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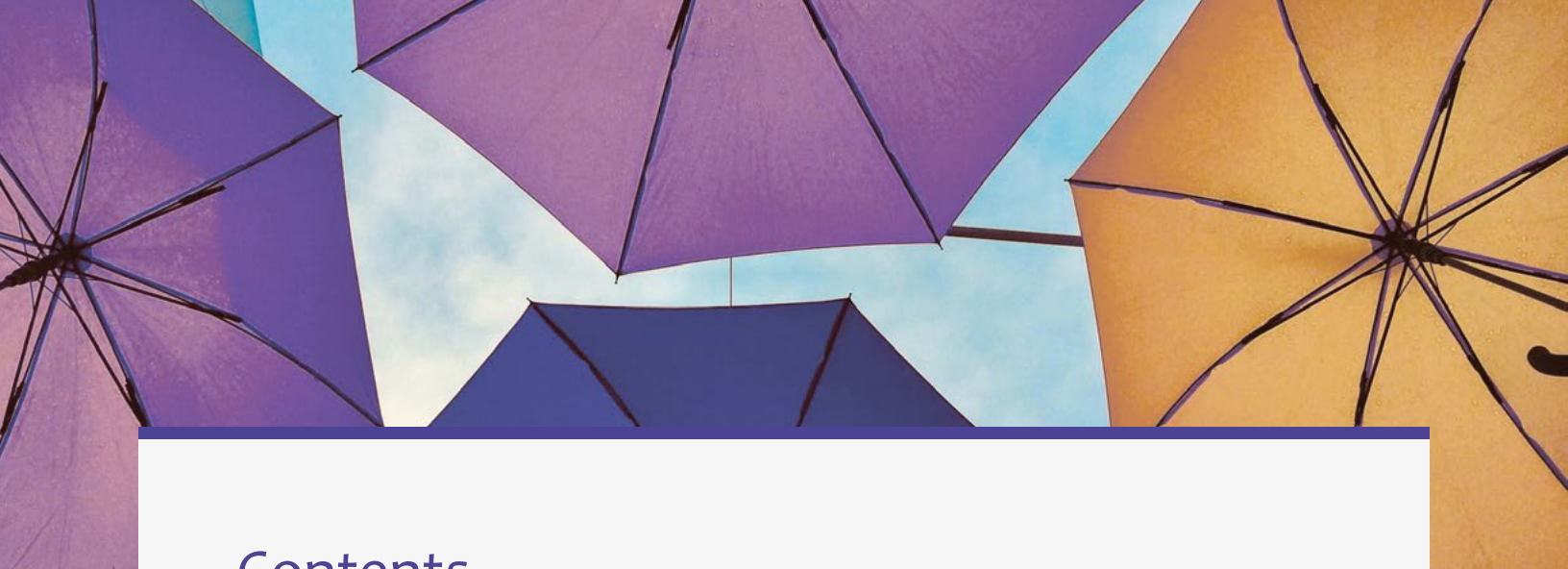
**PATHWAYS TO COLLEGE AND CAREER:**

# Advancing Colorado's Homegrown Talent Coalition to Lead and Sustain Complex Change

From Policy to Promise for Colorado Students and School Districts



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**About Colorado Education Initiative (CEI)**

CEI’s mission is to champion, empower, and ignite Colorado leaders to deliver on the promise of public education to develop thriving young people and flourishing communities. CEI has built our reputation by playing three primary roles: implementation expert, strategic partner, and statewide convener. Over the past 18 years, we have partnered directly with educators and community members in over 150 urban, suburban, and rural school districts across Colorado, and we currently partner with 100 school districts. CEI plays a connective tissue role to foster rapid learning across school districts and communities.

Learn more at [coloradoedinitiative.org](http://coloradoedinitiative.org).



**About Colorado Succeeds (CS)**

Colorado Succeeds is a nonprofit, nonpartisan coalition of business leaders invested in improving schools, changing educational outcomes for all students, and shaping the future of Colorado’s workforce. Since 2006, CS members have worked to build a system where learners are educated to their greatest potential, employers can recruit homegrown talent, and policymakers are responsive to critical needs. We believe great schools are good business.

Learn more at [coloradosucceeds.org](http://coloradosucceeds.org).



# Dear Colorado Leaders, Partners, and Advocates,

Colorado stands at a pivotal moment in transforming the high school experience and expanding opportunities for every student. Over the past two decades, educators and partners across the state have built momentum, bringing together new learning experiences and opening classrooms to college and career pathways. This progress is supported by innovative policy, on-the-ground technical assistance, and leadership from postsecondary education, business, and industry to connect K-12 students with meaningful careers and postsecondary success.

Since 2019, Colorado Education Initiative (CEI) and Colorado Succeeds (CS) have been at the forefront of advancing this vision through the creation of the Homegrown Talent Initiative, partnering with eight rural Colorado communities to build high-quality college and career pathways. By combining policy leadership with direct support for districts and communities, we helped shape the conditions for success while modeling the cross-sector collaboration needed to scale this work statewide. We could not have imagined how these efforts would grow—from eight communities to significant state investments in key programs such as Rural Coaction and Opportunity Now, as well as alignment with critical recommendations from the 1215 Task Force. This progress has been part of a broader collective effort to expand opportunities for learners in the majority of Colorado's school districts. Today, this work has reached hundreds of schools, businesses, postsecondary education and training providers, and community partners, positioning Colorado to expand its impact statewide.

Still, the work is not complete. The Homegrown Talent Coalition represents a bold vision: ensuring every Colorado student has access to college credit, in-demand industry credentials, and high-quality work-based learning experiences aligned with their individual and informed pursuit of passion, purpose, and economic mobility. These opportunities should not be limited to select districts or regions—they should be guaranteed for every learner. Achieving this requires intentional collaboration, streamlined policy implementation, and a shared commitment from education, industry, and government leaders to remove barriers and create coherent, scalable systems.

**This paper outlines a roadmap for making that vision a reality. It is both a call to action and an invitation to join in continuing to build the structures needed to sustain this work for years to come. We know we have not done this alone, nor can we.** The strength of this movement lies in the collective power of educators, communities, policymakers, non-profits, and business leaders, all aligned toward a future where every student leaves high school equipped for their next step.

We urge you to engage with this work, to bring your expertise and leadership to the table, and to help Colorado lead the way in redefining what it means to prepare students for their futures. The time is now. Let's finish this work together.



**Rebecca Holmes**  
*President and CEO*  
Colorado Education  
Initiative



**Scott Laband**  
*President*  
Colorado Succeeds

\*This partner list is current as of April 2025.

## Who We Are

This document was developed with the support and contributions of a coalition of Colorado policy, advocacy, and implementation organizations. United by a shared vision for college- and career-connected learning, we have come together to identify the most urgent priorities and outline a collaborative model for advancing and sustaining K-12 pathways to college and career in Colorado. In partnership with schools and districts, we aim to make relevant, modern, and engaging secondary education the standard in communities across the state.

CEI and CS sincerely thank the partners listed below for their vital contributions to this effort. While their participation has been essential, their inclusion does not imply endorsement of every idea presented in this document.



# Why This Moment

For nearly two decades, Colorado has been a leader in innovating educational pathways and career-connected learning. After several years of significant state funding and partnership, Colorado is on the precipice of policy evolution that will shift career-connected learning from siloed efforts to coherent systems, where K-12 pathways to college and career increasingly define the high school experience for every student in Colorado.

**Realizing this next phase will require complex change management within and across sectors and advancing models of partnership that promise coherent decision-making across stakeholders and topics.** Although Colorado's K-12 ecosystem has a strong history of stakeholder engagement and formal collaboration during policy formation, similar structures are often lacking after adoption; this can create barriers to effective and coherent local implementation for policies that require significant change management. This challenge is amplified in siloed systems and areas where strong regional collaboration and local control depend on statewide infrastructure. Establishing comprehensive policy-to-practice loops can ensure that implementation remains feasible, high-quality, and informed by on-the-ground experiences in schools and districts.

Colorado has benefited from investments and pilot programs as the state has pioneered this work. True to Colorado's entrepreneurial spirit of innovation, schools and partners have tried, learned, and evolved. The state has been deeply fortunate to participate in national networks for learning, most recently the [LAUNCH initiative](#) and [AccelerateEd](#). With support from national partners and champions in this work, Colorado refined our vision, clarified our priorities, and has become a national model for our pursuit of this work that is not yet complete.

With leadership transitions on the horizon at both the state and federal levels, it is a critical time to define a Colorado-specific strategy to prioritize the needs of Colorado's kids. The next phase of this work must build on what we've learned to bring these opportunities to scale across all communities, ensuring all students leave high school with the tools they need to successfully pursue their passion, purpose, and economic mobility.

**This paper reflects both a shared commitment of state organizations to work collaboratively to lead this change and a call to action for Colorado leaders and partners to join this movement. The moment is now.**

## COLORADO CONTEXT:

# From Policy to Promise

## Policy Foundation

The partnering organizations of this report share a vision that by the time a Coloradoan turns 21, they should have no-cost access to opportunities that ensure they leave high school well-equipped in their individual and informed pursuit of passion, purpose, and economic mobility, guided by access to each of, and attainment of at least one of, “the Big Three”:

- In-demand industry credentials
- Twelve college credits as part of a defined postsecondary workforce readiness (PWR) pathway
- High-quality work-based learning (WBL) opportunities

### About “the Big Three”

**IN-DEMAND INDUSTRY CREDENTIALS:** Industry-recognized credentials open doors to high-demand, high-paying jobs. By equipping high school students with these certifications before graduation, we ensure they leave with tangible skills valued by employers, setting them on a clear path to career success. For more information, see [Colorado’s Quality and In-demand Non-degree Credential Framework](#).

**COLLEGE CREDIT:** Access to college credit in high school saves families money and time while building momentum toward degree completion. These credits should be part of defined postsecondary and workforce readiness pathways that connect education to real-world opportunities.

**WORK-BASED LEARNING:** Work-based learning offers students hands-on experiences in the workplace, bridging the gap between classroom knowledge and career readiness. These opportunities empower learners to develop problem-solving and critical-thinking abilities, apply classroom learning to real-world settings, explore career options, build professional networks, and improve postsecondary and employment outcomes. For more information, see [Colorado’s Work-based Learning Continuum](#).





## **Excerpt from the *Secondary, Postsecondary and Workbased Learning Integration Task Force ('1215 Task Force') Report***

**“Recommendation 1: To streamline program administration, all PWR programs under CDE’s statutory authority should be housed under a new singular PWR umbrella.**

Streamline PWR program administration under one umbrella to reduce the administrative burden for each of the PWR programs in which CDE has statutory authority. This will allow for a more comprehensive, streamlined, accessible, and navigable PWR experience for learners and staff who support those learners in Colorado. The umbrella PWR program would support a more complete and comparable analysis of short and long-term outcomes for participating students (see Recommendation 2). It will also allow for centralized information to be accessed by all stakeholders (see Recommendation 5) in addition to a far more streamlined funding mechanism (see Recommendation 9).” December 2023.

While this vision for access to and attainment of the Big Three was crystallized through Colorado's HB22-1215—which established the 1215 Task Force—Colorado has steadily adopted policy since at least 2007 to create permissions and enabling conditions for this vision to increasingly become reality.

2007

**State Graduation Guidelines**

required to be developed for school districts to meet or exceed when developing local high school graduation requirements ([HB07-1118](#)).

2009

**Concurrent Enrollment** allows any high school student access to transferable credit at no cost to them ([HB09-1319](#), [SB19-176](#)).

**Early College High Schools** are established, requiring high school students in these programs to graduate high school with either an associate's degree or credential.

**Accelerating Students Through Concurrent Enrollment (ASCENT)** allows concurrent enrollment students to stay enrolled in high school for a fifth year.

**Individual Career and Academic Plans (ICAP)** guides students in the exploration of career, academic, and postsecondary opportunities ([SB09-256](#)).

2013

The first **Talent Pipeline Report** is released, providing insights and data on the supply and demand of talent in Colorado.

2015

**Pathways in Technology Early College Schools (P-TECH)** ([HB15-1270](#))

creates public-private partnerships with high schools, colleges, and employers.

State adopts the **Graduation Guidelines Menu of Options** to set a minimum bar for student demonstrations of graduation readiness.

2016

**Career Development Incentive Program (CDIP)**

provides financial incentives to schools for students who complete industry credentials ([HB18-1266](#), [SB21-119](#), [HB23-065](#)).

2019

**Innovative Learning Opportunities Pilot (ILOP)**

provides seat time flexibility to schools for out-of-school learning, such as internships and apprenticeships ([SB19-216](#)).

2020

**College credit for prior learning** and work-based experience passes ([HB20-1002](#)).



# 2021

**Career-Connected Learning Framework** highlights that work-based learning encompasses a variety of strategies, including learning about work, learning through work, and learning at work.

The **Student Success and Workforce Revitalization Task Force** (1330 Task Force) was established and developed six recommendations to advance a new vision for Colorado's higher education and workforce ecosystem ([HB21-1330](#)).

# 2022

The **1215 Task Force** was established and, in 2023, released 13 recommendations for simplifying and expanding access to programs designed to help students access career-connected learning, college coursework, and industry credentials ([HB22-1215](#)).

**Regional Talent Development Initiative Grant Program** funds partnerships to meet workforce needs throughout the state ([HB22-1350](#)).

# 2023

The **1241 Task Force** was established to study the state's accountability and accreditation system, and in 2024 released a report including recommendations that build on the 1215 Task Force Report's recommendations to realign the PWR sub-indicator to capture a more holistic and career-connected high school experience ([HB23-1241](#)).

# 2024

An updated **School Funding Formula** drives additional funding to focus on areas of need, including poverty, special education, support for English language learners, and rural areas ([HB24-1448](#)).

State investment in a **Statewide Longitudinal Data System** to create transparent and reliable access to outcomes data to inform program investment ([HB24-1364](#)).

New tools to **align apprenticeship programs with career and technical education (CTE) pathways in high school, and adopt a framework to assess credentials** in order to build shared language about the value of non-degree credentials ([SB24-104](#) and [SB24-143](#)).

The Colorado Department of Education (CDE) further cemented this vision in the state's [2025-2028 strategic plan](#), stating that "starting with the anticipated year of graduation of 2029, 100% of graduates will have achieved at least one of the following:

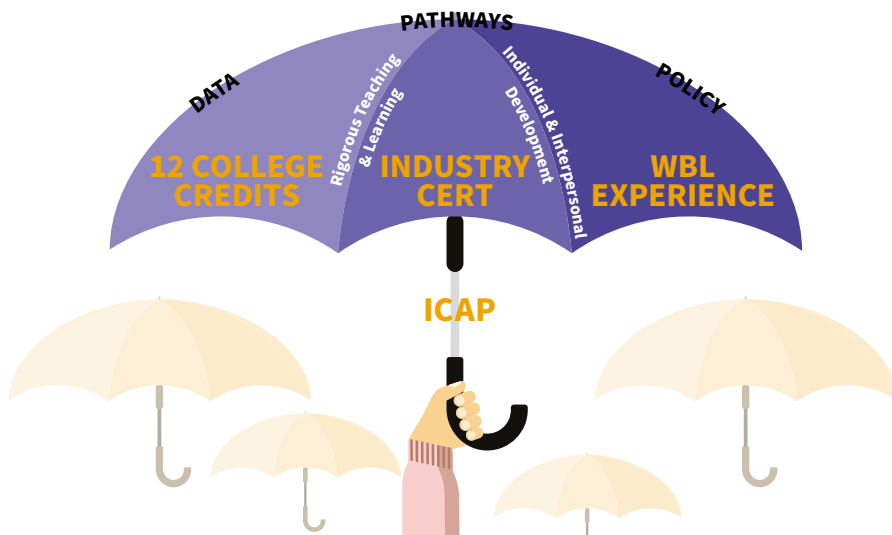
- Earned a quality, in-demand, non-degree credential
- Earned 12 college credits that count toward a postsecondary credential
- Participated in one high-quality WBL opportunity (from the *Learning Through Work* and *Learning at Work* section of the [Work-based Learning Continuum](#))"

# Umbrella Framework

**The Promise to Colorado's Kids:** A redefined high school experience that ensures students graduate well-equipped for their pursuit of passion, purpose, and economic mobility.

This vision modernizes what is owed to high schoolers in Colorado through their high school experience, and then returns this investment to Colorado's economy with graduates who are prepared for college and career. Building on the promise of *Rigorous Teaching and Learning* and *Individual and Interpersonal Development* as structural foundations of high school, high schoolers growing up in Colorado's public K-12 education system will have no-cost access to all three of College Credit, In-Demand Industry Credential, and High-Quality Work-Based Learning (WBL) Opportunity, with attainment of at least one by graduation.

These opportunities act as a set of tools for students to hold, ensuring they are well-equipped to navigate college and career after high school. Individual Career and Academic Plans (ICAP) represents the process captured in state policy to activate this experience for each and every student, ensuring that their informed pursuit of passion, purpose, and economic mobility drives their individual goals beyond K-12.



*The Umbrella Framework is intended to reflect the necessary components to launch students prepared for college and career but is not comprehensive of all tools, mechanisms, or opportunities that schools may utilize or offer (e.g., other counseling frameworks, elective extracurricular activities, etc.). It is specific to the vision of K-12 pathways to college and career, but not exclusive to other core components of a meaningful local experience.*

### **The Promise to Colorado Schools and School Districts:**

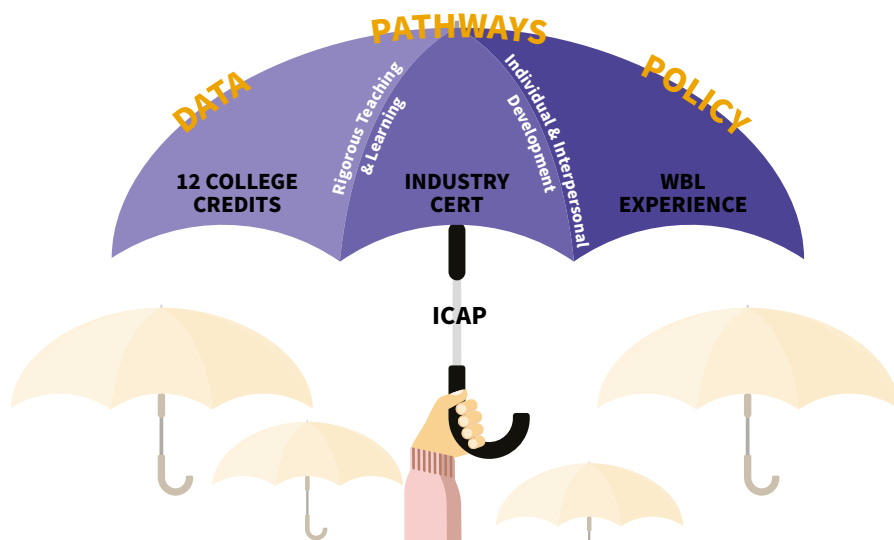
Streamlined state infrastructure that enables schools and school districts to execute this high school experience coherently and equitably for all students.

HB22-1215 and subsequent legislation studied and identified a series of significant changes that must occur for local school districts to feasibly and equitably provide the opportunities in the Umbrella Framework to their students, and to develop and sustain this work over time.

The recommendations that came from this work call for modernizing the siloed but interdependent systems that local school districts operate within to access, measure, and be held accountable to postsecondary and workforce readiness (PWR) programming. Executing these recommendations will ensure the conditions exist for Colorado school districts to support students in accessing pathways to college and career, including aligned and transparent **data**, comprehensive PWR **pathways**, and enabling PWR **policy**.

Colorado is in a unique moment where policy and practice are aligning, driving the creation of a new statewide longitudinal data system, a legislative commitment to streamlining funding for the Big Three, and accountability recommendations that redefine how the state measures a quality high school experience.

**The development of *data*, *pathways*, and *policy* must stay aligned and coherent in order for districts to build and sustain the opportunities that will deliver on the promise of high school in Colorado.**



*These components – all together – represent the vision for a reimagined high school experience in Colorado.*





## HOMEGROWN TALENT COALITION: A State Collaboration Model

HB22-1215 marks Colorado's first comprehensive, statewide initiative aimed at fostering the systemic integration of policies and practices needed to bring this pathways vision to life for all students and school districts. 1215 and subsequent legislation have consistently centered stakeholder engagement and user-centered design to ensure a broad tent for input, that policy priorities are informed by practice, and deep understanding of how current conditions enable or constrain desired outcomes (e.g., through task forces, advisory groups, state teams, commissioned studies, learning from pilots, etc.).

As a result of the 1215 Task Force's work, Colorado has a set of clear and comprehensive recommendations and a broad coalition of committed stakeholders who have coalesced around this shared vision, but still needs comprehensive structures to execute complex systems change.

Additionally, we have an increased understanding of pervasive challenges that currently exist and will require strategic connection to overcome. For example, ensuring that:

- Programming becomes desiloed with increasing knowledge and support for how various efforts connect and complement each other.
- Increasing alignment and coherence creates incentives for schools and districts to prioritize high school pathways and other relevant programs.
- A coordinated learning agenda makes replication in local contexts more efficient and effective.
- Information and data sharing across systems and stakeholders becomes clear, consistent, and focused on why vs. what.
- Outdated narratives shift to reflect the modern vision of K-12 pathways to college and career.

Leveraging this momentum, Colorado has the opportunity to launch a formal structure to bring aligned focus, leadership, and longer-term change management across state agencies, school districts, postsecondary education and training providers, workforce and industry partners, policymakers, and funders. By building on the structures that have already been put in place and formalizing communication and engagement pathways, we will connect dots and leverage synergies across efforts, expand the scale and reach of transformative practices, and support the sustainability of this work.



## A New Way of Working

**The Homegrown Talent Coalition unites Colorado organizations and efforts around a shared commitment to leading for student-centered change in the high school experience. This model for collaboration intentionally leverages and aligns existing efforts. In many ways, it does not reflect new work but rather a new way of working: building a connected roadmap with distinct priorities that intersect with postsecondary education and workforce in order to drive the work forward.**

Leveraging a constellation of tables, consisting of a center table and topical collaboration tables to align efforts across priorities, stakeholders can contribute where their individual and organizational expertise is most relevant without requiring participation in every aspect of the work. The center table serves as a strategic hub and high-level steering committee aligning on the overall vision, priorities, and direction of the coalition of organizations. This group will help to direct efforts in the collaboration tables and then receive regular reports to ensure the work results in desired and aligned outcomes. The center table also brings the benefit of stakeholders who bridge across postsecondary, workforce, and industry groups, and can help to manage and resolve the interdependencies throughout this work.

This model is designed to be intentional and fluid. With an inclusive table of organizations, shared efforts allow for amplified impact.

Key features of the model include:



**Inclusive Engagement:** A broader table for interested K-12 stakeholders ensures individuals and organizations can invest in the vision without duplicating efforts.



**Strategic Alignment:** By focusing on interdependencies and aligning existing work, the model avoids creating new burdens while fostering collaboration.



**Actionable Focus Areas:** Dedicated workgroups address key priorities such as policy and advocacy frameworks, the statewide longitudinal data system, access to critical student opportunities, and accountability measures.



**Elevating Educator/Learner/Leader Voices:** The model amplifies input from those closest to districts, providers, and learners, ensuring that practical lessons and needs inform state-level efforts.



**Streamlined State Agency Collaboration:** Collaborative leadership and coordination enables agency partners to focus on aligned, high-impact discussions rather than duplicative meetings.

This model builds shared language, focuses on scaling effective practices, and empowers all partners to work together more efficiently, enabling transformative progress while respecting stakeholders' time and priorities.

### *Collaboration Model*







## COLLABORATION TABLES:

# First Priorities for Sustained Work

The first set of tables in the collaboration model reflects the three most urgent priorities for shared leadership and change management, each building on multi-year work. These include:

- ▶ Measuring and making transparently available data to inform program quality and impact **(Data)**;
- ▶ Ensuring Colorado creates conditions for school districts to implement the vision for K-12 pathways to college and career **(Pathways)**; and
- ▶ Holding schools and systems accountable for implementing this vision **(Policy)**.

Each table will build work plans that include structures and norms and align on capacity and resources needed, which the center table will review regularly to ensure alignment of efforts and goals. These three priorities align to the infrastructure for school districts in the Umbrella Framework. To create and sustain the conditions for school districts to offer the Big Three, the collaboration model must ensure these efforts remain interconnected every step of the way.



### **Excerpt from *Building the Future: Realizing the Vision of the Colorado Longitudinal Data System***

“As the state moves towards realizing this vision, it is increasingly important to understand the impacts of Colorado’s PWR programs. This understanding will allow Colorado to maximize state investments and help schools identify the programs that best serve students. Perhaps more importantly, it will allow Colorado to provide accessible and understandable information directly to Colorado learners, informing their education and training choices and career pathways.” January 2025.



## Data

### » Context:

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- ▶ HB24-1364, the first implementing legislation after the 1215 Task Force Report's recommendations, created Colorado's Longitudinal Data System. This laid the foundation for reliable, transparent, outcomes-based data to inform program investments. This system is critical to the 1215 Task Force's charge to measure the performance of PWR programs and use data to build evidence of long-term positive outcomes for learners. Converging with recommendations from the 1330 Task Force, Colorado will be positioned to use data to drive investments that result in maximum impact to employment and earning. A functional longitudinal data system is an important step in this direction.

### » Charge:

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- ▶ Support the development of a statewide longitudinal data system (SLDS) that measures and makes transparently available the data that school districts will be held accountable to, streamlines school district data processes, and begins to address data integrity challenges.

### » Existing Structures:

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- ▶ The Better Data for Better Decisions Coalition, an emerging group uniting education and workforce organizations from across Colorado to support a statewide longitudinal data system that empowers informed decision-making and smart investments. The Coalition is committed to leveraging its shared expertise to advance a secure, relevant, accurate, and user-centered system, ensuring it aligns with the goals and opportunities of K-12, postsecondary, and workforce sectors.

### » Known Priorities:

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- ▶ [Recommendations from the Better Data for Better Decisions Coalition Report](#)

### » Dependencies:

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- ▶ Alignment with language, frameworks, and outcome data used by postsecondary and industry; SLDS will help model and drive this work.
- ▶ District-level infrastructure and capacity to collect, disaggregate, and use student/program data to drive decision-making.
- ▶ Continued investment of state resources to fund ongoing SLDS work.

### » Outcomes:

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- ▶ By April 2026, the SLDS will publicly report the first statewide Pathways report, providing comprehensive data on student pathway participation, completion, and postsecondary and career outcomes.
- ▶ By December 2027, the Better Data for Better Decisions Coalition will equip policymakers, educators, researchers, and community and industry leaders with actionable communication strategies and critical PWR data to optimize state investments, improve program quality, and ensure equitable access for all students.





### **Excerpt from the *Secondary, Postsecondary and Workbased Learning Integration Task Force* (‘1215 Task Force’) Report**

“Currently, each of the PWR programs are managed, funded, and reported on separately, creating an immense administrative burden for LEPs and schools attempting to provide multiple PWR opportunities to their learners. Each program carries its own reporting requirements, and with that comes not only the reporting burden, but also the time needed to set up programs without knowing whether or not learners will choose to avail themselves of the distinct programming.” December 2023.



## Pathways

### » Context

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- ▶ HB24-1364 charged a cost study with the development of recommendations to streamline the state's many sources of PWR program funding, ideally resulting in a more easily navigable funding stream to seed and sustain PWR offerings to students.

### » Charge

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- ▶ Strengthen program structures to create more equitable and sustainable access to the Big Three.

### » Existing Structures

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- ▶ Informal network of college and career implementation support partners in Colorado who share resources, best practices, and networked learning; existing policies and state funding to support implementation efforts.

### » Known Priorities

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- ▶ Center the outcomes of the Big Three over the advancement of individual programs.
- ▶ Create efficiencies and equity in access.
- ▶ Align definitions and language
- ▶ Recognize and navigate the unique challenges that rural districts face.
- ▶ Improve data tracking and evidence collection.
- ▶ Strengthen career advising.

### » Dependencies

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- ▶ Revised PWR Program structure that protects PWR funding in 2025.
- ▶ Collaboration with partners in postsecondary and industry to increase opportunities across the Big Three and ensure that the Big Three efforts are relevant and applicable to students.
- ▶ The alignment of efforts to modernize ICAP.

### » Outcomes

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- ▶ By June 2026, a formal network of technical assistance providers, with representation from and support for key stakeholders, including school districts, postsecondary education and training providers, workforce, and industry partners meet regularly to share resources, best practices, align strategies, and impact across the state.
- ▶ By June 2027, there will be a 25 percent increase in the number of students statewide participating in at least one Big Three program compared to 2024 available baseline data.
- ▶ By the 2027-28 school year, 100 percent of Colorado high schools offer at least one Big Three opportunity.





## ***Excerpt from the Accountability, Accreditation, Student Performance and Resource Inequity Task Force (‘1241 Task Force’) Report***

“In line with a future-oriented vision to make Colorado the national leader in offering students meaningful PWR opportunities, the accountability performance frameworks should be updated to improve the way PWR opportunities are measured, better reflect metrics that are measures of actual student outcomes in these areas of postsecondary and workforce readiness, recognize and reward schools for the ways they are preparing students for their futures beyond K12 education, and incentivize the growth of these PWR opportunities.” December 2024.



## Policy

### » Context

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- ▶ HB23-1241 created a task force to evaluate Colorado’s accountability and accreditation systems and released recommendations in December 2024 that echoed the 1215 Task Force recommendations to align the PWR sub-indicator in the Performance Frameworks to the Big Three, specifically proposing to measure and recognize students’ attainment of college credits, meaningful WBL experiences, and industry credentials.

### » Charge

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- ▶ Ensure policy conditions for aligned accountability systems and sustained and streamlined PWR pathways with funding that enables school district access.

### » Existing Structures

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- ▶ This table reflects a new structure specifically convened to advance this charge, and builds on feedback from leaders of high school systems who have asked for more updated PWR accountability metrics.

### » Known Priorities

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- ▶ Advance changes to the state’s K-12 accountability system to reflect a more holistic definition of what a successful high school experience means, including measuring and incentivizing school district development of PWR pathways and equitable student access to and attainment of the Big Three.
- ▶ Activate:
  - Key PWR recommendations from the [HB23-1241 Accountability, Accreditation, Student Performance and Resource Inequity Task Force](#), including collaborating with the State Board of Education and advisory panels

where necessary in order to ensure that the PWR metrics align to the Task Force recommendations and that the new measurements are made meaningful.

- [Recommendations from the HB24-1364 PWR Financial Study](#), including consolidating funding streams and enhancing predictable funding for school districts to develop and sustain PWR pathways/student access to PWR pathways.

### » Dependencies

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- ▶ Capacity for new policy adoption and state-level change that may require significant shifts from the status quo.
- ▶ Revised PWR program structure that protects PWR funding in 2025.

### » Outcomes

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- ▶ By December 2025, a process is started to update the state’s K-12 accountability framework to include new PWR-specific metrics that measure and incentivize equitable access, participation, and attainment in the Big Three.
- ▶ By December 2026, the coalition will develop and achieve the statewide adoption of a unified framework for defining, measuring, and communicating Big Three program outcomes.
- ▶ By December 2027, the coalition will enable the research and development of policy and implementation systems to support equitable student access to PWR pathways in every Colorado school, particularly targeting areas with the least access and completion rates.





## What This Means for Colorado Leaders

Colorado sits at a critical inflection point. When leveraged with fidelity, we believe this roadmap paves a clear, inclusive, and evolving path to deliver on Colorado's promise to high school students and to Colorado's communities.

This work is inclusive. While we have a strong coalition of intermediaries, implementation partners, and advocacy and policy organizations, the list of partners who have signed on may not be exhaustive. Any organization interested to engage in this effort has a place to collaborate and contribute, recognizing that the differences across perspectives and contexts only strengthen the shared commitment to a reimagined high school experience.

At the same time, there are stakeholders not specifically represented in the collaboration model who have key roles to play in advancing students' pursuit of passion, purpose, and economic mobility. Superintendents and school district staff, students, regional collaboratives and BOCES, state agency partners, postsecondary education and training providers, workforce and employer intermediaries, funders, and policymakers are all critical to this work; interdependencies across structures rely on ongoing connection to — and support and input from — each of these groups. Specifically, we need:

- » **Educators, learners, and leaders** who know firsthand what is working, where there are barriers, and what they need to continue elevating these lessons directly and through intermediaries in this collaboration model.
- » **Policymakers** who believe in the Big Three to champion investing in and supporting these outcomes and to continue supporting efforts to expand systems around the vision. Policymakers will know that they now have access to a streamlined center of field-tested expertise and engagement.
- » **Funders** who support our organizations individually and collectively in the efforts prioritized through this structure to hold a high bar for aligned goals and outcomes and be along for the learning journey and unexpected opportunities that come with going first.



- » **Agency leaders and staff** who work to advance a vision for Colorado's students to leave high school ready for success in college and career to partner with and leverage this broad group of interested and invested stakeholders to achieve a more supported and sustainable effort.
- » **Colorado's current Governor and staff** who have paved the way with policy and investments to make this work not only possible, but a priority for Colorado, and **Colorado's next Governor and staff** who will inherit a statewide priority to make this work critical to their administration and the goals of supporting Colorado's learners and economy.
- » **National non-profit champions and partners** who play an instrumental role in connecting states' individual visions with a national landscape to facilitate learning opportunities for systems efforts and bring resources and funding to state plans. Through this roadmap, these champions and partners know that Colorado has a clear framework and roadmap for our vision and priorities that drive how we can continue to learn from and with other states.
- » **Workforce, employer, and postsecondary stakeholders and intermediaries** to bring their connections, efforts, and expertise to advance aligned change leadership and change management within their sectors and continue cross-sector collaboration to ensure sustainability and impact.

Finally, by formalizing this structure, we build the fluidity to evolve as the work advances, ensuring that collaboration tables can reflect the topics for most urgent impact. With the standardization of Colorado's data systems, the implementation of PWR pathways in students' daily lives, and the achievement of these next policy priorities, we have identified critical next steps for a shared agenda. We know new challenges and opportunities will arise. This structure will be ready to address them.

**This group together is committed to ensuring that the umbrella of systems and structures becomes the umbrella that students will use to carry into the world as they pursue passion, purpose, and economic mobility.**

