Colorado Rural Communities
Playbook
For
Work Based Learning (WBL)
And
Career and Technical Training (CTE)

Prepared by:

Salida School District R-32 and the Chaffee County Economic Development Corporation (CCEDC)

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Playbook

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1. Executive Summary-Part 1

Overview:

What this Playbook is and is not...

- If you believe your local school district should or could have a greater role in how your community develops the capacity to solve problems, and develop a competent workforce...this might help.
- If you want to know what that could actually look like in real life...this might help.
- If you just need a basic framework of how to get started on the journey to work based learning and career and technical training in your community...this might help.
- If you are looking for a magic bullet...this won’t help.
- If you are looking for someone to blame...this won’t help.
- If you are looking for a black and white answer...this won’t help.

The Chaffee County Economic Development Corporation (CCEDC) and the Salida School District would like to thank the Daniels Fund for their support. This “playbook” is 1) part recipe, 2) part lecture, and 3) part storytelling. The purpose is not to invite others to do as we exactly have done; rather, the purpose is to show how others could follow a process of community development and problem solving, and describing what the private sector, the public sector, and not for profit sector can do together in order to improve outcomes for our youth.

Forward: Our Story

Your journey must be begin with the partners in your community, and starts with the problems and challenges your community faces. Our story utilizes the problem of affordable housing in our community as a framework, which allowed a myriad of partners to join the story. The problem in telling this story, of starting a building trades program, is that it is “distilled” from a bigger story of community engagement. It is only a placeholder in time as we continue to work the elements described for you in this playbook. We hope it helps generate conversations with partners throughout your community. More so, we hope it generates belief in the vision and values that your community supports that can tackle any problem in the way of becoming a sustainable, education focused community!
Necessary Elements
Development of An Education Community
Salida School District

1. Define Success
2. BE a partner
3. Courage-Commit
   - Pilot
4. Policy-Vision-Commit
5. Vulnerability
   - Refine
6. Exit Strategy
   - Replicate

To Begin,

Alignment of the Vision which may include
   - Good Schools, measured by
   - Test scores
   - Graduation rates
   - Safe schools
   - Schools are growing good citizens and future leaders

**Element #1: Define Success**

For the School's that means:

Define success-- if you do not believe that the best metric for a successful school district is a successful community, then you are in the wrong document...the board needs to define success and layout the indicators of that success.

That is a step in the planning process.

Try this...at your next board meeting have every board member report out their personal ACT score. Once you have proven that only one of them can even remember it, ask them if it has been a metric of their personal success...the State test scores are the first stop in success indicators...go beyond them.

For the Business that means:

Relevance to workforce development and employer needs, i.e. soft skills, problem solving, awareness.

**Element #2: BE a Partner**

For the School's that means:

When schools start planning, they want everyone to come partner with them...light bulb moment...if you are truly a part of your community and an essential element to your community--why are you not already a partner with the people you want to have input. **You must be a partner when they need you--prior to you needing**
them. Are you on the chamber of commerce board of directors? Do you attend the economic development organization meetings? Do you talk regularly with your county commissioners? If you are part of the conversation already you don’t have to invite people to speak into your dreams. If you are part of the conversation, then you will already know your community’s needs.

If you don’t see the mission of your school to a high degree to make a better community...again, wrong room.

For the Business that means:
Must see the local school district as part of the (business) community and economic development ecosystem to sustain a viable community. Workers are a necessary component.

Element #3: The Courage to Commit
○ Pilot
For the School’s that means:
If you are looking for secure or safe...again, wrong room. Your board has to be habitual in facing reality. If you don’t work on hard truth during board meetings...why do we need a board? You need courage to talk about real problems. Then you need courage to commit, yup commit, to an idea to make your community better. You have the resources of the school to improve your world, your community. Don’t ask your partners to commit their finances and time, and then keep all of your resources locked up. Utilize your money, staff, and students to improve your world. If you are not doing that...why do we need a school board--a community board?

Commit to a vision

For the Business that means:
Engagement as a full partner. They listen to each other and speak truth to power and action!

Element #4: Policy-Vision-Commit
For the School’s that means:
Board purpose #1--responsibly allocate resources to make a better community
Board purpose #2--make it clear to the staff what your vision is--that is what policy is--a concrete expression of your vision

For the Business that means:
What the future looks like and having a shared interest and commitment to the future that motivates partners to act.

Element #5: Vulnerability
○ Refine
For the School’s that means:
If you are working beside your community on the hurdles faced by your community, the only people left to criticize your community don’t live in your community...if you care about those people’s opinion...again, wrong room.

For the Business that means:
Being able to take a risk in committing resources and not be afraid to fail!
Element #6: Exit Strategy

○ Replicate

For the School's that means:
- How does the district not become the full capacity of the community moving forward?
- Caution...it isn’t a project or an event.
- Meaning: Distributive Ownership
- Making your community a better place is not the same thing as becoming the full community in the sense of doing everything that needs to be done. What do you want to persist or continue from the effort you give the community? What do you want to pass on to the community to maintain? That is your plan.

For the Business that means:
- Begin with the end result or goal in mind. Where are the exit ramps if the vision or leadership change, or the plan is not adequate?
2. Partner Context-Part 2

The “Playbook”

An Economic Development Perspective

*Chaffee County Economic Development Corp.*

**Background:**

In 2013, the Chaffee County Economic Development Corporation (Corporation) began to recognize workforce development as a potential issue as the economy- locally, statewide, and nationally emerged from the worst recession since the Great Depression. We were also witnessing the coming of the Digital age, and in our local community, the increasing demand for and value of Internet connectivity now more formally defined by the Federal Communications Commission (FCC) as “broadband”.

Broadband or the super highway of the future is necessary for remote workers or telecommuters who increasingly seek a work life balance and quality of life that rural communities can offer. This infrastructure and “utility” also represents the lifeblood for communities, especially schools seeking to provide the same kind of learning, opportunities, and experiences that youth have in urban areas.

High speed internet connectivity is the way of the future and is critical to economic and community development, especially for emerging industries such as unmanned aerial systems or vehicles aka “drones”, (which is estimated to be an emerging $80+ billion dollar industry), robotics, and mechatronics which are the new tools of the digital era. These are a just a few examples of emerging technologies that rural areas need to be aware of not only because they are the future, but are important opportunities for our youth and challenges to the way we think about education. Think of the electronics now involved in the automotive field. Are we preparing our youth to understand the technology involved in electronic cars or self driving vehicles or autonomous vehicles?

**Historical Context:**

With a better understanding of the key industries that drive the local economy, schools become a necessary component of the “ecosystem” that can provide the framework for economic development. Schools, especially in rural areas, face many challenges to provide a good educational experience for youth in the community. The Salida School District was seeking funding to replace a high school that was literally falling apart. The engagement by the District Accountability Committee (DAC) and the broader community of interests, i.e. business, government, and nonprofits, to support a BEST Grant and mill levy, began a dialogue with these communities of interest of the “why” the need for funding to support a new high school.

At about the same time as the School District started engaging the community, the Corporation began to wonder about the “value” of higher education in our community since we face some unique fiscal challenges with higher education. Both efforts brought us together to begin a community wide discussion that culminated in a County wide survey to determine County resident’s interest in higher education. When the Corporation began asking about the School District’s challenges in dealing with higher education as a component of workforce development, we heard a lot about what was missing or not happening locally. This brought us together in an “education partnership” to create whatever linkages or connections we had to determine the best way forward.
As this partnership was emerging, the Daniels Fund approached the Corporation regarding needs in the community. We described the emerging partnership which led to funding of activities and programs that both school districts (Salida and Buena Vista) began to consider and pursue. The Daniels Fund outreach was timely in that both School Districts had been approached regarding their needs in order to support workforce development and career and technical training. Both mentioned the lack of an “education broker” that would help facilitate the connection with the business community. As the economy emerged from a recession, the need for a qualified workforce became an issue. The Corporation became the “education broker”, and began the development of a “resource tool kit” which is described later in the Playbook.

Economic development, particularly in rural areas involves change, growth or development, and ultimately jobs. The particular initiative that is the subject of this document is how to create and sustain meaningful economic activity. Specifically related to support for the creation of jobs that meet an industry need and address a community problem, our interest in this instance, is the lack of “affordable” housing.

This document is designed as a “how to” for rural communities who struggle with issues like affordable housing and development of its most important assets, the youth and our educational system in our communities. School districts, especially in rural areas, face almost impossible odds to meet many challenges. Among them is the creation of jobs that help sustain the local economy, and minimizing the “out” migration of our youth to urban areas that offer more opportunity for students but not necessarily a better lifestyle.

The Spartan Heights project initiated by the Salida School District in 2015 resulted from years of community engagement around what it means to be an “education community”. For some of those in the business community, more specifically the Chaffee County Economic Development Corporation (CCEDC) which represents approximately fifty (50) businesses that include most of the largest employers in the County, the story begins with the need and interest to replace an aging high school.

As the discussion began in the community, the School District, through its District Accountability Committee (DAC), began to reach out and educate the business community regarding the need for a new high school and later, an elementary school. A relationship was established with the CCEDC which laid the foundation of what was to become a partnership based on shared interests, a common vision, and mutual goals.
The “Why” of Work Based Learning in the Digital Age

The very nature of work, as we know it, is changing rapidly before our eyes. The “half-life” of a learned skill acquired for what used to be a career is now estimated to be about 5 years. The average tenure for employment is now 4.5 years, and the length of careers is now estimated in the future to be 70 years. Organizations that are preparing youth to become the workforce of tomorrow must understand this dynamic now!

The distinction between “jobs” and “work” is becoming more blurred, and the concept of a “job for life” is becoming an anomaly. Jobs or work that requires repetitive skills are being automated at an ever-increasing rate. That is why school districts must embrace the challenge of an ever-changing landscape for the benefit of the youth and community they serve.

Automation is accelerating the change we all feel around us. Organizations must become laboratories not only for ideals and values, but ideas. Youth must be exposed to a world they live in and will inherit whether it be rural or urban, technical or experiential, secular or religious. In the final analysis, the efforts that institutions and organizations make to “educate” our youth must produce something of worth or value for our youth to not only survive, but be able to thrive in a digital and global economy.
The Emerging Partnership with the Business Community

Many rural communities have strong connections with their local business community because the students come from the community. A speaker at an economic conference stated in reference to housing, that homes in communities are “where jobs go to sleep at night”. The interconnectedness of community, homes or housing, education, transportation, and the workforce are the intersection of where good community partnerships are formed. The business community is facing ever increasing challenges to attract and maintain a workforce that sustains their competitive advantage. There is no more critical need for this component of the ecosystem, than in rural areas. Partnerships can be found where the need from the business community intersects with the readiness and willingness of the school district to become a partner.

In Chaffee County, we define “key” industries as the top ten (10) industries in terms of pay and number of employees. Each community has to do an analysis of what its key industry or industries are. Businesses within those industries need to be engaged in a conversation with school officials regarding their workforce needs. What we have found is that there is a similar need for the school district to expose youth to the “world or work”. Sometimes this goal of exposing youth to the world of work competes with getting youth “ready for college”. It cannot be an either or proposition. Both are important, and it should be a “both and all” approach. In order for youth to even begin to determine what college to attend, they must confront the questions, For What? And Why?

We continue to assume, however less so lately, that all students want and should go to college. Many efforts have been underway for several years in Colorado to offer youth a career and technical education as an alternative to the traditional college or university approach. Those individuals who are promoting the college track should be
approached and encouraged to offer both and all to the youth in the community. In this way, youth are exposed to careers that may initially involve career and technical training, and later involve college and university degrees.

More recently, the State has begun a transformational initiative now commonly referred to as “work based learning”. The goal behind this initiative is to promote learning through experiential based education, whether at the job site or in the classroom. Businesses are transforming at a rapid rate, so schools must understand the dynamic that is occurring in the digital environment and begin to move...at the speed of business!

Opportunities to partner with the business community are highly advised to connect with resources/organizations such as their local economic development organization, workforce center, chamber of commerce or approaching businesses directly that youth are interested in learning more about. Many businesses want to contribute to the development of our youth but either don't know how or are too busy just trying to keep up and stay in business. Working in the silos of college and career prep should be avoided or at a minimum, be offered to students a dual track or focus on creating a career.
Creating Partnerships Based on Mutual Interests

Partnership Definition (from Wikipedia)

“A partnership is an arrangement where parties, known as partners, agree to cooperate to advance their mutual interests. The partners in a partnership may be individuals, businesses, interest-based organizations, schools, governments or combinations. Organizations may partner to increase the likelihood of each achieving their mission and to amplify their reach. A partnership may result in issuing and holding equity or may be only governed by a contract.”

What are the mutual interests of schools and the business community, and what are their respective roles? The interests of the business community are to remain profitable and stay in business so that they are able to create jobs to further those interests which in a rural community are the 'backbone' of the local economy. Those jobs create opportunities for youth to not only engage the business community but remain or return to the community.

The interests of the school district are to prepare our youth to become productive citizens and more specifically, prepare them for the world of work by assessment of the student’s interests and exposure to the world of work. This is why partnerships with associations of businesses, such as economic development organizations, business and merchant associations, and chambers of commerce need to be pursued. Local governments, who are generally among the largest employers, should also be contacted or engaged.

One of the first steps is for someone, either business or the local school district to convene a meeting to explore their mutual interests in more detail. This meeting could come about in a variety of ways. There could be some new initiative or direction the school district would like to explore. It could be an opportunity a business or group of businesses find a challenge in meeting because of the lack of an available workforce. The key point here is to start talking......someone convene the meeting with a modest agenda just to talk about what is happening in the community and what are the needs.

The conversations should lead to next steps, not just next meetings. Each successive meeting must have an agenda that accomplishes a purpose or is designed for action beyond just having a meeting. Businesses strongly dislike attending meetings that do not result in an outcome or progress.
This is where the concept of being “open for business” and understanding what it means to move at the speed of business needs to be understood. Typically, businesses are constantly assessing threats and opportunities in their environment. The window of opportunity is typically fairly short; 1-2 months to 2 years. If there is no predictable outcome from a meeting to acquire a more skilled person than can be hired off the street, then what is the point? If a business is anticipating its needs, and workforce is understandably a critical need, then the investment of time may be worth it over the long haul. On the other hand, if we are just meeting for the sake of meeting, then other avenues will be explored.

Finally, another critical partnership that must be included in the partnership with the business community, is the local post secondary institution, typically a community or junior college. This is not to ignore institutions of higher learning such as colleges and universities, but it has been our experience that community or junior colleges are more focused on career and technical education as part of their “core” mission. However, for programs and occupations such as nursing and some science, technology, engineering, and math (STEM), programs can typically be found at local colleges and universities.
At the recent Colorado Talent Found conference (October 2017), a speaker indicated that 85% of jobs in the future that will be created by 2030 have not been invented yet! Two “waves” of change, automation using robotics, and artificial intelligence will become the latest wave of “creative disruption”. Schools need to prepare their students for work in the future that will require “human skills” to sustain their future.

Other trends and suggestions for the future in the “gig” economy or 4th Industrial Revolution are:
1. Stop recycling “repetitive” type skills for tasks that will eventually be automated
2. Focus on service and creative based learning
3. Develop non automated skills such as critical thinking and problem solving
4. Evolve toward apprenticeship; focus on the skilled trades, military, public administration, and manufacturing
5. The trend is toward skills over degrees
6. All STEM is not the same; computing is great, but don't forget the life sciences

With the above trends and suggestions for development of the students, what are some of these “human skills”?
1. Problem solving,
2. Creativity (innovation),
3. Project management,
4. Listening, and
5. Moral and ethical decision making
The opportunity to explore where students can be exposed to these skill requirements is through the assessment of the opportunity for work based learning. The employers learning opportunity should align with the districts goals for the students. The initial meeting with the potential employer should discuss the relevance of these skills to the employer’s opportunity. Where there is alignment, an “education contract” with the employer can be considered. In Part 3, examples of “contracts” or agreements are provided along with the different types of opportunities i.e. mentoring, job shadowing, internships, and work experience.

Another recent report, the Deloitte 2017 Human Capital Trends Report, listed skills that are becoming more valuable:

1. Empathy
2. Communication
3. Persuasion
4. Personal service i.e. health care
5. Problem Solving
6. Strategic Decision Making

The report indicates that as tasks are becoming automated, the “…essential human (emphasis added) parts of work are becoming more important”. As a result of the automation of tasks, work is being redesigned to capitalize on the human aspects of work. All models to maximize human talent are at play and on the table. Given this trend, how can school districts align their curriculum to provide students with experiences that maximize their human talent? One example cited was “… how bank tellers help advise and sell, rather than simply transact, giving greater customer value (and service) to clients.”

Another issue school districts and especially employers need to be mindful of in developing the digital age workforce, is the changing demographics. In addition to technology driving change in every aspect of our lives, we now must learn to live and function in a multicultural global society. This may represent a significant challenge for rural areas, but living in a diverse and inclusive society is now the way of the world and is quickly becoming a part of our communities. The reality is that the United States is approximately 4.3% of the world’s population. China and India account for over a third of the world’s population. In the United States, within the next twenty years, no one group will represent a majority of the country’s population. We will truly become a multi-racial society. This reality needs to become part of the skill set we teach and train our youth to embrace. The five traits of an inclusive leader are

1. Commitment
2. Courage
3. Cognizance of bias
4. Cultural intelligence
5. Collaboration

In summary, school districts need to be aware of the rapidly changing nature of the work environment and the global society. The above represents the menu of options for development of programs to engage employers. They are a way the school district can incorporate teaching of relevant skills into curriculum, and an awareness of what employers may be facing in developing and acquiring the workforce for the future.

One way to keep up is to regularly engage businesses in the community, and ask them how the nature of their business or work is changing. Staying current in the future will require the constant reassessment and realignment of curriculum with not only State standards but industry needs.
Engaging the business community on an ongoing basis is what school districts need to consider when contemplating a work based learning strategy or implementing a career and technical program. This must be done to determine the readiness and climate for undertaking what is going to be a three to five year effort without any immediate success or “payback” to the community. Before you can pay it forward, you must ascertain where the business community stands in relation to any program, and their willingness to engage in it. This is where the “value proposition” for employer or business community engagement begins.

Among the strategies for developing this “Playbook” was a brief survey of employer feedback, interest, and readiness regarding career and technical training, broadly defined, or work-based learning. We were hoping to build and gain more insight regarding the efforts that have been undertaken over the past several years. Our survey had a total of seven (7) questions.

1. What is your PRIMARY means of recruiting staff for your business?
2. Do you view local school districts and students as contributing to the Chaffee County workforce?
3. In regards to Question 2, please support your responses by describing why you do or do not view the local school districts and students as contributing to the local workforce?
4. Do you believe it is a responsibility of school districts to provide students with work-based learning opportunities?
5. Are you satisfied with your local school district?
6. Are you interested in learning more about work-based learning efforts and opportunities in Chaffee County?
7. (Optional) Please provide your contact information so that we may accurately gauge responses from different industries, as well as provide more information regarding work-based efforts in Chaffee County to those who answered “Yes” to Question 4.
The results of the survey were interesting. In response to Question 1, approximately 80% of the respondents used either word of mouth or local advertising for recruiting staff for their business. The answers to this question suggest that employers would prefer to recruit and train their staff from the local labor market. This can be an advantage in that one can assume that affordable housing may already be addressed. It would then seem logical, which is supported by answers to some of the other questions, that a local, grow or train your own strategy is viable in terms of developing the workforce.

Question 2 regarding whether or not employers responding to the survey view local school districts as contributing to the local workforce, received a positive response (over 84%). This may indicate a willingness (but perhaps not a readiness) to engage with local school districts in work based learning. The results of Question 3 below provided greater insight with regard to employer concerns and a willingness to go forward.

The written responses to Question 3, which was the request to support their response to Question 2 by describing their view of the local school districts and students ability to contribute to the workforce revolved around a few general themes. Those themes were:

1. A generally favorable or positive response to become engaged or more engaged. However, there appears to be somewhat of a disconnect and frustration among employers in terms of how they connect with the school districts.
2. Employers want to see the schools do more of career and technical training, and would be supportive of those efforts.
3. For the most part, employer responses support the conclusion that employers “get it”. The challenge for the district then becomes how better to connect with employers. The value proposition and outreach becomes critical.

Question 4 asks whether you believe it is a responsibility of the school district to provide students with work based learning opportunities. Again, a large percentage of responses (over 84%) feel it is the responsibility of school districts to provide work-based learning opportunities. Given this response, it makes sense and validates the need for school districts to engage employers and the broader business community to determine how they can meet the challenges the community faces in developing and sustaining a viable workforce!

Questions 4 & 5 represent a slight disconnect regarding the responsibility of school districts on the one hand to provide for work based learning, and on the other hand, how good of a job or how satisfied they are with the local school district. Over 84% of the respondents believe it is the responsibility of the districts to provide work based learning, while 73% are satisfied. This margin of difference while minor in the grand scheme of things indicates there is room for improvement given the importance of this strategy or effort for employers.

The level of interest as expressed by almost 80% (78.3) provides support for the conclusion that work-based learning efforts and opportunities are important to the employers who responded to the survey. Overall, the responses to the survey which were fairly representative of the industries in Chaffee County, are positive, and are seeking more engagement by the school districts.

Note: 38 responses to the survey were received. The local Chambers of Commerce were utilized to reach businesses that are members. We estimate the membership in the Chambers and the Corporation, represent approximately 800 businesses, so the response rate was approximately 5% and included sole proprietorships, real estate offices, construction companies, lodging establishments, restaurants, local government, electric and gas companies, rafting, as well as outdoor recreation and health and wellness.
3. Applied Theory - Part 3

Case Study #1: EDC Coursework within schools

Youth Opportunity Program (YOP) Executive Summary
January 2015

Background:
April 2014, the Corporation was awarded a $30,000 grant from the Daniels Foundation to support efforts related to development of the local workforce pipeline by engaging Chaffee County school districts. Specific goals indicated in the grant application included increasing the amount of vocational/technical credits offered in area high schools by 10%; increasing the number of students taking vocational/technical credits by 10%; and development of a youth opportunity program that would result in the placement of 50 students into workplace experience opportunities. (Internships; job shadows; mentorships; and student employment).

The application for the Daniels Fund grant was prompted by the CCEDC repeatedly hearing opposing yet intertwined narratives from three constituent groups -- the local business community, area school administrators, and area youth. In brief summary, local employers indicated a consistent difficulty with identifying and hiring qualified employees from the local workforce. At the same time, local youth voiced concern over their inability to garner meaningful workplace experience/exposure during their time as students in Chaffee County. Finally, local school administrators lamented a lack of resources needed to broker and manage student/employer opportunities and relationships.

Ultimately, the long-term goal of the CCEDC efforts supported by the Daniels Fund grant is to align educational “career skills”/VoTech coursework offerings (including area high schools and Colorado Mountain College (CMC) with the current workforce needs of Chaffee County employers. The hope is that this alignment will begin to close the employment loop within the local economy.

Initial Youth Opportunity Program Development:
Based on feedback from local high school administrators and students who expressed a lack of meaningful work experience opportunities for students, CCEDC staff began development of a “Youth Opportunity Program” (YOP), which would offer students four distinct types of opportunity: internships; job shadows; mentorships; and student employment. Additionally, the CCEDC brought on a student intern from Horizons Exploratory Academy, who was tasked with assisting staff with surveying of students to gauge interest in the program, as well as begin to assess what industries and types of experience might be most attractive to local high school students.

Student feedback helped to reveal the true magnitude of culture change in Chaffee County that could be affected by a successful YOP. Many students interviewed had previous work experience in the County, though did not seem to enjoy their experience. Many students expressed a desire to understand the “big-picture” operations of a given business, but felt that too often they were merely expected to perform rote menial tasks without any meaningful mentorship, guidance, or feedback from supervisors. School principals seemed to agree with students’ assessments, describing County employers’ view of students as nothing more than “disposable commodities” that could be hired and fired at will, with little attention given to workplace/employee development.

Perhaps the most profound realization on behalf of CCEDC staff, based on the above feedback, was that in order to make our program successful, we would need to not only provide training and career development opportunities to students but also develop an orientation program for employers who wished to participate in the YOP. This element, in combination with consistent “case management” for student placements, would hopefully address some of the pitfalls that existing programs have experienced.
In September of 2014, CCEDC developed a YOP program brochure, as we had no previous marketing materials with which we could begin to promote our program. Working with a local and talented graphic designer YOP was branded as the “Big Ups” program, and brochures were delivered to area schools, the Buena Vista Chamber, and select employers. This was a “soft” roll-out of the program in order to build a bit of awareness and excitement before full implementation.

Program Deployment Challenges:
Developing a YOP that served the needs of four distinct high schools across two separate school districts proved to be challenging at times, though not insurmountable. Each school has varying degrees of existing career/skills development courses, and sensitivities needed to be in place to avoid duplicating efforts. Additionally, each school has unique requirements for how students can attain credit and/or points for their YOP experiences, how and when they can leave campus, and other administrative/legal/logistical considerations.

Beginning in the fall of 2014, CCEDC staff began engaging directly with school principals, counselors, and teachers to collaboratively develop program elements that would fit within the unique school curriculums. This included CCEDC staff bringing local employers to a Buena Vista High School (BVHS) Career Skills class to present on their unique business and employment opportunities; engaging Chaffee County High School to assist with a student-driven redevelopment of their work experience program; engaging the Boys and Girls Clubs of Chaffee County for joint development of a workplace skills/workplace experience module for Horizon’s Exploratory Academy; and meeting with Buena Vista Chamber of Commerce staff to assist with marketing the program to area businesses.

While the YOP development and implementation is on-going, with an anticipated full roll-out in the first quarter of 2015, the CCEDC was able to use a portion of the grant monies to facilitate meaningful purchases and projects for each school district. This includes purchasing a 3D printer for the Buena Vista High School Industrial Arts workshop; reimbursing Salida High School for staff time devoted to a summer 2014 career skills curriculum redevelopment; and the purchase of 10 new Chromebooks for Horizon’s Exploratory Academy. Kory, did this ever happen?
“Careers” Module at Horizon’s Exploratory Academy (HEA), Salida CO
Feb 2nd – 26th, 2015 (4 week module)

Goal:
This course was constructed with two primary goals: first, to provide “soft skills” training to students through in-class seminars, discussions, and activities. The second goal was to expose students to local business owners to facilitate “real world” discussion and interaction; this was achieved through face-to-face meetings and mock interviews between students and employers. By offering these two complimentary means of instruction and opportunity, students gained a higher degree of exposure and awareness to potential career paths while at the same time were prompted to become self-aware regarding the necessary academic, technical, and personal skills each needed to take to achieve their aspirational career goals.

Summary/Background:
- The CCEDC engaged in discussions with HEA during the fall and winter for 2014 with a goal of developing a course module that could be implemented by the following semester (Spring 2015).
- This effort was supported in part by a Daniels Fund Grant awarded to the Corporation.
- The Corporation partnered with the Boys & Girls Clubs of Chaffee County (B&GC) to provide specific assistance in two areas: 1) B&GC offered nationally-vetted curriculum in the areas of personal finance (“Money Matter’s) that was incorporated into the “Careers” module and 2) co-teacher classroom presence during “Careers” module in the form of a B&GC staff member with previous formal teaching and youth education experience. This collaborative relationship also allowed HEA students to become more familiar with B&GC programs, mission, and staff.

Outcomes/Lessons Learned:
- Basic “Soft Skills” are largely underdeveloped among student populations, and need to be directly discussed, trained, and modeled. These skills are the foundational elements of basic workforce “readiness” necessary to employers
- Students can often clearly express their specific career interests and goals, but are unaware of how to gain direct workplace experience during their High School careers. Facilitated work-based learning can help students get “resume ready” experience and training while still achieving timely academic progress.
- Students develop comfort and confidence when interviewing with adults. By working through the “awkwardness” of the interview process in a facilitated “mock interview” exercise, students gain confidence in their ability to effectively answer questions and anticipate what types of information they will need in order to be prepared. As one student remarked, “I realized that adults are just people.”

Initial Curriculum
 INCLUDED IN THE “PLAYBOOK TOOLKIT” THAT FOLLOWS. (PG. 21)
Goal:
This course was developed with a number of goals in mind. For Colorado Mountain College (CMC), it provided a chance to “pilot” a new for-credit dual-enrollment opportunity within the Buena Vista School District, and gauge the level of organizational capacity necessary to offer the course on an ongoing basis. For Chaffee County High School, the goal was to supplant existing “Careers” and “Work Experience” credit courses (both required for graduation) with more direct, employer-based experiences that were supported by a formal program of classroom seminars, reflection journals, coursework assignments, and mentoring. Students who successfully completed the internship received multiple benefits, including high-school credits needed to graduate; three college-level credits from CMC; and direct work-place experience.

Summary/Background:
Initial planning and development of the internship course began in November 2016, with starting date identified for January 2017. Based in part on previous workforce development and youth engagement collaborations between the School District, CMC, and the Chaffee County Economic Development Corp., a decision was made by CMC to directly hire a member of the CCEDC staff as the primary instructor for the internship. This would leverage the historical efforts and relationships developed by the CCEDC, and provide CMC with an instructional presence from within the local community.

Course development and student recruitment was carried out over the course of approximately six weeks, and consisted of regular meetings and communications between CMC administrators, CCHS principal and counselor, and internship instructor.

Due to the relatively short time frame for development, a strategic decision was made to enroll students who were already employed with local businesses. This decision was based on several factors, and was made to ensure the highest degree of program stability. Recruitment of an employer pool was not feasible prior to course launch, so identifying students with existing employment meant there was no additional need to place students into new positions. Additionally, students who were employed had already “proven” their ability and met the basic readiness expectations of the workplace. This helped to mitigate the potential risk of “over-selling” student interns to area employers without demonstrated work ethic and readiness. The limitation of this approach was that students were not necessarily entering into internships within their desired career pathways; the majority of students were employed within the service industry locally, but had aspirations to achieve careers in fields such as private security, cosmetology, alternative medicine, and Foreign Service. Thus, the challenge became finding ways to find transferrable skills within students’ existing work places.

The internship experience was supported by instructional materials presented during two classroom “modules”, one at the beginning and one at the mid-way point of the semester. During the periods that students were performing internships with employers, they were expected to meet with the instructor every other week to check-in and discuss current workplace reflections, project progress, etc.

The course began with 10 enrolled students, and 5 successfully graduated. Of the five that did not complete the course, three withdrew during the first week due to disinterest or lack of readiness, and two were granted an Academic Withdrawal by Colorado Mountain College at the end of the semester due to extraneous circumstances that impeded their ability to fully complete the requirements of the course. While unfortunate that not all students were able to complete the course, those that withdrew were not penalize with failing grades on either their High School or College transcripts, and were not billed for outstanding tuition. Tuition costs for students who successfully completed the course were subsidized by State-level concurrent enrollment funding.
Outcomes/Lesson Learned:

Transcripts/Grades: All students who completed the internship received points/credits required by CCHS towards graduation. Students also achieved three transferrable college credits from CMC, with no out-of-pocket cost to students or their families. Gaining college credits while enrolled in high school can be a strong prompt for students to consider continuing higher education and/or technical training and certification opportunities.

Meaningful Work Experience: by overlaying the Internship program and curriculum into students’ existing work scenarios, students were able to contextualize their current jobs and experiences within their broader goals and aspirations regarding career pathway, education, and life goals. Students were encouraged to mine their present jobs for experiences, knowledge, and instruction that could be transferred to their ultimate desired career and/or industry.

Community Network and Mentors: students were allowed to develop supportive relationships with their direct supervisors, instructors, and school leaders in a way that encourages community involvement and acceptance of the student into the larger network of local business leaders, stakeholders, and advocates.

Takeaways:
- Students need continual reinforcement of “basic readiness”. The importance of soft skills such as showing up on time, communicating absences, and performing duties as requested cannot be overstated.
- Students need “Life Skills” instruction and modeling as much or more than they need direct career counseling. Students used the term “adulting” to refer to the panoply of mundane tasks that they will be responsible for once they graduate. Examples include: how do I budget for groceries? How do I find rental housing? How do I register for classes at college? Why do I need a checking account? How do I find health insurance?
- Many students have a strong sense of career goals and aspirations, yet don’t know how, while they are in high school, to achieve the level of experience required by many “entry-level” jobs. Therefore, internships and apprenticeships provide a crucial “bridge” between the end of k-12 education and entry into the workforce, regardless of higher-education plans.
- To properly facilitate an on-going internship program, CMC would most-likely need to create and fill a full-time FTE position. The initial scope of this pilot program underestimated the true time commitment (and associated budget) needed to support a robust and quality internship program from year-to-year. The majority of the instructor’s time is not devoted to class time, but instead to coordination and facilitation of employer meetings, student meetings, and communication between students, school and employers.
CLASS STRUCTURE - Internship: BUS 175 Special Topics

Module 1
Jan. 30 – Feb. 2 (Mon-Thur, 2hrs/day)
Classroom-based coursework, seminar, and discussion aimed at providing foundational knowledge and clearly-stated expectations for successful internship experiences. Basic syllabus is as follows:
- Internship Overview/Orientation
- Workplace Basics – Skills, Attitude, and Expectations
- Career Pathways and Higher Education w/ Special Guest

Internship, pt. 1
Feb 6. – Mar. 17 (Six Weeks)
During this period, instructor facilitated bi-weekly one-on-one meetings with students and employers, alternating each week to week. Students were also expected to maintain “workplace reflection journals”. Students were required to work a minimum of eight hours a week; the majority of students worked in excess of 20 hours per week. Students also began to develop a project outline and description for final project.

Module 2
Mar. 20 – 23 (Mon-Thur, 2hrs/day)
This module was intended to broaden students’ understanding of local and national economies, personal finance, and basic business concepts and challenges. Classroom discussions were supplemented with resume development, business planning, and industry research assignments and activities. Basic Syllabus is as follows:
- Chaffee County Industries and Economy Overview
- The Value Proposition (activity: Create value proposition for imagined business)
- Resume work-day @ Colorado Mountain College

- Spring Break-
  Mar. 27-31

Internship, pt. 2
Apr. 3 – May 5 (Five Weeks)
During this period, instructor facilitated bi-weekly one-on-one meetings with students and employers, alternating each week to week. Students were also expected to maintain “workplace reflection journals”. Students were required to work a minimum of eight hours a week; the majority of students worked in excess of 20 hours per week. Students also worked to complete their final projects with support from employers and internship instructor.

Campus Visit: Colorado Mountain College, Timberline Campus, Leadville, CO
Apr. 19
Students were treated to a full-day campus visit of the local CMC residential campus, including visits to the Ski Industry instructional rooms and equipment bays; faculty presentation and tour of Welding Shop; tours of library and classroom facilities; walkthrough of campus life amenities such as dormitories, student recreation center and lounges; lunch at campus cafeteria; and team-building exercises at low ropes course. Transportation was provided by Chaffee County High School while all other perks (lunch, freebies, etc.) were provided by Colorado Mountain College.
Playbook “Toolkit” Resource List and Descriptions:

1) Youth Opportunity Program – Basic Administrative Forms and Paperwork

   Marketing and Outreach - Examples
   Program Description/Flyer
   This document is used as a basic marketing/promotional tool during YOP student and employer recruitment phase. Appropriate for all audiences including students and parents, local businesses and collaborators, and general public. The effective distribution of this type of promotional document signals to the local community that work-based learning initiatives have been formalized and are valued.

   “Big Ups!” Brochure
   A fully developed, professionally produced document meant to promote a matured and on-going work-based learning program. Can also be used by other organizations (chambers, visitors' bureau, and participating employers) to demonstrate community commitment to workforce development and educational innovation.

   Student Materials – Examples
   Student Interest Survey Sheets (For in-class assessment)
   A simple survey tool that can be copied and cut as-needed. Survey sheets can be distributed to students, completed, and collected during class time. Goal is to get a sense of what specific industries students are interested in, and then recruit employers from those industries. This helps to ensure that work based learning opportunities being offered by school districts are meaningful to students and connected to their stated career interests and pathways.

   Student Application
   Basic, one-page application for students who would like to engage in a work-based learning opportunity. Once completed, the application should assist program coordinators with matching students' stated interests with appropriate employers. Questions included in the Student Application mirror those included in the Employer Application, and the two documents are intended to be used in a complimentary fashion when recruiting students and employers.

   Employer Materials – Examples
   Employer Application
   Simple packet that contains a condensed program description, program contact information, and one-page program application for employers and organizations who are interested in offering work-based learning opportunities to local youth. Information collected in the Employer Application can easily provide a “snap shot” of potential work-based learning opportunities to program coordinators; by using this form in compliment to the Student Application, program coordinators can effectively match students and employers to create meaningful, sustainable work-based learning relationships.

   Student Interview Worksheet
   Template for employers to utilize during pre-placement student interviews. This form helps employers collect and assess basic information from students during formal interview, including previous experience, personality, goals, and schedule availability. Students who are exposed to these common interview questions gain meaningful experience relating to future interview experiences.

   Sample Internship Posting
   Example of basic, student-oriented internship posting. Employers can model their own postings after this document, which includes fields for all basic descriptions, requirements, and contacts.

   Employer Orientation talking points
   Examples of basic talking-points and FAQs that can be used when orienting employers to the unique dynamics and challenges of work-based learning. The basic message takeaway is that supervising and working with teens is different than working with adults, and certain expectations and supervisory methods may need to be adjusted to foster successful relationships with teen-aged students.
2) "Careers" Modules – Sample Curriculums and Class Worksheets (same as 1)

In order to support work-based learning, schools may consider offering additional instruction and curriculum that reinforces the “why of work” and basic workforce readiness. Foundational elements of the curriculum should include Personal Finance; Career Pathway exposure, exploration, and exposure; Soft Skills training; Resume/Cover Letter Composition, and interview skills. Engaging real-world employers during this type of module is invaluable— the example modules listed below include time for planned “mock interviews” between students and local business representatives.

**Careers Over the Horizon – Feb. 2015 (HEA)**

Sample curriculum for a four-week module consisting of career skills development, career pathway exploration, and employer interaction. Employer interaction is integrated in the end of weeks 2 and 4, and act as focal points for the rest of the instruction. Weekly subject areas include:

- **Week 1:** Soft Skills “Boot Camp”
- **Week 2:** Resume Building
- **Week 3:** Employer/Industry/Pathway Exploration
- **Week 4:** Synthesis/Finalize Resume/Mock Interviews

*Note: This module was initially developed for a School District that does not hold classes on Fridays. Weekly schedules can be expanded/adjusted to provide content for a fifth week day.*

**Careers and Financial Literacy- Apr. 2015 (CCHS)**

Sample curriculum for a two-week module, which is a condensed version of the initial “Career's Over the Horizon” program. Each week is capped by an “Employer Fair”.

**Student Worksheet – Industry and Career Exploration**

This worksheet is intended to be presented to students as an in-class assignment. Students are directed to pick one of the businesses who will be participating in the course “employer fair”, and perform some basic internet-based research to complete the form. This exercise has two goals: 1) students will become familiar with visiting/participating businesses, and thus will feel better prepared and more confident when they engage in the “mock interview” process. 2) students will gain a deeper understanding of the value of researching their prospective employers, and will have had direct experience using the internet to find basic employer information such as times of operation, contact info, location, etc. Additionally, students are prompted to make conclusions based on inference, such as intended audience, value of services provided, and employer needs.

**Value Proposition Worksheet**

This worksheet introduces the concept of the “value proposition” and its basic components (audience, product, benefit) in a manner that encourages students to take on the mindset of a business owner, while also facilitating entrepreneurial business planning. The Value Proposition exercise can be given as a two-part assignment, and is suitable for individual and group-based work.

During the first portion of the exercise, students are asked to consider a local business that they are familiar with, and use the worksheet to help identify its target audience, develop a definite list of its product or service, and describe its overall value. Students are encouraged to discuss how and why business owners must make decisions based on their own unique value proposition in the market.

The second portion of the exercise can assist students in entrepreneurial thinking by asking that they develop their own value proposition for a “dream business”. Students first identify a type of business they’d like to own, and then are asked with completing the value proposition worksheet. Value propositions and business descriptions can then be “pitched” to class in a report-out session. This can also be done in a game setting a la “Shark Tank”, etc.
Chaffee County Youth Opportunity Program

Program Description

Who is offering this program?
The Chaffee County Youth Opportunity Program is offered by the Chaffee County Economic Development Corporation (CCEDC), in partnership with Chaffee County School Districts and local employers. Program efforts are funded by grant monies awarded by the Daniels Fund.

What is the goal of the program?
The goal of the program is to strengthen the local workforce pipeline by exposing area students to career pathway and skill development opportunities through internships, mentorships, job shadowing, and work experience.

What should students expect?
Based on students’ coursework, iCAP results, and identified interests, the CCEDC will work in tandem with schools and county employers to place students in structured, meaningful opportunities that will provide exposure to specific industries and offer general workplace skills training and development. Students’ progress within the program will be monitored by the employer and CCEDC, and reported back to schools.

Contact Information
For questions, comments, and additional information, please use the information listed below to contact the Chaffee County Economic Development Corporation

Wendell Pryor  wendell@chaffeecountyedc.com  (719) 207-0801
Director

Kory T. Katsimpalis  kory@chaffeecountyedc.com  (719) 239-2018
Business Resource Analyst

Chaffee County Economic Development Corp.
339 E. Hwy 50, Suite 103
PO Box 1011
Salida, CO 81201
(719) 239-2018
info@chaffeecountyedc.com

www.chaffeecountyedc.com
Name: ____________________________ Date: ______________

Contact Information
Phone: ____________________________ Email: ____________________________
School: ____________________________ Grade: ____________________________

What type of experience are you interested in?
___Internship   ___Job Shadow   ___Work Experience   ___Mentorship (check all that apply)

Please describe which Industry and/or career you are interested in exploring:
__________________________________________________________________________

Name: ____________________________ Date: ______________

Contact Information
Phone: ____________________________ Email: ____________________________
School: ____________________________ Grade: ____________________________

What type of experience are you interested in?
___Internship   ___Job Shadow   ___Work Experience   ___Mentorship (check all that apply)

Please describe which Industry and/or career you are interested in exploring:
__________________________________________________________________________

Name: ____________________________ Date: ______________

Contact Information
Phone: ____________________________ Email: ____________________________
School: ____________________________ Grade: ____________________________

What type of experience are you interested in?
___Internship   ___Job Shadow   ___Work Experience   ___Mentorship (check all that apply)

Please describe which Industry and/or career you are interested in exploring:
__________________________________________________________________________
Chaffee County Youth Opportunity Program
Student Application

Name: ___________________________ Date: __________________

Contact Information
Phone: __________________________ Email: __________________
School: __________________________ Grade: __________________

What type of experience are you interested in? (Definitions Below)

___ Internship  ___ Job Shadow  ___ Work Experience  ___ Mentorship  (check all that apply)

Please describe which Industry and/or career you are interested in exploring:

_______________________________________________________________________________________________________________________________________________________________________

List any courses taken, experience, or skills that are relevant to the Industry/career indicated above:

_______________________________________________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________________________________________

Anything Else?

_______________________________________________________________________________________________________________________________________________________________________

Youth Opportunity Descriptions

Internship: The main goal of an internship is to benefit the student. This may include focused skills training and development; professional development; defined tasks and responsibilities; and career exploration in a real-world environment. Internships may offer students a monetary stipend, and may result in the student gaining additional school credits.

Job Shadow: Job Shadow opportunities provide students with first-hand knowledge of career paths they may be interested in. Students generally do not perform tasks themselves while participating in a shadow event, but instead are able to observe a functioning workplace environment during day-to-day operations.

Work Experience: Students who are offered work experience opportunities are treated as employees, and are generally hired into a pre-existing position to feel a need within a business. Students involved in a work experience are paid hourly, and may or may not receive additional school credit. Students are expected to participate in the businesses pre-existing application and hiring process.

Mentorship: School Districts have identified students who would benefit from additional adult mentorship opportunities. Mentors will focus on encouragement and development of students’ potential, as well as consistent personal and professional coaching.
Dear Chaffee County Employer—

Thank you for your willingness and interest in providing a youth development opportunity to students in Chaffee County. The Chaffee County Economic Development Corporation has identified youth engagement and skills training as vital components of workforce development and the continued successful growth of the local economy in Chaffee County.

To that end, the Corporation has been awarded a grant through the Daniels Fund to initiate a Youth Opportunity Program with the goal of strengthening the workforce pipeline that connects students, school districts, employers, and higher education within our community. Your involvement in this program will directly assist with these efforts, and ensure that youth within Chaffee County are exposed to a breadth of professional opportunities as they develop the skills necessary for the 21st century workplace.

Please contact the Chaffee County Economic Development Corporation with any questions, comments, or concerns you may have, using the contact information provided below.

Wendell Pryor, Director
Wendell@chaffeecountyedc.com

Kory T. Katsimpalis, Business Resource Analyst
Kory@chaffeecountyedc.com

Ph: (719) 239-2018  Web: www.chaffeecountyedc.com  Mail: PO Box 1011, Salida, CO 81201

Youth Opportunity Descriptions
(Reference for Application, Page 2)

**Internship:** The main goal of an internship is to benefit the student. This may include focused skills training and development; professional development; defined tasks and responsibilities; and career exploration in a real-world environment. Internships may offer students a monetary stipend, and may result in the student gaining additional school credits. Internships are generally structured around the school semester schedule, with students expected to engage in internship opportunities for a minimum of 8 hours per week, 2 hours per instance.

**Job Shadow:** Job Shadow opportunities provide students with first-hand knowledge of career paths they may be interested in. Students generally do not perform tasks themselves while participating in a shadow event, but instead are able to observe a functioning workplace environment during day-to-day operations. Job Shadow opportunities generally consist of 8 total contact hours, with a minimum of 2 hours of shadow experience per instance.

**Work Experience:** Students who are offered work experience opportunities are treated as employees, and are generally hired into a pre-existing position to feel a need within a business. Students involved in a work experience are paid hourly, and may or may not receive additional school credit. Students are expected to participate in your businesses pre-existing application and hiring process. Expected hours and scheduling are to be determined.

**Mentorship:** School Districts have identified students who would benefit from additional adult mentorship opportunities. Mentors will focus on encouragement and development of students’ potential, as well as consistent personal and professional coaching. Mentorships are generally composed of 2-4 contact hours a month.
Chaffee County Youth Opportunity Program
Student Interview Worksheet

Interview Date:______________________________

Student Information

Name:______________________________ Age:____________

School:______________________________ Grade:___________

Interviewer (Name/Title)______________________________

Interview Questions
1. Tell us about your relevant experience (assessing oral communication skills and personality)

2. What prompted you to apply?

3. What do you hope to gain from this opportunity/experience?

4. What do you need from a supervisor in order to be successful? / What is your work style?

5. Weekly schedule and planned vacations:

6. Other:______________________________

7. Other:______________________________

NOTES:____________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

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2014-2015 CCEDC Internship
The Chaffee County Economic Development Corporation works to assure that Chaffee County is “Open for Business” by enabling and empowering business development throughout the County, joining with business to link other businesses and resources to create jobs, and increasing access to government in order to promote economic development.

We are looking for a high school junior or senior to work 8-10hrs/week over the 2014 Summer Break and/or the 2014-2015 academic school year.
- Range of pay: $7.25-$8.50/hr
- Application Deadline: Friday, May 9, 2014
- Start Date: Monday, June 9, 2014

The Internship will include duties and tasks related to the following:
1. Accounting (invoices, receipts, monthly reports)
2. Tracking member investor relations
3. Assembling member packets
4. Research
5. Social media development
6. Special projects
7. Attending staff meetings, creating summary reports

In addition, applicants will be expected to demonstrate the following competencies:
1. Basic computer and math skills
2. Effective oral and written communication
3. Time management
4. Self-direction

Applicants will be required to submit a 1-page submission that includes:
1. Statement of interest and objectives
2. Skills and/or any job experience
3. After-school activities
4. Community or teacher reference

For more information, please contact the CCEDC Office at 719.239.2018 and ask for Kory Katsimpalis or Wendell Pryor or email kory@chaffeecountyedc.com. Chaffee County Economic Development Corporation http://chaffeecountyedc.com/
Employer Orientation
Chaffee County Youth Opportunity Program

I. Why is Workforce/Career Development a priority of the CCEDC?

- Helps us fulfill part of our mission to create, retain, and expand jobs in the County by participating in the development of a qualified workforce to support employers in Chaffee County. The need is dynamic and evolving.

- The youth in the community are a vital asset that need to be developed to meet the future workforce needs.

- The workforce “pipeline” for workers starts in the schools by creating career “pathways” for youth that require career, vocational and technical training in addition to post-secondary education.

II. What is the CCEDC doing to create a qualified workforce for the County?

- Received a grant from the Daniels Fund primarily because the effort is employer driven and is based on employer needs.

- Working with the Buena Vista and Salida School Districts to provide opportunities for youth to be exposed and explore the “world of work”.

- The Corporation, in working with the respective school districts, is offering several ways for youth to explore the world of work-job shadowing, mentoring, internships, work experience.

III. How does the program work?

- Contact the CCEDC if you would like to support a student in exploring the world of work through job shadowing, mentoring, internship, or work experience.

- **Job Shadowing** - 2-8 hours of “shadowing” or observing a person at work or doing a job. The youth typically has a set of questions they ask the employer, and are evaluated in how they present themselves.

- **Mentoring** - Typically 2-4 hours of a student asking questions of an employer, and receiving encouragement to develop their full potential.

- **Internship** - An experience, typically at least 8 hours over a 2-3 week or longer period of time that may or may not be paid and is designed to benefit the student by exposing them to an employer’s business.

- **Work experience** - an actual job a student performs and is paid that provides real life experience.

IV. How do I get involved?

- Contact the CCEDC office at 719-239-2018 or 719-207-0801
Employer Checklist for Working with Youth

✓ **Be Prepared and be Positive**- working with you will require patience to allow youth to become exposed, explore, and gain experience. Youth will take their cue from you. If you are not prepared, then perhaps the experience is not that important or valuable. If you are having a bad day, people pick up on it. Try and have your “game” face on and offer a smile when meeting a youth for the first time. It took a lot of courage on their part to put themselves out there. Some are doing it for extra credit and are motivated, while, for others, this may be their first exposure to the world of work.

✓ **Answering the “Why” and not just the “What”**-Some of the feedback from school district representatives are that students feel they are treated like a “commodity” rather than a person. Youth need to know not only “what” they are supposed to do but “why”! As mundane as the task may appear to you, learn how to describe it as part of the bigger picture so youth don’t feel like “cogs” in the machinery of work in an organization.

✓ **Provide information** regarding what kind of skills the job requires, and what are some of the challenges the current staff face.

✓ **Look for “teachable” moments**. Opportunities present themselves from time to time for youth to see first-hand what the work is like. Take time to explain not only what is happening, but why.

✓ This age group needs constant feedback. They welcome praise and look forward to doing a good job and being rewarded for it.

✓ See the next page on ‘Managing Millennials’
Managing Millennials*

“Your youngest employees will be more productive, effective, and stay with you longer if they...”

1. See themselves as connected to, and part of, the organization.
2. Are given opportunities to problem solve with their colleagues.
3. Connect their individual contributions with their own and the company's goals.
4. Feel valued, respected, and rewarded for their contributions.
5. Develop social and professional relationships within the organization.

Some Key Principles-The nine (9) most frequent requests:

1. Help us learn.
2. Believe in us.
3. Tune in to our technology.
4. Connect us.
5. Let us make it our own.
6. Tell us how we're doing.
7. Be approachable.
8. Plug in to our parents.
9. Be someone we can believe in.

“Careers over the Horizon”
(A four-week module consisting of career skills development, career pathway exploration, and employer interaction)

Week 1: Soft Skills “Boot Camp” (pres. by BGCCC)  
FEB 2nd – 5th, 2015

Mon: Demonstrate Relevance of Job/Career through ice-breaker discussions. “Wants vs. Needs”; creating a household/personal budget; definition/function of banking accounts; paycheck deductions, etc.

Tue: Finish personal/household budget exercise; discuss what elements make an individual “financially responsible”; Overview of Banking, including intro to checking/savings accounts.

Wed: Continue discussion around individual financial responsibility; intro to Credit Card mechanics; review of Pay Stub and deduction sources.

Thur: Student Exercise: develop a business plan for your own business (students detail product, intended audience, staff needs, etc.); discuss appropriate body language, behavior, and actions relating to interview process and employer interaction.

Week 2: Resume Building (pres. by BGCCC)  
FEB 9th – 12th, 2015

Mon: Begin overview of Resume Creation – identify content areas, purpose, etc. with the help of templates and real-world examples (from peers and instructors).

Tue: Resume Work Day: students continue to create resume documents; goal is to create a general resume template that can be “personalized” for each employer.

Wed: Finalize resumes, and begin to peer-review. White Board exercise showing the importance of filling in “gaps” within a resume.

Thur: Mid-Point celebration: students treated to a “working breakfast” of bagels and coffee, while we discuss as a group the transition from High School to next steps in life; job application strategies; and other concerns brought to group by students.

Week 3: Employer / Industry / Pathway Exploration (pres. by CCEDC/BGCCC)  
FEB 16th – 19th, 2015

Mon: Employer/Industry research – students will begin to research local employers who will be participating in Employer interaction events. Students will work to identify industry cluster; business model and/or product; associated career tracks; and necessary skills/knowledge.

Tue: Finish Employer/Industry Research. Student Research teams will present their findings to the group in a “peer teaching” exercise

Wed: Soft Skills review and reinforcement; students begin preparing for employer visits.

Thur: Employer Fair, Round One - students will visit with each employer in a “round robin” fashion, allowing them to ask questions they’ve developed as well as present their first draft of resume and cover letter for constructive critique and review. 5-6 Employers participate.

(Cont)
Mon: Students edit and finalize resumes based on initial employer feedback/critique, and begin drafting cover letters. Students “personalize” each document in advance of mock interviews with employers.

Tue: Students continue to edit and finalize cover letter resumes based on initial employer feedback/critique.

Wed: Employer Fair, Round Two: Students will now perform mock interviews with employers, and will be able to present their final resume and cover letters. Students will be expected to demonstrate the lessons they have learned over the previous four weeks by performing professional interviews with each employer.

Thur: Graduation Trip/Celebration – students who have completed both modules will be treated to a celebratory excursion Mt. Princeton Hot Springs Resort for pool and hang-out time.
“Careers & Financial Literacy”
(A two-week module consisting of career skills development, career pathway exploration, and employer interaction)


Mon (4/6):
- Demonstrate Relevance of Job/Career through ice-breaker discussions. “Wants vs. Needs”
- Create a household/personal budget/college budget
- Definition/function of banking accounts (ie. Paycheck/Stub deduction sources, checking/saving account)
- Discuss what elements make an individual “financially responsible”

Tue (4/7):
- Student Exercise: develop a business plan for your own business (students detail product, intended audience, staff needs, etc.)
- Discuss appropriate body language, behavior, and actions relating to interview process and employer interaction.

Wed (4/8):
- Begin overview of Resume Creation
- Identify content areas, purpose, etc. with the help of templates and real world examples (from peers and instructors)
- Write basic content for personal resume

Thur (4/9):
- Resume Work Day: students continue to create resume documents; goal is to create a general resume template that can be “personalized” for each employer
- Finalize resumes, and begin to peer-review. White Board exercise - the importance of filling in “gaps” within a resume.

Fri (4/10):
- Employer Fair, Round One: students will visit with each employer in a “round robin” fashion, allowing them to ask questions they’ve developed as well as present their first draft resume for constructive critique and review. 5-6 Employers participate
- Mid-Point celebration: students will be treated to a “working breakfast” of bagels and coffee, while we discuss as a group the transition from High School to next steps in life; job application strategies; and other concerns brought to group by students.

(Cont)
Week 2: Employer, Industry, Pathway Exploration / Finalize Edits/Mock Interview/Graduation
April 13th – 17th, 2015

Mon (4/13):
- Employer/Industry research – students will begin to research local employers who will be participating in Employer interaction events. Students will work to identify industry cluster; business model and/or product; associated career tracks; and necessary skills/knowledge.
- Students edit and finalize resumes based on initial employer feedback/critique, and begin drafting cover letters. Students “personalize” each document in advance of mock interviews with employers.

Tue (4/14):
- Finish Employer/Industry Research. Student Research teams will present their findings to the group in a “peer teaching” exercise.
- Students continue to edit and finalize resumes and cover letters based on initial employer feedback/critique.

Wed (4/15):
- Soft Skills review and reinforcement Game; students begin preparing for employer visits.

Thur (4/16):
- Employer Fair, Round Two: Students will now perform mock interviews with employers, and will be able to present their final resume and cover letters. Students will be expected to demonstrate the lessons they have learned over the previous four weeks by performing professional interviews with each employer.

Fri (4/17):
- Graduation Trip/Celebration – students who have completed both modules will be treated to a celebratory excursion
- Wrap-up/Reflection and Survey Time
Employer Research Worksheet

Name: __________________________

“Careers over the Horizons” Spring 2016
Horizons Exploratory Academy

Employer/Business Information

Name: ____________________________________________________________

Address: __________________________________________________________

Phone #: __________________________ Website: ________________________

Hours of Operation: ________________________________________________

Industry Type: ____________________________________________________

Describe Primary Product/Service offered and/or Primary Business Function:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

What Specific Skills/Areas of Knowledge/Education/Experience do you think this Employer needs
from their employers and new hires?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Who is the Primary Audience/Customer Served by this Employer?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Develop three questions for Employer based on your research. You will be able to ask employers
your questions during the Employer Fair #1 (Thursday, March 3, 2016)

1) ________________________________________________________________________________

2) ________________________________________________________________________________

3) ________________________________________________________________________________
## Value Proposition

<table>
<thead>
<tr>
<th>Target Customers</th>
<th>Product/Service Features</th>
<th>Benefits (&quot;Value&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Who is “audience”?</em></td>
<td><em>What is being “sold”?</em></td>
<td><em>Consider the Emotional reaction/connection</em></td>
</tr>
</tbody>
</table>

### Value Proposition Statement Generator *(Fill In the Blanks)*

"_______________________________________________________________________________________"

*(your company)*

Is a _____________________________________________________________

*(describe) company.*

By its _____________________________________________________________

*(feature(s),)* _____________________________________________________

It provides _________________________________________________________

*(unique benefit(s))* _____________________________________________

to ________________________________________________________________

*(target customer)*

So What? __________________________________________________________

_________________________________________________________________________

Who Cares? __________________________________________________________

_________________________________________________________________________
Case Study #2: Drones

The Story:
Several years ago, an entrepreneur who had an interest in an emerging technology, unmanned aerial aircraft and systems, later to become known as “drones” sought support for his business plan. The goal was to create a company that would support the application of this technology to different industries, most notably electric utility companies seeking information on the status of their infrastructure.

Another company that recently opened up a satellite office and was familiar with this emerging technology, initiated a process to encourage “economic development” around the emerging technology and other science related applications such as “robotics”.

In 2014, the Chaffee County commissioners were presented with an opportunity to promote more economic development through a grant from the United States Department of Agriculture (USDA). Their response was not to avoid their involvement but to research how they could be supportive. As part of the strategy, they formed a County oversight board to develop a plan. The team brought on private sector partners that helped the team and promote the economic opportunities within this newly emerging technology.

They then wrote a grant application to offer unique airspace known as Certificates of Authorization or “COA’s”. This opened up a conversation of bringing in a new industry that could offer jobs with livable wages. The team began to pursue some companies that were looking for a place to perform high altitude research and development. The pursuit of these economic opportunities showed that we did not have a sufficient workforce to support an incoming business. Multiple efforts began, but the schools were involved as the initial first step in workforce development. The school had been brought into the team’s discussion.

The school saw an opportunity to invest in the career exploration of students and the development of a workforce that would be needed for an industry that we evolving. The school started one of the first courses to train Unmanned Aerial Systems (UAS) aka “drone” pilots. The course was offered as an elective, and quickly filled up with students that were interested in engineering. The students worked with the EDC, the commissioned board, the airport, and private experts in their pathway of exploring this new technology. The result for the business partners was a windfall of public relations. A Chinese TV company with a local affiliate was interested in the training that was being offered to high school students. A business that had recently located to the area and utilized drones, participated in the taping of a YouTube type video on the elective course being offered in the high school.

Other activities of the school involved a visit by a representative from a Congressional office and participation of students from the elective course in demonstrations being held by the County Advisory Board. Members of the real estate community also participated in class projects. Finally, the business that took the lead in development of this initiative, NAVSYS donated a “drone” for use by the School District, a Phantom 3, to support the schools efforts.

Apply the Recipe:
You can see the recipe in this story again. The school had already changed its definition of success to be more individualized, freeing up space for a conversation about this unorthodox elective. The school was already a partner at the table when the need for technology and workforce development emerged. Both the county and the district showed courage to jump into a new industry, rather than wait for it to be safe. That commitment allowed them to be at the front of the line in an industry that is changing the way businesses work. The administration set out the vision and placed it into the course offerings. While it was not a board policy question, it was the
Superintendent that worked with the HS Principal to make the vision a real piece of “paper”. The district was not confident that the course would work. However, if it failed, it failed in partnership while serving the business community, who would criticize that? The district did not commit to a forever class of UAS piloting. Currently the conversation is shifting to GIS study with Western State, and how UASs interact with that technology. The class is not a forever commitment. The district has found a way to stay in its “lane”.
**UAS or “Drone” Semester Course:**

**Outcomes:**
1. Complete Air Ground School
2. Competent piloting skills of UAS
3. Application of UAS to local need
4. Connection to local UAS conversation

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 15-18</td>
<td>Orientation / Complete Pilot Checklist items 1-5 / Register for ground school and complete lesson 1 &amp; 2 / Presentation from Local UAS representative</td>
</tr>
<tr>
<td>2</td>
<td>Aug 22-25</td>
<td>Complete 15% of Ground School / Complete Pilot Checklist items 7-10 / Draft concept of application project</td>
</tr>
<tr>
<td>3</td>
<td>Aug 29-Sept 1</td>
<td>Complete 25% of Ground School / Complete Pilot Checklist items 11-15 / Participate in local UAS conversation</td>
</tr>
<tr>
<td>4</td>
<td>Sept 6-9</td>
<td>Complete 40% of Ground School / Complete Pilot Checklist items 16-20 / Finalize application project concept</td>
</tr>
<tr>
<td>5</td>
<td>Sept 12-15</td>
<td>Complete 55% of Ground School / Complete Pilot Checklist item 21-25 / Draft of Collaborative Project concept</td>
</tr>
<tr>
<td>6</td>
<td>Sept 19-22</td>
<td>Complete 70% of Ground School / Complete Pilot Checklist item 26-30 / Finalize collaborate project concept</td>
</tr>
<tr>
<td>7</td>
<td>Sept 26-29</td>
<td>Complete 85% of Ground School / Complete Pilot Checklist item 31-35 / Develop and Finalize due dates for collaborative project stages</td>
</tr>
<tr>
<td>8</td>
<td>Oct 3-6</td>
<td>Complete 100% of Ground School / Complete Pilot Checklist item 36-40 / Complete Stage one of collaborative Project</td>
</tr>
<tr>
<td>9</td>
<td>Oct 10-13</td>
<td>Draft application project / Stage 2 collaborative project / Local presentation / All small UAS checklist item is complete</td>
</tr>
<tr>
<td>10</td>
<td>Oct 17-20</td>
<td>Draft application project, including setting up audience commitments / Stage 2 collaborative project / Begin Large UAS pilot checklist</td>
</tr>
<tr>
<td>11</td>
<td>Oct 24-27</td>
<td>Large UAS pilot checklist, Complete stage 2 collaborative project</td>
</tr>
<tr>
<td>12</td>
<td>Oct 31-Nov 3</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Nov 7-10</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Nov 14-17</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Thanksgiving OFF</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Nov 28-Dec 1</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Dec 5-8</td>
<td>Final Collaborative Project due</td>
</tr>
<tr>
<td>18</td>
<td>Dec 12-15</td>
<td>Final application projects due</td>
</tr>
<tr>
<td>19</td>
<td>Dec 19-22</td>
<td>Presentations of application project/ Presentation of collaborative project</td>
</tr>
</tbody>
</table>

**Ground School Project**

Register at http://www.eaa.org/eaa/join-eaa/student

**Pilot Task list**—The students developed an agility obstacle course with various piloting moves to ensure they had control of the machines.
Application of UAS

Part 1: Design an application of a UAS to meet a local business need. The project must:
1. Allow a business to make or save money
2. Allow a business to incorporate it within 12 months
3. Account for all equipment, training, maintenance, personnel and licensing costs
4. 2 page explanation of your business concept

Part 2: Complete a collaborative group project.

Connection to UAS Community

Part 1: Attend and participate in a local UAS conversation
Part 2: Present your application project to a local UAS audience

Grading:
- Completion of Ground School will be 40% of your grade. It is a pass/fail grade.
- Completion of your personal application project will be 20% of your grade. The explanation will be worth 60%, and the presentation will be worth 40%. Both sections will be graded by a rubric.
- Completion of your collaborative application project will be 20% of your grade. The project will be graded by a rubric.
- Participation in 1 local UAS conversation will be worth 10% of your grade.
- Class participation and collaboration with peers will be worth 10% of your grade.
## Rubrics

### Part 1: Design an application of a UAS to meet a local business need. 2-page explanation rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Points Awarded</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money Maker-10pts</td>
<td>Allow a business to make or save money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeliness-10 pts</td>
<td>Allow a business to incorporate it within 12 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real World Factors-20 pts</td>
<td>Account for all equipment, training, maintenance, personnel and licensing costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viable Solution-25 pts</td>
<td>Could this actually work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understandable Solution-25 pts</td>
<td>Did the explanation make sense?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation-10pts</td>
<td>Length, Writing Conventions, Typed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part 2: Present your application project to a local UAS audience—presentation rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Points Awarded</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience shows up-40 pts</td>
<td>You biggest challenge is getting your crowd there!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate Dress-10pts</td>
<td>This is a business presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye Contact—10pts</td>
<td>You need to communicate, not read cards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples for support-20pts</td>
<td>You need an example for every point, and quality ones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q&amp;A-10pts</td>
<td>Can you answer audience questions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support-10pts</td>
<td>Does the audience believe your idea is legit?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: Complete a collaborative group project. This is will depend on what project you develop.
UNMANNED AERIAL SYSTEMS/VEHICLES (UAS/V) INTEGRATION INTO SEARCH AND RESCUE AND HIGH ALTITUDE TESTING

DRAFT
Background:
The Chaffee County Unmanned Aircraft Systems Advisory Board (CCUASAB) and Chaffee County Economic Development Corporation have been working on an initiative to integrate unmanned aerial systems and or vehicles (uas/v) and the related technology into industries that may locate/relocate in Chaffee County for the past two years. The primary focus has been towards the integration of uas/v into search and rescue operations, because of the high incidence of such missions in the vast mountain regions of Chaffee County.

Furthermore, CCUASAB has gained state-wide recognition as a UAS/V leader and is positioning the County to become “the” High Altitude Search & Rescue Training Center in the US.

Western State University (WSCU) is an ideal candidate for a partnership because 1) WSCU has a research program, the Upper Gunnison Basin Land cover and they are open to proposals for uas/v integration, 2) WSCU has a student program, whereby students help in search and rescue efforts in the area. The team works mainly with the Gunnison County Sheriff, but they also assisted with five missions outside of Gunnison County this past year. The Search and Rescue team is a volunteer organization that depends on donations for equipment and funding. They have not yet integrated the use of uas/v into their missions.

The Center of Excellence (COE) would be another ideal partner, because CCUASB has already established a working relationship with the COE. Their mission, the COE, is to integrate uas technology to aid efforts in aerial firefighting as well as public safety, and they currently make use of a uas in aerial firefighting.

More recently, an article by Keven Stone stated “Trump OKs pilot project for drone integration at local level.” President Trump signed a Presidential Memorandum directing the Department of Transportation (DOT) to create guidelines for a pilot program allowing local governments to participate in unmanned aircraft systems (“UAS” or “Drone”) integration. The memorandum directs a framework to be developed and participants in place within the next 12 months.” The article talks about the three main objectives. The first will allow DOT and the Federal Aviation Administration (FAA) to agree and work with local and state governments on UAS testing programs. The second objective that the article stated was that the private sector and local governments would be able to operate UAS in ways permitted by the FAA. (Beyond line of sight, Night time operations, etc.) The third objective would be to collect data from places all over the country from test programs.

CCUASAB is working to become “the” High-altitude testing center for integration of UAS into Search and Rescue procedures and operations because Chaffee County offers a unique complement of geographical features and recreational opportunities that positions the county as a feasible location for UAS integration into search and rescue operations. Chaffee County elevations range from 7,000 feet on the valley floor up to 14,000 feet at numerous the peaks in the Collegiate Range.

Additionally, the County is comprised of over 80% public lands, including rugged mountainous terrain, alpine lakes and rivers, and varied backcountry conditions. The varied terrain in Chaffee County offers a variety of recreational opportunities, causing many people to seek adventure, which in turn creates an increase of search and rescue operations. The incidence of lost and injured persons mostly likely will increase the need for search and rescue operations, and will more than likely put a strain on the resources and capacity that search and rescue teams have. We propose that integrating UAS/V into search and rescue operations would help reduce the strain on the capacity of search and rescue teams, and increase the timeliness and efficiency of search and rescue operations.

Proposal:
Through a collaborative effort between WSCU Search and Rescue, the Center of Excellence, and local resources such as Buena Vista and Salida Airports, Certificates of Authorization’s, COA’s currently authorized by the FAA, public l, i.e. U.S. Forest Service, and Department of Parks and Wildlife, and local search and rescue operations, we believe Chaffee County can become the testing center for effective integration of UAS capabilities and technology into current search and rescue best practices.
Further, WSCU’s Search and Rescue Program is the only collegiate accredited Search and Rescue operation in the nation. Because of this, WSCUSAR has a mission to both provide public safety as well as an academic mission to improve search and rescue procedures through research. Additional WSCUSAR is currently assembling a new array of search and rescue vehicles; at present the anticipated equipment does not include uas. The COE has a stated mission “to improve public safety operations on the behalf of Colorado and its public safety agencies”. Thus, we believe that the COE would be an appropriate partner to assist in collaborative efforts in the integration of uas into search and rescue operations as they relate to improving public safety operational effectiveness.

Because of the unique terrain and geography of Chaffee County as described above, the County offers opportunities to test UAS integration in real world search and rescue scenarios. These may include stranded hiker rescue at alpine elevations; avalanche rescue; backcountry vehicle accident response; pre-rescue reconnaissance, and other possible applications such as fire surveillance, vegetation mitigation, and beetle kill assessment. Currently, these types of missions often involve the use of fixed wing aircraft, full sized vehicles, and large manned response teams that are expensive and expose responders to high risk of bodily harm. Integration of uas into these operations could potentially reduce these risks while improving response time and efficiency. Therefore, we believe that it is appropriate to begin a collaborative effort to consider testing the integration of UAS into Search and Rescue operations.

Additionally, another reason we believe WSCU is a strong partner for this kind of collaborative effort are the number of courses currently being offered that can be part of the foundational knowledge students and participants in the program will need. In some instances, students may already have taken or be taking these courses, which may present additional opportunities for high school students as the courses may also qualify for concurrent enrollment or advanced placement. Please see the list below.

**GEOG 222 Our Digital Earth**
3 credits

Using primarily on-line data and sources of maps, aerial photographs and satellite images, students develop and apply understanding of basic principles and techniques of map interpretation, communication with maps, and the appropriate use and interpretation of aerial photographs and satellite images. The course emphasizes both the skilled use of these standard tools of geographic analysis and visualization and communication of data and analysis with free on-line mapping tools and location-enabled mobile phone applications.

**GEOG 340 - INTRO GEOGRAPHIC INFO SYSTEMS (3 CREDITS)**

An introduction to the concepts and techniques of Geographic Information Systems (GIS). Topics covered include fundamentals of mapping, data formats, data acquisition, and quantitative analysis of spatial data. The laboratory component emphasizes practical applications of GIS to contemporary problems including but not limited to watershed analysis, land-use planning, environmental assessment, and market analysis. Prerequisites: GEOG 222 or GEOL 105; college-level mathematics requirement with a minimum grade of "C-"; junior standing or instructor permission.
GEOG 460 - GEOSPATIAL ANALYSIS (3 CREDITS)

Students enhance their understanding of concepts, skills, and techniques learned in an earlier GIS course by applying additional training in advanced vector and raster analysis, utilization of satellite imagery, and geospatial analysis methods to inform analysis of landscape change processes such as wildfire, deforestation, urbanization, reforestation, drought, flooding, climate change, and agricultural intensification. Prerequisite: GEOG 340.

Upper Gunnison Basin Land Cover
Student research project in which they are mapping the Upper Gunnison Basin.
https://www.western.edu/academics/undergraduate/geology/geology-student-research/landcover/upper-gunnison-basin-land-cover

Additional Current WSU Course Work That Includes GIS
Archaeology studies/Anthropology
"Your course will incorporate such programs as the last Geographic Information Systems"

Wildlife Biology and conservation
BIOL 431 Wildlife Techniques Workshop
"A one-week intensive field course focuses on wildlife conservation issues and wildlife management techniques such as trapping and marking wildlife, radio telemetry, population monitoring, GPS and GIS, and wildlife conflict resolution. The course includes a trip outside the basin"

Petroleum Geology
The Petroleum Geology program is housed in Hurst Hall, one of the most technologically sophisticated science buildings in Colorado. Instruction occurs in the GIS/Petroleum Geology lab. The lab has thirteen student stations for highly interactive instruction and uses the most up-to-date industry software and data sets. In recent months, the petroleum industry has made investments in Western's program totaling more than $2,000,000.

Western Mountain Rescue Team
https://www.western.edu/current-students/western-mountain-rescue-team

PDF File:
https://www.western.edu/sites/default/files/media/raw/Who%20We%20Are.pdf
Case Study #3: Farm to School

Apply the Recipe:
In many ways this was the first community collaboration the school entered into. The recipe again enters into the story. The Board had rejected the definition of nutrition success that had been previously employed of “heat and serve”. Success meant quality food being fed to our students. The district didn't know how to do that so it began looking for partners. Partnership’s began that are still alive today. The board then committed, providing land and agreements with partners to begin on a journey. The board has changed its wellness policies and food service policies to support this vision of quality nutrition. The board continues to hire trained chefs to lead the team. The district displayed vulnerability. There were no guarantees this was going to work. With the newest MOU the district is back into its "lane" and the partners are growing their capacity to fill the gap on their own.

Documents:
- Guidestone's Website has our history and curriculum links for teachers that we use today.
  - http://guidestonecolorado.org/farm-school/
- Big Picture

Guidestone Colorado is a 501c3, non-profit organization whose mission is to grow a vibrant agricultural future through education, community building, and partnerships. Guidestone’s strategic plan focuses on the following overarching goals:

1. Cultivate opportunities and experiences to increase agricultural awareness, connection, literacy (knowledge and skills development), and heritage preservation.
2. Build the capacity of new producers and local food systems.
3. Ensure organizational strength and sustainability.

The organization’s strategies and programming are founded upon the belief that if individuals are exposed to experiences on local farms and ranches, that exposure results in a growing appreciation for where our food comes from and the commitment and resources needed to produce food locally. As a result of that appreciation, those individuals will then make choices that support and increase the capacity of the local food system. The result of these choices will be resilient local food systems, healthier communities, and a vibrant future for local agriculture.

Guidestone’s programmatic approach provides services to farmers, educators, youth, and community members through four cornerstone programs:

1. The Farm to School Initiative provides strategic support for school districts to ensure students have access to healthy, locally grown food in their school meal programs and integrated education correlated to state standards across disciplines.
2. Farmhands Education Programs build a community of learning, sharing and celebration by providing youth and adults with the opportunity to learn about the art and science of growing food.
3. The Hutchinson Homestead and Learning Center, a heritage site located on a preserved corridor of the Hutchinson Family Ranch, serves as a historical and cultural interpretation and agricultural education center.
4. Colorado Land Link helps next generation farmers and ranchers through coaching and a referral and resource center to find access to land and other resources needed to launch successful agricultural businesses.
Farm to School:
Guidestone’s Farm to School Initiative supports the growing and procurement of locally grown, healthy foods for district cafeterias and fosters educational opportunities and curriculum connections both in the classroom and through experiential farm and ranch field trips. Since 2010, Guidestone has been working with the Salida School District, LiveWell Chaffee County and the Southwest Conservation Corps to develop the Salida School Gardens: Healthy Food, Healthy Growing Program, a model for food production and education integration into the schools that can be replicated throughout the Arkansas River Valley and shared with other rural communities throughout the state.

This partnership began when LiveWell Chaffee County initiated a relationship with the Salida School District Wellness Committee to provide support in examining current issues and processes and work to enhance the district wellness policy. This work, along with results from LiveWell’s Healthy Food Access Assessment, prompted LWCC and partners to conduct a feasibility analysis for the development of a local food source that would secure fresh, healthy produce and encourage healthy eating for the district’s school meal program. In 2011, after a series of stakeholder meetings, project planning, and funder support, the Healthy Food, Healthy Growing: Garden to Cafeteria program was born and Guidestone was identified as the community partner to develop and manage a 4-acre production garden and correlating education and curricular activities.

Since 2012, the garden has been developed to include over an acre of production area on Salida School District land that is home to an orchard, raised and in-ground beds, a tool shed, a poly-house and fencing of the full 4-acre site. The garden is also used as an outdoor classroom for many hands-on, experiential, environmental education-based learning opportunities with the Salida School District and greater community. We use sustainable and innovative agricultural practices and incorporate these skills and knowledge in all of our experiential education programs at the school garden. These programs include: summer garden camps, Friday Enrichment programs, SSD field trips, youth corps programs offered through Southwest Conservation Corps. Additionally, to further incorporate the garden and garden lessons into classroom and curriculum, Guidestone provides Garden Education Professional Development series’ to SSD teachers. The following highlights program successes to date:

- Developed strategic plan to work with Salida School District and the Food Service department to grow and procure local food for school meal programs. Have been working to establish protocols and systems for efficiency in storage and processing and training of employees to work with whole foods.
- Researched and adopted protocols that adhere to GHP and GAP standards as best practice for growing and procuring local food for District Food Service.
- Worked with the Southwest Conservation Corps to establish the Agricorps program that employs local youth to work at the school Farm throughout the summer. This program will be entering its 4th season in 2015.
- Developed diverse funding strategy and raised over $300,000 in cash and in-kind contributions with partners to develop the Salida School Gardens: 4 acre Holman Farm Site and integrated education program.
- Grew over 6,500 lbs of produce on less than an acre- increasing production and numbers significantly each year. Produce is grown for the school district and is sold to other local markets to help support the program.
- Developed strategic partnerships with the Heart of the Rockies Regional Medical Center and Amicas Restaurant through Boys and Girls Club to procure food from the School Farm for hospital food service and the Summer Meal Program.
Established Youth Farmers market in partnership with the Chaffee County Boys and Girls Club where youth have an opportunity to develop business and marketing skills while connecting with the origin of the food.

- Provide lesson plans, classroom instruction and field trip opportunities for grades pre-k through 12, including lessons to celebrate Earth Week, (April) National Farm to School Month, (October), National Food Day (October 24)

- Partnered with Salida High School 12th grade English Through Sustainability class during 2012-2013 school year on Salida School Garden related projects by piloting the 'Food for Thought' nutrition and food systems curriculum

- Developed service learning opportunities for Crest Academy and Horizons Exploratory Academy, (SSD's alternative middle and high schools.

- In response to the SSD four-day school week, hosted a four-week Friday Enrichment series at the Salida School Garden in both Spring and Fall

- Partnered with Salida High School 12th grade English Through Sustainability class during 2012-2013 school year on Salida School Garden related projects by piloting the 'Food for Thought' nutrition and food systems curriculum

- Developed service learning opportunities for Crest Academy and Horizons Exploratory Academy, (SSD's alternative middle and high schools.

- In response to the SSD four-day school week, hosted a four-week Friday Enrichment series at the Salida School Garden in both Spring and Fall

- Provide Farmhands Garden summer camps for local and visiting youth

- Awarded the 2013 Award for Excellence in Agriculture Education by the Colorado Alliance for Environmental Education

- Facilitated garden committees at Salida Middle School and Longfellow Elementary School to develop and utilize education gardens on-site.

- Conducted Foodhub feasibility study with Rocky Mountain Farmers Union, LiveWell Chaffee County, and LiveWell Lake County to assess feasibly for a food hub to support local food production and distribution.

- Provided facilitation support to the Colorado Farm to School Task Force Technical Assistance Workshops in 2016.

- Secured 20 year lease with school district and funding for season extension/ indoor classroom & community room on site.

The unique partnership between Guidestone, LiveWell Chaffee County, Salida School District, and Southwest Conservation Corps for the Salida School Gardens: Healthy Food, Healthy Growing Program has proven to be extremely successful. The collaboration allows for greater capacity, expertise, and resources and is integral to the success and sustainability of the program. We will continue to work collaboratively with our existing partners as well as explore future strategic partnerships as the program grows.

As a response to growing Farm to School interests in our region, Guidestone hosted an Intensive Technical Assistance (ITA) Training through the Colorado Farm to School Task Force in July 2014, in conjunction with the Task Force quarterly meeting. This training was designed to support both producers and educators/district staff by providing workshops in food safety, garden education support for teachers, and technical training for anyone interested in farm to school initiatives. In addition, Guidestone's Executive Director has been appointed to the non-profit seat/member of the Colorado Farm to School Task Force. This appointment provides an opportunity to coordinate our efforts and share resources with other programs and gain knowledge, skills and support from regional, statewide and national leaders of Farm to School efforts.

**Farm to School Lessons Learned**

Over the past 6 years, we have learned how much labor and infrastructure is needed to effectively produce and coordinate deliveries/storage with the school district. While we have been successful with funding infrastructure, we continue to explore models in which the labor of the farm can be integrated more fully into the growing farmer/apprenticeship model for long-term sustainability. We have also learned that partnerships and community process takes time and thoughtful relationship building.
• MOU: The initial MOUs were between Guidestone Farms, LiveWell, and the schools. There were various iterations of the relationship and LiveWell was only for a short time to initiate things. The latest MOU provides more control to Guidestone to bolster them as a partner and improve their ROI. This is the newest MOU.
Agreement
Between
Salida School District R-32-J and Guidestone Colorado
For the Salida School Garden: Healthy Food, Healthy Growing, Garden to Cafeteria Program

This AGREEMENT is made and entered into this ____ day of ____________, 2017, by and between SALIDA SCHOOL DISTRICT R-32-J (“District”) and GUIDESTONE COLORADO (“Guidestone”), a 501(c)(3) Colorado non-profit organization.

Recitals
A. The District and Guidestone wish to enter into an Agreement to implement, expand, maintain, and operate or contract out operations for a growing site for produce to be grown with the primary purpose of being used to supplement the District food program.

B. The District owns an approximate 4-acre parcel of real property referred to locally as the Holman Avenue Fields, referred to in this Agreement as the “Property.”

C. A 4 acre [DF1] growing site (“Growing Site”) for the District’s “Farm to School Project” (“Project”) has been fenced and established on and within the Property, which is described and depicted on Exhibits A-1 and A-2 respectively, attached hereto and incorporated by this reference.

D. As of the date of this Agreement, 1 acre(s) of the Growing Site has been placed under cultivation, and infrastructure installed, including a polyhouse, shed, wash station and water tap, at the expense of Guidestone. It is anticipated that during the term of this Agreement, more land within the Growing Site will be placed under cultivation and utilized for the Project and may be utilized for a community educational facility to be known as the “Guidestone Barn”, which will be the subject of a separate agreement between the parties.

E. The parties desire to amend their prior Agreement for the Salida School Garden dated February 10, 2015 in order to extend the term of the prior Agreement.
Agreement

For and in consideration of the mutual promises and covenants stated below, and for good and valuable consideration, the receipt and sufficiency of which the parties hereby acknowledge, the parties agree as follows:

1. **Scope of work.**
   The Project is a collaboration between the District and Guidestone for the express purpose of implementing, maintaining and operating the Growing Site for produce to be grown with the primary purpose of supplementing the District food program. Exhibit B, entitled “Guidestone Scope/Budget,” attached hereto and incorporated herein by reference, describes the work to be performed by Guidestone (“Work”) in addition to those responsibilities delineated in paragraphs 5 and 6 below, as well as the Project budget. It is understood that Project funding will be based solely on grants, fundraising, and sale of excess produce (see paragraph 5 below) and while the parties desire to see all of the Work as set forth in Exhibit B performed, there is no guarantee or representation that sufficient funding will be available. If the parties are unable to raise sufficient funds to enable all of the Work to be performed, Guidestone will determine, after consultation with the District, what part of the Work will be performed based on the amount of funds available.

This Project currently includes:
- A fully fenced outdoor garden area including an orchard on the Growing Site.
- Raised and in-ground planting beds
- Shed with a cooler
- Wash station
- Indoor growing space in the form of non-permanent polyhouses.

This Project is expected to include:
- An expanded orchard, and pumpkin patch.
- Planting to serve as a wind-break outside of the garden fence.
- Educational opportunities and curriculum connections both in the classroom and through experiential farm and ranch field trips.
- By separate agreement, the construction and operation of the Guidestone Barn, which will supply needed meeting space, bathrooms, farm stand/concessions, cold and dry storage facilities, a processing kitchen for fresh produce and a heated greenhouse, all in support of Guidestone’s mission and vision for the Property.

2. **Purpose of Agreement.**
   The purpose of this Agreement is to establish a cooperative arrangement between the District and Guidestone for the implementation, maintenance and operations of the Project.

3. **Term and Termination.**
   a. The period covered by this Agreement is for a period of twenty (20) years commencing ____________, 2017 to ____________, 2037. (the “Term”).
   b. Termination of this Agreement will be by mutual written agreement of the parties, and will provide sufficient time for Guidestone to remove all removeable infrastructure from the Property, if Guidestone desires to remove and relocate the infrastructure. Upon removal, Guidestone will restore the Property to as much of its previous condition as possible.

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c. Upon expiration or termination of this Agreement, any and all permanent infrastructure and permanent plantings on the Growing Site will become the property of the District. Any produce still in the ground will be the property of Guidestone.

4. **Maintenance of Growing Site.**
   District shall act as “lessor” and Guidestone shall act as “lessee” with respect to the use of the Growing Site. Guidestone shall assume primary responsibility for the maintenance and operation of the Growing Site, including all weed control, construction, maintenance, repair and replacement of any improvements that may be constructed within the Growing Site as part of the Project, except as otherwise may be set out in a separate contract between Guidestone and its third-party contractor. In the event a third party contractor is assigned by Guidestone any of Guidestone’s duties hereunder, Guidestone shall nevertheless remain obligated under this Agreement as if such assignment had not occurred, and Guidestone was performing all duties described herein and in any of the exhibits hereto. District shall assume responsibilities for maintaining the portions of the Property outside of the fenced Growing Site, including weed control, drainage maintenance and maintenance of the ditch and sump pump system. The District will also be responsible for repairing any damage to the Growing Site caused by the District’s failure to maintain portions of the Property outside of the Growing Site which it is obligated to maintain.

5. **Payment and Terms.**
   Produce grown by Guidestone on the Growing Site will be processed by District’s food service staff or other party contracted by the District. The District will use as much of the produce grown at the garden that it has the capacity to accept, up to 5,000 pounds per District fiscal year, or as many pounds as is grown on one- half (1/2) of the land in production in each District fiscal year, whichever is less. The District will accept this produce as full payment and consideration for leasing of the Growing Site. Guidestone or its third-party contractor will have the right to sell produce grown on 50% of the land in production, and will sell produce in excess of 5,000 pounds, or in excess of what the District is able to accept. The proceeds from the sale of such produce will be managed by Guidestone and used for the ongoing operations and maintenance of the Project.

6. **Responsibilities of Guidestone.**
   a. Endeavor to raise funds in conjunction with other community partners to fund the Project and ensure that all costs of the Project are covered by grant funding, fundraising or income generated through sale of produce.
   b. Pay for annual city water use at the Growing Site.
   c. Report to the District all grants received for the Project, with copies of any grant contracts.
   d. Maintain and operate the Growing Site, including but not limited to, ensuring proper watering care of the garden, orchard, pumpkin patch and indoor growing space(s) in accordance with Program Manager job description attached as Exhibit C.
   e. Recruit and supervise volunteers, employees, or program participants as needed for the implementation, maintenance and operation of the Growing Site.
   f. Collaborate with partners and teachers to implement and further develop an education plan.
   g. Ensure that, if any volunteer, employee, or program participant will have unsupervised contact with students, such individual is finger-printed and a criminal background investigation is performed, at Guidestone’s expense, prior to such unsupervised contact.
   h. Gather or create site plans relevant to the further development and expansion of the Growing Site.
i. Obtain written approval from District for any permanent improvements made on the Growing Site.
j. Secure any necessary utilities to the Growing Site.
k. Obtain all authorizations and permits necessary or required by law in connection with the work and materially comply with all relevant laws, regulations and ordinances in rendering services under this Agreement.
l. From time to time and at the request of the District, provide written updates on the status and/or progress of the Project.
m. Ensure compliance with all applicable provisions of local, state and federal law on the Growing Site and in connection with Guidestone’s use thereof.
n. Provide reasonable and adequate supervision of the Growing Site at all times, and of all activities related to its use.
o. Notify the District of any maintenance or repair work which is the District’s obligation under this Agreement.

7. **Responsibilities of District.**
   a. Assist Guidestone in gathering any necessary information for grant applications, reporting or evaluation.
   b. Maintain all District land outside of the Growing Site, including weed control and drainage, utilizing methods in keeping with organic practices.
   c. Provide Guidestone with an invoice for metered city water use at the Growing Site, by November 1, annually.
   d. Work with Guidestone to further develop and implement an education plan.
   e. Provide copies to Guidestone or its third party contractor(s) of any available site plans that are in possession of District and are relevant to the development of the Growing Site.
   f. Upon request by Guidestone, timely review any proposal for permanent improvements to be made on the Growing Site, and promptly notify Guidestone in writing whether such proposed improvements are approved.
   g. Provide reasonable non-financial assistance to Guidestone to secure cold storage, and any necessary utilities, to the Growing Site.
   h. Make reasonable efforts to develop the capacity be able to receive, process, store and incorporate up to 5,000 pounds of District garden produce into District meals during each District fiscal year.
   i. Permit Guidestone to utilize District equipment under terms and conditions specified by the District.

8. **Authority Granted by the District.**
   a. Guidestone has the authority to apply for and receive grants on behalf of the Project.
   b. Guidestone has the authority to work with partners and its third party contractors to construct permanent structures on the Growing Site once written approval is granted by District.
   c. Guidestone has the authority to hire a contractor to staff and operate the Growing Site; provided, however, that such contractor is subject to District approval before such contractor is permitted to perform any services on the Property.

9. **Limitations.**
   a. Guidestone may not enter into any long-term [DF2] commitments with third parties with respect to the use of the Growing Site without the express written approval of the District Board of Directors.

10. **Insurance.** During the term of this Agreement,
a. District shall ensure that the Growing Site is covered by its property and liability insurance.
b. District’s insurance policy will continue to provide protection to District.
c. Guidestone shall maintain in force at all times this Agreement is in effect workers compensation coverage as required by law, and general liability insurance in an amount equal to the monetary limits of liability set forth in the Colorado Governmental Immunity Act as now in effect or as hereinafter amended. Guidestone shall provide to the District evidence of such insurance by way of certificates of insurance which shall show the District as additional insureds and which shall provide that such insurance will not be canceled or modified without thirty (30) days’ prior written notice to the District.
d. Guidestone shall provide (or require the contractor to provide) builder’s risk insurance on any approved improvements during construction, unless it is determined that the District’s property insurance provides such coverage.
e. Guidestone shall ensure that all contractors used in connection with this Project, including but not limited to any third-party contractor who operates the Project, have in effect workers compensation coverage as required by law, and general liability insurance in an amount equal to the monetary limits of liability set forth in the Colorado Governmental Immunity Act as now in effect or as hereinafter amended. Guidestone shall ensure that such contractor(s) provide to the District evidence of such insurance by way of certificates of insurance which shall show the District and Chaffee County as an additional insureds and which shall provide that such insurance will not be canceled or modified without thirty (30) days’ prior written notice to the District.

11. Indemnification.

a. To the extent permitted by law, the parties shall be responsible for their own conduct and that of their employees, officials and agents in the performance of their respective duties under this Agreement. Each shall indemnify, defend and hold harmless the other for all claims and injuries arising out of the performance of that party’s duties under this Agreement. As to the District, the foregoing indemnification agreement shall be limited by and subject to the rights, defenses and limitations upon liability available to the District pursuant to Article 11, Section 1 and Article X, Section 20, of the Colorado constitution and/or pursuant to the Colorado Governmental Immunity Act, CRS §24-10-101 et. seq, and nothing herein shall be construed to waive or limit any such rights or defenses.

12. Right of First Offer.

If the District desires to sell or otherwise transfer, whether directly or indirectly, all or any part of the Property (the “Offered Property”), it shall give a notice (the “First Offer Notice”) to Guidestone. The First Offer Notice shall specify the price and terms of sale including, without limitation, the legal description of the Offered Property, the type of deed to be delivered, the exceptions to which the Offered Property will be subject, whether or not title insurance will be provided by the District, and the allocation of responsibility for payment of closing costs among the parties. If the Offered Property is not all of the Property and does not have direct access to a public street, the First Offer Notice must also provide that the Offered Property will include an easement or other instrument giving the Offered Property access to a public street.

The First Offer Notice shall constitute an offer by the District to sell its interest in the Offered Property to Guidestone on the price and terms and conditions set forth in such notice. If it desires to accept such offer, Guidestone shall, within sixty (60) days after the delivery of the First Offer Notice, give the District written notice of such acceptance (the “Acceptance Notice”). If Guidestone
fails to give the Acceptance Notice within the 60-day time period, Guidestone shall be deemed to have consented to a proposed sale to a purchaser other than Guidestone and the District may sell its interest in the Offered Property upon the price and terms and conditions set forth in the First Offer Notice at any time within six (6) months after the expiration of the time period for giving of the Acceptance Notice; provided, however, that during such period, the District may only sell the Offered Property at any price equal to or greater than 100 percent of the price stated in the First Offer Notice and on terms no more favorable to the purchaser than the terms included in the First Offer Notice. If the District receives an offer to purchase the Offered Property on price and terms different than the price and terms contained in the First Offer Notice (a “New Offer”), then the District shall deliver the New Offer to Guidestone and Guidestone shall have thirty (30) days from delivery in which to review the New Offer. If it desires to accept the New Offer, Guidestone shall deliver an Acceptance Notice to the District within the 30-day period. If Guidestone fails to give the Acceptance Notice within the 30-day period, then the District may proceed to sell its interest in accordance with the New Offer.

If Guidestone delivers an Acceptance Notice to the District, then, on such date as Guidestone shall set forth in the Acceptance Notice, which shall be not less than sixty (60) days nor more than one hundred twenty (120) days after the delivery of the Acceptance Notice, Guidestone shall purchase the Offered Property for the purchase price and terms and conditions stated in the First Offer Notice or any subsequent New Offer. The closing of the purchase and sale shall be held in a location mutually agreed upon by the parties on the date selected as provided above.


In every case where notice is required or permitted in this Agreement, notice shall be deemed sufficient if (1) personally delivered or (2) mailed by certified mail, postage prepaid, properly addressed to the address contained herein, or such other address as shall be given in writing by one party to the other according to the provisions hereof.

If to Guidestone:
Guidestone
PO Box 1056
Salida, CO 81201

If to District:
Salida School District R-32-J
349 E. 9th Street
Salida, CO 81201

Notices shall be deemed to be given on the date of receipt, except that if delivery is refused, such notice shall be deemed given on the fifth (5th) day after it is sent.


Should any portion of this Agreement be declared invalid or unenforceable by a court of competent jurisdiction, then the remainder of this Agreement shall be deemed severable, shall not be affected, and shall remain in full force and effect.

15. Assignment.

Neither party shall assign or transfer any part of or interest in this Agreement or sublet the Growing Site without the written approval of the other.
16. Authority.
Each person signing this Agreement, and any addendums or attachments hereto, represents and warrants that such person is fully authorized to enter into and execute this Agreement and to bind the party it represents to the terms and conditions in this Agreement.

17. No Partnership Created.
The provisions of this Agreement are not intended to create, nor shall they be in any way interpreted or construed to create, a joint venture, partnership, or other similar relationship between the parties.

18. Venue and Choice of Laws/Attorney Fees.
This Agreement shall be governed and construed in accordance with the laws of the State of Colorado without reference to choice of laws or rules. The parties agree that venue in any action to enforce or interpret this Agreement shall be in the Chaffee County District Court. In the event of litigation involving this Agreement, the substantially prevailing party shall be awarded attorneys’ fees and costs to the extent permitted by law.

19. Mediation.
If a dispute arises relating to this Agreement, and is not informally resolved, the parties shall first proceed in good faith to submit the matter to mediation. Written notice of a request for mediation shall be given by the party requesting mediation to the other party. The parties will jointly appoint an impartial mediator with experience in the subject matter of the dispute. If the parties are unable to agree on a mediator, each of the parties will appoint a mediator, and the appointed mediators shall together appoint a sole mediator. The parties will share equally in the cost of mediation. If the dispute is not resolved through mediation in a reasonable time period, not to exceed sixty (60) calendar days from the date of delivery of the notice of a request for mediation, the mediation, unless otherwise agreed, shall terminate, and the parties shall be free to litigate the dispute.

20. Entire Agreement.
This Agreement shall be binding on and inure to the benefit of the parties hereto, their respective successors and assigns, and shall not be deemed to be for the benefit of or enforceable by any third party. This Agreement is the entire agreement between the parties concerning the Project, and neither party has relied on any promises or representations except as expressly described herein. This Agreement supersedes the ___________ 2015 Memorandum of Understanding between the parties. This Agreement may not be amended except by a written document executed by all parties to this Agreement.
Case Study #4: Spartan Heights

**Story:**

This is a story of how a district developed a career construction pathway by building affordable housing for staff. The story of Spartan Heights started in 2015 when the affordable housing crisis became palpable in Chaffee County. As the district began researching the issue, the first important learning came to light. The district called other districts that had lived in the affordable housing dilemma for a long time. They offered a paradigm shift that the affordable housing dilemma was not a crisis—it was a new way of life, and was not going away. That paradigm was essential in providing a framework for building our approach. The Board of Education had also redefined success in 2013. Success was not only a college bound student or even state test scores. Success was individual in nature, and career and technical pathways were just as valid as higher education.

The district was made aware of the housing crisis more from partners, like the EDC, than school sources. The partners were talking, trying to find a way forward. The district, already at the table, joined in. The district had a city block of land that was unusable for a school site. The district found a partner in the Career Building Academy, now defunct. The consultant was not the magic bullet for developing a career pathway for kids and housing teachers. However, they were the force that allowed the Board of Education to commit. The district decided to own and manage the project, more closely.

From there, the district hired its own instructor out of the local building industry workforce. The class was quickly populated by staff courting kids to commit. The building community offered to support with reduced material costs for the pilot project as an investment. The backhoe was brought to the site and the kids began digging the hole. It has been a balancing act between commitment and action on one side, and developing the necessary systems—all at the same time.

The administration worked with Colorado Mountain College to develop the curriculum for credentialing. The district partnered with the Daniel’s Fund to develop the infrastructure within the site. The district partnered with a local bank for the funding. The district also partnered with Colorado Succeeds and other state efforts to find a pathway towards sustainable system solutions. The students kept building while the administrators worked to problem solve dilemmas from Insurance to Curriculum. The students did academics for half a day, and on site work the other half.

Other districts had solved the building trades by building a modular home on site and delivering the unit later on. That was not an option for our small facility. More importantly, we didn’t have enough student population to develop a system that turned out 40 construction students ever year. We had to develop a system that developed a trickle of 1 or 2 students into the workforce. We had to develop a system that linked students directly with adults in the field, rather than the finish school before engaging the workforce solution.

In the end, we have done that. That pilot project is set for sale to staff this July. The next four lots have been sold to a private construction team. The agreement allows the private builder to be the CMC instructor, placing our students directly within the workforce. The unit developments are now under the professionals, but with conditions within the sales contract to limit affordability factors and commitments to train the students.
**Big Picture:** Presented half-way into the project to help the school board see where it was, and where it needed to go.

The Salida Board of Education (BOE) has cast two guiding visions:

1. First, that Salida would be known as an Education Community
2. Second, that success would be evaluated at the individual child’s growth each year.

Within this project there are 3 categories of roles, and while it may seem obvious the roles must be held to for success. The application of the concepts of expertise and ownership are supported by maintaining these roles:

1. Board of Education Role: The role of the board is to set the vision (this document), ensure fiscal responsibility, and set any necessary policies.
2. Staff: The role of the staff is to execute the vision within the parameters set out by the board.
3. Partners: The role of partners is to either bring in resources (both money and intellect) that are not already present within the system and community.

The Salida BOE has 3 essential resources, but will require partnerships to help identify and produce other resources. Each of these 3 resources should be viewed as an “investment” asset. The BOE has 3 assets currently that are yielding dividends. The largest risk is to invest anyone of these resources beyond the dividends and begin investing the original source. If the BOE invest more than the dividend in any of these 3 resources the outcome could be negative.

1. The BOE has an education system. That is the essential resource…a sustainable system.
2. The BOE owns outright a block of raw city land in Poncha Springs.
3. The BOE has excess reserves.

The BOE has identified 3 priority outcomes for this project by August 2018:

1. Career Development for students: not all students are best served by college and require career training. The BOE seeks to ensure every student that would complete this pathway would have the necessary certification by industry standards for transferable hiring.
2. Workforce Development: currently, there is a clearly defined and explicit need for workers in the construction trades, which includes a local, state and national need. The BOE seeks to place 2-4 new full time workers into the industry every year.
3. Affordable Housing: in order to attract and retain quality staff the BOE must find a way to house staff at a price that the salaries being offered may afford. The BOE seeks to maintain a housing solution that may allow staff to transition into the local housing economy.

By accomplishing these 3 priority outcomes, the BOE seeks to develop a long-term apprenticeship program for all students in all areas of the local economy. Having established a construction trade apprenticeship program through the Spartan Heights project, the BOE will transfer the program to other areas. This will allow the BOE to accomplish its vision of first, integrating the education system deeper into the community system; second, to ensure that students can pursue growth without regard to a college education, ensuring every individual student has capacity to be successful.
Values and Philosophy:

There are two key philosophies that need to be kept in mind in the development of this program. The first is the connection between ownership and excellence. It seems appropriate to consider this concept as it is at the heart of home ownership. We know that owners take care of their property better than renters. The same reality is true of community projects like this. If the community owns the project and the program, then it has a greater chance for excellence. When only one person or one group owns the project then it stalls when the moment comes to transfer the work. That is not the same as meetings and bureaucracy that include all voices continually. Shared ownership has the qualities of clear outcomes, clear timelines and clear responsibilities for individual parties. That allows real accountability to verbal commitments. Ownership is best evaluated by action not by talk. Whoever is doing the acting is doing the owning. This concept should be reviewed at each decision point, including how partners are brought into the situation.

The second concept is expertise and "staying in the lane". The Salida School District’s lane is education and student development. The Salida School District does not exist to develop and build. It is clear there is an affordable housing problem in our community and it is directly impacting our demographics (the students we have to develop) and our staff capacity (our human resource to develop those students). Thus, we have to engage it if we are to be successful at our mission.

However, education again and again and again makes the mistake of seeing a gap in the community and filling the gap. When we just fill the gap, we steal our community's opportunity to grow capacity. And, we exhaust our resources that are now filling a gap. Consider how much of school's work has grown over the years to fill social and parental gaps in our society. When we become social workers we are out of our lane. That is why we are not hiring a school social worker this year as many other districts have done. Rather we are helping the county hire another social worker that would fill the gap in our classrooms. In one case, we assume the responsibility and drift lanes. In the other, we help our community grow in capacity. This concept should be reviewed at each decision point, including how partners are brought into the situation.
Phase I: Commit

If the BOE of education seeks to accomplish this vision they must first commit to the vision. The business sector is familiar with governmental promises and good intentions. This vision will not be successful without partnerships within the community system. The business sector is not going to partner until it sees a willingness to commit and risk. This is the simplest and most anxious stage. However, the death of most education initiatives is not a lack of planning, but of commitment. If this stage becomes overly complicated then the path is lost. The goal is clear, “let students learn to build by building houses.” If there is not anxiety then the path is lost. There is definitely risk and it should be respected.

1. Identify the risks to the 3 identified resources
2. Evaluate the risks
3. Take the risks, act, commit

Phase I necessary outcome: OWNERSHIP

In this act of commitment the BOE should be evaluating the level of ownership held by all stakeholders. The risks will be mitigating by the level of ownership.

Tasks to complete:
- Seed Money
- Project Budget
- Infrastructure
- Site Plans
- House Plans
- Hire new staff
- Update Job Descriptions
- Community Q & A
- Staff Q & A
- Timeline for completion of tasks
- Acquire community partners
- Acquire industry partners
- Acquire credentialing partners
- Acquire financial partners
- Acquire legislative partners
- Construction schedule
- Acquire family/student scheduling commitments
- Update/Create Policy
  - Graduation Guidelines and Credits
  - HOA
  - DEED Restrictions
- Coursework written
  - Prerequisite courses
  - Construction Math
  - Construction Science
  - Construction Communication
  - Construction Electives
Phase II: Pilot

The purpose of this stage is to actually produce the outcome—theory to action. The BOE has to prove the vision is possible, not just actionable. In other words, make good on the commitments.

**Phase II Outcome:** PROTOTYPE COMPLETION and MAINTAIN OWNERSHIP

The two risks at this stage are: one, not to complete the prototype; two, to lose ownership by stakeholders. The second is more common. At this stage we see the one man show scenario. The prototype is complete because only one person owned it.

Phase II Recommendation

On lots 7 and 8, build a duplex with the students. This is the prototype, not so much of a house, but more of a program. The purpose is to prove commitment and possibility of the vision. Now we have to implement the ideas of ownership and expertise or we will develop “mission drift.” The BOE of education is not a developer or a building firm.

How do we increase the capacity of the community to develop and build, but with a commitment to developing the future workforce? The goal of the project is not to become developers, make money or become expert builders. First and foremost, the goal is to create a new pathway for students to be career ready. Secondly, is how does the BOE increase its capacity to attract and maintain staff. If the BOE does not agree on this then stop, what is the outcome expected?

We can accomplish this goal by focusing on the development of an apprenticeship program and releasing the development and building aspects of the project.

**Actions**

Execute infrastructure plan

Build the House

- Foundation
- Framing
- Electrical
- Plumbing
- Roofing
- Insulation

- Drywall
- Finishes

Commitments by all partners are successfully implemented.

Students get certifications

Students are placed in jobs

Finalize solutions for building the remainder of the project.

**Necessary Partners at this stage:**

High Country Bank for Financing

Colorado Mountain College for Credentialing

Pilot HB 1289 for credentialing Legislative Partners

Daniels Fund, Career Wise, and Colorado Succeeds for apprenticeship program development

Renise Walker for Colorado Workforce Development

Robin Russell for Graduation Guidelines

Local Builders for oversight

Hylton Lumber for donations and materials

ACA and Hardrock for concrete/fill

Crabtree Group for design and bids

DSI for equipment
Phase III: Refine Products and Programming

The purpose of this stage is to bring sustainability. Phase II exhausts the resources reinvested. They have to be recouped with production continuing.

Recommendation for Phase III:

1. **Maintain the prototype house till completion with the current instructor through the 2017-2018 academic year.**
   a. **Decision Point:** When the house is complete sell it
      i. at either market value or
      ii. utilize a Habitat for Humanity solution and sell it to a staff member (using a lottery system) with a 5 year limit on profit margin. Sale before that time period has two conditions. One sale price is limited. Two, the district maintains first right of refusal. After the 5 year mark (or some other time period) the house is free and clear of any deed restrictions.
      iii. Keep the duplex. Rent half of the unit to a staff member for a long term solution (3 years). Utilize the other half in a more short term solution. Or sell one half to the staff member and keep the other half for rental or..

Option i: recoups the financial resource and allows us to afford the “district’s housing” to be discussed below. However, it could be perceived that the district is making money and not making good on commitments.

Option ii: A single staff member is housed at an affordable amount. However, it also draws out the development stage timeline and recoupment of financial resources

Option iii: we are immediately making good on the commitment for staff housing. We are not recouping the financial resource, except through a rental income solution.

2. **Sell Lots 1, 2, 3, 4, 5 & 6 on the open market.**

The win/win scenario that would be required is not a significant profit. I am very concerned about the development timeline. Even if we become more efficient with the prototype build, the board could expect to finish the final house in 10 years. That is a bonus if our goal is to become builders. We will have 10 years of work. We will also be able to keep the development of the pipeline going at that slow level for 10 years. However, the housing priority would only roll over at one family placement every other year. AND, it is built on the assumption that the housing crisis and financial landscape are the same as today’s. I am not comfortable with that assumption. It burdens a future board with a risk that has too few controls.

- **Decision Point:** I recommend that we sell some of the lots immediately, (Spring/Summer of 2017).
  a. The conditions for sale are a below market value to attract local builders.
  b. The additional cost would be the requirement that the builder assume a commitment to take on 2 paid apprentice students.
  c. There would be no deed restrictions or AMI restrictions.
  d. This decision would remove the sticky question of deed restrictions, which the BOE would have a forever commitment to police and enforce.
  e. This decision would develop the site in 2 years, within the current economic landscape.
  f. This decision would increase the building communities own capacity to develop their own workforce, taking the BOE out of that responsibility.
  g. This decision would take the BOE out of the responsibility of becoming an expert in building houses
  h. This decision would take the BOE out of the developer role.
  i. This decision would ensure students are being trained by experts and ensure job placement.
  j. This decision would set up an easily transferable solution for replication in other job pathways.
k. This decision could generate enough cash to pay for the district to build and maintain ownership of two housing solutions on lots 9 and 10.

3. **Build and maintain ownership of lots 9 and 10 for staff housing.**

The stickiest question is the one regarding deed restriction. Greg Powell, the lawyer we will use for our HOA rules, has clearly stated that any deed restriction solution will lead to a forever commitment by the BOE to police and enforce the created deed restrictions. The advice from other mountain communities that are a few years ahead of Salida regarding the affordable housing solution is never sell the asset. Aspen Superintendent was explicit that it was a bad idea to sell the units. The assumption that this is “housing crisis” believes that if we solve it, it will go away. Communities ahead of us are saying that is not the correct assumption. They believe it is a new and permanent reality. It is not an event. If you sell, you will only be faced with the same problem a few years later and will not have any assets to be a problem solver.

- **Decision Point:** Develop 4-6 units that can be rented to staff in transition.
  a. This decision would remove the sticky question of deed restrictions, which the BOE would have a forever commitment to police and enforce
  b. This decision provides the district with a forever asset to relieve 4-6 staff members housing struggles.
  c. If it became no longer necessary to offer a housing solution, the asset could be sold.
  d. It keeps the project forever in the black, and gives complete control to pricing to the school board.

**Summary:**

We need to be experts in education within our community. We need to develop a system to place students with industry experts and take responsibility for ensuring the academic components are in place for those students and businesses. That creates An Education Community with the capacity that individual students can have success, regardless of college. The other pathway leads to deed restrictions, 10 year development plan, the BOE becoming experts in development and real estate, and the BOE becoming experts in building. Lastly, if we take 10 years and become those experts, then what? We would be forced to shut down the program or purchase more land for development. I do not believe that is our mission. The first path keeps us in our lane within the community. I have spoken with Larry Smith at High Country Bank. He supports this pathway. I have spoken to individuals in the EDC, and they have supported this pathway. I have spoken to the Daniels Fund and they support this pathway. I believe we should decide to take this pathway to the builders and developers, via the marketplace, to determine their commitment to the pathway. IF no one will purchase the land because of the “hook” of requiring students to be taken on as apprentices then we have lost nothing. It financially can pencil. It can be sustainable. It can be done in 2-3 years. It can be transferred to other industry pathways.
A RESOLUTION AUTHORIZING THE DISTRICT SUPERINTENDENT TO ACT ON THE BOARD’S BEHALF IN REAL ESTATE TRANSACTIONS AND OTHER MATTERS RELATED TO THE VOCATIONAL EDUCATION PROGRAM AND THE CONSTRUCTION OF AFFORDABLE HOUSING UNITS

BE IT RESOLVED by the Board of Directors (“Board”) of the Salida School District R-32-J (the “District”), Chaffee County, Colorado, as follows:

Section 1 – Board Approval. The Board hereby approves the development of an apprenticeship program (the “Program”) under which Diesslin Structures Inc. (“DSI”) will construct four homes (the “Projects”) with the assistance of District students and others on parcels of real property (the “Parcels”) currently owned by the District in Poncha Springs, Colorado. The Board further approves a plan for DSI to purchase the Parcels from the District, and to provide construction trade instruction, mentoring, and experience for District students, provided that the Parcels will be sold subject to deed restrictions so that the economies of student labor will be reflected in the sale price, it being the intention of both the District and DSI that the homes produced pursuant to this MOU be available as affordable housing. With the Board’s approval, the District Superintendent, David Blackburn (the “Superintendent”), has been working with legal counsel on the necessary memoranda of understanding, contracts, agreements, deeds and/or other instruments of conveyance to implement the Program and complete the Projects (collectively, the “Documents”), drafts of which have been submitted to the Board for review.

Section 2 – Authority of Superintendent. The Superintendent is hereby authorized and directed to complete the negotiation, approval, and execution of the Documents, provided that the form and content thereof is substantially similar in all material respects to the drafts of the Documents submitted to the Board, and to which the Board has not objected, and shall do all acts and things necessary and appropriate, subject to advice of legal counsel, for the completion, closing, and finalization of the transaction(s) therein contemplated, to the same degree and extent as the Board could otherwise do.

Section 3 – Ratification of Prior Acts. The Board hereby ratifies, adopts, and approves all prior acts of the Superintendent in respect to the negotiation, approval, and acceptance of the Documents.

ADOPTED AND APPROVED this ___ day of January, 2018.

SALIDA SCHOOL DISTRICT  R-32-J

By_______________________________
President, Board of Directors

ATTEST:

By_______________________________
Secretary, Board of Directors
RFP:

NOTICE
REQUEST FOR PROPOSALS

Building Trades Apprenticeship Program and Development of Spartan Heights Housing Complex

The Salida School District R-32-J requests proposals from qualified individuals, businesses and nonprofit organizations to partner with Salida Schools in the development of a building trades apprenticeship program and the further development of Spartan Heights Building Complex in Poncha Springs. The target date for implementing the next stage of the program is August 1, 2017. In exchange for working with the School District to implement a Construction Pre-Apprenticeship or Registered Apprenticeship Program as outlined by the Colorado Department of Education, Partners can expect to be allocated lots to build affordable housing for staff and the community. The School District and the Chaffee County Economic Development Corporation will help facilitate workforce development and community development, good public relations, which is presumed to result in a financial profit for the successful individual, business, or nonprofit organization. This project has the potential for enterprise tax zone incentives through the Economic Development Corporation.

A pre bid conference to ask questions regarding this proposal shall be on June 15th. All proposal requests shall be reviewed at a special board meeting on June 27th. All proposals are due in full to the district office at 349 E. 9th Street by June 21st. Final decisions shall be made known by July 7th.

Salida School’s Vision for Spartan Heights

The Salida Board of Education (BOE) has cast two guiding visions:

A. First, that Salida would be known as The Education Community. This project will fulfill that vision by engaging an important sector of the local economy, the construction industry.

B. Second, that success would be evaluated at the individual child’s growth each year. The District has both State mandated and community standards that are utilized to evaluate success at the end of each school year.

The BOE has identified 3 priority outcomes for the Spartan Heights project by August 2018:

I. Career Development for students: not all students are best served by college and require career training. The BOE seeks to ensure every student that would complete this pathway would have the necessary certification by industry standards for hiring.

II. Workforce Development: locally and statewide, there is a clearly defined need for workers in the construction trades. The BOE seeks to place 2-4 new full time workers into the industry every year.

III. Affordable Housing: is a local and statewide concern, especially in rural mountain resort communities. In order to attract and retain quality staff, the BOE must find a way to provide housing for staff at a price that the salaries being offered by the BOE can afford. The BOE seeks to maintain a housing solution that can allow staff to transition into the local housing economy.

By accomplishing these 3 priority outcomes, the BOE seeks to develop a long-term apprenticeship program for all students in targeted areas of the local economy. Having established a construction trade apprenticeship program through the Spartan Heights project, the BOE will transfer the program to other areas. This will allow the BOE to accomplish its vision of first, integrating the education system deeper into the community; second, to ensure that students can pursue growth without regard to a college education, ensuring every individual student has capacity to be successful; third, facilitate an ecosystem for successful education and community outcomes.
Partner's Intent:
Proposals should answer the following questions:
1. Why do you wish to partner with Salida Schools in the development of this program?
2. What is your intent with the finished product/home? Sell, lease, partner with other affordable housing organizations or initiatives?
3. Have you developed affordable housing before?
4. What is your view of the role of education in a community?

Partner's Expected Support from the Salida Schools:
Partners should expect the following from Salida Schools as support in the development of the property and program:
5. Provide Curriculum
6. Provide Industry Credentials
7. Provide Evaluation of Learning
9. Provide Architectural Standards for HOA

In Addition, Salida Schools can offer:
10. Supervision and support of students on sight. How would you utilize the district’s staff member in this manner?
11. Public Relations. What PR would you expect of Salida Schools?

In Addition:
12. Any other expectations you would require to partner with the school district should be listed in your proposal.
13. Access and help facilitate Construction Pre-Apprenticeships or Registered Apprenticeships

Apprenticeship Requirements:
14. Propose how you as a partner would develop an apprentice:
15. How many students would you require/allow?
16. How long would you commit to the students?
17. What Safety Assurances would you require of apprentices?
18. What exposure to the building process would you provide? Please be explicit on this point.
19. What hands-on experience would you provide? Please be explicit on this point.
20. What accountability would your provide regarding work ethic?
21. What are you prepared to compensate apprentices?
22. What ratio of apprentice to adults would you be committed to or recommend?

Land Development:
23. Are you interested in purchasing lots or services in-lieu of land?
24. How many lots are you interested in?
25. If offering to purchase what would you offer for the lots?

Qualifiers:
26. A qualified partner must be insured.
27. A qualified partner must agree to drug free environment for students.
28. A qualified partner must agree to finger printing as necessary by law.
29. A qualified partner must agree to an alcohol free environment.
30. A qualified partner must agree to an MOU that allows for a lien against the property if apprentice program is not completed.
31. A qualified partner must agree to offer the opportunity to clear two credentials per semester.
32. A qualified partner must be willing to pay for all necessary permitting, licenses, and work required to receive a certificate of occupancy.
Request for Proposal Application

Company Name:
Contact Name:
Contact Information:

Overview:

My company, __________________, would like to propose partnering with Salida Schools to accomplish the goal(s) of:

1. Career Development for Students and partnering with the apprenticeship program
2. Workforce Development for the industry
3. Affordable Housing for district staff

- In order to do this we would purchase lot (s) ______ for $_____________. On that (those) lots we would intend to build ________________________________________________________________.
- We WOULD or WOULD NOT (circle one) restrict the sales or deed of the home. In the case of deed restrictions or sale conditions we would propose the following:

- - -

Have you developed affordable housing before?

Why do you want to partner with the school district on this program and how does this match your view of the purpose of education in the community?

________________________________________________________________________________________
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___________________________________________

Any other proposals on the transfer of land?

_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

From the RFP Partner's Intent:

Proposals should answer the following questions:

1. Why do you wish to partner with Salida Schools in the development of this program?
2. What is your intent with the finished product/home? Sell, lease, partner with other affordable housing organizations or initiatives?
3. Have you developed affordable housing before?
4. What is your view of the role of education in a community?

Land Development:

1. Are you interested in purchasing lots or services in-lieu of land?
2. How many lots are you interested in?
3. If offering to purchase what would you offer for the lots?

**Expectations of the school district:**

What conditions do you propose in regards to your expectations of the Salida Schools in this apprenticeship development?

-  
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-  
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-  

The school district could hire an employee to supervise/support the students. Would you require that? How would you utilize this employee?

____________________________________________________________________________________________________________________________  
____________________________________________________________________________________________________________________________  
________________________________________________________________________________________

From the RFP

**Partner’s Expected Support from the Salida Schools:**

Partners should expect the following from Salida Schools as support in the development of the property and program:

1. Provide Curriculum  
2. Provide Industry Credentials  
3. Provide Evaluation of Learning  
4. Provide Drug Testing and Finger Printing Support  
5. Provide Architectural Standards for HOA

In Addition Salida Schools can offer:

6. Supervision and support of students on sight. How would you utilize the district’s staff member in this manner?  
7. Public Relations. What PR would you expect of Salida Schools?

In Addition:

8. Any other expectations you would require to partner with the school district should be listed in your proposal.  
9. Access and help facilitate Construction Pre-Apprenticeships or Registered Apprenticeships

(Cont)
Expectations the school district can have of your company in an apprenticeship program:

What do you propose offering a placed apprentice on your team?
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________

How many students would you require/allow? _____________________________

How long would you commit to those placed students? _________________________

What safety assurances would you require of apprentices?
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________

What exposure to the building process would you provide? Please be explicit on this point.
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________

What hands-on experience would you provide? Please be explicit on this point.
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________

What accountability would you provide regarding work ethic?
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________

Would you compensate apprentices? How? ________________________________________________________________
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________

What ratio of apprentice to adults would you be committed to or recommend? _____________________________

From the RFP
Apprenticeship Requirements:
1. Propose how you as a partner would develop an apprentice:
2. How many students would you require/allow?
3. How long would you commit to the students?
4. What safety assurances would you require of apprentices?
5. What exposure to the building process would you provide? Please be explicit on this point.
6. What hands-on experience would you provide? Please be explicit on this point.
7. What accountability would you provide regarding work ethic?
8. What are you prepared to compensate apprentices?
9. What ratio of apprentice to adults would you be committed to or recommend?
Qualifications:
Does your company agree to the following?

- A qualified partner must be insured. ______
- A qualified partner must agree to drug free environment for students. ______
- A qualified partner must agree to finger printing as necessary by law. ______
- A qualified partner must agree to an alcohol free environment. ______
- A qualified partner must agree to an MOU that allows for a lien against the property if apprentice program is not completed. ______
- A qualified partner must agree to offer the opportunity to clear two credentials per semester. ______
- A qualified partner must be willing to pay for all necessary permitting, licenses, and work required to receive a certificate of occupancy. ______

From the RFP

Qualifiers:

1. A qualified partner must be insured.
2. A qualified partner must agree to drug free environment for students.
3. A qualified partner must agree to finger printing as necessary by law.
4. A qualified partner must agree to an alcohol free environment
5. A qualified partner must agree to an MOU that allows for a lien against the property if apprentice program is not completed.
6. A qualified partner must agree to offer the opportunity to clear two credentials per semester.
7. A qualified partner must be willing to pay for all necessary permitting, licenses, and work required to receive a certificate of occupancy.
MOU: Memorandum of Understanding ("MOU") Between DSI and Salida Schools

This MOU, effective January 1, 2018, is entered into, by and between Diesslin Structures Inc. (DSI) and the Salida School District R-32-J ("SSD").

This MOU pertains to an apprenticeship program under which DSI will construct four homes (the “Projects”) with the assistance of SSD students and others on parcels of real property (the “Parcels”) currently owned by SSD and situate in the County of Chafee and State of Colorado, and further described as follows:

Lots 1 – 4, ______ Subdivision and known by street and number as ____________, Poncha Springs, Colorado _______. DSI will purchase the Parcels from SSD, and the completed homes will be the sole property of DSI. The parties will enter into a contract for the purchase and sale of the Parcels (the "Contract"), to be finalized and mutually executed no later than _______ 2018. The Contract will remain executory during the entire period of project completion, and will contain a condition that DSI agrees to fully participate in the apprenticeship program outlined below, and that satisfactory completion of the program elements described below is necessary before closing on any of the Parcels. Additionally, the Contract will require a deed restriction on the pricing of the homes built on the Parcels, so that the economies of student labor will be reflected in the sale price, it being the intention of both SSD and DSI that the homes produced pursuant to this MOU be available as affordable housing.

SSD responsibilities:

- SSD agrees to provide the Parcels upon which the homes will be built.
- SSD agrees to provide a supervisor for students at all times while on the building site.
  - The school supervisor will:
    - Supervise both the safety of the student and curriculum,
    - Be paid entirely by the school district,
    - Ensure all school regulations are followed,
    - Contact school administration and families as required,
    - Complete all school forms,
    - Determine and record all school grades as required,
    - Supervise the scheduling of student workers,
    - Transport students to and from school and site,
    - Assist DSI foreman in completing evaluations of the students,
    - Provide necessary updates to the school administration.
    - Handle all disciplinary action of students, according to school policy and the student handbook.
- SSD agrees to provide liability insurance for the school supervisor.
- SSD agrees to enroll no less than 5 students and no more than 10 students into the program per semester.
- SSD agrees to conduct criminal background checks on all employees of DSI and subcontractors who will be working in proximity to SSD students on the building site.
- SSD agrees to provide a 10-hour OSHA certification for each student, prior to working on-site.
- SSD agrees to reimburse DSI for DSI’s documented costs arising from participation with Colorado Mountain College.
- SSD agrees construction may continue, regardless of student participation or school calendar breaks.
DSI Responsibilities:

- DSI agrees to provide, at DSI’s own sole cost and expense, all site work, engineering, and architectural plans and specifications, building materials, equipment, supplies, and trade work necessary to complete the Projects.
- DSI agrees to oversee the construction timeline, permitting, material ordering, and quality of product.
- DSI agrees to ensure all laws, and agreements, including HOA agreements, are successfully met.
- DSI agrees to ensure all students are properly trained to complete any task prior to beginning.
- DSI agrees to provide a job trainer for at least one hour a day to teach what the work is for the day.
- DSI agrees to provide a job supervisor during the entire time students are on-site.
- DSI agrees to complete the Projects by June of 2019.
- DSI agrees to oversee the construction of residential homes on lots 7 and 8, which will remain the property of SSD, beginning January 2018.
- DSI agrees to provide all tools necessary for any task contemplated in this MOU.
- DSI agrees to track the cost saving of all student labor, which is to be subtracted from the initial sale price of the homes in accordance with a deed restriction to be entered into by DSI and SSD.
- DSI agrees to interview and consider students for any job opening that said students are qualified for.
- DSI agrees to provide qualified students with letters of recommendation for future employment and/or educational opportunities.
- DSI agrees to partner with Colorado Mountain College in the delivery of the curriculum.
- DSI agrees to complete a final evaluation of the program.
- DSI agrees to provide lien-waivers from all subcontractors hired by DSI to work in the building site.
- DSI agrees not to permit any subcontractor or employee of DSI to perform work on any of the Parcels when students are present unless and until such subcontractor or employee has been approved by SSD after a satisfactory criminal background check. It is DSI’s responsibility to provide SSD with the names and necessary information on all employees and subcontractors to enable SSD to obtain criminal background checks.

Termination of the MOU:
This MOU will be incorporated by reference into the Contract and will remain in effect until July 1, 2019, or until the construction project is complete, whichever comes first. Any party intending to terminate this MOU early shall give no less than 30 days written notice to the other parties. This MOU shall be governed under the laws of the State of Colorado. The parties agree to mediate any dispute prior to filing any lawsuit regarding this MOU. This MOU may only be modified by written agreement between the parties.

Signed this ___ day of January 2018
## Curriculum

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<td><strong>Intro to Building Trades</strong></td>
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