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Colorado 2000 6/17 /9 I [OA 8324] [1]

Stack:	Row:	Section:	Shelf:	Position:
G	26	21	4	6

June 10, 1991

MEMORANDUM FOR MARK LANGE

FROM: JENNIFER GROSSMAN
SUBJECT: MATERIAL FOR COLORADO 2000

I. JEFFERSON QUOTES

- 1) "I look to the diffusion of light and education as the resource most to be relied on for ameliorating the condition, promoting the virtue, and advancing the happiness of man."
--Jefferson, to C.C. Blatchly, vii. 263
- 2) "Enlighten the people generally, and tyranny and oppression of body and mind will vanish like spirits at the dawn of day."
--Jefferson, to Dupont DeNemours, vi. 592. ✓
- 3) "Above all things, I hope the education of the...people will be attended to; convinced that on their good senses we may rely with the most security for the preservation of a due degree of liberty."
--Jefferson, to James Madison, Ford ed., iv, 480.
- 4) "Every government degenerates when trusted to the rulers of the people alone. The people themselves therefore are its only safe depositories. And to render even them safe, their minds must be improved..."
--Jefferson, letter to James Madison.

II. THE NORTHWEST ORDINANCE (1787)

"As settlers poured into the Northwest Territory, Congress realized that it would have to establish some provisions for government, and sooner than it had expected...The problem was how to make the transition from a relatively unpopulated frontier to statehood. The scheme set forward in the 1787 statute provided the basic mechanism for establishing government in the territories and then bringing those areas into the Union...It established for all time the principle that new states would be equal in every way to the original members of the Union."

--Documents of American Constitutional and Legal History, Vol. 1, p. 85.

NOTE: Article three of the statute states than: "Religion, morality, and knowledge, being necessary to good" ✓

government and the happiness of mankind, schools and the means of education shall forever be encouraged." ✓

Origin: The Northwest Ordinance was based in part upon Jefferson's plan of 1784, and in part upon a committee report of 19 Sept. 1786.

III. THE GOOD SOCIETY

The Good Society, as described in the President's Michigan Commencement speech:

"We don't need another Great Society with huge and ambitious programs administered by the incumbent few. We need a Good Society built upon the deeds of the many, a society that promotes service, selflessness, action."

"The Good Society poses a challenge: It dares you to explore the full promise of citizenship, to join in partnership with family, friends, government to make our world better. The Good Society does not demand agonizing sacrifice. It requires something within everyone's reach: common decency - - common decency and commitment. Know your neighbors. Build bond of trust at home, at work, wherever you go. Don't just talk about principles -- live them."

IV. EXAMPLES OF INNOVATIVE APPROACHES TO EDUCATION IN COLORADO'S MESA COUNTY VALLEY SCHOOL DISTRICT 51

1) At the elementary school level, approximately 1,800 parents were involved as volunteers in various activities such as:

--Art Heritage: teaching about famous artists, what they were like as people, how they lived, and what they contributed to society.

--Presentations: sharing special knowledge and skills

2) An Education Business Partnership that works:

The Mesa Valley School District and the Grand Junction Area Chamber of Commerce have developed a comprehensive Education Business Partnership. The Partnership is completing its second year and growing.

The Partnership has focused on educators and business people getting to know each other and developing a foundation of support for education within the local community. Often such Partnerships focus on fundraising; this Partnership has focused on the sharing of time and expertise. There are five subcommittees:

*The goal of the Teacher-Businessperson Exchange Subcommittee is to have all teachers visit at least one local business. During the visit, business people share the needs they have in their work force (the skills and abilities employees need). The reciprocal goal is for the same business people to visit the classrooms to gain an insight into what teachers do.

3) Accountability Committees

The process of accountability in the Mesa Count Valley School District provides an opportunity for certified and classified staff, administrators, parents, non parent taxpayers, and students to form various partnerships in support of school improvement.

June 7, 1991

MEMORANDUM FOR MARK LANGE
BOB SIMON

FROM: JENNIFER GROSSMAN

SUBJECT: EDUCATION EVENT, IN GRAND JUNCTION, CO

On Monday, June 17th, POTUS will participate in a two-tiered education event in Grand Junction, Colorado. After an 11:30 arrival (time may change). The President will drop by (15-20 minutes participation) a meeting of either the local or state steering committee formed in response to the call to implement our education goals. [~~**The original plan was to have POTUS participate in a local school board meeting. These steering committees were formed rather recently, and frankly, they reek of Governor Roemer's (D) ambitions to garner attention/credit on the education front.]~~ The President will listen to the committee's discussion then comment briefly on what he has heard, how that fits in with America 2000. It's unclear whether this will be off the cuff or if formal talking points/brief remarks are necessary. If remarks need be prepared, POTUS should stress the importance of community efforts in attaining educational excellence.

The President's main speech will be given after the meeting with the steering committee, probably at Grand Junction's Two Rivers Plaza. The purpose of the speech is to highlight Track Four of the America 2000 Education Strategy: "cultivating communities where learning can and will happen." Basically, community involvement in and innovative community approaches to attaining education goals. Various possible tacks:

- The community has a stake in the skills of its human resources -- and should therefore have a role in their cultivation.
- POTUS might praise the diversity of community members involved -- from business groups (donating computers, and more importantly, training), to older Americans (tutoring), etc.
- As part of the overall community effort, POTUS has called for increased parental involvement: a) becoming more active in your child's education; b) becoming more active in the development and implementation of these new generation of schools.

NOTE: On the day of the event, Governor Roemer, Chairman of the President's National Education Goals Panel, will

address a teleconference hook-up of all 176 Colorado school districts on the subject of becoming an America 2000 community. Prerequisites to becoming such a community include: adopting the six national goals, devising a community plan to achieve them, developing a system to measure progress toward these goals, and creating a new American school. POTUS should probably praise this effort as the kind of initiatives we need to gear our students up for the next American Century.

P.S.

- 1) 6 Teachers of the Year from 6 surrounding states will attend the event, POTUS should recognize.
- 2) Grand Junction: 4,800 ft. elevation, in a valley, girded by the Grand Mesa -- world's largest flat mountain.
↳ table... where God does His homework...
- 3) Jane Leonard, in Public Liason, can answer questions for you. She knows her stuff. ext. 7845
- 4) Sec. Alexander will attend event.

~~Expand improve environmental education~~

→ improve science education

Here in

~~The Grand Junction community understands this. That's why local business people have joined with the Governor and the Department of Energy to make local education a top priority. Part of their effort involves a partnership to increase the ranks of women in math and science related fields. It's called "Expanding Your Horizons," and it's an equation in which the federal, state, and local efforts add up to greater opportunity for today's students.~~

This interest seems to attract more young women to the fields of math in math & science





DEPARTMENT OF ENERGY
Washington, DC 20585

June 12, 1991

OFFICE OF THE SECRETARY

MEMORANDUM FOR:

MARK LANG
JENNIFER GROSSMAN
WHITE HOUSE OFFICE OF SPEECHWRITING

FROM:

PEGGY DUFOUR *P. Dufour*
SPECIAL ASSISTANT TO THE SECRETARY

SUBJECT:

PRESIDENT'S REMARKS AT GRAND JUNCTION, COLORADO

We were informed by our Field Office in Grand Junction that the President would be speaking there on education on Monday, June 17.

Because we have a very active partnership there that involves the Federal government, the Governor's Office, and a lot of private industry -- and is focussed on community interaction and outreach for education (Track #4), we would appreciate your including acknowledgment of this partnership when appropriate in the President's remarks at this event.

[DOE is the largest employer there and, with the contractors, is the community from which Track 4 efforts at education reform will spring. Secretary Watkins and Governor Romer have also worked closely on math and science education, because of the National Education Goals Panel.

* [The partnership is two-fold, and is based at Mesa State College, One part involves environmental education at the two- and four-year college level, and
* [the other, "Expanding Your Horizons," involves science career awareness programs for middle school girls.

Also, DOE is funding the Colorado Center for Environmental Management at between \$1.6 million and \$5 million per year. Information on all of these is attached.

These partnerships were started by Admiral Watkins to encourage the community to get involved in an area of education that can lead to jobs -- good jobs -- in environmental restoration and waste management. It has been a huge success, and has led the school to expand its program. It has helped young girls see that they have a role in the workforce of the 21st century, and that they belong in science and math just like the boys.

* [We've had a real hands-on involvement with this effort, especially with "Expanding Your Horizons." Because it's our community, our people are the ones who volunteer to teach science, math and reading in the schools and in after school programs. It would be great if this community effort could be recognized.

Attachments

cc: Admiral Watkins

To input, Bottom p 3?

Mesa State College

in cooperation with

Colorado Department of Education
U.S. Department of Energy
Chem-Nuclear Geotech, Inc.
Sundstrand Corporation
School District 51

Public Service Company of Colorado
Coors Ceramics, Inc.
General Production Devices, Inc.
US West Communications
Dresser, Inc.

Presents

Especially for Girls, Grades 6-9

(and their parents, teachers, and counselors)

"Expanding Your Horizons"

In Math, Science, Technology, Engineering and Non-Traditional Careers
Mesa State College, Grand Junction—November 17, 1990

What is "Expanding Your Horizons?"

"Expanding Your Horizons" (EYH) is a nationally recognized conference for girls, their parents, teachers and counselors. The goals of the conference are:

1. To help girls in grades 6-9, especially minority and disadvantaged girls, become aware of career opportunities in math and science-related occupations;
2. To increase the proportion of all girls in grades 6-9 who are interested in mathematics, science, technology and engineering; and
3. To provide an opportunity for all girls in grades 6-9 to meet professional and technical women who work in non-traditional occupations.

What happens at an EYH Conference?

In these workshops, the girls attend a general orientation session where they hear keynote addresses by women who have achieved success. At the Mesa State conference these speakers will be Ms. Peggy Dufour, Special Assistant to the Secretary of Energy, and Ms. Estella Romo of the Department of Energy's Division of Educational Program Development. Students then select two workshops to attend, one in the morning and one in the afternoon. Women in non-traditional careers lead an activity-based session related to their jobs. Adults at the conference attend separate sessions to discuss stereotype behavior and its impact on learning; ways to encourage girls to select, apply to and adjust to college; and how to pay or obtain funding for your child's education.



Other Sessions Will Be Held:
University of Northern Colorado, Greeley—November 3, 1990
Colorado College, Colorado Springs—February 9, 1991
Metropolitan State College, Denver—March 23, 1991
School of Mines, Golden—April 13, 1991

The Daily Sentinel Sunday, July 29, 1990

Commentary

Daily Sentinel editorials

Mesa State scores a coup

Mesa State College might very well become a Mecca for students in the small but rapidly growing field of environmental restoration.

The announcement Friday that Mesa State this fall will begin offering a two-year program leading to an associate's degree in environmental restoration engineering technology puts Mesa State in the forefront of a discipline that could be to the 1990s what computer technology was to the 1980s.

The environmental restoration program is the latest in a series of new offerings at Mesa State, but it is potentially the most significant in its impact on the community.

Graduates of the program, which is being funded by a \$50,000 grant from the U.S. Department of Energy, \$10,000 from the state and a whopping \$825,000 from AT&T, will fill a critical niche in the environmental clean-up industry. They will fill the gap between the policy-makers and the technicians in the field. They will be the middle managers in the sophisticated and complex industry of dealing with hazardous, toxic and radioactive wastes, mined land reclamation, reforestation and a host of other environmental restoration projects.

Locating such a cutting-edge program at Mesa State is only natural. Mesa County

is already home to a number of government agencies and private companies that can contribute to and benefit from the program. The Department of Energy, UNC Geotech and Oak Ridge National Laboratory are among the organizations that are more and more — as mill tailings removal nears an end — looking for other projects to keep them here.

Environmental restoration, particularly the handling of hazardous and toxic wastes, will be the key to the future growth of those companies. As they expand into those fields they will need the expertise that graduates of the new program at Mesa State will have. In fact, UNC has already given five of its employees' scholarships for the new program.

Those firms will be able to cite Mesa State's program when they pitch new projects to the government. Thus, the environmental restoration program could be a key factor in keeping those companies — and the hundreds of jobs associated with them — in Grand Junction.

Mesa State College in recent years has shown again and again that it is responsive to community needs. The creation of the environmental restoration program is the latest, and most significant, manifestation of the college's commitment to provide service to its constituents.

NEWS MEDIA CONTACT:
Catherine Kaliniak, 202/586-5806

FOR IMMEDIATE RELEASE
July 27, 1990

DOE TO PROVIDE SUPPORT FOR ENVIRONMENTAL EDUCATION PROGRAM

The Department of Energy (DOE) announced today it has joined with private industry in supporting a new Associate of Applied Science Degree Program in Environmental Restoration Technology at Mesa State College in Grand Junction, Colorado. DOE and the State of Colorado have provided funds which made the initiation of this program possible.

Ceremonies were held today, July 27, 1990, at Mesa State College to announce collaborative efforts among academia, industry, federal and state governments, to address the growing need for qualified personnel in the area of environmental restoration. In attendance were Colorado Governor R. Romer and Dr. C. W. Frank, Director of DOE's Office of Technology Development, to recognize industry's support of approximately \$1 million in computers and software, scholarships and grants, from AT&T, AutoDesk, Inc., Public Service Company of Colorado, Terrasciences Company, and U. S. West Communications.

Currently, an education program for technologists in the environmental restoration area does not exist. The Associate of Applied Science Degree Program in Environmental Restoration Technology will provide students with a basic math/science background, technical communication skills, and specific knowledge of the work process and the work environment associated with DOE's environmental restoration projects.

DOE's Grand Junction Projects Office (GJPO) will sponsor five employees in the program beginning in the 1990 fall semester. These employees will work part-time at GJPO, receiving pay and benefits for full-time, with the remaining time being spent working toward the Associates Degree. These employees, upon graduation, will be required to work an additional year at GJPO.

"The DOE has undertaken the monumental task of cleaning up its defense-related facilities," said Secretary of Energy James D. Watkins. "However, to accomplish our cleanup goal within 30 years, we need skilled workers in the areas of environmental restoration and waste management. DOE's support of this program is one of the key initiatives in the Department's Environmental Restoration and Waste Management Five-Year cleanup Plan."



Colorado Center for Environmental Management

ECO-LINK

vol. 1 no. 2 Linking Business, Education, Citizens & Government for a Better Environment Winter 1991

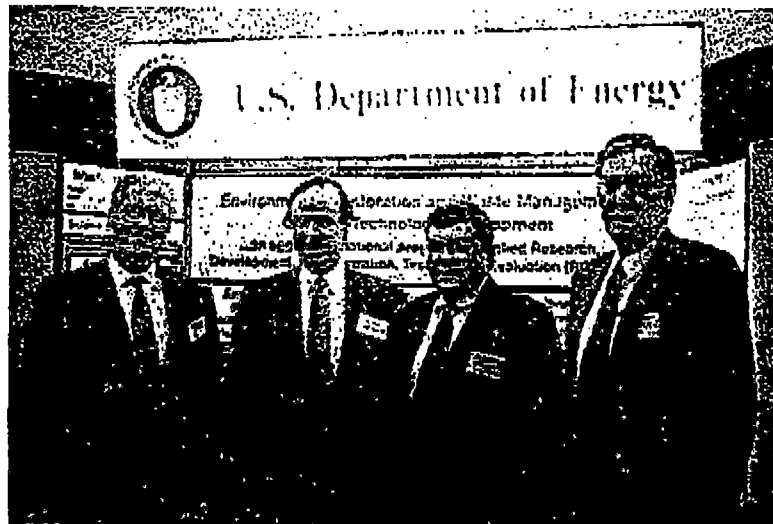
DOE Announces Major Grant for CCEM

Jane O. Russo

At a recent mining workshop, the mission of the Center was epitomized by bringing together industry, academia, government and private interest groups to discuss environmental issues of mutual interest.

Over 300 participants heard leaders from government and industry discuss the challenges before us of pooling our resources and cooperating as partners as we explore opportunities for collaborative research and development.

DOE announced the award of a \$1.6 million grant to CCEM at the workshop. The grant will help the Center to make Colorado a model for collaboration among educational institutions, government agencies, and the public to solve pressing environmental problems. The grant is the beginning of a multi-year commitment from DOE with annual funding of \$3 to 5 million.



Left to right: Clyde Frank, Skip Spansley, Leo Duffy, John Cordes

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Governor Romer wrote to participants:

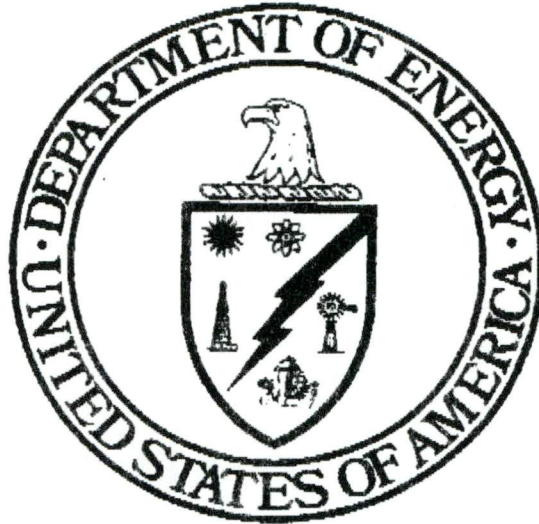
The West has a rich mining heritage. The industry has adapted and has learned valuable lessons. In recent years it has complied with rigorous regulations and developed effective techniques for environmental restoration. It is my hope that these lessons will be transferred to other industries to help in hazardous waste cleanup programs.

For some time, I have been acutely aware of the hazardous waste problems facing Colorado. I have recognized the outstanding quality of research universities and the capability of industries on the cutting edge of cleanup technology. The challenge before us is to find a forum of communication throughout the country. We need to bring together

our needs and capabilities to collaborate on solutions.

I believe Colorado's recently-established Center for Environmental Management will serve as a model to the nation. It brings together business, government, researchers and educators who recognize a common need for coordination and cooperation on research, training and finding solutions in this area. I appreciate DOE's grant for the Technology Integration Project. It will help the Center begin this new collaborative approach.

We are embarking on an exciting new initiative embracing the concepts of CCEM to achieve our common goal of a clean, healthy environment for the citizens of Colorado.



91 JUN 12 P5:30

Molly fax 223

Office of the Secretary U.S. Department of Energy

FAX Transmittal Sheet

Date 6/12/91

To Mark Lang - Jennifer Grossman

FAX Number 456-6218

Phone Number 456-2930

Comments Re - Grand Junction - 6/17
See especially - the Expanding your Horizons info.

Thanks!

From P. Dufour

FAX Number 202 586-9988

Phone Number -7970

Number of Pages (including cover) 6

(Lange/Grossman)
June 11, 1991
6:30 P.M.
[CO2000.TS]

PRESIDENTIAL REMARKS: COLORADO 2000 COMMUNITIES INITIATIVE
GRAND JUNCTION, COLORADO
MONDAY, JUNE 17, 1991
[12:20 p.m.]

*James Leonard
7845* *←?* *→ Leigh Ann &
→ Danny*

[[Thank you, . Let me salute Governor Romer, who's doing such a wonderful job leading the National Education Goals Panel. And to the six Teachers of the Year with us today... to Secretary Alexander... thank you all for being here.]]

Leigh Ann

On the way in, I was struck by the majestic views of the Grand Mesa -- that great big table that looks like just the kind of place where God might have done His homework, or put down the pallette He used to paint the sky.

In a place as beautiful as this, you can't help but feel some of the excitement our forebears must have felt, surveying the vast frontier before them.

Some will say America's frontiers have been explored fully - - developed, or even lost. But one frontier knows no limits, needs constant development, and can't be lost. That's the frontier of the American mind -- the unlimited vista of the American imagination.

As a people, our love of learning has guided every step of our progress. The Northwest Ordinance of 1787 declared that "knowledge, being necessary to good government and the happiness

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~~of mankind, schools and the means of education shall forever be encouraged."~~

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of Am
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+ Legal
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p 84

That same need to encourage education brings us together today ~~204~~ years later. You can think of education as a political issue, or a competitiveness issue, or an economic issue. It will be all of these -- but above all, education in America is a moral imperative.

1971
1787

Thomas Jefferson knew -- and Eastern Europe recently reminded us -- that the powers of any society rest ultimately with the people themselves. Education provides the grounding in ideas and values so crucial to maintaining democracy and prosperity. Education serves as our greatest source of social, economic and moral power.

No social program has greater influence over our future. And none attracts more attention and generates more passion on the part of our people. That's why, together with all of the nation's governors -- and with the leadership of Governor Romer - - we set six ambitious National Education Goals for American students of all ages.

We cannot achieve those goals without declaring a revolution in American education. This revolution demands far more than revolving-charge, blank-check spending. It demands that every community raise expectations, accelerate accountability, and reward results.

1971
1787
204

Our America 2000 Education Strategy calls for "cultivating communities where learning can and will happen" -- and all of you here have been doing just that. *yesterday*
Del speech no final

You're part of a natural groundswell of reform nationwide, catching on in different forms to meet local needs.

Local businesses need a talented labor pool. Schools need a sense for the kinds of skills their students need for the future. Every citizen needs to know that the kid standing on the streetcorner is going somewhere -- and isn't just another lost soul waiting to become another statistic.

We need every citizen to join this revolution for American education: whether it's the business executive who takes time out to visit a classroom; or the older American who knows so much and has so much to share, tutoring kids at the local library; or even the parent who takes a few extra minutes each night to read with a child.

Every one of our National Education Goals relies on everyone, in every community across this nation. That's why I'm so pleased to hear about Governor Romer's teleconference with all 176 Colorado school districts -- to set goals, make progress, and measure results. That's just the kind of thoughtful, community-based action we need to reinvent the American school.

* I challenge every community in America to become an America 2000 community -- to embrace the National Educational Goals and accomplish them. Colorado's doing it. So can towns, cities, counties and states across our nation.

Community involvement -- and community innovation -- will enable students of the future to set and meet world-class standards of achievement. But world-class standards begin here: in the hearts and imaginations of people who care about education, who care about their kids, who care about the future.

About a hundred and fifty miles from here, in little town called Norwood, Colorado, a woman named Carolyn Sharp is doing what students of the past couldn't have dreamed possible.

~~Seventy-one~~ ^{FOUR} years old, she's too far away to get radio or broadcast TV. But now she gets satellite-delivered programming through the Mind Extension University -- and does her learning long-distance.

She says, "I'd already been boning up, doing some history research on my own, and I wanted to take a class." Now, by satellite, she's studying French, history, and physics.

[[Ms. Sharp makes people like me look pretty bad. I've been trying to learn how to use a computer, and ... (progress report?)]]

But beyond the techniques and the technology, our best hope for reinventing the American school rests in the hands of people in communities across the country -- people willing to engage in the business of learning, and introduce others into the exciting world of ideas.

At its most fundamental, learning involves imagination. And, of course, we Americans have never been known for a lack of imagination.

Carolyn Sharp
327
4810

- couldn't afford
- monitoring
them

Making
All
America
or School

We've set goals for education as ambitious as any we've had for the West, for space, or for any other American frontier. With the active support of people like you, I'm confident we will meet those goals -- and help our children toward the future they deserve.

Thank you for that warm welcome -- and God bless you all.

#

Colorado 2000

Some Things We Need To Know About Goal Four

How many students at each grade level are now taking courses in science and mathematics? What are the schools' requirements for these courses?

What percentage of high school students are taking advanced courses in these subjects?

What special attention is given to encouraging women and minorities in these fields?

How do we measure achievement in these subjects? Do we have a good definition of what students need to know?

What background do our science and math teachers have?

What can we do to better prepare teachers of science and math? To what extent do they have the opportunity to enhance their own skills in these areas?

What is the status of technology—computers, lab equipment, etc.—in our schools?

To what extent are colleges and universities helping our elementary and high schools develop science and math programs?

Additional Resources Available to Local Goal Teams

State goal team four can provide both information and technical assistance. It can help generate ideas for strategies and serve as a clearinghouse for state and national resources.

Other sources to consider are local businesses, foundations, colleges, parents and the Colorado Alliance for Science (a statewide coalition of educators, businesses, government agencies, and community groups).

To get more information on this goal, including examples of successful programs under way in Colorado, please call the state goal team chairperson:

Karen Sandstead, (303) 866-4585.

GOAL FIVE

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives

Every American business and education provider will be involved in strengthening the connection between education and work.

All adults will have the opportunity to acquire the knowledge and skills--from basic to highly technical--needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace or other programs.

The number of quality programs designed to serve the needs of adults--including literacy, GED, high school completion, library services and nontraditional programs--will increase substantially.

The proportion of those qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.

The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively and solve problems will increase substantially.

Goal Five -- adult literacy and lifelong learning

**Discussion
Questions**

School District _____

Why is this goal important to our community or organization?

What are we already doing in our community and schools to accomplish this goal?

What else do we need to do in our community or statewide to accomplish this goal?

Who else needs to be on our goal team?

What are our immediate next steps?

Colorado2000

Background

Estimates vary on the percentage of adult Americans who are illiterate or functionally illiterate, but rates are considered especially high among the chronically unemployed, welfare recipients and prison inmates.

Business people have pointed out that a commitment to lifelong learning is an essential qualification for most jobs in today's global economy. Workers who do not have critical thinking abilities face the prospect of declining incomes and limited opportunity.

Employers also say they must spend too much on remedial education for their employees. In many countries, government policies and programs are carefully coordinated with private sector activities to create effective apprenticeship and job training opportunities. Critics say American high school youngsters who do not go on to postsecondary education do not receive effective preparation for the world of work. Moreover, technical schools, community colleges and specific training programs are not well coordinated.

Others argue that schools are too quick to decide which students are college bound and which are not. Consequently, they say, many students who could succeed in college never get a chance to prepare for it. Thus, they argue, all students should be considered college-bound and should be exposed to the same core curriculum.

Our future will be shaped by the opportunity all citizens have to continue their education and development of their skills, from basic literacy through postsecondary education at colleges and universities. These opportunities should be available through libraries, workplaces, volunteer and community organizations, occupational schools, community colleges and other public and private postsecondary education institutions.

What opportunities are there for adults in this community to participate in literacy, high-school completion, library and other educational programs? How can these opportunities be increased and the programs strengthened? (For specific literacy information, call the Literacy Hotline, 1-800-367-5555.)

How effectively are employers and schools in this community working together to improve the school-to-work transition for students?

How well have employers identified the skills they need on the job? Are educators aware of what they are?

How do you judge the quality of vocational and technical education programs in your community? How is it viewed by employers, students, and others?

How can citizens in your community be encouraged to take a more active role in public affairs?

How can the community increase awareness of, and respect for, diverse cultural backgrounds of our society?

How effective are efforts by colleges to be accessible to all students and to help them complete degree programs?

State goal team five can provide both information and technical assistance. Other resources include local businesses, public and private colleges and universities, the adult services division of the Colorado Department of Education, and social service agencies.

To get more information on this goal, including examples of successful programs under way in Colorado, please call the state goal team chairperson:

David Longanecker. (303) 866-2723.

Some Things We Need To Know About Goal Five

Additional Resources Available to Local Goal Teams

Goal Six -- safe, disciplined and drug-free

**Discussion
Questions**

School District _____

Why is this goal important to our community or organization?

What are we already doing in our community and schools to accomplish this goal?

What else do we need to do in our community or statewide to accomplish this goal?

Who else needs to be on our goal team?

What are our immediate next steps?

**Some Things We
Need To Know
About Goal Six**

How well is your community organized to combat drug abuse?

How "firm and fair" are school policies on drug abuse? How involved are teachers and students in their creation?

How extensive are mentor and other support programs that give students a place to turn to for help?

What do students think of security and discipline measures at the schools? How safe do they feel in school?

How effective are local drug education programs?

How widely available to students are health, social and psychological services at the school and elsewhere in the community?

How well do businesses, colleges and universities and other organizations work with elementary and high schools on combating drug and alcohol abuse?

**Additional
Resources
Available to
Local Goal
Teams**

State goal team six can provide both information and technical assistance to local goal teams.

To get more information on this goal, including examples of successful programs under way in Colorado, please call the state goal team chairperson:

Buzzy Gibson (303) 894-2750

58
ing 719-347-2545)
-5240
13 Kenneth Stevens 719-520-2000

111-1991

1 5 30
Statebury 648-3013
719-275-0691
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20Am
negan 944-2314
28 Sheri Williams 451-1361 ext 2123
1 Fax 428-2810
ext 467
11

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Colorado2000

GOALSIX

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives

Every school will implement a firm and fair policy on use, possession and distribution of drugs and alcohol.

Parents, businesses and community organizations will work together to ensure that schools are a safe haven for all children.

Every school district will develop a comprehensive K-12 drug and alcohol

STATE OF COLORADO

EXECUTIVE CHAIRERS
136 State Capitol
Denver, Colorado 80203-1702
Phone (303) 866-2471



Roy Romer
Governor

June 4, 1991

Dear Friend,

Education is the most important business of our nation and of our state. That is why President George Bush and all 50 of the nation's governors established six national education goals and pledged to hold themselves accountable for achieving those goals by the year 2000.

We are launching "Colorado 2000" to focus every community in Colorado on making education its number one priority.

Colorado 2000 is a community-based effort to make education a lifelong pursuit -- from the preschool years, through the school years and then continuing through the remainder of an individual's life.

Colorado 2000 has the support of the educational community, the business and civic communities, and both political parties. But we will fall short of our goal unless every Coloradan is engaged in this effort. Every individual, every organization and every community must join in making education Colorado's number one priority.

Colorado 2000 is an individual-by-individual, organization-by-organization, community-by-community effort. It encompasses a four-fold program that asks each community to adopt the national education goals; to design a strategy for achieving the goals; to assess progress toward achievement of the goals; and to determine how to allocate the resources necessary at both the local and state level to get the job done.

What follows is a handbook designed to get us started. Together, we

CHEYENNE COUNTY

Cheyenne County RE-5, TSD Haim Calderon 767-5858
Kit Carson R-1, Kit Carson School, P.O. Box 185, Kit Carson, CO 80825 Ronald Kelson 719-962-3528

CLEAR CREEK COUNTY

Clear Creek RE-1, Clear Creek High School, P.O. box 3369, Idaho Springs, Co 80452 Dan Johnson 567-4467/hw 674-3887/hm

CONJOS COUNTY

North Conjos RE-1J, Alamosa High School, 401 Victoria, Alamosa, Co 81101 Chris Martinez 719-274-6174
Sanford GJ, Alamosa High School, 401 Victoria, Alamosa, Co 81101 Jerry Cook 719-589-5881
South Conjos RE-10, Alamosa High School, 401 Victoria, Alamosa, CO 81101 Jerry Cook 719-589-5881

COSTILLA COUNTY

Centennial R-1, Centennial High School, P.O. Box 350, San Luis, Co 81152 Robert Reel 672-3631
Sierra Grande R-30, will be conducted at a later date Lauren Burssey 379-3259

CROWLEY COUNTY

Crowley County Re-1-J, Crowley High School, 602 Main, Ordway, CO 81063 Dana Gibson 719-287-3417

CUSTER COUNTY

Custer County Consolidated C-1, Custer County High School, 703 Main, Westcott, CO 81252 Richard Wilson 719-783-2367

DELTA COUNTY

Delta County SCJ,
1. Support Service Center, 10002 Hartings, Delta, CO 81410 and
2. Paonia High School, 1551 Highway 137, Paonia, CO 81420 Bill Carlquist 874-45438

DENVER COUNTY

Denver County I
1. Career Education Center, 2650 Elliot, Denver, Co and Wayne Eckerting Fax 860-8260
2. 38th and York

DOLORES COUNTY

Dolores County RE No.2, High School, P.O. Drawer 459 Dove Creek 81324 Pam Sirkle 677-2290/hm 677-2237
Dolores RE 4A Magg Heath 666-8975 882-7595

DOUGLAS COUNTY

Douglas County RE 1, Highlands Ranch School, 9375 Cresthill Lane, Highlands Ranch, CO 80128 Harriet Stokke 688-3195

EAGLE COUNTY

Eagle County RE 50, Eagle Valley Middle School P. O. Box 1019, Eagle, CO 81631 Kent Tameen 328-6321

TSD = To Be Determined, call superintendent's office for further information

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HUERFANO COUNTY

Huerfano RE-1, Gardner Elementary School, Gardner, CO 81040 Mickey D. Ambrosio 719-746-2917
La Veta RE-2, Administration Building, 126 E Garland, La Veta, CO 81056 Roger Brunelli 719-742-3662

JACKSON COUNTY

North Park R-1, North Park Junior & Senior High, 910 4th Street, Walden, CO 80480 Harry Mansinton 723-4391

JEFFERSON COUNTY

Jefferson County R-1 Jane Urechel 273-6803 972-8034
1. Co School of Mines, 1500 Minnie, Golden CO 80401
2. Penrose High School, 8101 W. Penrose Drive, Arvada, CO 80015
3. U. S. West Academy, 3893 So. Teller, Lakewood, CO
4. Wheatridge High School, 8605 W. 32nd Ave., Wheatridge, CO

KANAWA COUNTY

Earle RE-1, Earle High School, P.O. Box 877, Earle CO 81038 Max Bridgeman 438-2218
Plainview RE-2, Plainview High School, P.O. Box 1208, Sheridan Lake, CO 81071 Billy Gudden 719-729-3331

KIT CARSON COUNTY

Arriba-Flager C-20, Flager School, P.O. Box 218, Flagers, CO 80815 Mark Ricken 719-785-4084
Cothurne H-G, not participating Janice Pule 346-7513
Lamington RE-6J, to be conducted at a future date Harvey Billington 346-8737
H-Plains R-23, TBD (can sent 604-2636(o) 664-2470(h)
Stratton R-4, Stratton Elementary School, 219 Illinois Avenue, Stratton, CO 80836 Douglas Hausholder 719-348-6555

LA PLATA COUNTY

Bayfield 10JT-R, High School, P.O. Box 268, Bayfield, Co 81122 Edward Scheltnes 884-2426
Durango 9-R, Durango High School, 2390 Main Ave, Durango CO 81031 James Federico 247-5411
Ignacio 11 JT, TBD Bryce Faubus 563-4521

LAKE COUNTY

Lake County R-1, Colorado Mountain College, Timberline Campus, Leadville, CO. Jim McCabe 719-406-0160

LARIMER COUNTY

Park (Estes Park) R-3, Park High School, P.O. Box 1140, Estes Park, CO 80517 Dr. Bill Ferris 586-2361
Poudre R-1, Colorado State University, Clark Bldg, Room 206, Ft. Collins, Co 80523 Warren Berman 490-3640
Thompson R-2J, 5th Road Middle School, 370 W 4th Street, Loveland, CO 80537 Jack Fish 663-3940 Fax 667-2141

LAS ANIMAS COUNTY

Aguilar Reorganized 8, School or Town Hall, Aguilar CO 81020, call school district to confirm location Lillian Stanton 719-941-4614
Branson Reorganized 82, Branson School, 118 Main, Branson, CO 81027 Jim Matthews 946-5531
Hoehne Reorganized 3, Hoehne Media Center, P.O. Box 91, Hoehne, CO 81046 Jasper Butero 719-846-4457
Kim Reorganized 88, Kim High School, Kim CO, 81049 Robert Hall 643-5295
Primero Reorganized 2, TBD Bernard Martonaro 719-868-3306
Trinidad 1, Trinidad State Junior College, Santo Bldg, 600 Prospect Street, Trinidad, CO 81082 Victor Becco 719-846-3324

TBD = To Be Determined, call superintendent's office for further information

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LINCOLN COUNTY

Genoa-Hugo C113, East Slope Telephone Center, 403 3rd Ave., Hugo, CO 80821 Elvin Mosler 743-2428
Kernal RE-2, Kernal Pierce 719-446-5311
Limon RE-1J, Limon Elementary School, Marla Ctr. P.O. Box 249, Limon CO 80028 Jean Marley 719-589-6634

LOGAN COUNTY

Buffalo RE-4, To be conducted at a future date Charles Haver 522-7424
Frenchman RE-3, Frenchman Mass 833-9588
Hartsel RE-5, Hartsel Leonard Wise 334-2435
Valley RE-1, Sterling High School Library, West Broadway, Sterling, CO 80751 Don Manuella 522-0797

NEVA COUNTY

DeBouque 49JT, DeBouque School, P.O. Box 70, DeBouque, CO 81630 Donald Stratman 238-5597
Alsea County Valley 57, Hamada Inn, 2790 Crossroads, Grand Junction, CO 81501 Paul Rosier 245-2422
Plateau Valley 50, Media Center of School, P.O. Box 128, Colbran, CO 81624 Greg Shafer 407-3547

OREGON COUNTY

Creede Connected 1, Creede High School, LaSalle Ave., P.O. Box 429, Creede, CO 91130 Rick Inman 650-2455

ROBERT COUNTY

Moffat County RE-1, Administration Building, 775 Yampa Ave., Craig CO 81625 Charles Grove 824-3268 824-4450

MONTEZUMA COUNTY

Delora No-3A, Delora
Mancos RE-6, Mancos High school, P.O. Box 420, Mancos, CO 81328 David Blaine 333-7839
Montezuma/Cortez RE-1, Administration Bldg, 121 E. 1st St., Cortez, CO 81321 Bill Johnson 865-7190

MONTEZUMA COUNTY

Montezuma County RE-1J, School Library, P.O. Box 219, Montezuma, CO 81402 Russell Stone 249-7726
West End RE-2, To be conducted at a later date Lary Swain 865-2290

MORGAN COUNTY

Brush RE-2J, Brush High School, 400 West St., Brush, CO 80723 Dee Wagner (Doug Johnson) 842-3173
Fort Morgan RE-3, Fort Morgan High School, 709 E. Riverview Ave., Ft. Morgan, CO 80701 Joe Rookop 067-5633
Weldon Valley RE-20LJ, Weldon Valley School, 24185 1st St., Goodrich-Weldana, CO 80653 Mickey Baugh 645-2525
Wiggins RE-50LJ, Wiggins Library, P.O. Box 126, Wiggins, CO 80654 Gene Brubacher 483-7762

OTERO COUNTY

Cheraw 31, Cheraw School, P.O. Box 159, Cheraw, CO 81030 Johnny Dombaugh 719-853-8655
East Otero R-1, Otero Community College Student Center Roy Fitch 719-384-7138 Sherry Pieper 719-384-6890
Fowler R-4J, High School Library, P.O. Box 218, Fowler, CO 81039 Larry Bibber 719-263-4224
Manitoula JJ, Fowler High School, P.O. Box 218, Fowler, CO 81039 Allen Smith 719-462-5527
Rocky Ford, R-2, Rocky Ford High School, P.O. Box 311, Rocky Ford, CO 81067 Dr. Douglas Brown 719-254-7423
Gnink 33, Cheraw High School, P.O. Box 159, Cheraw, CO 81030 John Dombaugh 719-853-8655

TBD = To Be Determined, call superintendent's office for further information
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MEMO

TO: Lynn Kennelly, White House Advance
 FROM: Mike Stratton, Karen Rokala, Romer Advance
 RE: President's Visit to Grand Junction
 DATE: June 11, 1991

 Below are the names and phone numbers of the key people who will be involved with the President's visit to Grand Junction on Monday, June 17, 1991.

Kathy Hall, U. S. Senator Hank Brown
 245-9553 (o)
 241-0542 (h)
 --Kathy has big picture--knows all the players.
 She has convened all local meetings to date.

Airport Site: Arrival/Departure
 Jeff Wendlund, Airport Manager
 244-9100

Sheriff's Department:
 Riecke Claussen, Sheriff 244-3500
 Dave Wooley, Sheriff's Dept. 244-3507

Grand Junction Police Department:
 Marty Currie, Acting Chief 244-3560

Venue #1: Two Rivers Convention Center: Meeting
 with Colorado 2000 Steering Committee
 (See attached memo from Steering
 Committee/School Board)

Key Contacts: Mark Achen, City Manager 244-1501
 Jody Kole, Asst. to City Manager 244-1501

Venue #2: Outdoor Event: Mesa County Courthouse

Key Contacts: Mesa County Commissioners:
 Doralyn Genova, Chr. 244-1606
 Asst: June Utter 244-1601
 Mesa County Community Services:
 Steve Ausmus, Director 244-1607
 Mesa County Facilities Manager:
 Mike Serra III 244-1773
 District Court Administrator:
 Judy Vanderleest 242-4761

MEMORANDUM

TO: Ms. Lynn Kennely, Representative of the White House
 Mr. Mike Stratton, Representative of Governor Romer

FROM: Gary Hannah, Executive Instructional Director,
 Mesa County Valley School District 51 *G.H.*

SUBJECT: America/Colorado 2000 Communities Initiative Meeting
 with President George Bush

DATE: June 11, 1991

COPIES: Dr. Rosier, Board of Education, Steering Committee Members

Joint Meeting with Mesa County Valley School District No. 51 Board of Education and The America/Colorado 2000 Communities Initiative Steering Committee.

DATE: June 17, 1991

TIME: 10:15 A.M.

LOCATION: Two Rivers Plaza

Participants:

A. Discussants: Board of Education and Selected Steering Committee Members

- 3 *GOP* 1. Board of Education (5)
- Dem* 2. Governor (1) *Romer*
- Dem* 3. Superintendent (1) *Dr. Rosier - Board of Ed*
- BOP* 4. Moderator (1) *Hernig - Chamber*
- Maj: GOP* 5. Steering Committee (7) - to be selected

B. Audience: Seventy participants representing a cross section of community groups have been invited to attend, including: Parent-Teacher Association, students, educators, Accountability Advisory Committee, professional groups, service organizations, private schools and higher education.

3. Discussion on National Education Goals.
4. Town Meeting Teleconference.

The order of topics for discussion have been arranged so that the President may enter when the focus of the panel's discussion is on the National Education Goals.

For further clarification, please contact me at 245-2422.

jm

An Education Business Partnership That Works

Mesa County Valley School District No. 51 and the Grand Junction Area Chamber of Commerce have developed a comprehensive Education Business Partnership. The Partnership is completing its second year and growing. A formal subcommittee of the Chamber of Commerce, the Partnership includes Mesa State College and private schools. Today, over a hundred businesses are directly involved.

The Partnership has focused on educators and business people getting to know each other and developing a foundation of support for education within the local community. Often such Partnerships focus on fund raising; this Partnership has focused on the sharing of time and expertise. At present, the Partnership is directed by a steering committee which is composed of business people, educators from District 51 and Mesa State, and from private schools. Five subcommittees have been organized, each co-chaired by an educator and a business person. The five subcommittees implement the activities of the Partnership. Each committee is composed of business people and educators with the emphasis on classroom teacher participation since these are the people who are the backbone of any educational institution.

The Strategic Planning Subcommittee is responsible for developing goals and direction. This subcommittee has had the task of focusing the Partnership. In November, the subcommittee will conduct an in-depth planning activity with Bob Gholson of IBM facilitating the process.

The Teacher-Businessperson Exchange Subcommittee has conducted one of the most successful activities of the Partnership. The goal of this subcommittee is to have all teachers (K-12) in the district visit at least one local business. During the visit business people share the needs they have in their work force (the skills and abilities employees need). They provide an overview of their businesses and have a general discussion with teachers. Teachers then meet to share their experience with other teachers. The reciprocal goal is for the same business people to visit the classrooms of the teachers and gain an insight into what teachers do. To date over 400 teachers have visited participating businesses. The report from both teachers and business people is that it has been a great experience. Teachers state that this activity is one of the best "in-service" days they have ever had. Teachers are gaining a more precise concept of what our "customers" (business people) need in terms of student skills.

This fall, Grand Junction High School will launch into the third step of the Business Education Exchange. This third step will involve students visiting businesses. The student exchange will take fifteen hundred students out in teams of approximately twenty-five to visit one of forty businesses participating in this exchange. The purpose is to give students a first hand look at responsibilities, requirements, and the important steps in getting a job, being productive, and keeping the job. Business will help instill in students the need to prepare at school for success after graduation.

The Teacher Recognition Subcommittee has the responsibility on finding methods of recognizing the teaching profession. The goal is to re-establish the status of teaching in our community. The primary activity has been an annual Teacher Recognition Dinner sponsored

by the Chamber of Commerce. Teachers nominate peers that they consider as outstanding representatives of the profession. A panel of business people select the finalists who are recognized at the dinner. The dinner receives excellent media coverage.

The At-Risk Subcommittee has the responsibility of addressing the needs of high risk students from a total community perspective. One of the goals of the Partnership is to find methods of supporting and strengthening the family. The At-Risk Committee to date has been: (1) developing an awareness in the community of the costs and needs of high risk students, and (2) identifying all the programs within the community that are designed to assist at-risk families and children.

The fifth subcommittee, the Resource Committee, is designed to find resources to assist teachers in their jobs. This committee has subdivided to focus on specific tasks. Among the activities of this committee are: (1) developing a program on how to get and keep a job which includes interviewing skills; (2) supporting the development of computer data bases of resource people available to classroom teachers in both the sciences and arts, (3) supporting activities of the Colorado Alliance for Science, and (4) supporting the Business Week Summer Program for students. The long-range goal of this committee is to develop an educational foundation.

The major task faced by the Partnership has been how to channel all the enthusiasm and focus on specific tasks. We have many more people, both teachers and business people who want to participate, than we can effectively manage. CDE, in the District's Accreditation Report, stated that the Education Business Partnership was the best example of such a Partnership in the state. Bill Schipper, a nationally recognized consultant on high risk students, stated that the Partnership was actually doing what everyone else is merely talking about doing. He stated that the Partnership is the finest he had encountered in his travels throughout the country.

We would like to share the process that we have developed to make this Partnership a reality.

A UNIFIED TECHNOLOGICAL EDUCATION CENTER FOR MESA COUNTY

The Need for a Unified Program.

Today, we need the most skilled work force ever in the history of our country. The competition among businesses for skilled people is increasing. Eighty-five percent of the jobs that will be available in the 90's will require post-secondary education and the majority of these jobs will require technological training, but only 14% will need a baccalaureate degree or higher.

The requirement of an increasingly skilled work force is on a collision course with a labor pool that is decreasing in numbers. In order to meet the demands of the 90's and beyond, we must educate all members of the work force to a higher level of skill than public schools have produced in the past. Technological education must become a component of our curriculum. Only 50% of the District's graduating seniors go on to some type of post-secondary education. At least 85% of them will need to have training and education beyond high school. The predictions for the future, changing careers three to five times in one's work life, will require our children to be life-long learners. They will need to have continuous training and educational opportunities. Technological (vocational) education must be available to all students. We must create programs that attract students! The image of technological education must be different than that which has evolved in vocational education.

One of the problems that has plagued the present vocational education program in Mesa County has been that both Mesa State College and School District 51 have operated separate programs; often offering duplicate programs. Although both institutions have cooperated, overall coordination and direction has been lacking. This has led to the development of inconsistencies in programs which often cause students confusion and alienation.

A single unified system of technological education would eliminate the problems in the present programs and create an opportunity to provide the best educational and training system in Mesa County and the state. The unification of both Mesa State College and District 51 programs into one system designed to meet the needs of both business and students will be the first such cooperative venture in the State of Colorado. The partnership that has evolved to date is unique; no other four-year institution in Colorado has entered into such an arrangement with a school district and the local business organization. All three partners have made major contributions (see the next section).

The unified program will allow for the creation of one curriculum; that is, rather than having two separate curriculums for auto technology as we have today, there will be only one curriculum. This will allow a high school student to enter a program and complete as much of it as possible within his/her high school years. Not only will this student have earned high school credit, he/she will also have earned college credit toward an Associate Degree in Auto Technology. The student then can finish the curriculum as a student at Mesa State College or elsewhere in Colorado. The completion of the curriculum may take as little as a semester after graduating from high school. The goal of unification is to have single curriculums for every course offered in the Technological Education Program.

One of the most important principles under which the unification program has proceeded is that the curriculum must be flexible. One of the problems in the present system is the inability to adjust to the needs of business. The business partners in the unified program can provide the guidance and direction in both developing new programs to meet the local and national labor need and establishing the most efficient training processes.

A unified technological education program is a must for future economic development for Mesa County. The future is now! Our students are not only competing with students throughout Colorado and the USA but with students in Europe, Japan, Canada, Korea, etc. We are in a global market. Many companies in the Grand

Valley have competitors from throughout the world. Example: General Production Devices, which creates customized robots, is competing with companies in West Germany, not the United States. Sunstrand competes with Japan and other countries. Mesa County must be competitive with the world. Our resources are limited; a partnership that unifies technological education into one system is an effective strategy for using those limited resources. A final note: we have always had a surplus of labor in the USA, but this surplus will end by the mid-1990's. We will need to have all our students trained to the degree necessary to meet the demands of business. We must train all the students; they all will be needed. The Technological Education Center will provide a place where all students can gain the skills necessary to be productive in society.

Background and Development of the Technological Education Center.

Vocational education in Mesa County has never been well organized. Two systems have operated with some cooperation, but very little coordination. District 51 has operated vocational programs as has Mesa State College. In some cases, duplicate programs have been established.

Mesa State was designated as an area vocational school for Mesa County and initially for Western Colorado. Later the Delta-Montrose Vo-Tech Center was designated as an area center. Over the years, "turf" issues have prevented more coordinated and organized vocational programs from developing.

In addition to the "turf" issues, vocational education developed a top down structure that was inflexible and lacked long-range vision. All vocational programs that are certified operate not under the Colorado Department of Education, but under the Colorado Community College & Occupational Education System (CCCOES). CCCOES became notorious for its rigid rules. Vocational educators in general were people who came through this rigid system and developed the worst cases of tunnel vision. The best description of traditional vocational education is that the world is a series of well-defined boxes and everything fits neatly into some box.

The rigid "little box" world of vocational education had little room for flexible programs that adjusted to an ever changing needs-based student population. Nor did vocational education readily adjust to the needs of the market place. If there were no jobs for a particular area, vocational programs continued to train students for jobs that did not exist. It is true that many of the skills taught in such programs were transferrable to other areas, but further training in those areas would be needed.

Vocational education of the past was considered a place for those students who could not, or would not, have made it in the regular general and/or college bound programs within the high school. Vocational education became stigmatized as the place for the less able.

In the mid-eighties, enrollment in the District vocational programs began to decline. Mesa State experienced a similar problem. Much blame has been placed on everything, but vocational education itself. The decline seemed to bottom out in the last few years, but there has not been a turn-around. The exception to this dismal scene is in two areas: (1) Business classes at the home high schools have increased in enrollment and (2) the Career Center has turned around and enrollment has increased significantly.

Vocational education at Mesa State College and in District 51 had to change or it would die of its own inertia. The District administration recognized the need for change in the late eighties. Discussion centered on the concept of a life-long vocational-technological education center that would offer programs to students of high school age through senior citizens. The concept required the cooperation of District 51 and Mesa State to become a reality. But there had been little cooperation between the two institutions for several years.

The opportunity for a significant change in the relationship between the School District and Mesa State was created with the selection of Lou Grasso as Superintendent. Cabinet level meetings were initiated with Mesa State and the discussions of a joint venture in vocational-technological education were underway. Mesa was open to the concept. But then, events at Mesa delayed further discussion--John Tomlinson resigned as President.

While Dr. Tomlinson's resignation was a setback, other events were occurring within the valley and state that would enhance the possibility of developing a life-long vocational-technological education center. CCCOES changed leadership. The new president realized that without flexibility, vocational education would die. He instituted guidelines that allowed for innovation and change. The transition at the state level has been slow and difficult. The mind set of the "little box" world had been well entrenched, but progress has been made.

Within the valley the Mesa County Economic Development Council had much success in drawing businesses to the area. One of the attractions to the area was the large pool of skilled labor. But this pool began to shrink by the end of the 1980's. The Economic Development Council realized that technological training to create a skilled work force for the area was a necessity. They established a subcommittee to study vocational education. Neal Bunce, Manager of General Production Devices, chaired the committee. Neal soon learned that vocational education in Mesa County was disorganized and lacked direction and leadership.

District 51 hired Kerry Youngblood as principal of the Career Center in 1988. Kerry turned out to be an innovative, dynamic leader. He turned the Career Center into a futuristic technological training center, even though at the time all students were handicapped, many severely handicapped. Gradually, programs at the Career Center have been opened to non-handicapped students. Kerry possessed the vision, leadership skills and ability to make the life-long vocational technological education center a reality.

The final player entered the situation when Ray Kieft became the interim president of Mesa State. Ray was open to the concept of a cooperative venture, but Mesa State had made a unilateral decision to move their vocational programs off the main campus. At the time, the only area open to Mesa was to move the programs to their South Campus site at 29 and D Road, which was very difficult to access as this site is located between the railroad tracks and the river. Everyone involved in vocational education believed this move would be the kiss of death to vocational-technological education and any joint venture. Mesa was in line to receive approximately 1.6 million dollars in state funding to build a new facility on the South Campus.

In the fall of 1989, Neal Bunce approached both Mesa State and District 51 with a proposal that the Economic Development Council fund a position to allow a person to work full-time for a year to establish a joint venture in vocational-technological education. Paul Rosier met with Neal and discussed the concept of a life-long vocational-technological education center on a common campus, but not on Mesa State's South Campus. They also discussed who should lead the process. They both had come to the same conclusion -- Kerry Youngblood. Neal and Paul met with Ray Kieft and the unification process was underway.

Kerry was given the tasks of: (1) developing a unification concept that was agreeable to both sides, (2) finding an alternative campus site that was agreeable to both parties, (3) developing a common curriculum for the first phase of the program.

Kerry was able to put together a concept that encompasses the ideas of a life-long vocational-technological training center. With the assistance of the local business community a common campus in Foresight Park has become a reality.

The Grand Junction Area Chamber of Commerce's Industrial Development, Inc. (IDI) joined the partnership. IDI concurred that a campus located in the core of the valley was needed. The leaders of IDI worked with Mesa State College and District 51 to orchestrate a land exchange to create a new unified campus site in the Foresight Industrial Park. IDI deeded six acres on the campus plot to Mesa State College and agreed to exchange land with District 51 to provide six acres on the same plot for District 51.

The legislature approved the 1.6 million dollar construction fund for the first phase of the campus. Senator Bishop had to put together a special bill to allow the funds to be used on the Foresight Park site. The bill was passed in record time. We discovered as the architects' plans came together that we needed additional funds to build a facility that would handle both Mesa State and District 51 students in the first three programs to become unified (precision machinist, auto technology and auto body). Ray Kieft went to the Mesa State Foundation and was given \$150,000. The City of Grand Junction put in \$100,000 and the District agreed to

purchase equipment for the program at the amount of \$40,000 a year for 5 years. This equipment remains District property.

Plan to Develop a Unified Technological Education Program and Campus.

The first step has been completed, securing a campus for a unified program, but much more work is needed. Three phases have been discussed as an approach to developing the campus at Foresight Park. These phases will be discussed in detail below, but it should be noted that the phases can and will be modified as other considerations develop. This plan provides possible options; there will be other options developed as the site and facility plan is updated over the next ten years.

Phase I. The first facility planned for the Foresight Park Campus is designed to unify three programs. The structure will have a total area of 32,000 square feet. Mesa State will construct this facility on a portion of the six acres which was deeded to Mesa State. The three programs that are to be unified with a single curriculum are Automotive Technology, Auto Body Technology and Precision Machinist Technology. There will be both high school and Mesa State students in attendance in this facility. The students who presently attend the District 51 Vo-Tech Center in these three programs will attend at the new Technological Center. This will free up most of the space at the Vo-Tech Center for other uses or vacate the building for sale.

District 51 students will continue to attend their home high school for the core academic courses and transportation will be provided so that these students can attend the Technological center for the unified course work.

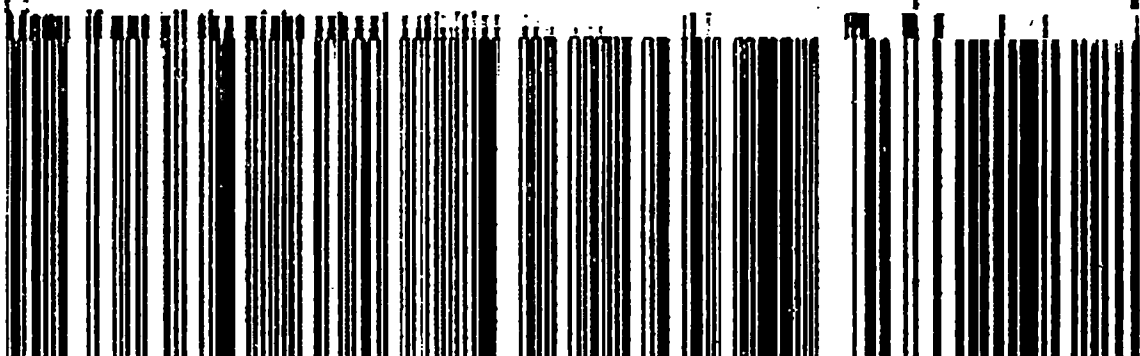
Construction on the first phase is projected to begin in March 1991. The anticipated completion date is December 1991, which will allow equipment to be moved during Christmas break and the opening of classes in the new facility at the beginning of second semester 1992. If there are construction delays, the program may not open until the fall of 1992.

Phase II. The second phase of the facility offers several possible options. Options selected will depend on funding sources available and program needs. Options for consideration are:

Option 1. Constructing classrooms that will allow for the housing of R-5 students. Having R-5 High School which can only legally exist in its current structure as a certified vocational program, allows the new campus the capacity to give traditional subject area academic credit. We need a traditional subject areas credit granting strand to make the campus complete. In addition, most

R-5 high school students need exposure to post-secondary technological training.

Also, once these classrooms are in place the activities at the campus can expand. There will be space available for activities that begin at 7:00 a.m. and run through 10:00 p.m. in the evening.



agenda, time, suggested materials

**TOWN MEETING
TELECONFERENCE
SUGGESTED AGENDA
JUNE 17, 1991**

1. Registration desk
2. Registration sheets: name, address, phone, affiliation
3. Name tags
4. Felt markers
5. Handbooks handed out
6. Food: whatever is locally appropriate

**6:30 p.m.
Registration**

1. Welcome to evening; teleconference chairperson
2. Describe purpose of evening town meeting teleconference
3. Explain agenda (it is often helpful to have agenda and times on easel pad in large block letters in front of room)
4. Review handbook; it will follow agenda
5. Introductions:
 - A. Local steering committee
 - B. Introduce goal team facilitators (they should be selected beforehand)
 - C. If it is a small meeting you might want to introduce everyone; if it is a large meeting introductions should be in goal team break-out sessions at 8:00 p.m.

**6:45 p.m.
Introduction
to the Evening**

1. Cable or satellite arrangements confirmed
2. Assure adequate viewing screens are available
3. Have telephone available to call hot line

**7:00 p.m.
Live and Video
Telecast Program**

1. Break out rooms or space for six simultaneous meetings
 2. A goal team facilitator for each goal team should be preselected and briefed to conduct this 90-minute work session and oriented to the handbook
 3. A goal team recorder for each goal team should be preselected and briefed on responsibilities (record comments on easel pad, submit report June 18).
- SUPPLIES:** easel pad; tape, felt markers for a public record of people's responses to the workbook questions

**8:00 p.m.
Goal Team
Work Sessions**

- Break out suggestions:
- A. Count off to form 6 groups, or
 - B. Ask people to attend the goal team of their choice; if some groups are very small, teleconference chairperson might encourage people to attend groups that have too few.
- Give instructions to the group on where members need to go. Posters on the walls near the area or room should list the number and the brief title of the goal. Encourage people to gather quickly as there is much to do before we have to report back at 9:20.
- Any time between 8:00 - 9:30, if your goal team has a need for information, questions, or need for clarification, experts in each goal team will be standing by to assist you in accomplishing tonight's objectives. Call 1-800-777-6463.

Colorado2000

6:05 p.m.
 Introductions
 and What is
 our goal
 team's task to
 accomplish
 by 9:30?

1. What is your name and what organization are you affiliated with, if any?
2. What is your interest in being here tonight?

Our purpose here tonight is:

1. To understand what the national educational goal means to us.
2. Adopt the national educational goal.
3. List what we are already doing to meet the goal.
4. List what else we need to do to accomplish this goal.
5. Outline a summer plan of action.
6. You might remind the group that the handbook is theirs to use for note taking and for some of the assignments.

8:15 p.m.
 Why is this goal
 important to our
 community?

To get started you might ask the group to:

1. Reflect on the telecast and review your handbook goal material.
2. Ask the group members to list in the handbook three reasons why the goal is important to our community. (Give them three minutes to make list.)
3. Ask the group to call out their answers.
4. The group recorder may record information on the easel pad.
 HINT: when an easel page is filled, tear off, tape on a wall
5. Based on this list, ask the group:
 IS THERE A CONSENSUS FOR ADOPTING THIS GOAL?

8:35 p.m.
 What are we
 already doing in
 our community
 and schools to
 accomplish this
 goal?

1. BRAINSTORM: List as quickly as possible all the things that are already being done in our community and/or school district. Include in your thinking a question like: Are there other planning, accountability or committees working to accomplish this goal?
 HINT: There is no debate in brainstorming; just get the ideas out as quickly as possible. After 10 minutes or when you are almost dry, stop. You may wish to go back and combine similar ideas.
2. We now have a list of initial ideas people have about what we are presently doing to accomplish this goal.
3. These ideas will need to be evaluated at future goal team meetings.
 DISCUSSION QUESTION: How well are these elements working together?

8:55 p.m.
 What else needs to
 be done in our
 community or
 statewide to ac-
 complish this
 goal?

1. BRAINSTORM: List quickly all the possible things that could be done.
 A. HINT: There is no debate in brainstorming, just get the ideas out as quickly as possible. After 10 minutes or when you are almost dry, stop. Go back and combine similar ideas.
 B. HINT: Give each participant three votes and answer the question "Which of these ideas is most important to our community in implementing this goal?" The largest vote getters are your highest priorities.
2. We now have an initial list of ideas that people want to do to accomplish this goal.
3. Much more needs to be done to make judgments about which ideas we need to act upon, to involve others and obtain their ideas and commitments. This leads to the next agenda item.

BRAINSTORM: An even quicker list:

1. Divide the paper in half by drawing a line down the middle.
2. Make a list on one half of the paper of other people we need to have involved - who isn't here who should be?
3. Make a list on the other half of the paper next to the names, and answer the question: Who will contact them and ask them to be involved?

One of the primary purposes of the evening is to initiate an action process:

1. What is the date of our next meeting?
2. We have a list of who else needs to be involved and who will contact them.
3. We have a list of our initial ideas of where we might start.
4. What is the proposed agenda of our next meeting:
 - A. Introductions
 - B. Review material for the newcomers since the June 17 meeting
 - C. You might want to select questions from the handbook developed by the state-wide goal teams as a guide to organize your agenda. If you use these questions in your meeting, you will find there is much work to be done to gather information that will help in your decision making and action process.

HINT: be sure to assign responsibilities to gather information, take action.

Reconvene back in the large room to prepare a group report:

1. **IS THERE A CONSENSUS TO ADOPT THE SIX NATIONAL EDUCATIONAL GOALS?**
2. A quick report from the group facilitators may give you an answer to this question; you may want to reconfirm the groups consensus.

If you would like to telephone in to tell the governor how the evening went, include in your report:

1. Whether you adopted the goals;
 2. A quick good example or two of what initial actions you plan to take, from the segment entitled: "What else do we need to do in our community to accomplish this goal?"
 3. The hot line telephone number: 1-800-777-6463.
- Because there will be many calls, callers may or may not be able to talk directly to the governor. He will get to as many callers as possible in the half hour, some people will talk to his staff or statewide goal team members.

A REPORT OF THE EVENING'S ACCOMPLISHMENTS.

At the conclusion of the meeting, the teleconference chairperson will be responsible for collecting each goal team report from each goal team recorder. These will be included in the report sent to Colorado 2000. It should consist of:

1. A copy of the attendance sheet(s).
2. Answers to handbook questions for each goal team
3. A verification of the adoption of the six national goals using the Teleconference Follow-Up form provided. **SEND THE REPORT TO: COLORADO 2000 COMMUNITIES INITIATIVE STATE CAPITOL BUILDING, ROOM 119, DENVER, COLORADO 80203.** First thing Tuesday morning, please mail the report.

The governor will speak to as many people as possible, but all calls will be answered by staff. The hot line number is 1-800-777-6463.

Steering committee establishes next meeting date and agenda. If there isn't a complete steering committee formed, be sure to complete steering committee this evening.

9:10 p.m.
Who else needs to be on our goal team that isn't here tonight?

9:15 p.m.
What are our immediate next steps?

9:20 p.m.
Prepare group report to call into Governor and to mail into the Colorado 2000 office.

9:30 p.m.
Optional live reports
10:00 p.m.
Adjourn

Colorado2000

STRUCTURE AND PROCESS

Statewide steering committee

1. Takes campaign leadership
2. Sets policies
3. Sanctions processes
4. Coordinates statewide strategies
5. Advocate of statewide goals
6. Meets monthly

Statewide goal teams

1. Select committed state-wide team members.
2. Explain national goals for local goal teams and the public.
3. Integrate state goals with national goals.
4. Prepare goal materials to distribute to local goal teams.
5. Compile, categorize and analyze strategies and actions developed by local goal teams.
6. From local goal team strategies, develop strategies that require state level action.
7. Share statewide strategies analysis with local goal teams for review and revision.
8. Colorado Department of Education staff acts as resource personnel to statewide goal teams.
9. Assist in conducting regional workshops in selected locations throughout the state.

Local convening and steering committee

Before the Teleconference

1. Selects an initial steering committee with a chairperson.
2. Committee should be comprised of local representatives of:
 - Colorado Association of School Boards
 - Colorado Association of School Executives
 - Colorado Education Association
 - Colorado Parent Teachers Association or parent representative.
3. Local school district accountability committee may play an important part in this process.
4. Other local organizations must be invited and encouraged to be part of the convening and steering committee.
5. Committee takes a leadership role in community and district.
6. Local committee initiates the local kick-off meeting.
7. Invite broadest local participation possible.
8. Special invitations to locally elected officials.
9. Make a special invitation to your state legislator.
10. Select a teleconference chairperson, six goal team facilitators, and six goal team recorders.

During the teleconference

1. Register participants and distribute handbooks.
2. Teleconference chairperson introduces teleconference session, describes the four implementations strategies, and introduces the live and video telecast.
3. Break into six goal team sessions to discuss goals.
4. Adopt the six national education goals.
5. Fill out the follow-up sheet and provide the information required.

Local convening
and steering
committee

After the Teleconference

1. Coordinate activities of the local goal teams.
2. Encourage others in the community to join the campaign.
3. Make special efforts to inform and involve locally elected officials and state legislators.
4. Encourage the "official" adoption of the six goals by virtually every organization in town; be sure copies of the pledge, resolution, or policy are sent to the Colorado 2000 office as soon as they are passed.
5. Assemble goal strategies into a report by August 20, 1991, outlining the progress made toward implementing the four strategies and goals.
6. Disseminate materials to business and civic organizations, government entities and agencies, media, churches, the public at large.
7. Initiate immediate action steps.

Local goal team

1. Broadly involve local community citizens, knowledgeable providers and experts in the goal teams, continually inviting new people to participate, being inclusive at every opportunity.
2. Utilize workbook to guide local goal team process.
3. Develop lists of all organizations and businesses in your community and the district that could adopt the six national goals. Develop a strategy with specific responsibilities to get each organization and business to adopt them.
4. Develop implementation strategies for each goal, asking each organization and business what part they can play in implementing the goals.
5. Develop accountability methods for accomplishing strategies and holding selves, communities and district accountable.
6. Define local and state resources needed to implement strategies.
7. Make recommendations to all community segments on how to be involved in implementing goals and strategies.
8. Pass recommendation to all community segments on how to be involved in implementing goals and strategies.
9. Pass recommended strategies on to local steering committee for compilation and coordination.
10. Pass recommendations on to statewide goal team for compilation and coordination.

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ACTIVITY TIME LINES

Statewide steering committee inaugural meeting	May 15, 1991
Statewide goal teams initial meetings	May 16 - 22, 1991
Local convening and steering committee kick-off meeting with Governor Romer	May 24, 1991
Local convening and steering committees meeting to plan the teleconference	May 25 - June 16, 1991
Colorado 2000 Communities Initiative Town Meeting Teleconference	June 17, 1991
Local steering committees meet to coordinate local goal team activities	June - August 1991
Local goal teams meet to develop strategies and take actions	June - August 1991
Regional goal team workshops to further develop local strategies	July 1991
Statewide steering committee meets to coordinate state activities	June - September, 1991
Statewide goal teams meet to prepare resource materials for local goal teams and to be a technical resource to them	June - August 1991
Report to governor on the progress made throughout the summer	August 20, 1991

School District _____

**TELECONFERENCE
FOLLOW-UP**

Following the teleconference, please provide the following information and materials and mail to:

Colorado 2000 Communities Initiative
State Capitol Building, Room 119
Denver, Colorado 80203

1. Did your Town Meeting adopt the six national education goals?

YES

NO

2. Please send a copy of the attendance sheet(s) including names, addresses, affiliation and phone numbers of each participant.

3. Please send a copy of each goal teams' consensus of the answers for each goal team break-out session from the Colorado 2000 Handbook.

4. Comments:

A Message from Governor Romer	2
America's Education Goals	3
What We Need To Do	4
How We Can Do It	4
How You Can Help	5
Questions and Answers	5
Achieving the Goals	
Goal 1: Readiness for School	8
Goal 2: Completing High School	12
Goal 3: Student Achievement and Citizenship	16
Goal 4: Science and Mathematics	20
Goal 5: Adult Literacy and Lifelong Learning	24
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CONTENTS

By the year 2000:

1

All children will start school ready to learn.

2

The high school graduation rate will increase to at least 90 percent for all groups.

3

All students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.

4

U.S. students will be first in the world in science and mathematics achievement.

5

Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6

Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

AMERICA'S
EDUCATION GOALS

Colorado2000

WHAT WE NEED TO DO

President Bush and the nation's governors have called on every community in America to achieve the national education goals by the year 2000. In response to that call, government, civic, business, labor, and education leaders have asked every community in our state to become a Colorado 2000 community by doing four things:

Adopt the national goals. Service clubs and businesses, city councils and labor unions, educators and parents, county commissioners and everyday citizens are urged to commit to these goals and to help their communities achieve them.

Establish strategies for achieving them. Determine what specifically your community must do to reach each of the goals. The section "Achieving the Goals" suggests ideas.

Measure progress. Know what your schools and other organizations are doing to meet the goals.

Determine what resources are needed to achieve the goals. Find out what public and private resources are available, how they are being used, and whether more are needed.

HOW WE CAN DO IT

If we are to achieve America's education goals, we must do it community by community. Thus, Colorado 2000 focuses on community organizations with support at the state level.

A Colorado 2000 steering committee, consisting of the governor, state legislators, educators, business people, labor and civic leaders, is charged with making sure the community is heard and gets support. Statewide teams for each of the six national education goals will work with community goal teams throughout Colorado.

The work will continue for at least three years. A first statewide report, developed by the local and state teams, will be presented to the legislature and to all citizens in September 1991. A timetable of events is in the last section of this booklet.

Join your local Colorado 2000 team. Become part of a community goal team. Help your community achieve one or more of the national education goals.

HOW YOU CAN HELP

Colorado 2000 began with a statewide teleconference in June 1991. If you were part of that conference, you met with subgroups to begin work on each of the goals. If you were not part of the conference, watch the videotape of it and offer to work with a local goal team. You can get a copy of the videotape and find out how to contact the team you want to work with by calling your local school superintendent or the Colorado 2000 office at (303) 866-3123.

Just what is Colorado 2000?

It is a community-by-community effort to help Colorado achieve America's education goals, which were adopted by the President and the nation's governors. Colorado 2000 is supported by local and state government, education, business, labor and civic leaders.

SOME QUESTIONS AND ANSWERS

Why is there such a need to improve education?

It is the only way to maintain and improve our standard of living, to protect the kind of society we live in, and to provide opportunities for ourselves and our children.

American industry now competes directly with nations that have higher productivity and lower wages than ours. But American productivity has grown very little during the past two decades. If we are to maintain a high standard of living we must become more productive, more resourceful. That takes well-educated workers with greater skills.

Education is the key, too, to individual opportunity. We want everyone to fulfill his or her potential, to actively participate in a democratic society, and to regard education as a lifelong adventure. Achieving the national goals can make that happen.

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We're already working on state goals. Do we just set them aside in favor of the national goals?

Absolutely not. The state and national goals complement each other. The impressive work being done on state and local goals through accountability and planning committees, PTA's and PTO's, business partnerships, education foundations, creativity school committees and others gives Colorado an advantage. All these groups should be part of Colorado 2000. They have built a good foundation for working toward our national goals.

Haven't some Colorado communities surpassed the national goals? Some school districts, for example, already have a higher than 90 percent graduation rate.

It is true that some communities are further along on some goals than are others. But it would be a serious mistake to think that education improvement is someone else's problem. What has served us well in the past will not necessarily serve us well in the future. Moreover, even top American students often do not compare favorably with students from other nations, and American industry is less productive than much of its foreign competition. Every community owes it to itself to ensure that all citizens—from the youngest to the oldest—have the opportunity to improve their knowledge and skills.

Isn't the real problem just with the schools?

Not at all. The best schools are no substitute for families or community. Nor are they substitutes for adequate health and social services or early childhood care. Education is the responsibility of all the community.

Schools cannot be primarily responsible for goals to ensure that youngsters enter school ready to learn, or to improve adult literacy and job skills, or to keep schools drug-free.

But schools, like all institutions, must change. They must be responsive to changes in society, changes in the populations they serve, and changes in skills needed in the workplace. Schools can reinforce the values that bring us together as a community. They can help students learn to read, write, and compute, and to develop higher-order thinking skills. With our help, they will do it.

Will accomplishing the goals require more tax dollars?

It may. But first we must know whether we are making the best use of the resources we have now. We need to know what is needed that is not being done and what resources are needed to do them. Even so, we may well need to invest more to reach our goals. The long-term cost, however, will be much less than that of doing nothing. No program for educational achievement will compare with the costs of prisons or support of those without the skills to work.

How will we know whether additional money is needed and, if it is, how much?

That is an important part of the Colorado 2000 initiative. Teams in every community are asked to determine how to achieve the national goals and what resources it will take to do it. These teams will make their first report to the state in August 20, 1991.

What is the status of public school funding now?

Colorado pays for public schools with approximately equal shares of state money and local property taxes. A new school finance act, designed to make school funding equitable throughout the state, has not been fully funded because of declining property values, increasing school enrollments, and insufficient state funds. Significant additional funding will be needed to maintain present programs and services and make them equally accessible throughout the state.

How do I get more information on Colorado 2000?

Call the Colorado 2000 office at (303) 866-3123.

Colorado 2000 envisions local teams in every school district working on each of the six national education goals. These teams are to set strategies, measure progress, and determine what resources are needed to meet the goals.

What follows is additional detail on each goal, including areas to explore, things to know, questions to ask, people to call for more information, and a discussion guide for goal-team work sessions.

**ACHIEVING
THE NATIONAL
EDUCATION GOALS**

Colorado2000

GOAL ONE

By the year 2000, all children will start school ready to learn.

Objectives

All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.

Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.

Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

Background

Studies show that children who attend early childhood programs are more likely to complete high school and less likely to become parents as teenagers, to have discipline problems, or to need welfare services.

But experts agree that even the best preschool programs alone are not enough. Ultimately, the family is responsible for a child starting school ready to learn. Prenatal care, parent education, health care, good nutrition, and early childhood education programs are all needed if children are to be emotionally, physically, socially, and intellectually ready for kindergarten and beyond.

Educators say we are not finding out early enough what help children need, and, when we do, we don't do enough about it. Good programs that help parents improve their parental skills and their children's learning environment have been limited by costs and lack of public information.

A concern often cited is the lack of coordination of public and private health, social, and education services. Too often, critics say, services and resources are fragmented and not enough attention is given to delivering these services in a way that is best for children.

Goal One -- readiness for school

School District _____

Discussion Questions

Why is this goal important to our community or organization?

What are we already doing in our community and schools to accomplish this goal?

What else do we need to do in our community or statewide to accomplish this goal?

Who else needs to be on our goal team?

What are our immediate next steps?

Colorado2000

Some Things We Need To Know About Goal One

How do we know when a child is "ready for school"?

How available are social, health and education services in our community and how well are they coordinated?

What percentage of preschool youngsters in our community now attend preschool programs? What do we know about the quality of those programs?

What is the quality of parent education programs here?

What data is there for our community on numbers of preschool youngsters, newborns expected each year, early childhood educators, support and education programs for parents of young children?

Additional Resources Available to Local Goal Teams

State goal team one can provide both information and technical assistance, including names of early childhood advocates and statistics on the status of children and families. Early childhood strategies recommended by the Decade of the Child Coalition are available through Colorado Children's Campaign at 303/394-3212.

There are strategies available through the Governor's office at 303/866-2974 on how state and local government can work together to benefit children and families; information on business and work-family policies; assistance in scheduling regional forums on children and families, working with businesses and foundations on behalf of young children, and standards for early childhood educators.

To get more information on this goal, including examples of successful programs under way in Colorado, please call the state goal-team chairperson:

Donna Chitwood or Sally Vogler. (303) 866-2974.

Colorado 2000

GOAL TWO

By the year 2000, the high school graduation rate will increase to at least 90 percent for all groups.

Objectives

The nation must dramatically reduce its dropout rate, but 75 percent of those who do drop out will successfully complete a high school degree or equivalent.

The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Background

Many believe the best hope for keeping youngsters in school is keeping them interested in school, challenging them to do their best. The best help is early help. That means helping youngsters as soon as they show signs of falling behind.

Others point out the importance of having a qualified teacher in every classroom with classes small enough to permit individual attention. It is important, too, that youngsters not be segregated by ability, race, or socioeconomic background because it can result in inferior education.

Finally, many youngsters who do not plan to go on to postsecondary education drop out because they don't see much connection between school and what they will do next. Some argue that school counselors concentrate on the college-bound and do not work closely with the non-college bound.

Colorado had a 76 percent graduation rate in 1987 and has an objective of improving that to 90 percent by 1995. The dropout rate varies greatly by district and generally is higher for minority students. The Colorado Department of Education does not include those who receive a GED certificate among high school graduates.

Goal Two -- school completion

**Discussion
Questions**

School District _____

Why is this goal important to our community or organization?

What are we already doing in our community and schools to accomplish this goal?

What else do we need to do in our community or statewide to accomplish this goal?

Who else needs to be on our goal team?

What are our immediate next steps?

How good are early intervention and remedial education programs in our community's schools?

How effectively do the schools work with youngsters who plan not to go on to college? What relationships do the schools have with potential employers in their area?

How much individual attention are teachers and others in the schools able to give to students?

Do caring adults from outside the schools provide encouragement and support for youngsters who need it? How effective are these mentor programs?

What special efforts are under way to keep youngsters who need extra help in school?

To what extent do local employers encourage youngsters to stay in school? Do they have informal contracts that coordinate job requirements with school work?

To what extent do schools work with youth clubs and other groups that might encourage youngsters to stay in school?

State goal team two can provide both information and technical assistance. It can help generate ideas for strategies and serve as a clearinghouse for state and national resources.

To get more information on this goal, including examples of successful programs under way in Colorado, please call the state goal team chairperson:

Randy Quinn, executive director of Colorado Assn. of School Boards.
(303) 832-1000.

**Additional
Resources
Available to
Local Goal
Teams**

GOAL THREE

By the year 2000, all students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives

The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.

The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will substantially increase.

All students will be involved in activities that promote and demonstrate good citizenship, community service and personal responsibility.

The percentage of students who are competent in more than one language will substantially increase.

All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Background

According to tests administered by the National Assessment of Educational Progress, American students, especially those in the upper grades and minority students, do not perform well in the core subjects addressed by goal three. By grade 12, according to these tests, fewer than half of all students perform at expected levels. For example, only half of 17-year-olds who are still in school can compute using decimals, fractions and percents. A 1986 assessment of writing found that only 28 percent of eleventh graders could write a simple, persuasive letter.

Critics say too many schools have too many remedial and too few advanced courses in math and science. This is particularly true, they say, among schools serving predominately minority students. Others point to "tracking" of students and to teachers who lack sufficient background in their subjects as contributing to the problem. Some argue that standardized tests are often overemphasized or misapplied, and that teachers often do not have the freedom and resources to give students individual attention.

Goal Three -- student achievement and citizenship

**Discussion
Questions**

School District _____

Why is this goal important to our community or organization?

What are we already doing in our community and schools to accomplish this goal?

What else do we need to do in our community or state-wide to accomplish this goal?

Who else needs to be on our goal team?

What are our immediate next steps?

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Some Things We Need To KNOW ABOUT Goal Three

How many students at each grade level take courses in English, mathematics, science, history and geography? What are the schools' requirements in these courses?

What percentage of high school students are taking advanced courses in these subjects?

What special attention is given to encouraging minorities in these fields?

How is achievement in these subjects measured? Are state and national assessments compatible?

How do students feel about the courses they get at school? Do they find them interesting and challenging or repetitious and boring? Do they feel the courses are relevant to their futures?

To what extent do teachers have the opportunity to enhance their own skills in these areas?

Additional Resources Available to Local Goal Teams

State goal team three will provide information and technical assistance.

The state team is sending to each school district information on goal three from the Colorado Department of Education as well as information on assessment techniques. The state team is also providing information on each district's progress toward state education goals.

The state team urges local teams to review with local accountability committees work done to assess academic progress in local school districts.

To get more information on this goal, including examples of successful programs under way in Colorado, please call the state goal team chair person:

Tony Rollins (303) 695-4300.

Colorado2000

GOAL FOUR

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objective

Math and science education will be strengthened throughout the system, especially in the early grades.

The number of teachers with a substantive background in mathematics and science will increase by 50 percent.

The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science and engineering will increase significantly.

Background

When measured against students from other nations, Americans rank near the bottom in math and science achievement. Less than half of American high school students take advanced courses in math and science. But educators agree that chemistry and advanced algebra must be part of the minimum curriculum in preparing for college-level science and engineering courses. Moreover, many argue that advanced algebra teaches problem-solving skills that virtually all workers need in today's technological economy.

During the past two decades the number of American students earning college degrees in mathematics decreased by one-third. Women, blacks and Hispanics are significantly underrepresented in science and engineering professions.

Studies show that too many elementary and high school science and math teachers lack appropriate backgrounds or degrees in subjects they teach.

Teachers say they often do not have access to professional development opportunities that would allow them to broaden their skills in science and math instruction. Others say that many schools have antiquated laboratories and equipment, and many are unable to provide students with even routine involvement with computers, a skill considered essential by most employers.

Goal Four -- science and mathematics

**Discussion
Questions**

School District _____

Why is this goal important to our community or organization?

What are we already doing in our community and schools to accomplish this goal?

What else do we need to do in our community or statewide to accomplish this goal?

Who else needs to be on our goal team?

What are our immediate next steps?

OFFICE OF PRESIDENTIAL ADVANCE
CONTACT SHEET

NAME	OFFICE	Phone Number
Presidential Advance Office		202/456- 7565
Presidential Advance Fax		202/456-2820
Conner W. Shepherd	Mayor, City of Grand Junction	303/244-1504
Leo Tomeu	Presidential Advance	202/456- 7565
Kelley Gannon	"	"
Suzanne Faulk	"	202/456-7565
Riecke Claussen	Mesa Co Sheriff's Dept.	303/244-3500
Paul Rosier ^{DR. ROZERE}	Supt of Schools	303/245-2422
TAFT MOORE	SCHOOL DIST. #51	202/245-5222
Bernie Buescher	West Star Aviation - Bus/ER Partnership	303.243.7500
M. Katherine Pinson	School Dist 51 - Colorado Assoc. School Boards	303-243-3652
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JENNIFER GROSSMAN	PRESIDENTIAL SPEECHWRITING	(202)456-7750
Martyn Currie	Grand Junction P. D.	(303)244-3560
Linda Schooley	Sch. Dist 51 - Middle Sch. Teacher	(303) 242-6859
Larry Kallenberger	Colo. Dept. of Local Affairs	(303) 866-4903
Gregory K. Holslein	6th Ave Chamber of Commerce	242-4903
KATHY HAN	SENATOR HANK BROWN	245-9553
Elza Watkins	WH - Intergovernmental Affairs	202-456-7170
MARE ACHEN	CITY OF GRAND JUNCTION	303/2441501
TOM WULF	COLO. STATE PATROL	303-2487278
Michael J. Stratton	Citizens for Romer	303/831-9016
Jim CURTIS	White House Communications	202-395-1200
Mark Barnette	White House Communications	202-395-4040
ROB CREAMER	MARINE ONE ADVANCE	(703) 640-2364
ANDY FOSTER	WH POLITICAL AFFAIRS	202 456 6510
LARRY SPERL	USSS /PPD	202/395-4112
Tom B. [unclear]	Public Liaison/Education	

CAREER CENTER
INCENTIVE PROGRAM
1990-91

WHAT IS THE CAREER CENTER INCENTIVE PROGRAM?

The basic intent of the incentive program is to recognize and reward excellence in our students. All students, regardless of innate abilities, have the same chance for success. Each student will be assessed on a bi-monthly basis by a school committee known as the Incentive Review Board. The I.R.B. will look at three basic areas on an individual basis - behavior, grades, attendance.

Behavior

Each student starts the day with the opportunity to earn up to 10 points. A perfect score for a two week period would equal 100 points. Students can lose points by being written up. Write ups fall into two categories - minor & major (see explanation, page 2). The only way a student can fail to earn 100 points in 2 weeks is to fail to earn 10 points per day and/or have points deducted for inappropriate behavior.

Grades

The incentive level (see chart) a student accesses will in part be determined by grades. Instructors will conference weekly with students regarding what their grade is and why they have the grade they do.

Attendance

This is assessed on a percentage of daily attendance beginning at the time the student enters the Career Center. Excused absences will not be figured in the attendance but they could affect a student's grades if he or she fails to do appropriate make-up work.

Students in every Career Center program will be assessed under the same criteria and all data will follow a student from one program to another.

WHAT ARE INCENTIVES?

Incentives range from basic privileges to cash bonuses. It is imperative to keep in mind that every student can earn top honors through our incentive program. Once again, its basic intent is to reward outstanding performance assessed on an individual basis. Any reasonable consideration for a type of incentive should come to the I.R.B. and administration from the Student Council or individual staff members.

WHAT IS THE "FRIDAY CLUB"?

The F.C. is a student oriented reward period beginning at the school break every other Friday (twice per month). Some activities could be volleyball, movies, burgers or any other approved activities. (Activities for T.F.C. can be submitted through your Student Council.)

WHAT ARE "C" BUCKS?

C Bucks are Career Center dollars which are awarded to a specific student and can be spent in the school store at any time.

WHAT ARE ADULT PRIVILEGES?

When a student reaches the "MASTER" level, he or she earns the opportunity to function on our campus as an adult. He or she does not need a hall pass, may access his or her own car or that of a fellow MASTER, and may use the phone upon request. Adult privileges must be accompanied by adult behavior or the privilege may be revoked at any time.

How do I know what my School Behavior percentage is?

ALL students start each day with the opportunity to earn up to 10 points; 100 points for 2 weeks. Once earned, points can only be lost by being "written up". There are two basic categories under which a student can be written up; they are:

1. Major write up
2. Minor write up

WHAT IS A MAJOR WRITE UP?

Severe types of behavior such as fighting, abusive language, inappropriate response to authority, etc., could constitute a major write up greater than 10 points and resulting in 2 or more strikes.

WHAT IS A MINOR WRITE UP?

A minor write up will be up to 10 points and is basically the same thing as a strike. Your behavior score determines where you are in the incentive program and your number of strikes determines when and if a parent/teacher conference, in-house or out-of-house detention, or any other disciplinary action is needed.

HOW DO I CHANGE A LEVEL?

Every two weeks students will have the opportunity, upon teacher recommendation, to go before the Incentive Review Board. The members of the I.R.B. will take all factors into consideration and will recommend based upon that assessment. Three components will be considered by the I.R.B.; they are:

1. Behavior
2. Grades
3. Attendance

Only the I.R.B. can move a student up or down the Incentive pathway. No one teacher can move a student up or down; however, students should keep in mind that any person in a position of authority can issue a write-up in or out of class, during breaks, or at any appropriate time and place.

CAREER CENTER

INCENTIVE PROGRAM

1990-91

	BEHAVIOR	CLASS GRADE	ATTENDANCE	INCENTIVES
Level I	Below 70 pts.	Below "C"	Below 80%	No breaks, field trips, or general school activities
Level II	70 pts. or better	"C" or better	80% or better	Breaks/store privileges, field trips, general school activities
Level III	80 pts.	"B" or better	90%	Level II privileges plus \$1 C Bucks/week, TFC (The Friday Club)
Level IV	90 pts.	"A"	95%	Level II & III privileges plus hat or T-shirt, recognition certificate, \$5, 2 C Bucks/week (total), \$2 cash/week payable bi-weekly
*Level IV must be maintained for 18 weeks or semester in order to go on to Masters Level.				
MASTERS	100 pts.	"A"	100%	Adult privileges, school jacket, end of year trip paid by C.C., 5 C Bucks/week (total), \$5 cash/week payable bi-weekly, \$100 cash bonus per full semester at Masters level

Assessment/Entry

Level II privileges

MEMORANDUM NO. 91-66

TO: District 51 Staff
FROM: Paul Rosier, Superintendent
DATE: June 5, 1991
SUBJECT: Job Well Done!

The last day of school is upon us. It has been an excellent year thanks to all of you. Now is the time to celebrate. I would like to share some of the highlights of this year with you.

1. A marked increase in student attendance. In 1988 the State Department calculated the district's average daily attendance for students to be at 90%. As you are aware, the state goal is to have by 1995 an average attendance rate of 95%. We have calculated this year's attendance rate using the same period the CDE used, the 11 days of the official count period. Our average daily attendance rate for 1990-91 is 95%!!! Outstanding!!
2. A business education partnership that is recognized as a model for the rest of the state. Our business colleagues continue to provide support assistance and direction. All of our high schools, middle schools and three elementary schools have participated in the business-teacher exchange where teachers visit businesses and business people visit schools. The reports from both educators and business people are that these exchanges are valuable experiences. The Chamber of Commerce again honored teachers from our district at its annual teacher recognition dinner. The number of teachers and business people that are involved in this partnership has increased significantly this year. Just an anecdotal note: Bill Schipper, a national consultant who worked with the business people on "at risk students" in January, reported that when he got off the plane he was met by business leaders who raved about our schools and the partnership. He stated that he had never had that happen anyplace else he had visited. He also complimented the district on the quality of people (our staff) who make this an outstanding district.
3. One more step toward a unified technological education center. Last month Mesa State College broke ground on the first phase of construction of a life-long training center for Mesa County. This concept of a unified technological center has far reaching ramifications for education in this valley. In addition to breaking ground and getting construction underway at the Foresight campus, the Board has committed to sell property and build classrooms at the site as soon as possible.
4. A curriculum development process that is a model of participatory decision making. The district's curriculum development process continues to evolve. The process is driven by standing committees composed of practicing teachers. Often curriculum is developed by specialists who were once practicing teachers, but who may have been out of the classroom several years. Our model is driven by shared decision making. The buy-in by teachers has been tremendous. For example, the new direction in the science curriculum matches the latest research on science instruction and is designed to meet the national goal to be first in the world in science. We all can be proud of the curriculum development process.

(over)

5. Moving toward shared decision making. We continue to move toward a decentralized, shared decision making process. The reorganization of the central administration has been a positive step in this direction. A committee of teachers, principals, district administrators and representatives of both MVEA and AFSCME have been working together to organize a training program that will assist building staff and parents in developing skills for shared decision making. The training program started this spring and will continue during this summer and next school year. Together, we (staff, parents and administrators) can find the best methods and processes to meet district, state and national goals.
6. A graduating class of over 900 students. We just graduated a fine class of seniors. Over 20 of those seniors had 4.0 or better grade point averages. We can all take pride in the skills, abilities and attitudes that these graduates take into the world.
7. A report on our Special Education Department and District 51 that was outstanding. CDE completed their on-site assessment of the district programs for special needs students in May. The exit report was most complimentary of this district and the people who serve special needs students. In particular, the CDE team stated that in most districts they find one or two model programs, but they noted 8 to 10 such programs in ours. Their greatest praise was for the people - both special and regular educators - who serve handicapped children. CDE assessment teams have, in my experience, never been so positive about our district and our people. Another job well done.
8. Gains in the area of high risk students. Although we have not as yet completed our final reports on drop-outs, the preliminary information indicates that we may have reduced the total number by as much as 50% in comparison to last year. WOW!! We will complete the official reports this month and will know more precisely what the results are. We will continue to put in the extra effort and commitment to find ways to not only keep students in school but to provide positive learning experiences. Kudos to all those who worked so hard in this area.
9. Individuals receiving statewide acknowledgement for achievement. This year we have had a couple of people honored with statewide recognition. Maureen Kallio received the Golden Apple Award from the Colorado Education Association for her outstanding work as the President of MVEA for the past four years. Karen Cox was selected as the state's classified employee of the year. Karen is a library secretary at Broadway Elementary School. Karen and Maureen depict the outstanding people in this district.
10. Quality people make a difference. We are all tired at this time of the year, but if you will take a few minutes to look at the people around you, are not they the finest people in the world? This district is a great place to work and to be a part of because of the fine people - staff, students, parents and community folks - with whom we all get to associate and work.

There are many other areas that we can justifiably celebrate. I have noted only a few.

Thank you all for a great year and job well done.

PR:mkk