

# 2060 Comprehensive Plan

## Education

As go schools, so goes the community. Often taken for granted in their primary function, schools have become a lightning rod indicator of a community's success, overall social health, and appeal as a place to live, work, and raise a family.

Parents expect children to receive a quality education in a safe and progressive setting that offers their children competitive skills. Education readies them for the challenges ahead, and to do so as economically as possible. Few institutions carry the weight of social responsibility as profoundly as schools. Schools are challenged to educate youth with everything from their ABCs to skills in human interaction, problem-solving and teamwork; fine arts and self-expression; geography and the internet; scientific method and sex education; career and work force preparation; and the workings of the universe.

Neighborhood schools can provide a bridge from the family to the community and the world. Schools offer residential communities with a focal point where families interact with one another as children grow and prepare for independence. Community colleges take the educational baton to extend learning proficiency with high school equivalency degrees, vocational/technical training, para-professional skills, trades, and college prep coursework. Finally, universities extend the learning continuum to four-year and advanced degrees for professional occupations. Collectively, schools also represent a substantial portion of the taxes paid by residents and businesses. Little wonder, then, that the success of schools in delivering educational achievement is an important community commodity that evokes strong expectations in the form of emotional, financial and social response.

While schools can play a key role in defining a neighborhood, school district boundaries are commonly identified with a primary community, however, school district boundaries are not determined by or coterminous with a city's boundaries but are set independently by state statute. As such, it is not unusual for a city to encompass multiple school districts as it annexes more territory or, conversely, for a school district to lie within several adjacent cities. Depending upon the size and disposition of different school boards, there may be a need to consider multiple strategies in the location, design, and coordination of schools and public infrastructure. Petitioning the state to redistrict school boundaries is complex and requires the support of the involved school districts and voters and, as a result, is seldom pursued. Intergovernmental agreements may offer the best opportunity to foster cooperative ventures and make the best use of taxpayer resources.



*The object of teaching a child is to enable him to get along without a teacher.*

– Elbert Hubbard

Grade schools have historically also served a similar source of neighborhood identification, however, with the increasing number of charter and private schools in the last decade, many youngsters no longer attend the closest public school and must be driven, or drive themselves, to their school, resulting in different neighborhood and community impacts. In addition to education, in many ways, schools function as mini-cities, providing food service, transportation, entertainment, recreation, employment, discipline, child care and other related collateral services. A school district's mill levy typically represents the largest portion of a homeowner's property tax assessment. Joint utilization of school and civic facilities helps stretch limited tax resources to support community programs and services.

Educational facilities, at every level, also have become one of the most influential reflections of a community's well-being and have become a significant "bargaining chip" to attract higher wage industry and commerce. As employers seek business locations which will attract a high caliber work force, the success and reputation of local schools related to safety, performance, and a competitive advantage for its students is a major consideration. Schools also benefit directly from a tax base which contains strong industrial and business uses. A community college offers life-long learning opportunities as well as job training for specific employer needs. Institutions of higher learning provide an additional means to achieve advanced degrees and continuing education, and also produce a well-trained pool of potential employees. A university attracts new visitors to the community through its student population base as well as through special workshops and seminars, academic research resources, and a host of entertainment venues. Student interns often use the community as a "laboratory" for learning new skills and enhancing local social support programs.

Opportunities for city/school district cooperative projects are abundant. Conversely, there is also great expense to a community when schools are poorly sited, designed, or operated. A poor choice of school location near major arterial roads or in an area where no sidewalks are planned can have a negative impact on the neighborhood or even overall community. Challenges with school locations and design may result in the diversion of funds to perpetually address the shortcomings of the site, such as with the need for school crossing guards.

Greeley is well-positioned with a public school system, a community college, and university all of which have accumulated regional, state, national, and even international recognition. Attaining a successful city/school district interface and fostering continued academic excellence and achievement will advance Greeley's potential reputation as the "Educational Capital of Colorado."

Expect Success

SAFE  
Comprehensive

I.  
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**Caring/nurturing  
Progressive, forward thinking**

## Introduction & Perspective

### Past

Education has always played a key role in Greeley, beginning with the Union Colony, which was founded on the principles of “temperance, religion, education, agriculture, irrigation, cooperation, and family values.” Colonists were encouraged to be “literate and temperance individuals with high moral standards...” Few children were in Greeley until houses were built, so a school was not needed until the following year after the colony was established. Greeley’s first school was the Meeker School, built in 1873 for grades one through twelve. Free night school classes were offered starting in 1875 and 60 men and women enrolled in bookkeeping, reading, writing, penmanship, and other classes. A new high school was built in 1895 to alleviate overcrowding in the Meeker School. By the 1880s, schools were built as “ward” or neighborhood schools, intended to serve the surrounding areas. As the community grew, additional schools were built and the Meeker School was eventually torn down in 1922. The 1960s saw six new schools constructed, using uniquely-shaped buildings that were round or hexagonal rather than the more traditional school building design.

Higher education was also important to the community and the State Normal School was founded in 1889, with Cranford Hall, the first building on campus, completed by 1903. By 1911, the university was known as the Colorado State Teachers College and the Colorado State College of Education by 1935. There were no dormitories on campus until 1921. In the 1960s, new high-rise dormitories and buildings housing classrooms were built during a growth boom. The University of Northern Colorado (UNC) became its official name in 1970; in 1972, Cranford Hall was razed to make way for a building boom on campus. The newer West Campus dormitory, opened in Fall 2008, addresses a transition between the architecture of the past, with the high-tech needs of today’s college students that rivals any multi-family development. Aims Community College opened in 1967 with 949 students enrolled, attending classes in the Lincoln Elementary School. It moved to its current 175-acre West Greeley site in the Fall of 1971 and continued a building expansion plan as student enrollment grew.

### Present

Today, education continues to play a significant role in the community and in particular, in its real or perceived quality of life. One of the first things evaluated by families or businesses considering a move to a community is the quality of education offered at all levels. For businesses, this is a key factor in attracting and retaining employees that have children. For families, there is perhaps nothing more important than the quality of education their children can receive.

The majority of Greeley lies within the boundaries of the Greeley-Evans Weld County School District No. 6, which had an enrollment of 18,859 students as of the 2007/2008 school year (including home-schooled and pre-kindergarten students). The district offers elementary (K-



*You see things as  
they are; and you ask  
“Why?” But I dream  
things that never  
were; and I ask “Why  
not?”*

– George Bernard  
Shaw

5), middle (grades 6-8), and high schools (grades 9-12). In 2000, the district revised the grade ranges for its middle schools and high schools and, as a result, no longer has junior high schools. The district has 15 elementary schools, five middle schools and five high schools (two of which are alternative high schools). There are also two K-8 schools (Winograd and Chappelow Arts & Literacy **Magnet Schools**). Charter schools include Frontier Academy (K-6 and 7-12), Union Colony Preparatory School (grades 8-12), and University Schools (grades K-12). The district also offers other programs, such as the School-to-Work Program (SWAP), Deaf and Hard of Hearing Program (DHHP), and the Poudre Learning Center. The Poudre Learning Center offers an interdisciplinary learning experience focusing on history, science, economics, stewardship and aesthetics of the Cache la Poudre River. The number of home-schooled students has been increasing over the past five years and reached an all time high of 229 students for the 2007-2008 school year.

Other school districts that serve areas within the Greeley city limits are the Windsor, Eaton, and Johnstown/Milliken districts. The Windsor District has three elementary, one primary (preschool- second grade), one middle, and one high school. The Windsor Charter Academy serves K-8 grades in the district's only charter school. Total enrollment in the district was 3,866 students in Fall of 2007 and a new middle school is under construction, scheduled to open in Fall of 2009. The Eaton District had a fall 2007 enrollment of about 1,700 students in three elementary, one middle, and one high school. One of the elementary schools is in Galeton, which is east of Eaton. The Johnstown/Milliken District has three elementary, one middle, and one high school as well as one charter school, the Knowledge Quest Academy. Fall 2007 enrollment was 2,757 students.

All of the area school districts experienced increasing student enrollment over the past five years, as a result of new residential development. There has also been an increasing diversity in student populations. In September of 2008, District 6 had 4,207 English Language Learner (ELL) students in the district, or 22.3% of its total student enrollment. ELL students represent 33 different countries and speak 18 different languages. Over 30% of ELL students speak Spanish as their native language, while 1.16% speak English as their native language. Ethnic diversity in District 6 has been increasing, as over 50.0% of the student population is of Hispanic or Latino origin. This diversity corresponds to an increasing diversity in the community population, where estimates place the Hispanic or Latino population of Greeley to be over 33.0%.

Graduation rates in District 6 have been declining in recent years. Table ED-1 shows total 2007 enrollment for each of the four Greeley-area school districts, as well as graduation rates and dropout rates. District 6's graduation rate has been dropping, since reaching 77.10% with 2004 graduates. Conversely District 6's drop out rates have improved since 2008. The other local districts have had graduation

**MAGNET SCHOOL** – schools with specialized courses and curricula that draw students from throughout a school district.

# Interconnected with community Premier



rates above 80% for the past five years, with the exception of the Johnstown/Milliken District, which had rates of 74.8% and 79.1% during this time period. The Windsor District reached 92.1% for 2004 graduates, but has since seen graduation rates dropping into the lower 80% range.

<b>Table ED-1 – Enrollment, Graduation and Drop-Out Rates, 2007</b>			
<b>District</b>	<b>Total Enrollment</b>	<b>Graduation Rates</b>	<b>Drop-Out Rates*</b>
<b>Greeley-Evans District 6</b>	18,859	69.70%	3.0%
<b>Windsor RE-4</b>	3,866	83.50%	2.3%
<b>Eaton RE-2</b>	1,700	82.20%	2.7%
<b>Johnstown/Milliken RE 5J</b>	2,757	81.80%	3.2%
<b>State of Colorado</b>			
- including Alt. Schools	409,704	75%	4.4%
- excluding Alt. Schools	390,219		3.4%

Source: District Annual Reports; Colorado Department of Education Website

\* Drop-out rates include students at alternative schools

Educational achievement levels in Greeley have generally remained high for the population over 25 years of age, with an increase in the percentage of persons that have some college coursework, or have achieved a college degree. In 2000, one-third of the population that was over 25 years had a college degree. This equates to 70 Associate degrees and 164 Bachelor degrees per 1,000 Greeley residents over the age of 25. Between 1990 and 2000, all categories of educational achievement improved, if only slightly. The Table ED-2 below illustrates achievement for all educational levels and the data used is from the decennial Census. The next available update will be after the 2010 Census is released. Another measure of educational achievement that is well-known in the Greeley area is that outside of Arapahoe, Denver, Jefferson, and El Paso Counties, Weld County has had the highest number of students awarded Boettcher Scholarships. Between 1952 and 2007, during the Boettcher Foundation's 55 years of awarding this prestigious scholarship, 151 students from Weld County have been the recipients of full funding for four years of college, representing 58% of the state total. Of the Weld County total, 36% of these scholars are students of Greeley Central High School. This is particularly significant since Weld County has a much lower population than any of these other counties.

Table ED-2 – Greeley Educational Achievement Levels, 1990 – 2000				
Level	1990	Population %	2000	Population %
Persons over 25 years of age	34,405		42,310	
Less than 9 <sup>th</sup> grade	4,079	11.9%	4,580	10.8%
9 <sup>th</sup> – 12 <sup>th</sup> grade, no diploma	3,977	11.6%	4,185	9.9%
High school graduate	7,764	22.6%	9,604	22.7%
Some college, no degree	7,561	22.0%	9,786	23.1%
College degree	11,024	32.0%	14,155	33.5%
Associate	2,396		2,968	
Bachelor	5,383		6,928	
Graduate/professional	3,245		4,259	

Source: U. S. Census

School funding per student is lower in District 6 than in other Northern Colorado school districts. In addition to per capita funding provided by the State of Colorado, all but two school districts have passed mill levy overrides (MLO) to provide supplemental funding. District 6 has never attempted such an override and, as a result, has no additional funding beyond what is provided by the state to support educational services. Other area districts which have passed a MLO range from an additional \$185 per student in the Johnstown/Milliken district, to a high of \$1,157 additional funding per student in the Fort Lupton district. Windsor and Eaton have both increased funding per student through mill levy overrides and net \$716 and \$719/student, respectively. This additional funding can provide needed equipment and supplies for increased access to technology, as well as for traditional teaching methods and materials.

The student/teacher ratio in the Greeley-Evans District 6 has been dropping since the 1999/2000 school year, when it was nearly 19 students per teacher. During the 2005/06 school year, the ratio had dropped to just over 17 students per teacher. This drop in the ratio shows that the district has been keeping up with the growth in student population. Between 1995 and 2005, District 6's student enrollment grew by 36.0% while the overall city population grew by 31.0%. Maintaining class sizes and the student/teacher ratio is a well-recognized benefit to the quality of education.

Because portions of Greeley are within different school districts, intergovernmental cooperation among the districts, as well as the communities in which they are located is very important. The location of new school sites is important to plan as far into the future as possible. The 2020 Comprehensive Plan's Education element included goals and objectives for the coordination with other school districts, as well as the identification of future school sites. The City staff, working with area school superintendents and officials from Greeley-Evans, Windsor and Eaton used 2020 Plan recommendations to develop

school location and design standards to select and evaluate future school sites. These standards focus on a number of site, use and design standards and are voluntary.

A recent trend is to site elementary schools as the center of a neighborhood or community so that the schools can become true community centers again – much as they were at the turn of the century in Greeley, which had its “ward” schools to serve each area of the community. These centrally-located schools serve more than an educational function: they can become the hub of an area helping to create a “sense of place,” can offer community meeting space, and opportunities for life-long and intergenerational learning. In older neighborhoods, community schools have been used to revitalize or reinvigorate the surrounding area. **New urbanist or neo-traditional** projects are often designed with a school at the center of the neighborhood to serve as the heart of the community; at the higher densities of these types of developments, schools can be walk-in schools, without the need for bus transportation.

The University of Northern Colorado (UNC) and Aims Community College provide post secondary educational opportunities for the community. UNC is recognized for its nursing, teacher preparation, business, music, and arts programs, and offers undergraduate and graduate degrees in over 100 programs. UNC enrollment levels have been declining, since reaching a peak of 12,121 students in the Fall of 2005, as shown in Table ED-3. This drop may be influenced by the recent economic downturn. A factor appealing to some UNC students is the university’s competitive tuition and fees; for students where this is an influential factor, a shift in economics may be just the difference in being able to attend a four-year institution or not. University officials are examining this drop and exploring recruitment and retention strategies to reverse this trend.

**NEW URBANISM/ NEO-TRADITIONAL DEVELOPMENT** – a form of development which is characterized by the integration of housing, shops, work places, parks and civic facilities into communities that are walkable, served by transit and area designed around a central public place such as a school, park, church, meeting hall or other civic use.

Table ED-3 – University of Northern Colorado fall Semester Enrollment – 2003 - 2007							
		Full-time		Part-time		Non-Degree	
	Total fall	Graduate	Undergrad	Graduate	Undergrad	Full-time	Part-time
<b>2003</b>	11,380	876	8,962	835	631	50	26
<b>2004</b>	11,901	786	9,355	910	789	31	30
<b>2005</b>	12,121	798	9,597	968	710	34	14
<b>2006</b>	12,065	681	9,678	829	877	28	14
<b>2007</b>	11,349	710	9,045	785	739	47	23

Source: University of Northern Colorado

Aims Community College offers over 130 associate degree and certificate programs at campuses in Greeley, Fort Lupton, and Loveland and is recognized for its programs on pilot education and industrial and business support and training. Enrollment at Aims



has also decreased since reaching a high of 13,556 in the 2003-2004 school year. Since then, full-time enrollment has declined, while part-time enrollment has generally increased, although both saw fairly significant drops in the 2007-08 school year. Fall 2008 enrollment figures show an increase of 3.0% in the number of total full-time students over the Fall 2007 full-time enrollment. The declining enrollment may be the result of a downturn in the economy in recent years, as well as the potential of competition from other community colleges, such as Front Range Community College.

<b>Table ED-4 – Aims Community College Annual Enrollment (all campuses) – 2003/04 to 2007/08</b>			
<b>Year</b>	<b>Total Annual Enrollment</b>	<b>Full-time</b>	<b>Part-time</b>
<b>2003 – 04</b>	13,556	5,440	8,116
<b>2004 – 05</b>	11,832	3,154	8,678
<b>2005 – 06</b>	11,250	2,978	8,272
<b>2006 – 07</b>	11,334	3,029	8,305
<b>2007 – 08*</b>	9,552	2,682	6,870

Source: Aims Community College

\*Spring

Both UNC and Aims provide opportunities for life-long learning. In particular, Aims offers training and education that is specifically geared to providing a better trained and prepared workforce. Having a trained workforce is becoming even more important as communities compete for new employers that often require highly-trained and specialized job skills from the local workforce. Aims recently launched an energy-based job training program with Employment Services of Weld County to offer training for persons interested in the various energy industries, including the electric, oil and gas, solar, wind and geo-thermal industries.

### **Patterns**

The following key trends related to education have been identified.

- Like the community, there has been an increase in the racial and ethnic diversity of students in District 6 and this increase is expected to continue. This means there will be an increased need to provide educational services for students for whom English is not their native language
- District 6 experienced a decline in graduation rates in recent years, but also a decline in drop-out rates. It was also placed on the state's "academic watch" list for its student test performance in 2005-06. The District's innovative "Reaching for Excellence" Strategic Plan has begun to produce positive results, including removal from the academic watch list and is expected to help improve proficiency and test scores, as well as improve the overall quality of education
- District 6 has been the recipient of a number of prestigious state educational awards, including the 2008 Title I Principal of the Year;

2008 ELA Teacher of the Year; 2008 Athletic Director of the Year; and the 2008 School Board of the Year for the Board's strategic plan and for being removed from the "academic watch" list for underperforming districts

- Per capita funding spent in the Greeley-Evans District 6 is the lowest of nine Northern Colorado school districts, with no mill levy override in place for District 6. This lack of funding for students may have detrimental effects as the funding gap compared to other districts widens
- Educational achievement levels for persons over 25 years of age are increasing and in 2000, one-third of this population had a college degree; however, the declining enrollments at UNC and Aims may result in a reduction in educational achievement levels by the 2010 Census
- As the municipal area has expanded into multiple school districts, there will continue to be an increased need for intergovernmental cooperation among the communities and among their school districts
- Enrollment at UNC and Aims Community College has been declining in recent years and may be related to an economic downturn, as well as competition from other educational institutions. This decline, particularly in technical areas, may result in a shortage in these areas of the workforce

### Progress

Since the adoption of the 2020 Comprehensive Master Plan, the following actions have occurred:

A set of guidelines called "School Site Selection and Design Criteria" was developed with the City and area school representatives to evaluate proposed school locations and opportunities



*Learning is not  
attained by chance,  
it must be sought  
for with ardor and  
attended to with  
diligence.*

– Abigail Adams

## Potential

The following Education Themes were identified to create a vision of a 2060 Greeley as a community with the following characteristics:

- Expect success
- Comprehensive
- Safe
- Caring/nurturing
- Progressive, forward thinking
- Premier
- Value at all levels
- Interconnected with community
- Life-long learning opportunities
- Leadership & leader in educational excellence
- Education research & development center
- Education as a commodity - Economic development
- 100% graduation rates
- Year-round education
- All day schools
- Wrap around services
- Continuity
- Education capital of Colorado
- Workforce education
- Well situated for ease of access, safe school routes
- Integrated learning continuum
- Accountability
- Well-equipped
- Non-traditional
- Schools as neighborhood facilities
- Greeley “gold standard” (olympics of education)
- Best instructors in the state
- Community tool
- Cost effective ~ Funded for achievement
- Healthy
- Amazing
- Pride of Greeley
- Premier
- UNC
- Aims Community College school districts – Greeley-Evans, Windsor, Eaton, Johnstown, Milliken, Kersey

## Promise

Exceptional educational performance which supports student and community achievement



*Education is not  
filling a bucket but  
lighting a fire.*

– William B Yeats

## II.

### EDUCATION CHAPTER

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# Best Instructors in the State 100% Graduation rates

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# Education Capital of Colorado Workforce Education

## ◆ EDUCATION ◆

**GOAL:** Promote a full continuum of outstanding, progressive educational institutions that achieve academic excellence, produce a competitive and dedicated work force, stimulate effective community partnerships, and facilitate the development of imaginative and productive members of the community and society

### OBJECTIVES

#### **ED1 SCHOOL LOCATION, DESIGN, AND OPERATION**

- A Locate schools at sites appropriate to the attendees; maximize the use of public funds for school site development; and, create a positive focal point for the neighborhood in which the school is located (see also LU8A5)**
- 1 Include area school districts in the review of proposed new residential development to assess and prepare for its expected impact on area schools
    - a Identify and reinforce the design and construction of safe school walking routes as part of the new residential growth
  - 2 Based upon expected community development patterns, work with area school districts to formulate a school location master plan for all levels and types of public schools
    - a Use the plan to guide developers on reservation of appropriate locations for schools to serve the area
  - 3 In general, use the following standards to locate school facilities:
    - a Elementary Schools: should be located in areas which are principally residential in nature and served by local streets
    - b Middle and High Schools: should be located in areas which are principally residential in nature, but may also include office and professional services and light industry and served by collector or arterial streets
    - c Retail, restaurants, and entertainment facilities are generally discouraged adjacent to school sites and equally, schools are discouraged from locating adjacent to such commercial uses (see also ED1A5, HS4A6. LU6C1 and LU3A4bviii)

**Value at all levels  
Amazing Pride of Greeley**

- 4 When contemplating land use zoning requests, consider the proportion of residential and non-residential zoned and development land within each school district and strive to provide a balanced tax base to adequately support area schools (see also EC4C1b, GR3B1a, LU1A4, LU3A4cviii and PS2A1)
- 5 Formalize school location criteria with area school districts which anticipate needs and address the following criteria, differentiated by grade level:
  - a minimum and maximum physical size
  - b location relative to adjacent roadway classifications and proximity to types of land uses (see also ED1A3c)
  - c attendance areas to be served by the school and maximum travel distance
  - d school population size
  - e separation from potential land use hazards or “attractive nuisances”
  - f beneficial co-location opportunities with other public or quasi-public entities, such as parks (see also LU6C1 and PR1C1)
  - g transportation considerations and opportunities, including routes which link home and school destinations in the safest manner (see also TR1A5)
- 6 Continue on-going review cooperation with the University of Northern Colorado and Aims Community College to coordinate campus master planning objectives to assure that students and faculty are well-served with infrastructure, housing, transportation, and related services in a manner that is safe to the college population and a complement to adjacent neighborhoods and areas
  - a Multi-family housing should be encouraged and favorably considered proximate to institutions of higher learning
  - b Service and retail commercial should be present within a reasonable distance from college campus facilities
  - c Pedestrian access, public transportation, and bicycle routes and other non-motorized travel should effectively serve and connect campus areas with other community destinations (see also TR2B7)
- 7 Continue to provide review comments relative to the development of academic facilities in such areas as site design, architectural elements and related improvements in order to complement neighborhood

**ATTRACTIVE NUISANCE** – something hazardous that is attractive and enticing, especially to children, and as a result, is a hazardous situation.

# Accountability

# Well-equipped

# Continuity

features and meet the 2060 Comprehensive Plan objectives relative to community design (see also CD1C4)

**B Pursue intergovernmental cooperation and joint use opportunities between public entities and educational facilities to maximize taxpayer investment with public institutions**

- 1 Coordinate the elementary school location sites, where possible, to be situated adjacent to City parks to take advantage of opportunities for shared use and capital improvements
- 2 Explore the options to coordinate or share educational facilities with different districts as well as the City or other entities or agencies in order to best serve area residents within their neighborhoods, such as with health services or recreational programs
  - a When planning new facilities consider the merits of shared bond issues or other financial mechanisms to construct facilities that could serve a multitude of public purposes
- 3 Support a land dedication or ‘**cash-in-lieu**’ fee as may be requested by area school districts to support land acquisition for school sites commensurate with new residential growth to the degree that the application of such a fee is universally applied with adjacent jurisdictions and with all districts serving Greeley residents
- 4 Work with the school districts, community college and university, as well as private schools, area libraries, cultural centers and community organizations to link services into a seamless system which helps students maximize school achievement and self fulfillment
  - a Encourage co-location and joint use of facilities to optimize the variety of services and resources available to students and instructors

**C Limit land use and operational conflicts between school sites and adjacent uses and assure the public infrastructure is available to support the safe, efficient and productive use of the school site**

**CASH-IN-LIEU** – money collected instead of providing a land dedication for purposes such as for schools, or parks.

# Education Research & Development Center

- 1 Discourage rezoning or land uses near schools which will negatively impact the safety of school children related to travel to and from the school
  - a Evaluate proposed land use proposals against the City's level of service standards for pedestrian access, public transportation, bicycle routes and other non-motorized travel with particular attention to the age and movement of school children (see also TR8A1)
- 2 Avoid the location of grade schools near land uses which would be considered an “attractive nuisance” for students or, conversely, where the impacts from large numbers of students could negatively impact business or sensitive land uses

**D Retain the vitality of neighborhoods in proximity to educational facilities**

- 1 Discourage rezoning or development which diminishes residential population in areas which are served by a neighborhood school
- 2 When considering land use proposals, support projects which expand the diversity of housing types and population which could be served by area schools, including housing to support community college, and university student populations

**E Promote the health, safety and well-being of students in their journey to and from school as well as within the school setting**

- 1 Coordinate and jointly support ways to safely navigate students to and from school along well-planned and improved routes and, as necessary and possible, with the support of school crossing guards
  - a Work with school districts to develop a volunteer supported crossing guard program
- 2 Continue to support school safety and appropriate behaviors by students with the use of **School Resource Officers** (SROs) in area high schools (see also PS3C2)
- 3 In recognition of the impact good nutrition and exercise has on academic performance, work with area health providers and school districts to promote healthy habits associated with diet and fitness activities (see also PR3A2)

**SCHOOL RESOURCE OFFICER** – a law enforcement officer stationed at a high school and occasionally middle school during the school year to provide education and enforcement strategies for students.



- 4 Support programs which facilitate constructive conflict resolution such as peer counseling and mediation programs
- 5 Work with school personnel to provide training to students, parents and faculty to promote personal safety related to behaviors, preparedness, prevention, and response to emergency situations

## **ED2 SCHOOL ACHIEVEMENT AND PERFORMANCE**

### **A Promote student achievement in translating academic skills into successful employment, the ability to live independently, and contribute to the community and society**

- 1 Support efforts by local school districts to meet or exceed statewide averages for student performance as mandated by state testing standards
- 2 Strive for a world class education that will enable all students to be players on that stage

### **B Recognize and support educational opportunities for learners who may need non-traditional educational support**

- 1 Support programs which increase literacy and that prepare individuals to achieve high school equivalency degrees, such as General Equivalency Degree (see also EC2A1 and HS4A3)
  - a Provide support for shared space such as through City facilities to increase access to literacy programs
  - b Promote training to assist those with language barriers to gain needed communication skills, such as through English as a Second Language program (ESL) (see also HS2A5)
  - c Work with community partners to facilitate assimilation and civility skills to help individuals in need of such social support to successfully acclimate into the learning environment and community

### **C Promote youth leadership skills and opportunities to experience areas of increasing responsibility and community representation**

#### **SISTER CITY PROGRAM**

– towns or cities in geographically and politically distinct areas are paired, with the goal of fostering human contact and cultural links between the communities.

#### **YOUTH COMMISSION**

– a 14-member Council-appointed commission of youth, ages 11-18, responsible for promoting understanding of youth concerns and contributions and encouraging youth participating in the community.

- 1 Promote youth leadership opportunities through such avenues as City appointments and recognition by the **Youth Commission, Sister City Exchange Program**, internships, and mentoring opportunities
- D Support the efforts of school districts to develop and monitor measurement indicators which assess a broad range of student proficiency including academic performance, behavior traits, social skills, problem-solving capability, psychological adjustment, and sense of community**
- E Engage all sectors of the community to support and promote the success of area educational institutions**
- 1 Promote community-wide participation to support student success through such activities as:
    - a Parent and volunteer assistance in the classroom to improve teacher/student ratios and enrich special learning activities
    - b Expansion of school resources, such as equipment, supplies, books, and related materials
    - c Support of school co-curricular activities and events
    - d Access to 'loaned' professionals and leaders who may act as mentors, problem-solvers, and resources for students and academic staff
    - e Promoting businesses and civic groups to participate in an "adopt-a-school" program to provide support services
  - 2 Support schools in their efforts to encourage families to access parenting classes and early childhood development activities and programs to support child preparation and readiness to learn as they begin school
    - a Support service delivery to families and their children through school-linked programs and services such as after school and tutorial assistance available through City **Leisure Services** programming
  - 3 Consider the value of charter and private schools in contribution to choice and variety in the range of educational opportunities and settings in the

#### LEISURE SERVICES

– a City department responsible for providing recreational and cultural programs.

# Integrated learning continuum

community

- a Include charter and private schools in appropriate intergovernmental dialogue relative to the goals of this 2060 Comprehensive Plan

**F Maintain a climate conducive to new ideas and innovations that will evolve and advance educational performance and achievement and further Greeley's reputation as an educational leader (see also EC3D2)**

- 1 Seek opportunities to utilize academic professionals and students in community projects and problem-solving
- 2 Utilize student classes and talent in supporting community businesses and other organizations, such as with marketing ideas, volunteer endeavors, and similar measures which provide "real life" experiences
- 3 Support the efforts of all educational institutions to recruit, retain, reward, and develop exceptional instructors in Greeley
  - a Promote instructional excellence by encouraging the University of Northern Colorado and Aims Community College to take an active role with initiatives to support the academic excellence and achievement of Greeley students

**G Facilitate intergovernmental and public/private partnerships that foster successful educational achievement consistent with other community development goals (see also EC3D1)**

**ED3 WORK FORCE EDUCATION**

**A Promote a dynamic community climate for career enhancement and work productivity**

- 1 Join with other area educational and economic interests to facilitate assessment tools and training to adapt workforce readiness with employer needs
- 2 Cultivate an interactive climate among the key employers and educational facilities to identify and promote talent within their organizations to supply workforce demands as needed

**B Assess employer expectations and needs in local industry and business to foster the development of a trained, motivated and productive work force**

**Well situated for ease  
of access, safe school routes**

- 1 Work with area employers to determine skill, education, experience, and work ethic expectations which prepare and enhance individuals to be considered attractive candidates for employment
  - 2 Explore opportunities to enhance “school to work” career tracks for students at all educational levels (see also EC2A8)
  - 3 Offer mentor opportunities or internships with local businesses to enhance career placement and job satisfaction (see also EC2A8)
- C Support preparation of students to achieve workforce expectations and maximize job satisfaction via appropriate job placement**
- 1 Work closely with schools, other educational institutions, and community organizations to develop strong linkages between educational resources and training programs
  - 2 Work with those services which promote employability to reduce unemployment, under-employment and dependence upon social and human service agencies (see also HS2A4)
- D Achieve, maintain, and promote community educational assets in an environment which attracts desired business and industry (see also HS4A1)**
- 1 Work with other agencies to evaluate opportunities for local institutions of higher learning to support research and technical assistance to economic development interests
- E Promote a seamless transition between school and workforce entry**
- 1 Encourage classrooms to be technologically advanced to mirror conditions and opportunities found in the workplace
- F Promote workforce education to support small business start-ups**

# Life-long learning opportunities

- 1 Support the work of such entities as the Small Business Development Center to provide assistance via training to assist smaller businesses with business management needs (see also EC1B4)

#### **ED4 COMMUNITY AND LIFE-LONG LEARNING**

##### **A Enhance Greeley's image as a place to live, learn, and work through meaningful and abundant community educational offerings**

- 1 Develop and strengthen museum and library resources, including technological support, in order to promote access to community information, educational resources, and cultural appreciation
- 2 Provide civic education to area residents through such opportunities as the Greeley Government Academy, **Citizen Policy Academy** and **Citizen Fire Academy** offerings
  - a Explore other opportunities to expand these academies to expose the public to a wide range of career and work professions

##### **B Enhance enjoyment of the community and promote personal growth and development through the extension of life-long learning opportunities**

- 1 Work with community organizations to improve and enhance educational opportunities for Greeley residents of all ages and abilities
  - a Explore opportunities for non-traditional learning environments in the everyday aspects of municipal service delivery
  - b Expand volunteer opportunities and resources within the community as a means of learning new skills and enhancing organizational strength from citizen participation (see also HS2A2)
  - c Encourage adult education providers to offer a diverse variety of classes, of both academic and non-academic content, provided in flexible environments and times to promote life-long education as both an academic goal and source of personal enrichment
  - d Explore opportunities to "send families to school" by encouraging parental involvement and role modeling by such means as family discounts or other incentives

**CITIZEN ACADEMIES** – an educational activity for citizens with the goal of creating better understanding and communication between citizens and local governmental agencies, such as with Police Departments.

# Education as a commodity Economic Development



- i Provide after school learning opportunities for parents and other adult learners
  - ii Partner with other academic institutions or other community partners to reinforce schools as resources for life-long learning and self improvement
- e Promote the expanded use of communication technologies for off-site educational and community information access
- f Research the development and use of “**virtual classrooms**” to access exceptional instructors, speakers and other experts
  - i Use creative technology, such as **holographic** imaging, satellite links, and emerging communication tools, to expand the opportunities to learn from the world stage of educators and experts
  - ii Facilitate community sponsors and partnerships to expose and support the benefit realized from access to leading authorities and to make such information available to a broad school and community audience
- g Stimulate opportunities for access to educational resources for all age groups, ranging from early childhood development programs to “**Elder-garden**” settings (see also HS3A6)

**ELDER-GARDEN** – a non-profit organization which provides a day care facility for elderly individuals who, due to health limitations, may not live independently and typically reside with family members, who need respite as care-givers.

**HOLOGRAPHIC** – a technique that allows the light scattered from an object to be recorded and reconstructed so that it appears as if the object is in the same position relative to the recording medium as it was when recorded. The image changes as the position and orientation of the viewing system changes in exactly the same way as if the object was still present, making the recorded image (hologram) appear three dimensional.

**VIRTUAL CLASSROOMS** – instruction in a learning environment where instructor and student are separated by time and/or space.

## **ED5 INTERGOVERNMENTAL COOPERATION**

### **A Build cooperation and maximize taxpayer return on investment in educational facilities and operations**

- 1 Develop intergovernmental agreements with area educational institutions which define a coordinated approach to such matters as school location and construction, facility maintenance and joint use objectives (see also PR3A3)

### **B Ensure the quality and quantity of public facilities which integrate City and school objectives and produce an atmosphere of cooperation and success in achievement**

- 1 Undertake cooperative relationships with educational, economic and community organizations to elevate the performance and distinction of Greeley as an educational leader in the state of Colorado and the nation