

## FINAL REPORT

### Colorado Communities Thought Leaders Project

October 4, 2007

The Leadership Education for Advancement and Promotion (LEAP) program at the University of Colorado at Boulder is a National Science Foundation-funded effort to develop a cadre of effective leaders who will move both the institution and their particular fields of study forward.

In the spring, 2007, the LEAP program funded an effort to interview “thought leaders” about the future of Colorado and CU-Boulder in support of Chancellor G.P. “Bud” Peterson’s strategic planning effort, called “Flagship 2030.”

The interview project took place as the Flagship 2030 Strategic Plan was being developed. That is, the Flagship 2030 project started in November, 2006 while the LEAP interviews were conducted from June through August, 2007. Interview results influenced the development of the Flagship 2030 Final Draft, made available on September 20. It is anticipated that the Chancellor will request approval of the Flagship 2030 Strategic Plan from the CU Board of Regents in November, 2007.

Fourteen Colorado communities were chosen initially and six individuals from each community were invited to be interviewed. The six individuals included the Mayor, the school superintendent, the publisher of the local newspaper, the Chamber of Commerce executive, the parent who either headed the largest high school’s committee to improve the quality of education or is a significant parent-participant, and a “community representative” who appropriately represents the local community. The high school parent was identified by the local high school; the “community representative” was suggested by the local Chamber executive.

The fourteen Colorado communities are: **Alamosa, Aurora, Colorado Springs, Denver, Durango, Fort Collins, Grand Junction, Greeley, La Junta, Limon, Longmont, Pueblo, Steamboat Springs, and Vail.** The fourteen communities were selected for geographical balance throughout the State. The number of communities was limited by practical considerations, that is, the total number of interviews that could be completed by the end of summer, 2007, and supported by the project budget.

Due to a significant number of “regrets” or non-responses to our initial invitations, eight invitations to **Lamar** and **Sterling** were added.

Four CU-Boulder faculty members were selected by the LEAP program office to conduct the interviews. The four faculty members are:

Professor Margaret Moritz, School of Journalism and Mass Communication  
Assistant Professor Elizabeth Skewes, School of Journalism and Mass Communication  
Professor Kenneth Strzepak, College of Engineering and Applied Sciences  
Dr. Anne Heinz, Dean of Continuing Education and Professional Studies

Invitations to 84 individuals were sent out by June 1, 2007. The letter of invitation sent by the Chancellor included the interview questions and a consent form. The consent form was developed in conjunction with CU-Boulder’s Human Research Committee in the Office of Research Integrity. The form requested approval to audio record the interview and informed the interviewee that the names of all people interviewed would be released by the university and, if asked, the university would release the interview transcripts.

The eight additional invitations were done by telephone, due to time constraints. Thus, a total of 92 invitations were extended.

As of September 27, a total of 17 individuals 1) declined to be interviewed, 2) did not respond to the invitation, or 3) agreed to be interviewed but there was insufficient time to complete the interviews.

As of September 27, 75 interviews were conducted with individuals from 16 Colorado communities. The individuals interviewed are listed in Appendix I.

The interview questions focused on the subject's views of what Colorado will be like in the year 2030, what college graduates will need to know in 2030, and how best CU-Boulder can serve the state.

### **Highlights: What Colorado will be like in the year 2030**

- The United States will have a diminishing role in the world of 2030
- The 21<sup>st</sup> century could be the century of China and India.
- The 21<sup>st</sup> century could be the century of a united Europe.
- Colorado will be in an increasingly global economy that is intensely competitive... "unless we can become more globally aware as people, we're doomed." "Globalization has changed the paradigm of how we consider the future of Colorado."
- Colorado's economy will be driven by biotechnology (including bio-medical and bio-engineering), space sciences, energy, renewable energy, and tourism.
- The Front Range from Wyoming to at least Pueblo will be one continuous suburban area. Growth to the east will impinge on land that is currently used for agricultural purposes. Replacing that agricultural productivity is a major concern.
- Colorado and its university graduates will be competing in a rapidly changing world with universal connectivity.
- By 2030, there will be another explosion of technological innovations, including those for virtual work and school.
- The demographics of Colorado will see increased population, older citizens, more Hispanic and African American residents, a more environmentally-conscious citizenry, and more students with learning challenges.
- Natural resource management, especially water issues, will dominate Colorado's concerns. Water rights will challenge agriculture and real estate development needs. Other significant issues include education, transportation, infrastructure, health care, immigration, and population growth.
- Clean growth will be a critical concern.
- Health care and transportation will dominate the State's budget.
- Is our K-12 system preparing our kids well enough to be competitive? "I worry that only the top 5-10% of our kids will have a chance to go to CU-Boulder."
- There will be "very fluid types of schools, customized for particular student needs."
- Renewable energy will be a major economic and technological focus for Colorado
- Medical care in rural Colorado will be a significant issue.
- The loss of "community" as economic development occurs will emerge as a major concern.
- There is concern about the economic sustainability of communities outside the Front Range by 2030, especially among communities with fewer than 1,000 people.
- "Our future is really intellectual capital, intellectual property, and our capacity to generate...great critical thinkers." "We're only going to be able to thrive if there's some form of intellectually-based economy here."
- The college graduate of 2030 will be competing against one billion people born in the Third World in the 1980's.
- We will all have to develop new and better ways to relax and re-charge due to the multi-tasking intensity of day-to-day life.

- The tension between higher education as a private good and as a public good will grow as competition for limited public funding increases. TABOR remains a problem, especially for higher education funding.
- The State of Colorado has significant “brand power” to lead the western U.S. in solving regional and national problems.

### Highlights: How CU-Boulder can best serve the State

CU-Boulder:

- Needs to be the flagship institution, which is financially strong but provides affordable access to Coloradans
- Need to think more about how CU-Boulder can impact the State rather than how the future of Colorado will impact CU-Boulder. CU-Boulder needs to visibly contribute to the state’s economy.
- Will need to help Colorado grow its own highly-educated workforce rather than the State relying on importing labor, especially to create primary jobs that generate new economic activity. CU-Boulder must make Colorado competitive in 2030 and really needs to be thinking how to help support education in the 21<sup>st</sup> century in a global economy.
- CU-Boulder could provide an invaluable service by facilitating local communities in their efforts to have “seamless interactions with the global economy.”
- CU-Boulder will face an increasingly competitive environment in higher education, both domestically and internationally. The competition will not be just from other traditional institutions but from other new education business models. Parents will get increasingly savvy about college choice.
- Will need to understand how markets are changing and prepare students for emerging fields. CU-Boulder needs to understand the strong link between the needs of what the employment community wants and what CU-Boulder is providing.
- Will need to prepare graduates to have or to be—
  - strong writing and communication skills
  - critical thinking and problem-solving skills
  - technologically literate
  - flexible and adaptable to changing conditions
  - able to work effectively in teams and motivate others
  - creative and curious
  - second language skills, e.g., Spanish and a Middle Eastern language
  - multi-cultural abilities and understanding diversity, i.e., cultural competence as opposed to language skills.
  - a global view, enhanced by international experiences
  - real world experiences, enhanced by service learning or internships
  - able to distinguish important from unimportant “information” in an age of universal access to information and data.
  - a sense of entrepreneurship
- Will also need to prepare graduates to be—
  - leaders in their own fields and in their communities
  - responsible, ethical and moral citizens, behaving with civility.
  - understanding of the value of community service and responsible citizenry
  - persons of integrity, humility, and character who are accountable for their choices
- Will need to effectively recruit and serve the growing Hispanic and African-American students in Colorado, especially in regards to demonstrating understanding of those cultures because there will be no choice but to understand.
- CU-Boulder needs to expose students to Muslim cultures and languages.
- CU-Boulder needs to understand the students who will be coming to Boulder in 2030, including their technological skills, learning styles (which may include learning disabilities), and world-views. Admissions criteria may need to be broadened, including performance-based measures.

- CU-Boulder should expose students as soon as possible in their educational careers to CU-Boulder's best faculty.
- CU-Boulder's curriculum needs to be coherent and integrated, including real-world experiences so that graduates emerge with much more than credits from a menu of courses.
- Should play to its strengths as a major research institution, including its strengths in the sciences such as biotechnology, energy, and natural resources management (water) to create new knowledge as a basis for new businesses. This includes the technology as well as policy issues involved.
- CU-Boulder needs to be much closer to business and K-12 to make Colorado competitive in 2030, especially to help create the "seamless P-20 pathway" that is vertically integrated for students.
- Institutionally needs to be more flexible and responsive to challenges and opportunities, especially in establishing more interdisciplinary initiatives.
- Should use the CU System's outreach ability and role as a resource that people don't tap into enough and reach out to rural Colorado and help solve local problems such as immigration issues and help communities deal with geographical isolation that can hinder access to institutions like CU-Boulder
- Should enhance its relationships with school districts, such as partnerships for mutual benefit and improving access to data about districts' graduates at CU-Boulder and districts and schools that are under-represented at CU-Boulder
- Should improve access of rural students to CU-Boulder by, for example, creating two-year campuses around the state with guaranteed admission to the campus and/or offering graduates degrees perhaps in partnerships with local institutions.
- Should focus on a few curricular areas and seek to be national leaders in those areas rather than trying to be everything to everyone
- Should help create a "sense of urgency" in Colorado about what the future holds for all of us
- CU-Boulder can play a leadership role in helping the State understand the relationships between economic development, growth, and sustainability.
- Should get more major private corporations to sponsor academic programs
- Should aid communities in economic development, especially to help attract high-end jobs
- Should be entrepreneurial, especially concerning the creation of new businesses and industries.
- Should be flexible because "wherever you think that airport is, you'll probably have to land somewhere else." Using a twelve-month academic year and creating shorter duration degree programs are two examples.
- Should engage in research collaborations with other Colorado colleges and universities.
- The "number one thing they can do is lose the annual CSU football game."

### **Highlights: Other Comments**

- Nearly all the interviewees expressed their appreciation for being involved in CU-Boulder's planning process and applauded the effort to seek input from Colorado communities.
- Our Vision statement should pass the "7-11 test," i.e., we should be able to explain it to the average customer at a 7-11 store, quickly.
- "CU-Boulder is a liberal university in a conservative state."
- CU-Boulder should aspire to "save the world," using its educational and research resources and the can-do spirit of Colorado.
- All universities serve two purposes: to pass on culture and support economic development.
- There is a widespread understanding about the problems in funding Colorado public higher education; there is no desire for CU-Boulder to become a private university. There must be affordable and fair access to the State's flagship university, including for the

- middle class. The “value proposition” about higher education in 2030 will need to make sense to consumers. The funding problems exaggerate the need for more flexibility, such as moving away from tenure to multi-year contracts.
- The college degree in 2030 must assure that the graduate can get a job...parents want value for their dollar.
  - Nearly every interviewee acknowledged CU-Boulder’s “image problems” of the recent past. “...it is unfortunate...that so few can make things look so different than they actually are.” Improving CU-Boulder’s image would be a service to Colorado communities so that “comfort is restored for parents to send their kids to Boulder.”
  - CU-Boulder needs a “more visionary approach about how to treat and use its brand.” “A research university really should be a pretty remarkable place.”
  - CU-Boulder’s image in Colorado is based on the public’s trust in the institution.
  - CU-Boulder has an interesting problem with the funding issues in Colorado, i.e., CU-Boulder has very low state support per student but continues to produce very high quality programs. That doesn’t translate well to a “crisis.”
  - The correlation between a state’s investment in research and a strong economy is very strong. There was a widespread belief that CU-Boulder is a primary economic driver in the state.
  - Several people from communities that have a college or university in town expressed the desire for CU-Boulder to establish more of a presence in those locales. They surmised that CU-Boulder historically has not established a presence in deference to the local institution.
  - The gap between the “haves” and the “have-nots” will continue to grow, including a “college-preparedness gap” comprised of several components, including the differences in the appreciation of the importance of a college education, access to online education opportunities, and ownership of laptops. That is, those who have not had the opportunity to understand the value of a college education, who do not have access to online education, and who cannot afford a laptop in high school are falling behind, perhaps permanently.
  - The biggest reasons Hispanic students do not attend CU-Boulder are not admissions standards; rather, it is “the lack of cultural diversity, acceptance, and openness at the Boulder Campus.”
  - We need to continually educate people about the value of education for their quality of life over the long-term.
  - Our society will require individuals to be extremely self-reliant because institutions and corporations will do less and less for individuals.
  - There are students in small and rural towns in Colorado that “do not feel CU-Boulder is attainable for them.” This includes the notion that some view CU-Boulder as a private, unaffordable place.
  - There are far too many students not prepared to do college-level work.
  - Students are losing the ability to communicate face-to-face, with the increase in email and text-messaging.
  - Distance education is probably efficient but “I am not sure it is successful in providing real, embedded knowledge...that comes from the emotional connection based on face-to-face interaction.”
  - Experiential learning can include studying at other American colleges and universities and living in those communities.
  - Teachers and faculty will need to be able to respond to students who have universal access to information and who will question “authority.”
  - Some expressed the need for CU-Boulder to improve the means for engaging parents of CU-Boulder students as part of the CU-Boulder “family.”
  - CU-Boulder’s outreach to K-12 really needs to focus on middle schoolers and their parents, including how much financial aid is really available.
  - Faculty should be required to do an internship in their field every five years to remain current.

- CU-Boulder has an on-going duty to serve Colorado taxpayers, in transparent, accountable ways, including demonstrating cost-effectiveness in all its operations. “How can Colorado and CU-Boulder compete globally with such financial and bureaucratic constraints?”
- CU-Boulder should not use the admissions “window” to admit under-prepared students. Those students should go to community colleges to get ready to be admitted to CU-Boulder as a fully-qualified student.
- Communication about CU-Boulder needs to establish a connection between the campus and the people of the State, e.g., the results of all the research dollars. Also, if research can be translated into results that benefit Coloradans, the connection can happen. The “story” needs to be coherent, once you figure out what CU-Boulder’s “story” is.
- Student finances are worse today than 20 years ago, with increased debt for the baccalaureate degree
- CU-Boulder should “cut programs in the humanities to focus efforts on preparing workers in a technologically-advanced workplace.”
- CU-Boulder should consider “think tank” experiences for undergraduates to develop students’ creativity and problem-solving skills.
- CU-Boulder’s recruitment of prospective students should really start with elementary school kids
- Colorado needs more vocational training for the jobs and individuals for whom a college education is not a good fit
- Colorado is having a hard time paying teachers for math, science, and special education, which will affect our ability to grow our own workforce. Shortages in foreign language instruction, especially Spanish, will be likely in 2030.
- The computer network between and among Colorado K-12 schools must be improved so that smaller school districts are able to offer, via online courses, a competitive array of curricula.
- Colorado must support P-20 collaboration or we will beat each other up competing for the same, scarce dollars while students suffer. CU-Boulder should have a strong connection to the Colorado Department of Education.
- The “forest plague” now killing millions of trees will threaten tourism, skiing, and economic development in the mountains.
- “A lot of times kids graduate from a university with knowledge but no skill...” Internships would help graduates succeed in the real world.
- Individual faculty and administrators should get more involved with local community boards
- Will students in 2030 need or want the current facility-, capital-, and labor-intensive model of higher education?
- Planning for higher education facilities will need to change because of technology, especially classrooms.
- Though not related to CU-Boulder, “Fitzsimons” needs to be incorporated into the UCDHSC’ Anschutz Medical Campus name.
- “Athletics is probably too important and can lead to scandals.”
- “I have no concerns about CU’s academic programs. My concerns for CU are of a social and a political concern...community relationships” relating to the diversity issue.
- “We in Colorado don’t seem to see the benefit of having a flagship research university...as other states do, in part, as a result of so many highly-educated people coming to Colorado from other states...”
- Increased collaborations between the CU campuses would benefit everyone
- “Leadership development will be key to Colorado’s future.”
- Don’t create unnecessary overhead in implementing the Plan.

## Analysis

The interview subjects appreciated the opportunity to contribute, one-on-one, to CU-Boulder's strategic planning effort. They all acknowledged CU-Boulder's recent "image" issues, but seemed to take no pleasure in it.

As a group, the interview subjects described a range of issues for Colorado in 2030 that are strikingly similar to the kinds of issues raised by the Flagship 2030 Steering Committee, e.g., an increasingly global and intensely competitive environment, Colorado's population growth and increased significance of diverse communities, the significance of issues such as water and air, renewable energy, health care, infrastructure, education, and immigration. These are issues that are of concern and relevance to each of the communities, not just the State as a whole.

The interviewees are very concerned about the State's ability to prepare the students and workforce of the future for the world of 2030.

As regards CU-Boulder, the respondents indicated their understanding of CU-Boulder's flagship role throughout the State, even as they shared their enthusiasm for their local higher education institution. They described CU-Boulder's national and even international significance and prominence, while discussing very high expectations for and from the campus.

Interviewees want CU-Boulder to be accountable and transparent and want to know that the campus is engaged in self-examination in order to improve. They view CU-Boulder as a "public trust" and want CU-Boulder to "act well."

Their views of what CU-Boulder graduates in 2030 will need was also very similar to the Steering Committee's work, i.e., our graduates will need to be critical thinkers, technologically literate, with strong interpersonal skills, responsible and ethical citizens, with second language skills and multicultural abilities, and who are creative, flexible, and adaptable. These suggestions came not from what would be good for CU-Boulder but from what will be necessary for the State's success in 2030.

There is widespread understanding of the funding problems in Colorado public higher education. One interviewee, when commenting on Colorado's low tax rates, said, "If you pay peanuts, you should expect monkeys." Another said, "We in Colorado want Oregon services for Mississippi taxes." There is also support for CU-Boulder addressing and solving those funding problems, though there is extreme concern for continued, fair, and affordable access to the state's flagship, especially among the true middle class.

**The most significant recurring theme from the interviews concerned "outreach."** All respondents would like to see more of a presence in their community from CU-Boulder, including those with large universities and colleges in their midst. This was most strongly expressed by the rural or more geographically isolated communities. "Outreach" is described as:

- Partnerships with K-12 schools that focus on specific curricular areas such as local initiatives for math and science.

- More and better information to school districts about the performance of their students at CU-Boulder.

- CU-Boulder personnel who can help school districts from K-12 but especially at the K-5 levels to help students and families understand the value of and possibilities for a college education. This can have great benefits for our society as well as contributing to CU-Boulder's diversity interests over the years.

- CU-Boulder as a resource to help communities solve local problems as a credible, non-threatening, solution-based entity.

- Partnerships with local higher education institutions to solve local problems

- CU-Boulder assisting communities in economic development beyond Boulder, especially for the creation of primary jobs.

- CU-Boulder faculty and staff participation in local community service, such as non-profit or municipal boards and task forces.
- Enhanced participation by CU-Boulder personnel in community and business forums, Chamber of Commerce events.
- Continued visits by CU-Boulder personnel to talk about CU-Boulder.
- Continued long-term planning with input and feedback from around the State, i.e., "CU cannot develop a program for the year 2030 and be self-centered."
- As possible, a presence in the community to remind local residents about CU-Boulder and its services to and for the area.

Interviewees discussed these outreach activities as connections between the campus and the community that are substantive and of benefit to the community, that will lend meaning to CU-Boulder as "the State's university." CU-Boulder's **service** to local communities is perhaps a complement to outreach. Continued events in local communities for alumni and fund-raising purposes are viewed as valuable forms of "outreach."

The outreach theme from the interviews is supportive of one of the "Core Themes of the Flagship 2030 Vision" in the September 20 Final Draft Strategic Plan, i.e., CU-Boulder will be a place that *"promotes the State of Colorado as an international crossroads characterized by excellence, economic vitality, environmental awareness, and cultural enrichment."* (p.9)

The outreach theme contributed directly to the Strategic Initiative to *"...create a coordinated, targeted, and expanded outreach program that strengthens connections between the campus and Colorado communities."* (p.14)

The benefit to CU-Boulder of the collaborations and partnerships is an on-going awareness of what the state and its communities need and how the institution can best contribute. In turn, the state and its communities will have an on-going awareness of CU-Boulder as an institution that can enhance its image, increase support, and make CU-Boulder more attractive to students.

Finally, the outreach to communities theme can be viewed as an additional and complementary "relationship" to the eleven suggested by the Flagship 2030 Subcommittee report on "CU-Boulder and Its Relationship with the State of Colorado." Some of the other relationships include students, alumni, P-12, higher education, business, and the State Legislature.

**A second recurring theme was support for Interdisciplinary Education and Research.**

Interviewees agree that college graduates of 2030 will need to be able to solve problems that involve many subject areas simultaneously and that CU-Boulder's research, scholarship, and creative work of the year 2030 will have to address questions and problems that involve many areas that are today referred to as "disciplines."

This theme is directly reflected in one of the Flagship Initiatives in the September 20 Final Draft Strategic Plan, i.e., *"We will provide high-level advocacy and incentives for increasing the pace of interdisciplinary teaching, learning, research, creative work, and scholarship."* (p.18)

***Prepared by Stuart M. Takeuchi, LEAP Interviews Project Manager***

APPENDIX I: LEAP Interviews Communities and Subjects

**APPENDIX I**

**LEAP Interview Communities and Subjects (October 4, 2007)**

This is the list of all interviews completed for the LEAP Interviews Project.  
There are no plans for further interviews.

**LEAP Faculty:**

Dr. Anne Heinz, Dean of Continuing Education and Professional Studies  
Professor Margaret Moritz, School of Journalism and Mass Communication  
Assistant Professor Elizabeth Skewes, School of Journalism and Mass  
Communication  
Professor Kenneth Strzepek, College of Engineering and Applied Sciences

**Interviews Conducted by Anne Heinz (16)**

City and County of Denver

John Hickenlooper, Mayor  
Joseph Blake, President and CEO, Metro Denver Chamber of Commerce  
Michael Bennet, Superintendent, Denver Public Schools  
Monica James, Co-Chair, Collaborative School Committee, East High  
School  
John Temple, Publisher, Rocky Mountain News  
Annie Warhover, President and CEO, The Colorado Health Foundation

Colorado Springs

Will Temby, CEO, Greater Colorado Springs Chamber of Commerce  
Dr. Terry Bishop, Superintendent, Colorado Springs District 11 Schools  
Jan Farinelli, Chair, Accountability Committee, Doherty High School  
Scott McKibben, Publisher, The Gazette  
Nancy Lewis, President, Garden of the Gods Visitor and Nature Center

Aurora

Kevin Hougen, President and CEO, Aurora Chamber of Commerce  
John Barry, Superintendent, Aurora Public Schools  
Terri Fugleberg, President, Parent Student Advisory Council, Aurora  
Central HS  
Harrison Cochran, Publisher, The Aurora Daily Sentinel and Sun  
Dale Mingilton, Senior VP and Community Development Director,  
FirstBank Holding Co.

**Interviews Conducted by Meg Moritz (25)**

## Grand Junction

Jim Doody, Mayor  
Diane Schwenke, President and CEO, Grand Junction Chamber of  
Commerce  
Dr. Tim Mills, Superintendent, Mesa County Valley School District 51  
Karen Foster, Parent Advisory Committee, Grand Junction High School  
George Orbanek, Publisher/Editor, Grand Junction Daily Sentinel  
Bruce Hill, Owner, Superior Alarm

## Steamboat Springs

Susan Dellinger, President, City Council  
Sandy Evans-Hall, Executive Vice President, Steamboat Springs Resort  
Association  
Donna Howell, Superintendent, Steamboat Springs School District RE-2  
Laura Anderson, Vice President, Parent Information Committee,  
Steamboat Springs HS  
Bryan Larsen, Publisher, Steamboat Pilot and Today  
John Kerst, President, 1<sup>st</sup> National Bank of Steamboat Springs

## Vail

Rod Slifer, Mayor  
Michael Robinson, President, Vail Valley Partnership  
John Pacheco, Interim Superintendent, Eagle County District Re-50  
Karin Barker, Vice President, PTA, Battle Mountain High School  
Steve Gall, Publisher, Vail Daily  
Brian Nolan, Owner, Beaver Creek Chop House

## Durango

Douglas Lyon, Mayor  
Jack Llewellyn, Executive Director, Durango Chamber of Commerce  
Dr. Mary Barter, Superintendent, Durango School District 9-R  
Annie Simonson, Co-Chair, Parent Advisory Committee, Durango High  
School  
Richard Ballantine, Publisher, Durango Herald  
Bobby Lieb, Community Representative

## Greeley

Myra Monfort, Community Representative

**Interviews Conducted by Liz Skewes (15)**

Longmont

Julia Pirnack, Mayor  
Kathy Weber-Harding, President and CEO, Longmont Chamber of  
Commerce  
Dr. Randy Zila, Superintendent, St. Vrain Valley School District  
Mary McGrane, Chair, PTO, Longmont High School  
John Vahlenkamp, Managing Editor, Longmont Daily Times-Call  
Leona Stoecker, Community Representative

Fort Collins

David May, President and CEO, Fort Collins Area Chamber of Commerce  
Dr. Jerry Wilson, Superintendent, Poudre School District  
Stephanie Cox, School Improvement Team, Rocky Mountain High School  
Christine Chin, Publisher, Fort Collins Coloradoan  
Kim Jordan, Community Representative

Greeley

Tom Selders, Mayor  
Sarah MacQuiddy, President, Greeley Chamber of Commerce  
Julie Elmquist, PTO, Greeley West High School  
Steve Weaver, Publisher, Greeley Tribune

**Interviews Conducted by Ken Strzepek (19)**

Alamosa

Farris Bervig, Mayor  
Keith Cerny, Publisher, Alamosa Valley Courier  
Roni Wisdom, Community Representative

Pueblo

Judy Weaver, President, City Council  
Rod Slyhoff, President and CEO, Pueblo Chamber of Commerce  
Dr. John Covington, Superintendent, Pueblo School District 60  
Tom Farley, Community Representative

Limon

Joe Kiely, Town Administrator  
Tim Andersen, Chair, Limon Chamber of Commerce  
Scott Vratil, Superintendent, Limon School District RE-4J

La Junta

Don Rizzuto, Mayor  
Merriann Grasmick, Office Manager, La Junta Chamber of Commerce  
Jim Sullivan, Superintendent, East Otero School District  
Ron Davis, Director, Economic Development, City of La Junta

Sterling

Dan Jones, Mayor  
Tim Edgar, Executive Director, Logan County Chamber of Commerce  
Joseph Kiolbasa, City Manager, City of Sterling

Lamar

Roger Jones, Director of Economic Development, Prowers County  
Development, Inc.  
Dan Tate, Director, Southeast Colorado Enterprise Development, Inc.

**Total Interviews Completed: 75 people in 16 communities**