very difficult for them to place students in the program due to not having enough counselors to complete student class schedules. A few other obstacles West High School faces which impact this program: lack of stable student body at the beginning of the school year, some language barriers due to high population of Spanish speaking students, and a high percentage of students have low math skills. CAEL staff met with school personnel - principal, assistant principal, counselor, and math teacher - to offer assistance in promoting and enrolling students. CAEL staff attended the "Back to School" night and promoted the program to several students. However the students that were interested in the program were not eligible due to having specific Individual Educational Plans through special education targeted to improve learning deficits.

Jobs for America's Graduates

School partners are extremely resistant to grant requirements concerning documentation of citizenship for participants. Administrators have advised program personnel and the CEO that it is not legal for school staff or outside contractors operating in the school environment to ask whether a student is a citizen. In fact, the Colorado General Assembly has determined that any student under the age of 18 must be provided with a free and public education regardless of citizenship status. At least one school has indicated that their JAG Program would be terminated if we insist on asking for this documentation. We are trying to ascertain whether WIRED funds may be paired with Jefferson Foundation, Daniels Fund, and other unrestricted monies to provide a window of leeway for those students who are unable to provide the needed documentation, but the question remains whether JAG Specialists are even within the law if they request it.

Colorado Minority Engineering Association (MESA)

- A predicted challenge will be to show significant statistical progress toward increasing matriculation into post secondary STEM majors after only 9 months of WIRED funded direct student contact. Funding has enabled expansion of MESA's infrastructure of partnerships, curriculum and activities and that will strengthen the MESA model and begin to impact how students consider STEM careers. Experience, however, indicates that in order to increase the number of students that MESA targets, who are prepared to enter a university program, outreach must begin no later than middle school and support must continue throughout high school.

- Sustaining WIRED funding over the years following the grant period will be another big challenge. WIRED funding essentially doubled MESA's prior budget and enabled it to increase infrastructure (MESA Centers, staff, enriched activities) necessary to provide depth to the program and increase the number of students we support.
- University mentors: so far this year MESA has been unable to recruit the number of university students anticipated. Many students are interested but do not have adequate transportation. MESA traditionally employs engineering majors as mentors but will expand its search to include math, science and education majors.
- Ensuring the right student is recruited: An ongoing issue every year is ensuring the right mix of students is recruited. To help ensure, Dr. Martin Reinhardt from the Interwest Equity Group spoke on the issues of recruiting and being aware of cultural differences during the MARK event in September.

SECTION IV: PROMISING INNOVATION PROCESSES and SUCCESS STORIES

This section provides the grantee an opportunity to illustrate the positive effects that the initiative is having on regional economic transformation.

A. Promising Approaches, Processes, and Lessons Learned

As applicable, describe any promising approaches, innovative processes, and lessons learned to date.

The discussion can revolve around the following elements, among others relevant to your regional strategy: (1) project implementation; (2) project administration and management; (3) new and innovative solutions to economic and workforce development challenges; (4) strategic partnership relationships; (5) leveraging resources; (6) sustainability; and (7) replication.

- The work to ensure that leaders from the WIRED Project are incorporated as leaders in the Governor's P-20 Council is an effective strategy to ensure the continuity of informed policy discourse that will leverage the work of WIRED. There may be additional opportunities to involve business leaders from the WIRED project in Governor-initiated efforts to expand the business presence in the P-20 Council and its various subcommittees.
- CEPA's efforts have helped increase Metro Denver WIRED's geographic influence both in state, national, and international circles.

Promising Approaches and Lessons Learned from Subgrantees:

Council for Adult and Experiential Learning (CAEL)

- Timing of initial contact with the school district is critical. It must be done a semester prior to the beginning of the online courses.
- The infrastructure of the school including the support of the principal and/or principal's designee is necessary for the cooperation of school staff.
- Connecting with the school site staff and developing a relationship based on trust and support for problem solving is essential.
- Providing training/orientation of the online program to the school site designee's site coordinator is imperative. Also noting that timing of the training is important. The training was scheduled in the summer to accommodate the teacher's schedule. This training must be scheduled a semester prior to the course beginning.

- It's important not to overlook the time spent discussing the value of online learning, the role of Virtual High School, Inc (VHS), and how it is complementing the school's curriculum was a key component. Explaining online learning and the requirements necessary to run a successful program was a must.

Jobs for America's Graduates

- New partnerships with other Denver Metro area nonprofits such as Denver Kids may yield helpful referrals and added services for JAG students.
- The general climate surrounding issues of citizenship is stormy at best. JAG Colorado will need to work with Denver Metro Chamber of Commerce, State Dept. of Labor, and area school districts to resolve questions of legality in student enrollment.

Regis University

- [Regis University program information materials](#)
- Regis has seen throughout the proposal and grant process, that all of its diverse departments have collaborated exceptionally well. It is very pleased with the response it has had from the Hispanic community regarding the newly offered BTM program.

Thompson School District R2-J

- Hands-on contextualized learning is gaining momentum.
- When the budget was pared, it cut local administration that is now with the superintendent – too intensive – need part-time coordinator.
- Critical thinking must be further contextualized – current format is hard work and sometimes viewed as removed from the day-to-day realities of the classroom.

University of Denver

- [Making of an Engineer Summer Camp flier](#)
- [Making of An Engineer Summer Camp participant feedback letters](#)
- Running two sessions this summer allowed DU to make minor adjustments between camps and see immediately the impact. Adjustments were made to how the high school teachers were prepared and utilized during camp, as well as to the distribution of time spent on the fundamental physics of sports relative to the application robotics competition. These minor modifications made a significant difference in the student ratings (B average in session one to an A average in session two) and student project success (2 of 9 completed the automated maze in session one with 8 of 10 completing the automated maze in session two).
- The only additional adjustments to make in future years is: (i) photocopies of academic transcripts will be requested for the application as many students/parents do not understand DU's grade point average request, (ii) students on scholarship will be asked to pay \$250 towards expense to impress upon parents they too play a role in the success of the program, and (iii) students with a grade point average less than 3.0 will no longer be accepted.
- Other modifications that evolved as a result of parent requests are to request parents to come and observe two of the project competitions during the camp. This allows campers to show off their talents to family as well as provide an opportunity to get everyone involved in considering high education and careers in engineering fields. This was done in the second camp. Over 50 family members came to the week #1 open house and approximately 20 family members came to the final challenge.

Colorado Minority Engineering Association

- **MESA Centers:** The CSU MESA Center is located in the Research and Development Center for the Advancement of Student Learning. The Center Director is developing a significant network of associates in Thompson Valley, Poudre RE-1 and Greeley School Districts as well as the College of Engineering and the Education Department on the CSU campus. These affiliations are beginning to provide significant opportunities for development of additional K-12 MESA programs in Larimer and Weld Counties. Monthly meetings provide opportunity for all program coordinators and associates of the Research and Development Center to share project work and coordinate reform initiatives. Monthly meetings provide a network opportunity for Colorado MESA as well as a platform to share commonalities, STEP initiatives and project progress among public schools and university colleagues.
- **University Mentors:** MESA has been employing college students to mentor elementary, middle and high school students and the WIRED grant has enabled significant expansion of this program. MESA has observed that college and university students are much more likely to be regarded by MESA students as peers and thus are more likely to have a positive influence on their attitudes toward math and science, their decision to attend college and choice of major. Ethnic and female role model mentors are invaluable in influencing MESA's target minority students. The challenge here has been to find college students who have their own transportation.

B. Sharing "Success Stories"

As applicable, highlight any "success stories" resulting from WIRED activities. For example, these stories may be about a new business start-up, an individual participant moving from unemployment to a successful career in a high-growth industry, or other relevant successes. We ask that you include a photo with the story as appropriate and ensure that the business entity or participant has granted express written permission for use of the story.

Success Stories from JumpStart Grant Program Activity:

Job's for America's Graduates

Mr. Chuck Kittelson, VP of Sales for Atlantic Technology, talked to Standley Lake High School's JAG students about the field of Consumer Electronics on August 31, 2007. Students were in awe of the many different career paths in this industry.

He mentioned a production problem relating to paint turning color on certain speaker stands if they were placed in the sun. Richard Russell talked to Mr. Kittelson after class and asked if the paint used could possibly contain copper flakes. Chuck Kittelson made a call to the home office and they in turn called the paint manufacturer to investigate the possibility that their paint formula may not be correct for this product.

Richard received a letter recognizing his courage to share his thoughts and insight into the problem that may possibly solve the mystery of the paint. In addition, he also received a shirt with the Atlantic Technology logo. Richard shared his story with JAG classes to help inspire students to problem solve and share ideas with companies.

Richard may potentially be looking at a career in the Consumer Electronics field.

CAEL

Xcel Energy has reported success due to being able to work with Jefferson County School District (Jeffco). Xcel Energy has been attempting to provide career connection activities for the high school students of Jeffco for many years and was not able to provide any services until the Metro Denver WIRED grant opportunity provided the reasoning behind a strong collaboration with CAEL, VHS, the school district and Xcel Energy.

Below are samples of some current student comments and successes in the "Light Up Your Future" program:

- "The site coordinator has been very helpful when I have encountered any problems. The class is enjoyable and going very smoothly and having a computer lab to work in has helped a lot." (Student from Brighton High School)
- "I have less time to play video games because I'm taking this online course". (Student from Adams High School)
- One of the students enjoys online learning so much that she wants to enroll in another two courses for the spring. (DCIS site coordinator)
- Currently, three of the five students from Adams High School have an A+ in the Mathematics of Electricity course. (Adams City High School site coordinator)

Thompson

Thompson is seeing requests for training in contextualized learning from within its district and from other school districts. The district-wide leadership efforts are receiving significantly positive feedback – includes principals, instructional coaches, and classroom teacher leaders. Other leadership class opportunities are also emerging.