Economic Development Commission
January 13, 2015 Meeting
6:30 PM
1445 Tenth Street, Golden, CO 80401

Opening  
(6:30 to 6:45)
Goal: Agreement to meeting objectives
1. Approval of Agenda
2. Approval of meeting notes from December 9, 2014
3. Public Comment

Discussion/Action Topics  
(6:45 to 8:00)
Goal: Commitment to progress or support needs for work program elements
Outcome: Updated focus area task status and assignments

1. Review ideas generated in December meeting

2. Draft white-paper on early childhood education

3. 2015 Work Program
   Commission will discuss specific projects and programs pertaining to the 2015 work program.

4. Communications
   - GURA – Glueck
   - Prospect/Development Project Report
   - Chamber of Commerce – Condon, Rinehimer
   - Community Marketing Committee – Block, Rinehimer
   - General comments

5. Schedule/Assignments/Feedback

6. Wrap up and Adjourn  
(8:00)

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City of Golden
Memorandum

To: Economic Development Commission
From: Steve Glueck, Director of Community and Economic Development
Date: January 9, 2015
Re: January 13, 2015 Packet Memo

Please review this additional background material for the upcoming meeting.

Discussion/Action Topics:

1. Review Ideas from December Meeting. Most of the December meeting was devoted to a brainstorming session about opportunities for partnerships in support of our educating the workforce and innovation goals. Please review the attached summary of ideas from that night and recent weeks for further refinement.

2. Early Childhood Education. Staff continues to research the economic development and workforce benefits of investment in early childhood programs, and has prepared a rough draft “white paper” detailing how the community and business partners might collaborate to benefit this cause. EDComm comments will be sought

3. 2015 Work Plan update. We will review and monitor the draft workplan, with at least decisions about the Spring Career day at Mines.

Communications Staff and Commission members will report on the various areas listed on the agenda.

Prospect report The main new activity related to prospects for primary job growth in the community includes the following:

- MIE Properties has submitted site construction plans for their 110,000 square foot building at Corporate Center.

- A building permit application has been received for the 13th Street GURA lot for a mixed use building.

- A site plan application has been submitted by the same developer for the GURA 12th Street lot.

General Comments:

Attachments: Minutes, December discussion outline, draft early childhood paper, 2015 work plan outline, misc announcements
Minutes of Meeting
December 9, 2014

Present: Mary Block, Josephine Colacci, Stephan Reckie, Renee Rinehimer

Absent: Dan Becker, Kelly Jackson Condon, Terrence Rapoport

Staff present: Steve Glueck

The meeting was called to order at 6:37 PM

1. APPROVAL OF AGENDA

Chair Colacci asked if there are comments or objections to the agenda for December 9, 2014. There being no comments, the chair declared the agenda approved.

2. APPROVAL OF MINUTES

Colacci asked if there are comments or objections to the meeting minutes from November 11, 2014. There being no comments, the chair declared the meeting minutes approved.

3. PUBLIC COMMENT

Colacci asked for potential public comment. There was none.

4. DISCUSSION / ACTION TOPICS

A. Discussion with Mark Mondry and Brian Conroy about Entrepreneurship.

Reckie introduced Mark Mondry, faculty lead for the CSM Entrepreneurship Club. Brian Conroy, GHS Principal introduced himself. EDComm members and the two guests discussed related programs at Mines and GHS and how EDComm might encourage the programs and potentially participate. Some of the ideas included:

- Visits by GHS Technical Education clubs to the Mines Entrepreneurship Club meetings or activities.
- Mentoring programs
- A potential “showcase” of local activity at the high school and college level, with possible participation by the Bell STEM program, to build awareness and support for
the programs. The event could potentially occur at the high school but be open to the public. Probably the best time is April.

- Our general goal for community entrepreneurs should be to "seek ways to allow people of like interests to meet and interact".
- Golden could issue a local version of the "Grand Challenges" to the community and schools.
- EDComm should meet with the informal CEO group that contacted Glueck, to seek their input in fostering entrepreneurial activity.
- This effort can easily link to EDComm's investigation into ways to support early childhood education as an economic development investment.

B. **2015 Work Plan Review:** This discussion was postponed until the January meeting.

5. **COMMUNICATIONS**

a. **GURA:** Colacci reported that GURA has awarded a small grant for brick repair at the Old Capital Grill building, has formally entered into an Agreement to convey Lots 2 and 4, and approved a significant TIF rebate agreement to catalyze construction of 110,000 square feet of light industrial space within the Colfax URA.

b. **Chamber of Commerce:** Rinehimer reported on many recent and upcoming holiday and winter events, including Small Business Saturday, Olde Golden Christmas and the Candlelight Walk. Rinehimer also mentioned the Chamber annual meeting on January 19th, 2015.

d. **Visit Golden:** Rinehimer reported that Visit Golden is working with Pure Brand on the 2015/2016 campaign and the year's activities have gone very well.

6. **AGENDA/ SCHEDULE**

The next commission meeting is January 13, 2015.

Rinehimer MOVED and it was SECONDED to adjourn at 8:25 p.m. The motion passed unanimously.

Josephine Colacci, Chair
EDComm Innovation/ Education ideas from December 9, 2014 meeting (and December 10 STEM update from Bell principal)

General Ideas:

- We should have a notebook description of all of our specific education programs detailing the program, program goals, our support, and anticipated outcomes. Programs so far include:
  - Discovery Technology scholarships
  - Red Rocks scholarships for GHS
  - iSTEM partnership
  - etc.

Specific Ideas:

- Generate community “challenges” in the area of entrepreneurship, start-ups, and business leadership. Submit to CSM Entrepreneurship club, Golden High, Warren Tech, and even Bell Middle School STEM program.
- Consider a business/tech/entrepreneurship showcase of youth (middle school up to college) for the Golden area. Partner with the schools and businesses on event. Use to build direct relationships.
- Directly ask GHS and CSM students what they desire in terms of the type of atmosphere and activity associated with a “meet-up” style energy.
- Investigate a youth oriented “How to start your business” track at Jeffco BRC.
- Partner with informal CEO group Glueck has met to determine how they would increase innovative companies locating in Golden
- For Bell STEM program, help promote the current NASA project, including a big “launch” celebration. If ok’d by program push out stories and social media campaign on program success.
- Encourage the Golden Community Commons (Armory) project to devote space for “meet-up” type activities
- Re Early childhood -
  - Investigate community sponsored summer pre K program using school classrooms (rented).
  - Follow and promote Raising of America documentary series
EDComm info

Discovering Technology scholarships:

These scholarships continue to be appreciated. When the program began, it was only for 4th and 5th grade girls. Since then, it has expanded to cover 3rd through 6th, and by fall 2015, they will have programs through 8th grade. For unknown reasons, we continue to have difficulty engaging students from Shelton Elementary. Initially, we had schools provide information to us for interested students and we had them register and would tell the director we would pay for them. This was inefficient. We have streamlined the process and now just provide scholarships by letting the director know that we will cover x number of scholarships from each school in our articulation area. This allows her to allocate other scholarships efficiently. They continue to work to provide the program on-site at Pleasant View in order to engage more students from that school.

Educating for Technology Scholarships at GHS:

Monitoring the program is a little like herding cats, but some minor tweaks for next round may help alleviate some problems. Staff will encourage students to be proactive in seeking help when needed and provide updated contact information to eliminate some current problems. Of the eight original students who accepted scholarships, four remain. Two students left Red Rocks after the first semester of school. One was placed on probation after the first year, but also had a difficult first semester of this school year. She cited being a flooding victim and two recent family deaths as contributing to her difficulties. Another student has been completely out of contact, not returning email or responding to voice mails or letters. He was not renewed for this school year. However, one other student who had been placed on probation with us for the fall semester met with staff, worked with advising at the school and successfully completed his fall semester with straight As and is excited to be back on track.

There were four students awarded the scholarship last year. Of the four, two have been difficult to reach and have not responded to emails, or letter as of yet to confirm their enrollment for second semester.
Making the Case for Community Support of Early Childhood Education and Other Youth Initiatives

The National League of Cities (NLC) Institute for Youth, Education & Families believes that ‘key city priorities such as economic development, public safety, civic engagement and the stability of families and neighborhoods all hinge on whether children enter kindergarten ready to succeed, develop to their full capacity during the school years and graduate from high school prepared for postsecondary education and a career.”\(^1\) Colorado also adopted rules in 2013 pertaining to the Colorado Reading to Ensure Academic Development Act (Colorado READ Act), putting a focus on reading at grade level by the end of third grade, when reading switches from ‘learning to read’ to ‘reading to learn.’ The act itself states that it is more cost-effective to invest in effective early literacy education than to absorb costs for remediation in later school years. Beginning with the 2013-2014 school year, consequences for not reading at grade level can include not advancing to the next grade.

Here is the breakdown for third grade reading scores for the Golden articulation area elementary schools based on 2013-2014 CSAP scores (with 4\(^{th}\), 5\(^{th}\) and 6\(^{th}\) grade reading scores, respectively, added in parenthesis).

- Mitchell – 92% proficient or advanced (87%, 89%, 94%)
- Shelton – 84% proficient or advanced (74%, 77%, 84%)
- Ralston – 93% proficient or advanced (94%, 92%, 97%)
- Kyffin – 83% proficient or advanced (80%, 97%, 94%)
- Pleasant View – 61% proficient or advanced (50%, 59%, 55%)
- Welchester – 59% proficient or advanced (43%, 67%, 63%)
- Free Horizon Montessori – 77% proficient or advanced (67%, 72%, 83%)

There has been a large movement across the country to focus on early childhood education from birth to 5 years old, when children enter kindergarten. However, many cities have taken a broader ‘birth to 8” approach that includes those third grade reading assessments. Cities have found that quality programs that bridge the divide between early childhood programs and K-12 schools “can improve outcomes for children, engage and support families, strengthen the local workforce and economy and enhance their cities’ quality of life.”\(^2\) Studies over the past 50

\(^1\) From “Educational Alignment for Young Children: Profiles of Local Innovation” Found at NLC site [http://bit.ly/1GuHv9k](http://bit.ly/1GuHv9k)

\(^2\) National League of Cities
years have shown the benefits of early childhood education. The Abecedarian Project in North Carolina, the Perry Preschool Project in Ypsilanti, Michigan and studies in Quebec have all famously documented the long-term benefits of early childhood education. Positive effects continue in more recent studies in Salt Lake City, where achievement gaps have been steadily closing between high and low income students, reversing a 30-year trend. Many of these studies are elaborated on in “Are We Crazy About Our Kids?,” a documentary by The Raising of America.³

The Institute for a Competitive Workforce (ICW), a non-profit, non-partisan affiliate of the U.S. Chamber of Commerce, published a paper in 2010 on early learning as an investment in workforce development. They stated “ICW firmly believes that investments in high-quality early learning programs for children from birth to age five yield high returns. In fact, research shows that for every dollar invested today, savings range from $2.50 to as much as $17 in the years ahead.”

Several large cities across the country are each investing millions of dollars every year in early childhood programs. You may ask why this is not the responsibility of the school system. While collaboration with schools is a key component for the transition to kindergarten, it is only one of several that, when combined, enhance outcomes for children on a broader spectrum. Boston uses a Thrive in Five⁴ approach which includes ready families, ready educators, ready systems, ready city and ready children. Educating parents and home caregivers about healthy development and how to contribute to learning and development from birth creates healthy families. Ready educators ensure the availability of early education and care systems in all settings. A ready system helps to remove barriers to child development and school readiness through early intervention. A ready city promotes collaboration in many sectors and makes sure that school readiness remains a top priority. Ready children and sustained school success is the hoped for result of these efforts.

It is not realistic to expect the City of Golden to contribute such massive amounts of money, but there are efforts that can be made on a smaller scale and still garner big results. In 2008, a group of mayors issued the Mayor’s Action Challenge for Children and Families⁵, calling on city leaders across the country to set measurable goals to ensure that every child has:

- Opportunities to learn and grow:
- A safe neighborhood to call home:
- A healthy lifestyle and environment; and
- A financially fit family in which to thrive.

⁴ [http://thrivein5boston.org/](http://thrivein5boston.org/)
Golden has done and excellent job on each of these goals, but more can be done. First and foremost, education of children in our community (and not just organized schooling) must remain a top priority for years to come. Some of the larger cities profiled by NLC have been at this for two decades. Because results may not be seen immediately, Golden must see the larger picture in the future. Additionally, any effort made must be sustainable. It would be ineffective to have a successful program that can’t be sustained long-term since results can take years to see.

Full-day kindergarten and full-day preschool programs provide the greatest return on investment. Between Mitchell and Shelton there are 106 children in full-day kindergarten and 40 children in half-day kindergarten for the 2014/2015 school year. It is not known how many parents might have wanted full-day kindergarten but could not afford it ($300 per month). Free Horizon Montessori also offers both a full and half day kindergarten program. Neither Mitchell nor Shelton have a preschool program. Pleasant View and Free Horizon Montessori are the only local elementary schools that offer a preschool program, at a cost. Both Pleasant View and Welchester qualify for fully subsidized full-day kindergarten, so neither school offers a half-day program.

While offering a full-day preschool program should be a long term goal, the next best thing would be to collaborate with the school district on a summer subsidized preschool (pre-k) program located at each of our two elementary schools for children entering kindergarten in the fall. This would serve to get children ready for learning in kindergarten and create a smooth transition, especially for children who have not been at early learning centers.

With summer use of school buildings, additional subsidized efforts can be made with regard to STEM and reading. 6th graders moving to Bell from schools other than Mitchell can be exposed to STEM components that their counterparts from Mitchell have already been receiving for a year at Bell. First and second grade struggling readers can get extra reading help to get them reading at grade level by the time they enter third grade.

These efforts align with our Economic Development Commission’s goal of educating the workforce of the future. It also aligns with our Comprehensive Plan value theme F, goal 4, as it relates to our support of lifelong learning via our public library, museums, schools, educational institutions and cultural facilities.

The State of City Leadership for Children and Families from the National League of Cities\(^6\) lists four key goals for early childhood:

- Help children enter school ready to succeed.

\(^6\) Available at [http://bit.ly/1Blwg1r](http://bit.ly/1Blwg1r)
• Improve access to quality care for working parents.
• Support and equip parents and other caregivers in their roles as teachers, nurturers and advocates.
• Provide young children with access to books and cultural venues that expose them to music, art, history and the natural sciences.

With a well defined plan, each of these is achievable on a municipal level, and most with minimal funding.

**Funding Options**

There are a variety of options that various cities and states have used to fund early childhood programs. Several have redirected funding already available for similar programs. Others have passed a mill levy or used tobacco or other taxes toward programs. Many have started programs in this manner and transitioned to more sustainable partnerships.

The most successful programs are those that involve public-private partnerships. Boston’s Thrive in Five program is a public-private partnership between the City of Boston and the United Way of Massachusetts Bay and Merrimack Valley. Additionally, their funding partners include Blue Cross and Blue Shield of Massachusetts, Boston Children’s Hospital, Verizon Foundation and several other private trusts and foundations.

Utah is investing a million dollars into pre-kindergarten programs using social impact bonds from Goldman Sachs and investor J.B. Pritzker. The State of Colorado and Denver are investigating the use of social impact bonds in addressing state and local issues, making Colorado the only state in the country planning collaboration between the state and a municipality on social impact bond programs.

**Next Steps and potential collaboration:**

• Develop an Early Learning Master Plan – Compile detailed information about milestones that constitute readiness for kindergarten; establish long-term goals related to 0-5 education and potential funding streams; establish remedial programs prior to third grade to increase students meeting proficiency in reading.
  o Affordable high-quality child care and pre-k programs
  o Mayor’s book club program
  o Cultural passport program
  o Kindergarten transition programs

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• Develop a consistent, reliable funding stream for the program, in addition to seeking grant funding.
• Collaborate with the Jeffco Public Schools and Centura Health for getting information into the hands of those in the community that need it and promoting a healthy environment from birth.
  o Welcome baby kits
  o Home visitation program for new parents
  o Sponsoring ready for school campaigns
• Develop other partnerships, as needed, to carry out our initiatives.
  o Promote teacher recruitment and retention incentives
  o Joint use agreements between the City and schools for all facilities
  o Regular City/School leadership meetings
  o City-wide literacy initiative
• Look at additional or continuing efforts to involve youth in local government and the community:
  o Adopt a Youth Bill of Rights
  o Youth Leadership initiatives/Youth Council\textsuperscript{10}
  o Youth representatives on boards and commissions
  o Review recommendations from the Colorado Youth Advisory Council (COYAC)\textsuperscript{11} to see if there is potential for changes at the local level that can positively impact youth.
\textsuperscript{10} See an example of Durango’s Mayor’s Youth Advisory Commission at http://bit.ly/1K0luCL

Text to be inserted in 2014 Annual Report

General Overview

Throughout the past few years, EDComm has sought to further a series of goals related to the primary employment, and start-up/ small business components of the community. For 2015, EDComm plans to focus more closely on those specific goals where it is more likely that EDComm can have a direct effect. In doing so, EDComm will maintain four major focus areas, as listed below.

Focus Area Overview

1) Recruit, Grow and Retain Business

- In this focus area EdComm will continue to build relationships with primary employers and other economic development groups within the region to identify programs and approaches that can be leveraged to achieve program goals.

Goal:

- Each member will participate in one of the following: a business retention visit, participate in the CSM career fair, or support a partner group.
- Staff will conduct at least six scheduled business retention visits.
- Refine participation in the CSM career fairs, including guest participation by local companies.
- Support partner groups, such as Jefferson County Business Resource Center, Rocky Mountain Innosphere, CREED, and others.
- Staff to provide site selection and entitlement assistance.

2) Create and market a stronger Golden Brand

- This focus area should complement the marketing and branding work done through the Visit Golden program in order to ensure it promotes the “Golden Advantage” for business.
- For 2015, continue to identify and promote stories and communication related to our positive business climate.
Goal:

- Develop stories for all types of communication channels about our unique companies, individuals, and community successes, and opportunities.
- Prepare and post at least three short video press releases of the above stories.
- Continue to seek PR placements in traditional and non-traditional channels featuring the “Golden story.”

3) Educate and train the workforce for the future

- EDComm can promote the workforce of the future by participating in community efforts focused on improving the schools in Golden.

Goal:

- Activate our partnership with the iSTEM program in Golden Schools. Achieve at least three business or event connections with the iSTEM program.
- Continue the RED Rocks College scholarship program for Golden High graduates in the Applied Associate of Science degree program. Evaluate this program at the end of 2015 to determine whether to continue after the spring 2016 semester.
- Continue to promote the Discovery Technology Program to introduce science careers to young girls.

4) Cultivate innovation and technology

- Leverage existing relationships between Innovation Center of the Rockies, NREL, and the Colorado School of Mines to increase the level of collaboration.
- Seek programs to increase awareness and opportunities for other entrepreneurs as well.

Goal:

- Partner with the CSM Entrepreneurs Club to support their events and activities.
- Plan and conduct a “Start-up weekend” to focus attention and direct benefit for local early stage companies.
- Encourage an entrepreneurship program at the high school level.
Dear Steve,

Happy New Year!!! Can you believe how quickly time is just flying by?? We are already in January... and Spring 2015 recruiting starts very soon!!!

I just wanted to make sure that you know...the Colorado School of Mines Spring 2015 Career Day will be held on Tuesday, February 10th, 9:30 AM—3:00 PM.

We are over 85% full and filling up very fast. We don’t want you to miss out on this wonderful opportunity for marketing to interns, graduates & alumni!! For more information and/or to register go to: http://careers.mines.edu/Emp_CD.html

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**CAN'T ATTEND CAREER DAY? HERE'S A LOW COST OPTION: HAVE A RESUME DROP**

If you are not able to attend the career event, you can still have your name out during the event, retaining the ability to collect resumes at a lower cost through the resume drop. Just purchase an ad (very low cost) in the Career Day Program guide, and we will have a 24” x 36” laminated poster mini booth display made with resume drop at the main entrance to the Career Day event...at no additional charge!

Your company will also be promoted with all other Career Day participants in the department posters, emails, and company listings. This is an excellent way to continue branding your company on campus, because we publish both hard-copy (over 4000 copies) and on-line versions of this very popular guide that is distributed to students, alumni and faculty. Register at: http://careers.mines.edu/Emp_CD.html

**WHY ATTEND THE CSM CAREER DAY PARTICIPANTS WHO ARE REGISTERED**

"Students are first-tier. Stellar turnout..."  

"The School of Mines is awesome! Career E organized, professional, and it is great to see C being sure the companies are OK. Thank you..."  

"Recruiting at CSM has become a very effective and company. The school and students come well prepared and achieve a well-organized an..."  

"We always have a huge interest from the students. We consider CSM a critical school in our recruitment and when hiring from that school is highly..."  

"It was my first time at Colorado School of Mines and the organization and number of attendees."
This course will offer students an overview of the basic soft skills, business principles, and technological abilities necessary to succeed in the modern workplace. Taught by business leaders with years of real-world experience in the Jefferson County community, this course provides an up-to-date look at everything young people need to know before entering the workforce.

Students in the JCBEA Career Ready Conference will learn vital skills, from professional dress to resume writing to customer service to social media marketing, applying what they learn through class discussion and hands-on exercises. Whatever your career goals, this course will help you build the foundation to achieve them.

The course will focus on professionalism, communication, and problem-solving skills that will be applicable to any career path. Instructors will use real examples from their careers to help students understand the practical application of everything they learn, as well as offering helpful tips on avoiding common pitfalls of first-time job seekers.

Throughout the course, students will interact with business leaders within the community, and will graduate with connections as well as skills that lead to future success.

This course will be offered to participants in 2015 for NO COST thanks to our sponsors in the business community!

Schedule: January 10-March 31, 2015

Every other Saturday, 10:00 am-noon

Custom Environmental Services, 8041 West I-70 Frontage Road #11, Arvada, 80002

Session 1: Office Skills
Saturday, January 10th

Taught by Dot Wright, Ranger Miller and Sean Kaiser

- Filing; includes digital filing
- Phone etiquette
- Customer service
- Dealing with disputes
- How to talk to different generations
- Confidence
• It's okay to say "I don't know"

Session 2: Basic Accounting
Saturday, January 24th
Taught by Sean Kaiser

  • How to balance a check book
  • What is the bottom line
  • How can you help your company
  • Understanding a P&L and what a company's objectives are
  • Credit card debt and interest

Session 3: Who Am I?
Saturday, February 7th
Taught by Ranger Miller

  • What are my strengths
  • What do I bring
  • What do I want to be when I grow up
  • How do I get there
  • Public speaking and presentations

This class will include a panel of business owners speaking on how they got where they are.

Session 4: Computer Skills
Saturday, February 21st
Taught by Dot Wright

  • Microsoft Office suite
  • Scheduling meetings, adding invitees
  • Mailing lists, labels, merging
  • Constant Contact
  • Effective Presentations

Session 5: Business Writing
Saturday, March 7th
Taught by Lindsay King-Miller

  • Letters
  • Emails
  • General etiquette
  • Website
  • Blog
• Social media
• Press releases
• Resume writing

Session 6: Interviewing
Saturday, March 21st
Taught by Dot Wright and Sean Kaiser

• Dress for success
• Verbal etiquette
• Personal social media
• What not to do
• Mock interviews
• Feedback on interviews

Session 7: Job Shadowing
Times & Locations TBD
Dot Wright will set up each student with a job shadow for 2-3 hours to be done during the student’s spring break

For more information or to register for the 2015 Career Ready Conference, click below or contact Lindsay King-Miller at lindsay@jcbea.org. Space is limited - don’t miss your chance to sign up!

REGISTER NOW!

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