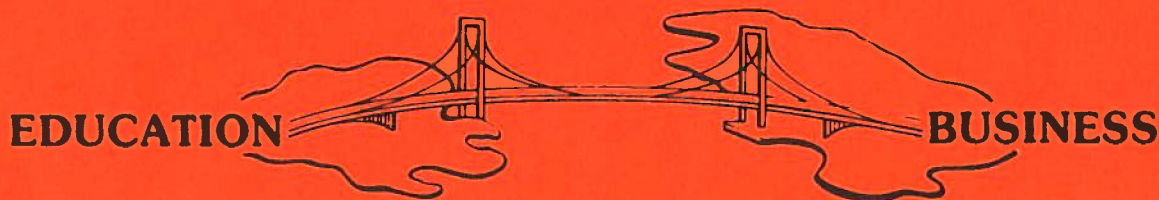


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CONFERENCE REPORT  
1986 STATE FORUM

**COLORADO COUNCIL  
FOR  
EDUCATION/BUSINESS  
COLLABORATION**



BEAVER RUN, BRECKENRIDGE, COL.  
OCT 20-21, 1986

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## TABLE OF CONTENTS

Introductory Letter . . . . .	ii
Summary of Presentations	
Welcome and Introduction . . . . .	1
Fort Collins Partnership . . . . .	3
Leadville Partnership. . . . .	4
Aurora Partnership . . . . .	5
"Public Education and the Changing National Work Force" - Roy Brubacher . . . . .	6
"The Context For Industry-Education Corporation" - Donald W. Clark . . . . .	8
"Partnerships That Are Working" - Mary Ellen James . . . . .	10
"Careers in Industry/Business Project" - Robert K. Gholson. . . . .	11
Awards . . . . .	13
Legislative Bill Proposal. . . . .	13
CCEBC - Steering Committee. . . . .	14
Featured Presenters . . . . .	15
Facilitators. . . . .	16
Conference Participants . . . . .	17

### Appendices:

- A. A Bill for an Act Concerning the Creation of Education  
    and Business Advisory Councils to School Districts
- B. List of Partnership Teams and Primary Contacts



COLORADO COUNCIL FOR EDUCATION/BUSINESS COLLABORATION  
201 EAST COLFAX  
DENVER, COLORADO 80203

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January 7, 1987

To: Partners in Education

This document represents a long-standing partnership in Colorado between the Education and Business communities. The challenge of preparing our young people for the responsibility of being a productive citizen in our society is constantly changing. The only way that the challenge can be met is by working together in a true partnership fashion. If we are to maintain a strong economic base, a free society, and a prosperous future, we must prepare our youth with knowledge and understanding of the world of work.

Many thanks and compliments to those individuals included in this document and to the hundreds who are found in Colorado communities that work together in providing a meaningful education to all kids through Partnerships in Education.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Douglas C. Johnson'.

Douglas C. Johnson  
Chairman  
Colorado Council for Education/Business  
Collaboration

/bn

## SUMMARY OF PRESENTATIONS

### MORNING SESSION

Monday, October 10, 1986

#### WELCOME AND INTRODUCTION

Mr. Douglas Johnson, Director of the Career and Educational Equity Resources Unit, Colorado Department of Education and Chair of the Colorado Council for Education/Business Collaboration, welcomed participants to the Fall Forum of the Colorado Council for Education/Business Collaboration. Mr. Johnson briefly covered the structure and objectives of the newly-formed Council, and introduced the members of the steering committee. The major objectives of the Council are to:

- Help establish local councils for education and business collaboration.
- Hold regional and state conferences and other meetings that will stimulate the development of local education/business councils.
- Publish and distribute a newsletter that highlights new and successful partnerships, establishes communication between the State Council and its local counterparts, and indicates resources available to local councils.
- Hold monthly meetings of the State Council to insure the success of the activities established in a yearly plan.
- Develop an advertising campaign through posters, ads, articles, brochures, etc., that promotes the awareness and values of education and business partnerships.

Mr. Michael Demma, Director of Personnel and Benefits, Kodak, Colorado Division, addressed the present and future plans of the Council for Education/Business Collaboration.

He pointed out that the first forum on education/business collaboration was conducted in 1978. The focus of that first forum was on career guidance and counseling which resulted in the development of unified state guidance plans for elementary, secondary and post secondary levels. In addition, a Career Development Institute was created to provide teachers the opportunity to better understand the operations of business and industry. Since 1978 four statewide forums have been held, and the focus of these conferences has been on the development of education/business councils at the local community level to improve communications between education and business. Currently, there are 20 active education/business councils plus many community projects that are a result of the forums.

The goals of the current State Council for Education/Business Collaboration will be focused on establishing and supporting 177 local education/business councils. These councils will coincide with 177 school districts of Colorado and the communities they serve. The thrust of the training and support given to the local councils by the State Council will be the promotion of employability skills and career planning for all students and community partnerships between the schools and the private sector.

Mr. Demma indicated that the State Council and its members are available to assist any community in the partnership process and related activities. This offer of assistance is reflected in the mission statement of the State Council:



"To stimulate, support, and promote education/business cooperation for interaction at all levels, and to assist educational institutions and business/industry in preparing students for work."

Mr. Demma pointed out that the importance of the effort across the nation is clearly reflected in the following introduction to Fastback 226, published by the Phi Delta Kappa Education Foundation entitled, "How to Start a School/Business Partnership":

"In October 1983 President Reagan launched the National Partnership in Education Program. In an effort to recognize the contributions of the private sector to education and to encourage more involvement, President Reagan said:

'I'm issuing a challenge to America to insure our children get the best education they deserve. Let us resolve that every one of our country's public, private and parochial schools and community colleges - all 110,000 of them - will have formed a partnership in education.

This won't be an expensive new government program. It will be human and effective.

I invite all Americans to join me in my commitment to the excellence and quality of education offered to all Americans.'

"The partnership movement holds the promise of improving education by extending the boundaries of the school and of building better relationships between schools and business. Alliances between schools and the corporate sector can make this happen. In this fastback the focus is on corporate sector initiatives. However, it does not preclude alliances with colleges, universities, government agencies, and private organizations and associations.

"Partnerships are not a new idea. Schools have long used parents or members of the community as resource persons on a "come-when-you-can" basis. Usually their contributions are short term and for a single purpose. Schools have also long been involved with local businesses in the area of career and vocational guidance for high school students. These alliances do promote good school-community relations and can serve as the basis for new kinds of partnerships. The new approach to partnerships in education calls for long-term relationships between the private sector and a school district.

"The outcomes from such partnerships are increased communication between the business world and the schools, an enriched curriculum that is responsive to the needs of the future, and a broadened base of corporate support to strengthen education. Partnerships are long-term commitments to youth for the support of quality education and the promotion of educational excellence. Initiating and nurturing partnerships with the private sector is a way to regain trust and confidence in education."

## PANEL PRESENTATION

Presenters: Mary Pat Aardrup - Fort Collins  
Dave Salberg - Leadville  
Harold Dunning - Aurora

### Fort Collins Partnership

Mary Pat Aardrup, the Director of Partnerships, Fort Collins, described the major purposes and activities of the partnership.

The Fort Collins partnership is a cooperative program involving Fort Collins Chamber of Commerce, Poudre R-1 School District, and Colorado State University. The overall purpose of the partnership is to develop programs that will be mutually beneficial to businesses and the educational institutions in Fort Collins. In terms of the students involved, the emphasis is on the development of economic awareness, employability and leadership skills. At this point, the partnership has three major components.

#### Community-Based Experiences

Currently eleven senior high school students are involved in working with local businesses in the Fort Collins community. These students participate in a two-week motivational seminar that focuses on developing the student's self confidence, articulation, and basic business practices. Following this, the students are placed in local businesses that relate to their career interests. The students work on projects that are mutually beneficial to the businesses and themselves (e.g., developing publications, conducting research) and also participate in the civic activities of the businesses. The students receive school credits for their work. The program will involve new students each semester, and the students already in the program will be used to recruit new students and businesses for the program.

#### Teacher Incentives and Recognition

Teachers who are contributing or are interested in the development of partnerships in their disciplines will be invited to meet with their counterparts in the business world. The purpose of these network meetings will be to:

- explore creative options for the use of business resources in the schools
- develop educational involvement in the private sector through special projects, internships, and mentorships
- provide an opportunity for both educators and business people to become familiar with the latest technological innovations

### Seminars

A seminar series will be held to introduce local business leaders and a select group of teachers and students from Poudre R-1 to research being conducted at Colorado State University that will have a direct economic impact on the Fort Collins community.

Ms. Aardrup emphasized the importance of involving both business people and educators who are flexible and positive in their approaches to partnership development in order to alleviate problems of communication and turf that often arise in partnership projects. She also emphasized the importance of getting school staff members and students involved in partnership projects to articulate the benefits of such involvement so that the opportunities can become available to a larger number of students.

### Leadville Partnership

Dave Salberg, the Employability Skills Coordinator for the Lake County School District, outlined some of the major steps in the Leadville partnership process:

1. The identification of the people in the Leadville community with a commitment to business/education partnerships and the ability to rally other members of the community to become involved.
2. The development of a partnership action plan.
3. The assignment of responsibilities for various activities in the partnership development.
4. The development of employability skills throughout the school district at all grade levels. For Example:
  - Elementary grades - "My Best Work" folders for each student
  - Jr. High School - Initial development of employment portfolios (applications, letters of recommendation, samples of outstanding work)
  - High School - Participation in the Colorado Careers process and further development of portfolios including resume and growth plan development
5. The development of communication and public relations efforts:
  - Teacher in-services on partnership efforts
  - Parent seminars on employability skills development
  - Breakfasts/luncheons with students and employers

Mr. Salberg outlined some of the challenges facing the Leadville community. While economic conditions in Lake County have resulted in a serious decline in major source of income, the mining industry, the development of the ski industry has provided a growing source of employment for Leadville students. Young students have been particularly successful in finding part-time or seasonal employment. However, obtaining entry-level employment in the ski industry does not usually require many of the job-seeking skills that the partnership is emphasizing. Ski employers seldom ask to see portfolios, and the students are questioning the value of employability skills and partnership activities. The Leadville partnership is seeking assistance from the Colorado Council in developing ways of motivating students to continue to participate in employability skills activities conducted by the schools and the partnership team.

## Aurora Partnership

Harold Dunning, Director of Vocational Education at the T. H. Pickens Technical Center in Aurora, indicated that Aurora has very active participation of community members on the vocational advisory committees in the school district and on the educational committee of the Chamber of Commerce. This involvement is evidenced by the participation of 15 members of the Chamber of Commerce at the Fall Forum. This community involvement on committees has had a direct impact on what is happening in the classroom and also keeps school staff members up-to-date on the latest developments in industry.

Mr. Dunning stated that the major challenges for the partnerships in Aurora are to maintain focused and clear activity objectives and to maintain participation by making sure that partnership activities are beneficial to both education and business.

## WRAP UP

Mike Demma concluded that it is clear there are many challenges in the development of education/business partnerships and encouraged the participants in their planning to:

- Develop new and innovative approaches to partnership activities and enhance their current activities.
- Create reciprocal relationships in which both business and education will benefit.
- Develop incentives that will motivate larger numbers of business people, school staff members, and teachers to become involved.

## TEAM WORK I.

Mr. Charles Dalpra, Account Executive for Gilbert Marshall Company, introduced the community education/business partnership teams and their facilitators. He encouraged each team to develop and refine a local action plan for networking between business and education containing the following major components:

- Identification of community and school needs
- Objectives for the partnership
- Community and school resources (personnel and materials)
- Partnership activities
- Responsibilities of participating members
- Time lines
- Networking strategies
- Methods of evaluation

Following Mr. Dalpra's introduction, the partnership teams broke into separate rooms to commence with development of their action plans.



## EVENING SESSION

Monday, October 20, 1986

### PRESENTATIONS

Mr. Roy Brubacher, Assistant Commissioner, CDE  
"Public Education and the Changing National Work Force"

Following is a synopsis of Mr. Brubacher's remarks. (The full script is available from Richard Hulsart at the Colorado Department of Education.)

\* \* \* \*

The United States is experiencing an economic transformation that will have a greater impact on the country than both the Agricultural and Industrial Revolutions. The following projections are evidence of these transformations:

- o By 1995 100,000 robots and nearly 20 million computers will be in use.
- o Manufacturing which provided 25% of the jobs in America in 1960 will provide about 6% of the jobs in 1995.
- o Agriculture which provided 70% of the jobs in 1920 will provide about 2.5% of the jobs in 1995.
- o Part-time services which provided less than full-time employment for about 500,000 workers in 1967 will employ 4 million people in 1995.
- o By the year 2000 as many as 30% of the nation's work force will be "telecommuters" - performing work away from the central work place.

Some of the major problems created by this transformation will be as follows:

- o The information and knowledge management economy will create an increasing pool of displaced workers - currently 36% of the adult work force is in transition between jobs.
- o A two-tier work force will develop with a few highly paid professionals in the top tier, and numerous low-paid workers with low skill, high turnover jobs in the second tier.
- o Young people making the transition from school to work will be forced to compete with 25-45 year old experienced workers for entry-level jobs.
- o It is predicted that by the year 2000 only 7% of the jobs in the U.S. will require a college degree.
- o Young people attending school today must expect to change careers from 4-6 times during their working life.
- o 60% of working adults will fail to maintain their literacy skills.

In order to meet these political and education needs, schools should:

- o Provide programs that give students the skills necessary to pursue education on a continuing basis after high school.
- o Provide programs that develop an appetite for continuing life-long learning.
- o Determine the skills needed for job entry in the major work categories and infuse the teaching of such skills into the instructional program.
- o Provide programs that develop an understanding about the world of work, different kinds of jobs and careers, including their requirements, rewards, and expected resulting lifestyle.
- o Help students make realistic plans for what they will do after high school.
- o Provide programs that will develop the student's understanding of economics, the free enterprise system and consumer skills.

To be fully effective, school systems must make sure students leave the public schools not only with sound academic skills but with sufficient information to know:

- o What the learning requirements are for existing occupations
- o What the learning requirements will be for future occupations
- o How much competition there is for a certain occupation
- o How many and what kind of people are pursuing the same career
- o What learning programs and services are available after high school
- o What is the expected return on receiving specific training
- o What is the expected return on obtaining a college degree
- o What are the real opportunities for employment in occupational areas

## MORNING SESSION

Tuesday, October 21, 1986

### PRESENTATIONS

Dr. Donald M. Clark, President & Chief Executive Officer  
National Association for Industry-Education Cooperation  
"The Context for Industry-Education Cooperation"

Following is a synopsis of Mr. Clark's remarks. (The full text is available from Richard Hulsart at the Colorado Department of Education.)

\* \* \* \* \*

Industry's central role in the partnership process is to help schools improve academic and vocational education so that it is responsive to both students' and employers' needs. The context for this cooperation is furthering school improvement and, in turn, the school-to-work process for youths and adults.

Despite the attention given to partnerships, present state-of-the-practice in partnership development is as follows:

- To date, there has been little, if any, effort to connect the two major movements - educational reform (school improvement) and partnerships in education.
- Most industry-education partnership activities in schools are brief and episodic; they seldom run long enough to make a long-term difference.
- Partnerships in education are carried out, for the most part, on an uncoordinated, fragmented, duplicative, unstructured and adhoc basis.
- Most partnerships involve low levels of investment and limited objectives and have no impact on school improvement.
- There is a lack of a formal structure such as an industry-education council and a staff coordinator in place to channel industry's resources in a coherent manner into the total school program.
- The rhetoric commission reports, studies, and forums on partnerships in education focus primarily on short-term student oriented projects.

Developing a more responsive academic and vocational program in public/post secondary education requires industry's direct participation in planning, curriculum development, in-service training of school personnel, upgrading instructional materials and equipment and improving efficiency in educational management.

Education and industry representatives need to act together by establishing a formal system wide structure for cooperation and coordination. This requires both sectors to:

- Recognize the connection between school improvement and partnerships in education and how both facilitate the school-to-work process.
- Participate in a training program on planning, organizing, implementing, and evaluating a formal structure and process for joint efforts. The establishment of an industry education council, composed of area leaders from industry, business, labor, government and public education is the first step in a partnership effort directed at actual improvement.
- Stop allocating resources and time surveying communities on the extent and type of partnerships in education - most of them are short-term episodic activities.
- Realize that industry needs to make a sizable investment of its volunteer resources in education, and schools must invest the level of financial resources in a partnership to leverage significant change in academic and vocational education over the long term.

For councils wanting to keep abreast of national developments and exchange information, joining NAIEC should be considered. The address is:

National Association for Industry-Education Cooperation  
235 Hendrick Boulevard  
Buffalo, NY 14226  
Attn: Dr. Donald M. Clark, President and Chief Executive Officer  
(716-834-7047)



Mary Ellen James, Program Director  
Research Project Business/Education Partnerships  
"Partnerships That Are Working"

Ms. James outlined the purposes, initial observation, and expected outcomes of the research project on business/education partnerships that has been funded by a number of state departments including the Colorado Department of Education.

\* \* \* \* \*

The purposes of the project are to identify:

- those partnership projects that are promising in terms of school improvement
- those resources that can be helpful in building effective partnerships
- how smaller or rural communities can build effective partnerships utilizing small business and professional participation
- how a third-party helper, such as a state department of education, can contribute to building local partnership planning groups.

Ms. James mentioned that in her travels to date she has observed a large variety of model projects including the following examples:

- In California, four small towns have formed a business/education partnership and students from these towns are writing about the backgrounds of local business people and assisting businesses with their market surveys.
- Chambers of Commerce in various communities are providing professional development seminars for teachers on selected subjects.
- Internships have been developed in some communities where the students and teachers obtain business experience and the employers receive the benefits of their work.
- Some partnerships even go beyond training and internship activities and are involved directly in assisting in the improvement of instructional programs.

According to Ms. James, the driving forces behind business involvement in partnerships are usually promoted by interests in economic development as well as feelings of social responsibility.

The following products are expected in terms of the Business/Education Partnership Project:

- A computerized data base of aggregated national data on business/school partnerships, to be linked with the CDE's Partnership Clearinghouse in its ongoing technical assistance to Colorado communities, especially those in smaller and rural communities.
- A series of materials and tested strategies that incorporate these new findings for use by local partnership planning groups.
- A knowledge base for CDE to utilize in assisting local partnership planning groups; a model that will be disseminated to other states and made available to non-public groups interested in providing this kind of assistance.

Robert K. Gholson, Production Facility Manager  
Diskettes Drives, - IBM  
"Careers in Industry/Business Project"

Mr. Gholson outlined the purposes, approaches, and initial results of the "Careers in Industry/Business Project".

\* \* \* \*

The purpose of Careers in Industry/Business is to create a partnership between education and industry to:

1. Deliver better equipped young adults to the employment marketplace.
2. Promote a positive image of industry by encouraging:
  - A. Interaction between students and professionals in industry.
  - B. A new concept of "Career" including multiple job choices resulting in the emphasis of education and individual responsibility in career choices.
3. Improve the effective counselor time per student by involving industry experts to advise students of their career choices.

The concept of the careers in industry/business program is to reach all grades 7 through 12, across a broad range of socio-economic student populations. The major emphasis is to use industry leaders to encourage young adults to think about their careers in terms of level of education and the multiple options that are available to them as they further their education both formal, informal and on-the-job training.

The approach of the Careers in Industry/Business Program will be to:

1. Develop teaching tools that reinforce the importance of education for a career in industry/business.
2. Provide an education about industries/businesses and their role and responsibility in the free enterprise system.
3. Reinforce through industry involvement the necessity of staying in school and the importance of education.
4. Demonstrate the many career opportunities available in industry/business to young adults entering the job marketplace.
5. Provide hands-on experience with industry to demonstrate the many career opportunities available to the student through:
  - Industry Visits
  - Internships
  - Shadow Programs
6. Provide contact hours with each grade level beginning with the 7th grade to describe "a career" and "define industry/business".
7. Develop statewide sponsorships of the Careers in Industry Program to make the program available to all school systems within the state of Colorado. Those sponsors could be as follows:
  - Rotary Clubs
  - Chambers of Commerce
  - State Board of Education
  - Colorado Association of Commerce and Industry

The concept of the careers in industry was successfully piloted with the senior class of the Niwot High School. The pilot program consisted of:

- A. A general assembly in which:
  1. The term career was defined as a level of education.
  2. A description of business/industry was given explaining how industry works and the many interesting opportunities that exist.
  3. There are opportunities in business/industry as long as young people strive to be the best at whatever they want to be.
- B. A visit to industry (this time IBM) where the students spent the morning visiting an area of their career choice. The visit was hosted by 37 volunteers that allowed the size of the groups to be small enough to ensure the necessary personal interaction.

Based on the success of the Niwot High School Pilot Program, the plan is to expand the program in the 1986-1987 school year to include a test market environment of urban and rural schools.

## Summary of Presentations

### TEAM WORK II

Continued planning and development of Community Action plans by partnership teams.

### AWARDS

Doug Johnson presented awards to the following individual and partnership teams for their leadership in partnership activities.

Mr. Dave Salberg of the Leadville Partnership Team  
The Leadville Partnership Team  
The Fort Collins Partnership Team

The award recognized Mr. Salberg and the Partnership Teams for the opportunities they have provided young people in Colorado to further develop the skills necessary for success in post secondary pursuits.

### LEGISLATIVE BILL PROPOSAL

Mike Demma described the major features of a bill to be introduced to the state legislature to promote the creation of a State Education and Business Collaboration Council and an education/business advisory council in each school district in Colorado. A draft copy of the bill is located in the appendices of this report.

Mr. Demma stated that the State Council was seeking a legislator or legislators to sponsor the bill. He indicated that as soon as the bill was entered it would be important to obtain legislative support and that the people participating in the Forum could play a very important role in contacting their legislators to inform them of the importance of the bill and to encourage support for the bill.

### WRAP UP

Mr. Demma reflected on the value of the Forum, thanked the participants for their cooperation, and encouraged them to follow through on the action plans that they had developed at the conference.

INFORMATION ON ACTION PLANS FOR EACH PARTNERSHIP TEAM IS AVAILABLE FROM EACH TEAM. SEE THE LIST OF PARTNERSHIP TEAMS AND THE PRIMARY CONTACTS IN THE APPENDICES.



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**APPENDIX A**

**A BILL FOR AN ACT CONCERNING THE CREATION OF EDUCATION  
AND BUSINESS ADVISORY COUNCILS TO SCHOOL DISTRICTS**

STATE OF COLORADO

BY REPRESENTATIVES

A BILL FOR AN ACT  
CONCERNING THE CREATION OF EDUCATION AND  
BUSINESS ADVISORY COUNCILS TO SCHOOL  
DISTRICTS

Bill Summary

Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments which may be subsequently adopted.

Creates a State Education and Business Collaboration Council; and creates, in each school district, an education and business advisory council. Provides for the powers, duties and functions of the advisory committees.

Makes an appropriation as an incentive for communities and their school districts to create education and business councils.

4 Be it enacted by the General Assembly of the State of Colorado:

5 SECTION \_\_. Article \_\_ of title \_\_, Colorado Revised Statutes, 1982 Repl, Vol.,

6 as amended, is amended BY THE ADDITION OF A NEW PART to read:

PART

EDUCATION AND BUSINESS ADVISORY COUNCILS

\_\_\_\_. Legislative declaration. The general assembly finds that the career goals and employment opportunities of high school graduates would be enhanced by close cooperation and guidance between the business community and school districts and that encouragement of the creation of education and business advisory councils in each school district would stimulate, support and promote education/business cooperation for interaction at all levels, and assist educational institutions and business/industry in preparing students for post-secondary pursuits.

\_\_\_\_\_. Creation of the State Education and Business Collaboration Council.

(1) There is hereby created, a State Education and Business Collaboration Council.

(2) The council shall consist of voluntary members from the education and business community as follows:

(a) Nine members shall be appointed by the Commissioner of Education, as follows:

i. Five members with professional training, knowledge and employment in business.

ii. Four members with professional training, knowledge and employment in education, to include a representative from vocational education.

(b) Subsequent appointments would be made by the Commission upon recommendation for the Council.

(c) Members shall serve for three year terms. Initial appointments shall have one-third of the members with one year terms, one-third with two year terms, and one-third of the members with three year terms. Members may be reappointed.

(3) The council shall:

(a) Promote the establishment of education and business councils in each school district.

- (b) Provide technical assistance to school districts in creation of local education and business councils;
- (c) Offer forums for local communities seeking to establish education and business councils, and information sharing on existing local council programs and activities;
- (d) Serve as a clearinghouse for information on local, state and national education and business collaboration;
- (e) Maintain information on the status of local education and business councils; and
- (f) Recommend funding to school districts for valid meritorious programs proposed by established and operational local education/business councils.

\_\_\_\_\_. Creation of local education and business councils. For the fiscal year beginning July 1, 1987, each community and its school district shall be urged to form a local education-business council.

\_\_\_\_\_. Powers and duties of the local education and business council. The local council shall:

- (1) Advise the school district, through the local school boards, superintendents of schools, and chambers of commerce, in the development of programs designed to stimulate, support, and promote Education/Business cooperation for interaction at all levels, and to assist educational institutions and business/industry in preparing students for post secondary pursuits.
- (2) Solicit business participation and support for school district programs initiated in cooperation with the local education/ business council.
- (3) Provide forums to involve the local school district personnel such as school administrators and teachers in the planning, implementation and evaluation of programs.

(4) Serve as a local focal point and clearinghouse on information concerning education and business partnerships; and

(5) Report on activities of the local council to the State Education and Business Collaboration Council.

\_\_\_\_\_. Membership on the local education and business council. The local council shall consist of a minimum of nine members appointed as follows:

(1) A majority of the members shall be employed in business and shall be appointed by the executive director of the local Chamber of Commerce.

(2) A minority of the members shall be employed in local organizations (e.g. educational, governmental, private non-profit agencies; other interested parties) and shall be appointed by the Superintendent of Schools.

\_\_\_\_\_. Funding of the Local Councils. For the fiscal year beginning July 1, 1987, and through the end of the fiscal year ending July 1, 1990, funding for the creation of councils shall be from the general fund. The general assembly shall appropriate annually to the Colorado State Board for Education \$\_\_\_\_\_ for an incentive program to promote and encourage establishment of local education and business councils and development of programs to stimulate, support and promote Education/Business cooperation for interaction at all levels, and to assist educational institutions and business/industry in preparing students for secondary pursuits.

The State Education and Business Collaboration Council shall develop, after consultation with the Commissioner of Education, a policy for administering the program and criteria to be used in making allocations to school districts.

\_\_\_\_\_. Appropriation. There is hereby appropriated, out of moneys in the general fund, to the Colorado Department of Education, for allocation only to the Education and Business Councils, for the fiscal year beginning July 1, 1987, the sum of 1.5 million dollars (\$\_\_\_\_\_).

BILL

## **APPENDIX B**

### **LIST OF PARTNERSHIP TEAMS AND PRIMARY CONTACTS**



# LIST OF PARTNERSHIP TEAMS AND PRIMARY CONTACTS

<u>Team</u>	<u>Primary Contact</u>
ALAMOSA	Katy Westerman Alamosa School District 209 Victoria Alamosa, CO 81101
AURORA	Harold Dunning T. H. Pickens Tech Center 500 Buckley Road Aurora, CO 80011
BOULDER VALLEY	Lonnie Hart Boulder Valley School Dstrict 6600 E. Arapahoe Boulder, CO 80303
COLORADO SPRINGS	Tom Hergenreter Colorado Springs Public Schools 1115 No. El Paso St. Colorado Springs, CO 80903
ENGLEWOOD/LITTLETON	Harvey Rothenberg Littleton School District #6 5776 So. Crocker Street Littleton, CO 80120
FORT COLLINS	Mary Pat Aardrup Fort Collins Chamber of Commerce PO Drawer D Fort Collins, CO 80522
FORT MORGAN	Shirley Cortez Fort Morgan High School 709 East Riverview Fort Morgan, CO 80701

**LIST OF PARTNERSHIP TEAMS AND PRIMARY CONTACTS**

GRAND JUNCTION	Greg Cope Mesa County Valley School District #51 2115 Grand Avenue Grand Junction, CO 81501
LEADVILLE	David Salberg Lake County High School PO Box 977 Leadville, CO 80461
MONTE VISTA	Harvey Sullivan Monte Vista School District 1444 Huxley Avenue Monte Vista, CO 81144
ST. VRAIN VALLEY	James Roorda St. Vrain Valley School District Re 1J 395 South Pratt Pkwy Longmont, CO 80501