



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
April 13, 2016, Part 4

BE IT REMEMBERED THAT on April 13, 2016, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

Steven Durham (R), Chairman
Angelika Schroeder (D), Vice Chairman
Valentina (Val) Flores (D)
Jane Goff (D)
Pam Mazanec (R)
Joyce Rankin (R)
Debora Scheffel (R)



1 MS. ANTHES: Peter Hiltz, the Superintendent,
2 Mary Perez, Concurrent Enrollment Director, and David, the
3 principal.

4 CHAIRMAN DURHAM: Okay. Let me thank those on
5 the phone for making themselves available on short notice. The
6 Board will come back to order from its recess. Whatever we were
7 doing there. And look for -- before proceeding out of order for
8 consideration of item 14.08, Pasco County School District 49,
9 Pikes Peak Early College, Early College destination request. Dr.
10 Flores had a couple of questions, and if you can't hear those
11 questions, you were originally on the consent agenda, she asks
12 that you be removed for a couple of questions. So we'll -- we'll
13 give Dr. Flores the floor to ask those questions, and if you can
14 provide answers and a commentary, we would -- would appreciate it.
15 Dr. Flores.

16 MS. FLORES: Yes. I just wanted to ask you.
17 This is a blended learning program that you're proposing, and
18 blended has teachers. I only see one teacher, I know you have
19 some college instructors, and they're not even paid. What you're
20 going to do is you're going to propose that they take graduate
21 credit, and -- or -- and then you would -- you would pay them.
22 You have an Executive Principal, you have an Assistant Principal,
23 you have a Counselor, one teacher, an Administrative Secretary, a
24 Registrar, a Support Coach, and then these other people. When I
25 look through the -- and -- and that's going to cost 550,000 the



1 first year. I just think that's kind of a -- a bit heavy for an
2 educational program. I looked through your curricula, and I
3 noticed that your curricula is -- is going to be basically the
4 ALEX, A-L-E-X, and I believe that's an online program, Learn Pop,
5 Khan Academy. So yes they do teach, but we know from research
6 that people who do just this or the students do not do well.

7 Also you, I -- I don't know where the 20 percent
8 comes from, but in your cost projections, you have total revenue
9 and then there's 20 percent. Who does the 20 percent go to? It's
10 -- it's considerable. Considering what you're going to pay
11 expenses for the first year, it's like half, it's \$229,000 of the
12 20 percent of the teaching. Then you have the 1,000,145 which is,
13 I guess, is total. Ultimately, you know, after a few years, on
14 page 49, which is the -- I guess if you're looking the cost
15 projections, the 20 percent really is 729,611. That's
16 considerable. So is that going to a management company? Is that
17 where the 20,000 comes from? I -- I was just flummoxed.

18 MR. HILTZ: Dr. Flores.

19 MS. FLORES: Yes.

20 MR. HILTZ: Dr. Flores.

21 MS. FLORES: Yes.

22 MR. HILTZ: Thank you for the opportunity to
23 respond. This is Peter Hiltz, and we will make an effort to
24 identify ourselves each time when we respond.

25 MS. FLORES: Sure.



1 MR. HILTZ: I'm -- I am the Chief Education
2 Officer, and so I will be supervising the team that would operate
3 Pikes Peak Early College. David Knoche is the Executive Principal
4 designee for this school, and I'd like him to explain that
5 staffing model and those cost projections.

6 MS. FLORES: So in other words, there is another
7 layer of -- of administration on top of the Executive Principal
8 that I just mentioned? There's you?

9 MR. HILTZ: Ma'am, in our -- in our District we
10 operate four distinct zones. Each one has all levels, K through
11 12, and so those zones are managed and lead from the central
12 office. And so Pikes Peak Early College would be in one of those
13 zones. So we would have standard District level of -- of
14 oversight and accountability, and that's -- that's indicated in
15 the organization chart that we provided in the applications.

16 MS. FLORES: I -- I did read it, and -- and I
17 thought it was excessive. I mean, I thought that -- I thought
18 that the administration, when you only have one teacher, what is -
19 - what is that teacher going to do? Is that teacher going to
20 oversee the communications? It didn't seem as if there was
21 teaching you. You -- you had categories of classes or what seemed
22 to be classes but, you know, there wasn't a -- a role for teachers
23 and -- and how the blended learning was going to happen. It was
24 just a jumble of these other online schools. So it -- it -- it
25 just didn't make sense to me.



1 MR. KNOCHE: Dr. Flores, this is David Knoche. I
2 would like to take a second and go back to page 35 inside of the -
3 - the application. There is a chart that kind of lays out what
4 the staffing plan looks like. The reference to one teacher, I'm
5 not -- I'm not sure where that comes from, but we'll -- if there's
6 an error, we can correct that. This is what we are looking at.
7 There is one Executive Principal. Are you seeing the charts of --
8 of personnel projections?

9 MS. FLORES: Yes.

10 MR. KNOCHE: On page 35?

11 MS. FLORES: Right.

12 MR. KNOCHE: This -- this -- this school is a
13 full blended school. I -- I share some of the same beliefs
14 regarding full virtual schools. But yes, we could not do this
15 with just one teacher, but our proposal actually requests five
16 teachers in the very beginning of our school.

17 MS. FLORES: I see.

18 MR. KNOCHE: As well as only an Executive
19 Principal and no Assistant Principal. So we're -- we're very
20 standard at the administrative level intentionally.

21 MS. FLORES: I'm sorry. I see it now.

22 CHAIRMAN DURHAM: How many students do you
23 anticipate? This is Steve Durham.

24 MR. KNOCHE: We -- we anticipate 165 kids for
25 next year, and of those -- those are located in there as well.



1 CHAIRMAN DURHAM: So five -- five teachers for
2 165. So a student teacher ratio --

3 UNIDENTIFIED VOICE: Pretty big.

4 CHAIRMAN DURHAM: -- that's pretty large.

5 UNIDENTIFIED VOICE: But it's blended.

6 CHAIRMAN DURHAM: But it's blended, so you
7 compensate for that.

8 MR. KNOCHE: Well, one of the things that -- that
9 we have to be aware of is -- is that some of the kids in this
10 early college model will be taking college courses on the physical
11 campus at the local community college, so they would not actually
12 be on campus all the time with those teachers. If you look at the
13 9th, 10th and 11th grade, you are looking at approximately 120
14 students that would be on campus preparing for college readiness,
15 55 to 75 of those kids will be actually attending courses --

16 UNIDENTIFIED VOICE: Right.

17 UNIDENTIFIED VOICE: Cool.

18 MR. KNOCHE: -- on campus with a -- with a ratio
19 of 24 to one, with our teaching staff.

20 MS. FLORES: Okay. And the other question that
21 just kind of popped up. The 20 percent, which is a sizable amount
22 of the revenue of -- of your total, who does that go to? And
23 that's on page 49.

24 MR. HILTZ: Yes. Dr. Flores.

25 MS. FLORES: Yes.



1 MR. HILTZ: Peter Hiltz again, and that 20
2 percent number is the number that we use internally. You'll see
3 it's not designated. We're not hiring an educational management
4 organization.

5 MS. FLORES: Right.

6 MR. HILTZ: District 49 has a well-established
7 capability to operate online in early colleges, but we typically
8 anticipate that that 20 percent number gives us a baseline of the
9 overheads that we need to plan for. So that's a planning number
10 that we use because we use that across all of our zones and
11 schools --

12 MS. FLORES: Okay.

13 MR. HILTZ: -- as a way of identifying. We -- we
14 want to know what 20 percent at Pikes Peak Early College looks
15 like versus what 20 percent looks like at Falcon High School or
16 St. Chris High School.

17 MS. FLORES: Okay.

18 MR. HILTZ: So that's why that number is not
19 designated. It's just a number that we commonly reference in our
20 budget plan.

21 MS. FLORES: Okay. There was nothing next to it,
22 so I didn't understand it, but thank you for an explanation.

23 CHAIRMAN DURHAM: Okay. Very good. Thank you
24 very much. Any other members of the Board have any questions.
25 Going once, going twice. Is there a --



1 UNIDENTIFIED VOICE: Motion.

2 CHAIRMAN DURHAM: -- motion on 14.08?

3 MS. SCHROEDER: You want to make a motion?

4 MS. FLORES: Yeah. I make a motion that we
5 accept the request for Pike's Peak Early Learning College, blended
6 learning program.

7 CHAIRMAN DURHAM: Thank you, Dr. Flores, and
8 there is a second, Dr. Schroeder. Is there objection to the
9 passage of that motion? Seeing none, that motion is clearly
10 adopted by a vote of seven to zero. Thank you very much.

11 MS. FLORES: Thank you.

12 CHAIRMAN DURHAM: And good luck.

13 MR. HILTZ: Thank you very much for your time.
14 Thank you all.

15 CHAIRMAN DURHAM: It's a good -- it's an
16 important program.

17 UNIDENTIFIED VOICE: Thank you.

18 CHAIRMAN DURHAM: Moving right backwards and --

19 MS. SCHROEDER: 12.01, holy cow.

20 CHAIRMAN DURHAM: We're now at -- where were we?
21 12.01, which we largely covered --

22 MS. SCHROEDER: We're at 145 today.

23 CHAIRMAN DURHAM: Yeah. We're -- we're ahead of
24 schedule. 12.01, we -- we largely covered, and anybody else have
25 any comments on 12.01, on the -- the Listening Tour and I -- I



1 think -- I think there's -- the Board Members would like to be
2 able to talk and provide input, and evaluate. And I presume some
3 of them may attend. I'd hoped I could attend and I sent schedule
4 to my assistant, and she said, "Don't even think about it." So --

5 UNIDENTIFIED VOICE: I still have some questions.

6 CHAIRMAN DURHAM: Oh, I'm sorry.

7 UNIDENTIFIED VOICE: And the dates are already
8 set then?

9 CHAIRMAN DURHAM: They are. They are. Those --

10 UNIDENTIFIED VOICE: Do we know when --

11 UNIDENTIFIED VOICE: There are seven dates that
12 are set.

13 UNIDENTIFIED VOICE: What do we have?

14 CHAIRMAN DURHAM: Yeah.

15 UNIDENTIFIED VOICE: It's in the PowerPoint that
16 I can't find right now.

17 CHAIRMAN DURHAM: But we'll get you --

18 UNIDENTIFIED VOICE: But I want --

19 CHAIRMAN DURHAM: -- in the next few minutes
20 we'll get you.

21 UNIDENTIFIED VOICE: I wondered --

22 UNIDENTIFIED VOICE: Okay.

23 UNIDENTIFIED VOICE: -- was there an effort made
24 to make sure you hit all the congressional districts to -- to make
25 sure that --



1 MS. FLORES: No, I only saw four.

2 MR. CRANDALL: No, we -- we talked about that at
3 length. Over the next two months we will hit -- we will hit all
4 seven.

5 UNIDENTIFIED VOICE: Gotcha.

6 MR. CRANDALL: So please get them over this first
7 one two week period there but multiple times.

8 UNIDENTIFIED VOICE: So can I -- can I recommend
9 that you tell folks that? That you were public about that. That
10 we're going to get around to some of the areas that have been
11 missed up to this point.

12 MR. CRANDALL: Absolutely.

13 UNIDENTIFIED VOICE: Otherwise there might be
14 somebody who is going to break their neck to --

15 CHAIRMAN DURHAM: Oh, Jim.

16 UNIDENTIFIED VOICE: -- to get to one of these
17 far flung, what for them is a far flung location.

18 MR. CRANDALL: Exactly.

19 UNIDENTIFIED VOICE: Yeah.

20 UNIDENTIFIED VOICE: And then --

21 UNIDENTIFIED VOICE: Yeah.

22 UNIDENTIFIED VOICE: -- you might want to think
23 that.

24 MR. CRANDALL: Absolutely. In fact I may put
25 that in my --



1 UNIDENTIFIED VOICE: Yeah.

2 MR. CRANDALL: Thursday. It's not there. That's
3 a very good point.

4 CHAIRMAN DURHAM: Ms. Goff? No, that's all
5 right.

6 MS. GOFF: When is the first one?

7 MR. CRANDALL: Well, I think it was the May --

8 UNIDENTIFIED VOICE: May 4th.

9 MR. CRANDALL: Okay.

10 MS. GOFF: May 4th is starting already. But we
11 only have like two weeks to give input?

12 UNIDENTIFIED VOICE: I think we still want to
13 know what it is that we're doing in those zones.

14 UNIDENTIFIED VOICE: Yeah.

15 UNIDENTIFIED VOICE: I'd like to slow it down
16 myself.

17 MR. CRANDALL: Okay. Hold on -- hold on. Time
18 out just a second here.

19 UNIDENTIFIED VOICE: Time out. Yeah.

20 MR. CRANDALL: I mean we are -- we are simply and
21 -- and it's a very, very simple format. We have multiple
22 PowerPoints in fact I think we shared. No, the West end. Some of
23 that. We have -- we have about five, six different PowerPoints
24 from ESSA from groups all across the country. Everyone and their
25 dog has a lobbyist doing ESSA implementation and information. You



1 name a group, they have someone in D.C. who's doing ESSA. We've -
2 - we've taken all these different PowerPoints, we have tried to
3 come up with the simplest line. We come up with to say, "Okay.
4 Here's what ESSA is. We'd love to hear your feedback on where
5 we'd like to go there."

6 UNIDENTIFIED VOICE: And is that the picture that
7 was in your presentation that was on the last page?

8 MR. CRANDALL: No, no, no. Nothing -- nothing is
9 being done with that. No, that was in -- you weren't supposed to
10 receive a copy of that. That's why I moved it to --

11 UNIDENTIFIED VOICE: Yeah, that's what we're
12 doing but it's nothing.

13 MR. CRANDALL: -- I didn't know -- didn't know
14 this printed in that PowerPoint.

15 UNIDENTIFIED VOICE: Okay.

16 MR. CRANDALL: That had nothing to do with my
17 presentation or that's -- that's why I moved it behind the very
18 last slide.

19 MS. FLORES: And -- and you know, I think that
20 the intention. I mean, I think that the information you're going
21 to give is great but we're worried about intentions that might be
22 picked up by the public and who may not have -- who may not have
23 little information about it, and we may have to send out and speak
24 about what this -- what is that? Is about, I can't even pronounce
25 it yet. So what it's about and what we want to accomplish, what



1 the Board and what the commissioner wants to accomplish. I think
2 we need to get together on what we want to do but we also have to
3 I think, inform and -- and make sure that they understand what
4 this is for and -- and I think --

5 MR. CRANDALL: Okay. This is the very first step
6 on a hundred mile journey.

7 MS. FLORES: I know, and I know you have it in
8 your mind.

9 UNIDENTIFIED VOICE: And it --

10 MS. FLORES: And it would be for me -- I think it
11 would be for me. It would be great. I can see it because I've
12 been reading everything I can on -- on this issue but for people
13 out there they may not -- they may not be that cognizant of how
14 important it is and you may not have that many people show up
15 because they just don't know.

16 CHAIRMAN DURHAM: Dr. Scheffel.

17 MS. SCHEFFEL: So my own thought would be just in
18 your presentation which I really appreciated. This slide has
19 language in it that I wouldn't agree with based on how we define
20 the terms.

21 MR. CRANDALL: Okay. Now this has nothing to do
22 with the Listening Tour?

23 MS. SCHEFFEL: No, except that we're trying to be
24 number one. ESSA is a report that's supposed to inform our plan
25 for education for the next 15 years or whatever it is. So yeah,



1 it is very closely linked and I -- I -- I don't know how this is
2 defined, and I don't know how would be framed when you go on
3 Listening Tour is what will eventuate from all those meetings is a
4 report back to the Board saying 25,000 people said this and
5 another 100 said this and there was a lot of support for this and
6 that. That will go on the report will end up receiving a tone.
7 Will be late to the party at the end and will maybe be able to
8 tweak it maybe not because they'll be such a wave of saying, "Look
9 get all these comments saying that this is where people want to
10 go. And we're starting out with language here that we don't
11 understand or all buy into." So I mean my point is, I think it's
12 great to go listen but the fact is the impact of her Listening
13 Tour to unpack to the public what ESSA is, discuss leverage points
14 that can launch our state into a five year plan that will
15 determine our trajectory for decades. That's a pretty serious
16 deal and I want to be on the front end of that defining these
17 terms.

18 CHAIRMAN DURHAM: Okay. And I'll love that.

19 MR. CRANDALL: What -- what does that look like,
20 what's the time frame?

21 MS. SCHEFFEL: Well, I mean we don't want it --

22 MR. CRANDALL: Because that's --

23 MS. SCHEFFEL: -- two weeks, we can't get started
24 on this --

25 MR. CRANDALL: -- maybe guys --



1 MS. SCHEFFEL: Well I mean, maybe others are fast
2 but I mean I -- I mean the PowerPoint --

3 MR. CRANDALL: I -- I -- I'm just saying if -- if
4 you want to leave this, I -- I don't have a problem with that.

5 MS. SCHEFFEL: -- if we need to.

6 MR. CRANDALL: But -- but -- but that's -- that
7 is a lot of meetings that need to happen in a very short time
8 frame. And I -- and I'm okay with that.

9 MS. SCHEFFEL: What's the rush? Can't we wait a
10 month? I mean right now, I'm in the middle of the end of the
11 academic year. The next two weeks are terrible for me. I may
12 have to start in May.

13 MS. SCHROEDER: Well, I'm -- I'm not sure that we
14 are gonna agree that we should lead this. If there's a Listening
15 Tour and we wanna find out what --

16 MS. SCHEFFEL: But it's more than a Listening
17 Tour is what I'm saying.

18 MS. SCHROEDER: Can I finish the sentence?

19 MS. SCHEFFEL: Please. Yes.

20 CHAIRMAN DURHAM: Go ahead. Go ahead Dr.
21 Schroeder.

22 MS. SCHROEDER: If the whole idea behind ESSA, is
23 for us to listen to the -- the citizens of our state. I mean,
24 what it is they want not what we want, what they want in education
25 system. Then we have to be very careful about what we go out and



1 say this is what it is. So I'm -- I -- I -- I'm interested, not
2 concerned, but I'm interested in the questions that you're gonna
3 lay out there for the public to respond to. I'm not comfortable
4 going out and saying, this is the plan of the State Board of
5 Education. Seven wonderful people who don't agree on anything, by
6 the way.

7 MS. SCHEFFEL: That's not true.

8 MS. SCHROEDER: And we want to know if you like
9 it or you don't like it. I mean, I don't -- I don't take a lot of
10 comfort in that. I think we're getting nowhere on that, when a
11 Listening Tour, the notion of getting input from our constituents,
12 has to be different than us coming up with a plan.

13 MS. SCHEFFEL: May I respond?

14 CHAIRMAN DURHAM: Yes, Dr. Scheffel.

15 MS. SCHEFFEL: Well my point is -- and I was just
16 trying to draw a contrast to how the public, at least that I
17 talked to has felt in the past with some of these Listening Tours.
18 And now I would say is there's a PowerPoint from our Commissioner
19 our -- to House and Senate Committee, excuse me, talking about
20 what is gonna take to be number one. And I would want input as to
21 what's on this slide. I don't agree with what's on this slide
22 necessarily, depending on how we define the terms. So if even at
23 this very initial step, we're looking at language that we haven't
24 agreed on, discussed or defined. And that will inform what goes
25 on in the field for a Listening Tour, I think that's a problem.



1 Because I think it will be more than a Listening Tour. This
2 document is more than a just, the launch for a Listening Tour. So
3 -- and I'm just asking if we can have some time? Why the rush? I
4 want to be able to talk about these issues.

5 CHAIRMAN DURHAM: I -- I think -- I think Dr.
6 Scheffel and -- and I agree on which we'd had a little more notice
7 that this was going to be done. But I think the -- the reality is
8 that these six first meetings are scheduled and they're gonna be
9 difficult to pull back. I think -- I think perhaps we should
10 focus at least -- and I was just looking at my calendar, it is --
11 is to whether I attend some of these but to ensure that in fact
12 we'd lose. That -- I mean, I -- I think I shared the e-mail that
13 started, I think, most of this discussion with you Richard and --
14 and the reality is, I have many of the same concerns that Dr.
15 Scheffel does. That they -- our partners in this, have a serious
16 agenda.

17 MR. CRANDALL: Correct. Correct.

18 CHAIRMAN DURHAM: They have a serious agenda,
19 they're out selling soap. And -- and you know -- and I'll -- I'll
20 try not to be pejorative in my view of all those organizations.
21 But they -- their interests and the interests of Colorado
22 schoolchildren may or may not coincide. And so the -- the job I
23 believe of CDE is to ensure that no interest groups capture this
24 process for their own benefit.



1 And our -- and the question I think, you know, if
2 this meeting -- I -- I just think it's, you know, we're almost
3 gonna be embarrassing to try and cancel these at this point. But
4 can we do everything possible to ensure that in fact we don't give
5 our partners an opportunity to promote their agenda. And that it
6 really is -- and we really do listen to what's going on. And then
7 I think -- I think Dr. Scheffel's concerns that she may disagree
8 with the -- the items in there, I may disagree as well. I haven't
9 even had a chance to -- to read the PowerPoint. But that we need
10 to navigate this cartoon horse question a -- a little bit. Dr.
11 Scheffel?

12 MS. SCHEFFEL: Oh I mean, I'm just saying, you
13 know, I appreciate the document Nine Building Blocks for World
14 Class State Education System but I don't agree with the bullets in
15 that.

16 MR. CRANDALL: The report is true.

17 MS. SCHEFFEL: Which are informing the slides.
18 That's all.

19 CHAIRMAN DURHAM: Yeah. Go -- go ahead.

20 MS. SCHEFFEL: I'm just saying --

21 MR. CRANDALL: This PowerPoint has absolutely
22 nothing whatsoever to do with the ESSA Listening Tour.

23 MS. SCHEFFEL: But I just --

24 MR. CRANDALL: I was asked by several lawmakers
25 to put together my thoughts about Colorado. That's it. This has



1 absolutely nothing to do with the Listening Tour. It's not being
2 used to compile a presentation. It has -- it has nothing to do
3 with it. I -- I -- I appreciate your feedback. Now, I would love
4 to have a PowerPoint like this, that you seven have agreed on that
5 I could take around the state, I'll run a plan for Colorado, it'd
6 make my day more than anything. But this document, stop
7 connecting it please to the ESSA Listening Tour which is a true
8 Listening Tour. We're presenting from a -- a very simple
9 PowerPoint, ESSA the Basics 101. And then we're saying, what
10 would you like to see in the Colorado education, ESSA. That's the
11 only question being asked, there's no -- there's no dark list of
12 questions, and we will simply listen and answer questions.

13 MS. SCHEFFEL: But can I just say why I link the
14 two. I agree with you, there's no formal connection. But my only
15 point is, when we're trying to be one in the nation or whatever,
16 and we know that ESSA, it -- the -- the legislature requires us to
17 write a plan. And that the plan has to be informed by and
18 consistent with ESSA, they are linked. I'm not saying exactly how
19 they're gonna be linked but I'm just saying when we pull out, I
20 can't get to these meetings, and I -- I -- I don't know what's
21 gonna be said. I just know that, in the past Listening Tours,
22 because I was on them.

23 CHAIRMAN DURHAM: Yeah.

24 MS. SCHEFFEL: They are more than Listening
25 Tours. And -- and it's fine. And it's just -- and I guess, I



1 just don't see the rush in that. I'd like to be on the front end
2 of really talking through these issues. That's all. I think
3 that's our job as being on the Board. That's all.

4 MS. SCHROEDER: That's not listening --

5 MR. CRANDALL: But I appreciate the comment
6 though of being -- because the -- we're -- the one piece I have
7 heard that that I -- I -- I looked but I heard, is keeping the
8 Board engaged the entire time. You -- you bring a really good
9 point, because I could see that happening. Here's our 25,000
10 comments that said this.

11 MS. SCHEFFEL: We fill the boxes with
12 (inaudible). It sounds like everybody believes it.

13 MR. CRANDALL: Yeah, yeah. And we will put
14 together, hey, what is the strategy of what we're learning closely
15 with the Board, having you weigh in at every turn. Here -- here's
16 what we're thinking, how should we refine our mix of questions,
17 what -- what would you -- how do we drill down deeper into -- what
18 do they mean by this? I -- I would welcome the methodologies and
19 there'll probably multiple study session's involvement. Let us
20 start with the very, very basic true Listening Tour, which feels
21 only doing -- I'm -- I'm not one of these. And -- and you bring a
22 really good point. I can't speak to the way it was done in the
23 past. I know three states that failed the way they did Concorde
24 Listening Tours, so I hope we learn something from that.

25 CHAIRMAN DURHAM: This state being one.



1 MR. CRANDALL: Yeah, exactly. We was one of
2 three. Exactly. Give me -- give me, and I -- I don't know if I
3 have the right to ask, give me one little ounce of faith that we
4 will -- we will listen. And then come back and I'll say, "Hey,
5 here's what we learned. This worked well. This didn't. How
6 would you like it adjusted for the next round in June, when we go
7 out again for that period?"

8 MS. SCHEFFEL: I mean truthfully, I'd like to
9 start with reading ESSA. There's a thousand pages.

10 CHAIRMAN DURHAM: Yes.

11 MS. SCHEFFEL: You are gonna go on a Listening
12 Tour. Has any Board member read that document?

13 UNIDENTIFIED VOICE_1: I wanna read that document
14 deeply, I've read portions of it but not all 1,000 pages.

15 UNIDENTIFIED VOICE_2: That's right.

16 MS. SCHEFFEL: So that I know and -- and probably
17 the people come to the Listening Tour have read it. I mean, when
18 we present to them, you know, I -- I wanna make sure that they
19 really understand. This is what's in that document these are for
20 leverage points, here's the flexibility, here's the lack thereof.
21 Because it's -- because most people don't read it, it will be very
22 easy to craft the discussion in such a way --

23 MR. CRANDALL: True -- true point.

24 MS. SCHEFFEL: -- whether intentional or not, I'm
25 sure not, where people are led to certain conclusions. Hey, I



1 want to be on the front end of that. The first step is, I wanna
2 have time to read that a 1,000 page tome. And I haven't read it
3 yet.

4 MS. SCHROEDER: Tonight, tonight.

5 MR. CRANDALL: Everybody just need to recognize
6 everybody in all of Colorado that no one half-hour session will be
7 sufficient. I mean, all of us are recognizing that we have to go
8 to multiple ESSA trainings to learn. Because the point --

9 CHAIRMAN DURHAM: Yes. Dr. --

10 MS. SCHROEDER: If participants are willing, I
11 would be grateful if they would give their name, their roles
12 period, which means they may well be parent. But they're also --
13 are they a part of -- are they a small business owner, are they a
14 member of (inaudible) Succeeds, are they a member of PTA? I mean,
15 I don't know, I don't wanna get too personal. But I think it'd be
16 helpful for us to -- if there were -- if they're -- if they're
17 comfortable doing that, letting us know some of -- some of the
18 sandboxes they play in just in order for us to get a sense for.

19 The other -- the other concern I have is that,
20 you know, when we did our Colorado standards we were able to get a
21 lot of input from the business community. And I don't remember
22 how the invitations occurred. I know they were there because I
23 attended some of those response meetings but I'd like to see that
24 again too. Because they are in large part a driver. If they



1 support what we're doing in Colorado, we're in a much better
2 position. And then if they feel that we're not providing the --

3 CHAIRMAN DURHAM: I think -- yes, Dr. Scheffel?

4 MS. SCHEFFEL: It is honored, it would it really
5 be embarrassing to push this off a bit. I mean, between now and
6 May 11th, I'm just face down. I mean --

7 MS. SCHROEDER: All right. There's on that --

8 MS. SCHEFFEL: -- how embarrassing would it be to
9 put it now?

10 MR. CRANDALL: Well, just finding schedules,
11 locations, there -- there's about --

12 MS. SCHROEDER: There's some later than that.
13 They're not at all --

14 CHAIRMAN DURHAM: I think -- I think -- I -- I
15 think it is not easy, Dr. Scheffel to try and postpone this but I
16 -- I'll commit to go to the May 4th meeting on Pueblo. And I'd --
17 I'd -- there are some appointments I can juggle. And I don't
18 know, maybe -- maybe Ms. Rankin would commit too. I know it's a
19 tough ticket on a Wednesday night here in the end of the session
20 to go to Grand Junction, but perhaps she could do that. I'm
21 volunteering you. Yeah.

22 MS. RANKIN: I'll go to Thornton.

23 CHAIRMAN DURHAM: But -- and perhaps -- and
24 perhaps Dr. Flores can write down Pueblo's if she wants.

25 MS. FLORES: Oh, I don't.



1 CHAIRMAN DURHAM: And -- and we can take a look
2 and -- and see. And then, the -- the next meeting occurs after
3 we've had -- after we've had those opportunities we have our next
4 meeting in Durango, so we have an opportunity to report back
5 because our Board meeting is, when in May, it's before --

6 UNIDENTIFIED VOICE: May 11th and 12th.

7 CHAIRMAN DURHAM: -- so we'd have an opportunity
8 for serious discussion before the second round. That's -- what's
9 going on?

10 UNIDENTIFIED VOICE: It's your district. Yeah.

11 CHAIRMAN DURHAM: Yes, I would --

12 UNIDENTIFIED VOICE: On Greeley.

13 CHAIRMAN DURHAM: I would bring Ms. Mazanec drew
14 a line.

15 UNIDENTIFIED VOICE: And so when we get a
16 PowerPoint or what we'll print a handout or something?

17 MR. CRANDALL: Yes, yes, yeah. I would --
18 exactly. We would -- before we even go out, we'll listen to the
19 PowerPoint that's been used.

20 MS. FLORES: So did you -- did you permit me to -
21 - to Pueblo?

22 CHAIRMAN DURHAM: If you want to go, I'll -- I'll
23 gonna be driving up back. So I'll -- I'll make the offer.

24 MS. FLORES: Okay. Go, good. Okay.

25 CHAIRMAN DURHAM: All right. Okay.



1 MS. FLORES: God, he knows I don't like to drive.

2 CHAIRMAN DURHAM: Me too. All right. So I --
3 and I know it's not appropriate that Dr. Scheffel and I -- and I
4 know -- I know a lot of us have concerns about the way this was
5 originally presented. And I think we've -- I've shared those with
6 -- with Mr. Crandall and -- but I -- I do think it would not be a
7 good idea not to do this. So if -- if we'll try and participate,
8 I -- I'll do my best to prepare properly. And -- and see what
9 kind of feedback we go, how the meeting goes, how well attended
10 they are. I mean, after just making a big deal about attendance,
11 I can tell you that I think attendance is really tough to get for
12 -- from kind of ordinary folks. It's pretty tough. So -- so --
13 and I hope we're going to try. Any other questions about this
14 item 12 point or 12.01? Yes, Ms. Mazanec?

15 MS. MAZANEC: Dr. Scheffel's point about the
16 document itself. What can we -- can we get something --

17 MS. SCHEFFEL: May I ask if NASBE has got a bunch
18 stuff out?

19 MS. MAZANEC: Huh?

20 MS. SCHEFFEL: NASBE has a bunch of stuff out?

21 UNIDENTIFIED VOICE: We probably should end
22 there, correct?

23 MS. RANKIN: If you want the whole thing, read
24 the whole thing. If you want -- if you want the short --

25 MS. MAZANEC: Yeah. But I need just --



1 MR. CRANDALL: I need just six different
2 summaries from six different organizations.

3 MS. SCHROEDER: Organizations, maybe that will
4 make it happy.

5 MS. MAZANEC: Yeah. That would be good.

6 MR. CRANDALL: I -- we can get that by Monday.
7 Monday or Tuesday.

8 MS. MAZANEC: Right. We'll compare these.

9 MS. FLORES: As long as -- as long as we don't
10 have to search it someplace --

11 MR. CRANDALL: No, no, no. They do a nice job,
12 you know, two or three page summary. From there, we have several
13 of those.

14 MS. FLORES: Okay. Good.

15 MR. CRANDALL: You name a good that one.

16 MS. FLORES: Yeah.

17 MR. CRANDALL: Okay.

18 MS. FLORES: Can I request that --

19 CHAIRMAN DURHAM: We'll -- we'll do the best we
20 can to address concerns that have been raised about making sure
21 this is a Listening Tour and that's it. So we'll -- we'll do that
22 and -- and we'll report back to the next Board meeting.

23 MS. SCHEFFEL: Okay.

24 CHAIRMAN DURHAM: Are there further questions for
25 -- for Dr. Crandall on this?



1 CHAIRMAN DURHAM: All right. We're at 16.02, I
2 think, it's the last thing we haven't done, which is a notice of
3 rulemaking --

4 UNIDENTIFIED VOICE: Mr. Chair?

5 CHAIRMAN DURHAM: Yes?

6 UNIDENTIFIED VOICE: We still have item 14.09.

7 CHAIRMAN DURHAM: Oh. Okay, where is that? Oh,
8 Recommended Colorado Student Re-engagement grant recipients.

9 MS. SCHEFFEL: I'll make the motion.

10 UNIDENTIFIED VOICE_5: Sorry, is there a motion?

11 MS. SCHEFFEL: I moved to approve the Student Re-
12 engagement grants recommended for funding for 2015-2016 as set
13 forth in the published agenda.

14 CHAIRMAN DURHAM: Okay. Is there a second to
15 that motion?

16 MS. FLORES: I second.

17 CHAIRMAN DURHAM: Second. Dr. Flores, second.
18 Can we get the nickel version of -- or the appropriate version,
19 whatever it is of -- of this -- I don't know whether a student
20 reengagement grant, what the purpose is.

21 UNIDENTIFIED VOICE: It's to find the kid.

22 UNIDENTIFIED VOICE: Mr. Chairman, this was
23 something you all just wanted a thumbnail sketch of a reminder of
24 what this is. This is a law on the books for quite some time.
25 But there is a provision that says that we only implement it if



1 there is funding. We received funding from some of the BB, or the
2 marijuana dollars. So because we received funding, we are now
3 implementing it. The purpose from the Statute is to assist in
4 providing educational services and support that will maintain
5 student engagement and promote student re-engagement.

6 If you turn to the next slide. So just so you
7 know, in Statute the priority is given to eligible applicants from
8 high need schools. And these are the grant guidelines that are
9 outlined in the Statute. And the competitive grant process have
10 been outlined. We do have staff here that can answer more
11 detailed questions. This was just the high level overview that
12 you requested. There's also a more detailed one page summary in
13 your materials and then the actual grant recommendations in your
14 materials.

15 CHAIRMAN DURHAM: Yes, Dr. Schroeder.

16 MS. SCHROEDER: So what I read was there were
17 significantly more requests that qualify based on that criteria
18 that we must have said at some point but none of money. So I'm
19 curious, this three year funding or the amounts that are listed
20 here, the three year funding that come to \$1.94 million. So that
21 next year other districts can apply or is this three years worth
22 of money? I don't know if I said that the right way.

23 Well this is the money that's available for three
24 years or is this the money that's available now that these
25 districts get over three years so that some of the other qualified



1 districts can apply next year and also have the opportunity. The
2 re-engagement programs that I saw in my own district were pretty
3 darn effective. Because when somebody showed some of these kids
4 that there were somebody who cared and was going to help them get
5 caught up, we were often able to keep them. Once we get them
6 back.

7 UNIDENTIFIED VOICE: Thank you. I'm going to
8 have Judith Martinez answer those questions. You got one level, I
9 thought I could get away with just a memo but apparently not.

10 CHAIRMAN DURHAM: Ms. Martinez.

11 UNIDENTIFIED VOICE: I'm so sorry.

12 MS. MARTINEZ: The answer to your question is
13 that the funds that are in front of you for 1.94 million is for
14 one year. And then based on appropriations each year, there can
15 be up to three years of continuation for the slate that you see in
16 front of you. If there is the course of action that they're
17 spending each year, then it would be three years before a whole
18 cohort would start. So this is three year cohort starting with
19 the first year with 1.94 million renewable up to three years.

20 MS. FLORES: So if you get two million next year,
21 these guys get it?

22 MS. MARTINEZ: Correct.

23 CHAIRMAN DURHAM: Dr. Scheffel.

24 MS. SCHEFFEL: Judy, can you just speak too.

25 Good to see you again. How the funds are being spent, it's on



1 belongings, safety and involvement in school leading to
2 achievement, attendance, graduation. How are the funds actually
3 spent?

4 CHAIRMAN DURHAM: Please.

5 MS. JUDY: The first year that the grant has been
6 implemented and the types of things that people have requested
7 funding for. Some have been around implementing the system to
8 outreach to students who have less school and hadn't graduated.
9 So some of the dollars will really be out for outreach to identify
10 those students who maybe stopped attending mid-year and are
11 needing to re-engage so that we outreach. Then once the students
12 re-enroll that they have their academic planning that keeps them
13 in school so that they can get to the finish line.

14 So if there's depending on how if they're over
15 age and under credited, there's a educational pathway that would
16 be set for the students. So some interventions could be involved
17 to help that student get to the finish line. So that would be a
18 re-engagement type of thing. In terms of student engagement, that
19 would be focused on the students who are currently in school. If
20 they have excessive absence and that could involve that outreach
21 in terms of why are they not attending school and what is it that
22 they need to help them catch up. In some cases students may need
23 some mitigation for them to do to catch up in their classes so
24 that they can pass their courses.



1 UNIDENTIFIED VOICE: So the money spent hiring
2 tutors for literacy is spent to hire somebody to call the students
3 on a certain list and find out why they're not in school. I mean
4 because a lot of things you mentioned already exist in schools so
5 they wouldn't require extra money. What does the one point
6 whatever million dollars really buy, people to call students,
7 tutors, programs?

8 MS. JUDY: So in some depending on the school
9 district and some of the reclass. So in terms of the line items,
10 the majority of funds that we did see were tied to people. So in
11 terms of dollars cannot supplant, they can only supplement.

12 UNIDENTIFIED VOICE: That's helpful. Yeah. So
13 this is another question about detail. I'm kind of a detail
14 person. I'd love to read some of the grants. Why? Because it's
15 \$1.7 million of funds that come to us only at times, right? Based
16 on whether or not there's enough marijuana tax revenue. Or what
17 is it based on.

18 CHAIRMAN DURHAM: It looks like a slam dunk,
19 unfortunately.

20 UNIDENTIFIED VOICE: But is that right. That's
21 where the money comes from?

22 MS. JUDY: Yes.

23 UNIDENTIFIED VOICE: So obvious in some ways it's
24 indirect. Well it's not an incentive but it's an indirect
25 consequence of something that we don't want to see. And the



1 question, is the money well spent? Because we kind of know the
2 correlations and the predictors and the root causes of kids that
3 don't finish high school. And I guess as a board member I'd like
4 to know if the money is being well spent and if it has a high
5 likelihood of actually holding kids in so that they graduate. And
6 I know you're an expert in the series so you know the research.
7 But I'd like to be able to speak to my constituents when they ask,
8 where is that money being spent and how do you know that it's
9 going to actually work? I'd like to be able to speak with more
10 detail than just say, well this money purchase a sense of
11 belonging, safety, involvement. You know.

12 CHAIRMAN DURHAM: Yes, Ms. Martinez.

13 MS. MARTINEZ: I think that something that's
14 important to know about this particular grant is it's the first
15 year in Statute. It does require an evaluation, so a summary. So
16 our schedule is an interim report so we can get better answers to
17 the questions so that we can be good stewards of the dollars. So
18 we'll get a sense in terms of how many students are served, how
19 they're served. We have categories of interventions that have
20 been identified as research based and effective. And we'll start
21 to keep track of those things. And we have some performance areas
22 that we would like. I guess I would ask that we would have a
23 better sketch of what's occurring at least by July 30th after we
24 receive the information on the interim report.



1 UNIDENTIFIED VOICE: And knowing the relevance of
2 literacy to kids to be able to get out of high school
3 successfully. Especially with the high school graduation
4 requirements. And the focus on standardized testing. And the
5 language load on those tests. Is literacy something that's
6 frequently purchased with these funds? Literacy, instruction,
7 tutoring?

8 MS. MARTINEZ: Mr. Chair.

9 CHAIRMAN DURHAM: Yeah, please.

10 MS. MARTINEZ: That is difficult for me to answer
11 right now because it is the first year that it's being offered.
12 That is something that would be an allowable expense. But I can
13 look at it closer to break out the specific areas of instruction
14 that are being supported. I can tell you that it was really a
15 focus in terms of individualized and tailored because we know that
16 students who leave school and have unique challenges sometimes you
17 need unique supports. Thank you.

18 CHAIRMAN DURHAM: Yes, Ms. Rankin.

19 MS. RANKIN: Ms. Martinez, could a third party be
20 a part of this grant funding, for instance a counselor to a high
21 school has online blended learning type of situation that the
22 student could use in order to be engaged. Is that a possibility?

23 CHAIRMAN DURHAM: Yes.

24 MS. MARTINEZ: I paused to say that because I'm
25 not 100 percent sure that that particular piece was in any of the



1 grants but that would be an allowable expense if it was something
2 that matched the district's protocol.

3 MS. RANKIN: Thank you.

4 CHAIRMAN DURHAM: Yes, Ms. Mazanec.

5 MS. MAZANEC: So I see here that the grants may
6 support innovations and proven strategies to strengthen school
7 engagement post secondary and workforce readiness and address
8 barriers to school completion. Funding priority is given to
9 eligible applicants from high need schools. So looking at the
10 list though, I apologize because I don't recognize all these
11 schools but just looking at Boulder Prep Charter High School, is
12 that a high need school?

13 UNIDENTIFIED VOICE: You bet.

14 MS. MAZANEC: Okay.

15 UNIDENTIFIED VOICE: Yeah I looked at those. The
16 ones that are from --

17 MS. MAZANEC: Right. Some of them they sound,
18 they don't sound like they're --

19 UNIDENTIFIED VOICE: No, and (inaudible).

20 MS. MAZANEC: Yeah, collegiate Prep Academy and
21 less career back in the --

22 UNIDENTIFIED VOICE: If you look at their
23 demographics.



1 MS. MAZANEC: Then this is the first year so can
2 you give us an idea of what some of them are saying they will do
3 with the money?

4 MS. MARTINEZ: What has been identified primarily
5 is around some of the areas that are tied to the reasons that
6 students drop out that are related to attendance, problems and
7 behavior and failure to complete courses. So we refer to it as
8 the ABCs. That's the primary areas that we're seeing. Also that
9 area of re-engagement, attending to that process that a student
10 drops out, re-enrolls and would try to reengage, the research in
11 that particular area is emerging.

12 And so there's some efforts that are trying to
13 figure out a better way to have connections with the students to
14 bring them back. There is also a fair amount of attention in my
15 review of the applicants here around identifying and flagging the
16 students who are in the most need. So if a student is a 9th grade
17 and fails to a course in math they may be flagged for a specific
18 set of supports because we know that that's correlated with
19 dropout for example.

20 MS. MAZANEC: Thank you.

21 CHAIRMAN DURHAM: Just one question. Would you
22 characterize these grants as by large purchasing provision of
23 direct services to the students as opposed to sort of ethereal
24 planning and thoughts about how to purchase services or do you
25 think this is rubber on the road?



1 MS. MARTINEZ: Yes Mr. Chair, it's rubber on the
2 road. Planning grant is not a planning grants and we were very
3 clear in the application that this was providing direct service
4 that led to a decrease in dropout and increasing graduation and
5 completion of students.

6 CHAIRMAN DURHAM: Thank you very much. Any
7 further questions? Say none. Is there a motion on where we are
8 16, or I'm sorry, 14.09.

9 UNIDENTIFIED VOICE: I made a motion. Somebody
10 second that.

11 UNIDENTIFIED VOICE: I second to that.

12 CHAIRMAN DURHAM: Is there objection to the
13 approval of the recommended Colorado student re-engagement
14 recipient grants? I'm seeing no objection. That motion is
15 adopted by a vote of seven to nothing. Thank you, Ms. Martinez.
16 And you'll keep us posted to how these work?

17 MS. MARTINEZ: Yes.

18 CHAIRMAN DURHAM: Thank you.

19 UNIDENTIFIED VOICE: Thank you.

20 CHAIRMAN DURHAM: All right. Now we have 16.02,
21 notice of rulemaking for the operation of school transportation
22 vehicles and annual inspection and preventative maintenance. Yes.
23 Yes let's have a motion.

24 UNIDENTIFIED VOICE: Yeah, this one had
25 fascinated me. I'd like to make a motion to approve the notice of



1 rulemaking for the operation of school and transportation vehicles
2 PREN 1C-R301-26, an annual inspection and preventative maintenance
3 of school transportation vehicles, PREN 1CCR-301-29.

4 CHAIRMAN DURHAM: Okay. Is there second to that
5 motion? Gerald, second the motion.

6 MR. GERALD: Mr. Chair, I'm excited. I have
7 Jennifer Oakes here with us today to talk about this combining of
8 the (inaudible). Oh, and Leanne is -- just stepped up in the room
9 also. And Leanne really, really, really wants to come and sit
10 upfront next to Jennifer.

11 UNIDENTIFIED VOICE: She's our rulemaking queen.

12 UNIDENTIFIED VOICE: I thought she was the bus
13 driver queen. Okay. Please.

14 UNIDENTIFIED VOICE: Well, I think you got that
15 girl.

16 UNIDENTIFIED VOICE: And exciting stuff too.

17 UNIDENTIFIED VOICE: I know. I just looked at
18 that and started to read it and I'm like no, not this month.

19 CHAIRMAN DURHAM: All right.

20 MS. OAKES: Again, my name is Jennifer Oakes,
21 Director of School Finance and we're here to ask for the notice of
22 rulemaking for these two rules. And I'll be short but then I'm
23 willing to entertain any questions that you all have. These are
24 both longstanding rules. The operations have been around for 43
25 some years. The preventative maintenance and inspection get



1 around for 33 years but it was time to look at them and provide
2 them. We've been working over the past 16 months on these. So
3 we've had lots and lots of discussion.

4 We've had eight meetings with our transportation
5 advisory committee which represents regions across the state had
6 great discussions with them. And I would really like to thank
7 them for their diligence these rules and their participation in
8 general. They're a great group of people and we really appreciate
9 their input. And then they went out to their regions, and so we
10 really feel like we've got districts from every -- all 64 counties
11 across the state to -- to participate. The good news is that
12 these rules are pretty much where they should be, but there is a
13 lot of things that needed to be updated and tweaked.

14 So what we're asking for is basically a repeal
15 and reenactment to consolidate these. One of the things that we
16 kept in mind as safety of students has got to be number one. But
17 then also can we reduce any regular -- regulations, any burden on
18 districts, can we make any more flexibility without compromising
19 safety. And so that was the underlying premise of all of our
20 discussions. And I think we came up with a lot of good
21 recommendations in addition to all of the district
22 representatives.

23 We worked with the Department of Revenue on their
24 commercial driver's license folks Colorado State Patrol. The
25 Federal Motor Carrier Safety Administration representatives and



1 then the Colorado Association of School Transportation Pupil
2 Association. I think I -- I messed that up a little bit. But so
3 we got a lot of good input streamlining and consolidating. We're
4 eliminating about a third or down, we're eliminating approximately
5 a third of the regulations. A lot of those we're taking out
6 things that are duplication of state statute or federal rules,
7 because there in state statute and we don't need to repeat them.

8 Sometimes we're in conflict, especially with some
9 of the federal regulations that have changed. We don't want that
10 but we know when we want to give something good for districts so
11 we're going to consolidate and have a really good resource guide
12 that takes everything that they need to know in one -- like a one
13 stop shop.

14 UNIDENTIFIED VOICE: Including the federal.

15 MS. OAKES: Including the federal state
16 regulation, state law so you can go to that resource guide. But
17 we just don't need that duplicated here. There's a lot of things
18 to reduce regulatory burdens. One of the ones was changing the
19 age from 21 to 18 as a minimum age that you could drive. A lot of
20 districts didn't want to. They say, "We want to keep it at 21."
21 But some of the rural districts had said, "That would really help
22 us get more drivers." And they even talked about how we know, you
23 know, some younger adults who were 20 years old, 19 years old
24 who've been driving these combines and tractors that you know they
25 trust and they would hire them in a heartbeat if they could. So



1 again, will be up to the districts to determine to keep, it at 21
2 or if you want, if it works for your district bring that down to
3 18. So that, that was one of our most controversial discussions.

4 MS. SCHROEDER: Is that something the district
5 will set a policy on and so that the community will know that they
6 have a policy of this age or that age?

7 MS. OAKES: Yes.

8 MS. SCHROEDER: Okay. So it won't surprise
9 anyone.

10 MS. OAKES: No. And so some of the metro areas
11 had said, "Well, I would recommend to -- you know, their
12 administration and to their Board to, to make a policy or a
13 statement on that." So that would be their intent to do but they
14 really supported that for the locals where it does make sense.
15 Some other ones eliminate accident reporting to the department.
16 Right now, they're supposed to report all accidents. We found
17 this great database that is with the Colorado Department of
18 Transportation. They're willing to share that with us.

19 They go through an extensive process to scrub the
20 data and clean it. And so we don't have to do data entry,
21 districts don't have to repeat the data to us. And we can still
22 get the same number -- the same amount of data, and I'd say better
23 data because we're not going to spend months scrubbing data. They
24 scrub the data, we'll get clean data, we can do the analysis.
25 That's where our time should be spent. What can we do to our



1 practices, our training, our regulations, so forth to improve
2 safety.

3 CHAIRMAN DURHAM: Dr. Flores.

4 MS. FLORES: I got to ask you about the question
5 dealing with you're going to get rid of some of these tests such
6 as driving in hazardous areas. I would imagine those would be
7 mountains and such. Why would you get rid of those tests?

8 UNIDENTIFIED VOICE: So that was in state statute
9 all bus drivers need to be trained in mountainous driving and
10 adverse weather. And so what -- then our rules said, "And you
11 have to train on it every year and then you have to test on it."
12 And so we had heard from some districts saying well, if we're out
13 on the eastern plains, and we have three drivers, one district
14 said, "I have three drivers that ever go into the mountains, and
15 we test them and we train them every year. But the rest of my
16 drivers never go on trips outside of the district. They are just
17 round on the eastern plains. But yet I have to take time and
18 effort to do all this when these drivers are not going."

19 And we talked about, you know, that makes sense.
20 Make sure that you have a back up drivers. So if the one driver
21 trained is sick, you have somebody back up. But -- so that seems
22 to make sense. That if you don't have somebody going out adverse
23 weather, we all can drive every district bus driver can drive in
24 adverse weather so that might be something. But again, they have
25 annual training that's required and they're often going to keep



1 doing that training. But we didn't feel like we should mandate
2 the test because how much -- what does the test do to improve the
3 safety.

4 The districts are gonna train on that and we're
5 getting out there and doing a lot more collaborative training, so
6 that we're going out to do a lot of regional training. So it's
7 not just the districts on their own doing that training, in
8 August, July, and August, we're out there with them and helping
9 them so they're still gonna be trained when appropriate, but it's
10 just not the test.

11 MS. FLORES: Thank you.

12 CHAIRMAN DURHAM: Okay. Yes, Dr. Schroeder.

13 MS. SCHROEDER: Since this is such fascinating
14 reading. If I read the crosswalk, does that cover everything that
15 you've made -- that you've changed?

16 MS. OAKES: That -- so the crosswalk goes from
17 the statutes and then crosswalks it to the -- the rules. So and
18 you'll see in some cases we're saying, "Here's the rules that
19 we're deleting because the rules just regurgitated."

20 MS. SCHROEDER: So you have that in here also?

21 MS. OAKES: Yeah. And so in the crosswalk on the
22 rule section of -- it's, it's organized in numerical order by the
23 statute. So we start early in that 22s and then go up to the, the
24 more driving stuff in title 49, I believe. And so the
25 strikethroughs are the ones that were recommended getting rid of.



1 In some cases, we have the new language where we're saying
2 replaced language and in some cases we're just saying deleted.

3 MS. SCHROEDER: So the -- the challenge for me
4 was that strikethrough was 100 percent, and then the non-
5 strikethrough was 100 percent. I was trying to figure out how to
6 go from before to where you're going, and that's the section.

7 MS. OAKES: That -- that has it in part.
8 Actually, I'm working on another document because we got the same
9 recent feedback saying, "It'd be nice to see side by side what was
10 changed." And so --

11 MS. SCHROEDER: Okay.

12 MS. OAKES: -- I'm working on that where it will
13 say, "New rule and old rule." And so you can see, "Oh, well this
14 is verbatim" or "Well this says it -- it just says it a little bit
15 differently" or "This is completely new" or "This is completely
16 gone."

17 MS. SCHROEDER: I would find that, I would find
18 that helpful also.

19 MS. OAKES: We hope to find that too as soon as
20 we can.

21 MS. SCHROEDER: Right.

22 MS. OAKES: Because I -- I think that was a good
23 suggestion and we just didn't think of it until it was suggested.

24 CHAIRMAN DURHAM: Further questions? Former
25 Senator Keith King who founded Colorado Springs Early Colleges,



1 told me he got every license necessary to do whatever had to be
2 done. Principal, teacher, bus driver, except school nurse he
3 didn't get that license. But he said that the hardest license to
4 get was the bus driver's.

5 UNIDENTIFIED VOICE: That's okay.

6 CHAIRMAN DURHAM: So and that may be, may be
7 okay. So it would --

8 MS. SCHROEDER: As a parent I'd say (inaudible).

9 CHAIRMAN DURHAM: -- they would appear that at
10 least to certainly made an impression on Senator King. So all
11 right. Any other questions? Is there -- we have a motion second
12 to approve the notice of rulemaking. Is there any objection to
13 the adoption of that motion? Seeing none, that motion is declared
14 adopted and I presume you'll be back then with Phase 2 at the next
15 board meeting.

16 ALL: I think it's two.

17 CHAIRMAN DURHAM: Two meetings. Okay.

18 ALL: Yeah.

19 CHAIRMAN DURHAM: All right very good. Thank
20 you.

21 ALL: Thank you.

22 CHAIRMAN DURHAM: All right. Let's proceed out
23 of order to 1901 to public comment. We have one more public
24 comment session. Ms. Burdsall, if we --



1 UNIDENTIFIED VOICE: You're not going to let us
2 talk?

3 CHAIRMAN DURHAM: Yes. I am. We're going back
4 round the haul. We go right back.

5 UNIDENTIFIED VOICE: I -- just prepare for once.

6 CHAIRMAN DURHAM: No one has signed up. Okay.
7 So 19.01 is finished.

8 UNIDENTIFIED VOICE: Would you like to speak?

9 CHAIRMAN DURHAM: No. Individual Board Members
10 17.01, individual Board Members will report on previous upcoming,
11 upcoming activities. We wanna start with the Dr. Scheffel.

12 MS. SCHEFFEL: Theoretically. Yes. Well, I've
13 been just essentially going to schools talking to the teachers and
14 parents and others, just thinking about next steps for us in, in
15 the context of Commissioner of here, saying that we need to submit
16 a report on forward momentum what's our plan. So I've been trying
17 to gather kind of grassroots input on that. It's been very
18 enlightening to go to schools so I said Aurora Central High
19 School, Cherry Creek Academy, and some other schools, just talking
20 to individuals. So that's been great.

21 I look forward to us thinking about the park
22 test, got a lot of negativity on the part test and how can we
23 uncouple from that test, how can we have different approaches to
24 assessment, how can reduce the testing burden. How can we think
25 about reviewing our standards which are up next year to review.



1 What's the process for that. How can we ensure that they serve
2 the state well. So those are some of the issues that have
3 surfaced in these discussions. Thank you.

4 CHAIRMAN DURHAM: Dr. Flores.

5 MS. FLORES: I think I've done the same as Dr.
6 Scheffel. And I've talked to parents and I've had phone calls.
7 I, I don't like the phone calls especially the date -- the night
8 before. But well, the night before today, Tuesday evening except
9 from the you. So -- oh, I did go to a really wonderful
10 conference. It was in Washington D.C., and it was a NALEO
11 Conference is the National Association of Latino Elected
12 Officials. And it was on education and it was for Board Members
13 and it was ESSA. So it -- it really kind of boiled down to ESSA
14 and second language learners. So it was very, very comprehensive
15 and valuable. I really enjoyed that, it was two days of round the
16 clock. I think you've been to those conferences. Starts at 7:00
17 a.m. and ends at 5:00 p.m. Thank you.

18 CHAIRMAN DURHAM: The cherry blossoms out.

19 MS. FLORES: The cherry blossoms were out. It's
20 a beautiful --

21 CHAIRMAN DURHAM: It's a good trip.

22 MS. FLORES: Yeah.

23 CHAIRMAN DURHAM: Ms. Mazanec.



1 MS. MAZANEC: I don't think I actually have
2 anything. I'm very glad that the -- all the assemblies are over.
3 Yeah.

4 MS. FLORES: Oh, I missed one.

5 CHAIRMAN DURHAM: Yes.

6 MS. FLORES: I worked on the platform committee
7 the State Platform Committee for the Democratic Party. And that
8 took me a long, long time.

9 UNIDENTIFIED VOICE: So are you the reason that -
10 - that there was that screw up in.

11 MS. FLORES: Oh, no, no. I didn't have anything
12 to do with that. Sorry. But it was blood, sweat, and tears.

13 CHAIRMAN DURHAM: Okay. Ms. Rankin.

14 MS. RANKIN: Today was the last day of the Joint
15 -- Joint Budget Committee and both education committees for Senate
16 House. I think it was a great program that they had, and I think
17 Representative Hamner and Rankin did a good job. And I think we
18 have some opportunities in the future to look forward to. I think
19 we just have to build on what we have. We have a lot of
20 interesting things going on around the state. Next week I'll be
21 going out to the Western Slopes for the superintendents meeting.
22 And I've been there before and it's great to connect again with
23 Western Slope superintendents and let them know that there's no
24 money. Let them know right now so they don't ask. But I'm
25 looking forward to that.



1 CHAIRMAN DURHAM: Great. Thank you. Ms. Goff.

2 MS. GOFF: Well, rule of everything. I -- one of
3 my partner here spent part of last week.

4 UNIDENTIFIED VOICE: That was only last week?

5 CHAIRMAN DURHAM: Time flies when you're having
6 fun.

7 MS. GOFF: I was in Washington D.C. with NASBE,
8 the National Association of State Board Education.

9 UNIDENTIFIED VOICE: What about cherry blossoms?

10 MS. GOFF: Angelika -- oh sorry. Thank you. And
11 Angelika attended the Board Meeting and I am now a member of the
12 Government Affairs Committee. Basically, we were both there for
13 our annual Legislative Forum Conference which was as you can guess
14 primarily ESSA related. A lot of the same overlapping topics that
15 everybody's talking about were covered. A little bit different
16 and more emphasis for us this time on the privacy laws. And we've
17 got -- we -- we get good updates about what's going on nationwide.
18 How many other states are dealing or have recently dealt with or
19 have new privacy data related laws.

20 There are now 34 states with some kind of a -- a
21 data activity in legislation over the last two sessions total.
22 Tweaking every states doing something with their data status. We
23 are ahead of most, if not all. And we even have a lot of
24 compliment -- compliments have been directed at our -- our way
25 back, our way from some people nationwide who do with -- deal with



1 and work on this data topic a lot. And they say on the one hand
2 Colorado is there you go, pushing the envelope again but so far
3 pretty good with where we have taken it.

4 Really quickly along with the data here there are
5 six federal bills at the federal level that are either in the
6 works or near fruition. Possibly not. You know, there are some
7 amendments to some federal laws that are -- that are -- under
8 consideration right now, one of which is it -- it's a good one and
9 it's -- it -- people like it. We like it because it's Congressman
10 Polis and Ms. Messner -- Messner from Indiana. And the two of
11 them have teamed up on this particular bill, been teamed up for
12 almost two years so they're working on privacy data bill. And
13 that's part of -- some parts of that have gone into what we have
14 done here in -- in the State as well. The other big part of the
15 conference was of course the work of implementing ESSA in our
16 States.

17 So we had -- we didn't have any direct work time
18 with CCSSO but we did chat about it. We had a kind of a common
19 across town conference going on in many ways but we did meet the
20 new secretary of education who spent about an hour and a half with
21 us one day and talked about some of his thoughts and plans. So
22 that was the highlight of my last week. I'm going around to my --
23 some of my districts coming up in the next couple of weeks with
24 the commissioner, some visits we're doing. And I'll be at one of
25 those tours, one of them. .



1 UNIDENTIFIED VOICE: All right.

2 UNIDENTIFIED VOICE: Grand Junction?

3 MS. GOFF: Somewhere yeah, and Grand Junction.

4 CHAIRMAN DUNHAM: Dr. Schroeder.

5 MS. SCHROEDER: First of all, I'm also going to
6 attend the Western Slope Sups conference. I looked at -- I mean,
7 I've -- I've always said that I'm so proud of my particular
8 congressional district because it has some extremely small
9 districts and then I'm a part of the large districts. But I
10 realized that I've not had the opportunity to connect in those
11 three. So I'm going to use this as an opportunity to talk to some
12 of the sups and to learn from the other sups as well.

13 Couple of things I wanted to talk about, one of
14 them is that I took some time to read the 2016 Innovation Report
15 that was sent to the Governor and the education committees. And I
16 became very concerned when I saw that and I hear of it being in
17 some way a magical solution to our schools that are on the five
18 year clock, and that they are going to turn into innovation
19 schools and suddenly things are going to be just terrific. And
20 I'm -- I'm a little -- I mean, I'm grateful for the report that
21 was prepared but the question that we haven't asked as yet and we
22 need to is give the differences in the success rates among our 67
23 schools of innovation, we've got some that have been on turnaround
24 for the last three years and some that are doing very well. We
25 haven't analyzed what it is about the successful ones that make



1 them successful and the others that are not. And I'm hesitant to
2 start granting innovations status as a -- somehow a solution,
3 without knowing what are the questions we need to be asking. What
4 are the waivers that these districts need to have in order to have
5 improvements for kids. Most of the waivers are around time,
6 classroom time, and they are around the educators and what some of
7 the rules are for the educators. And I don't know that that's
8 necessarily making a difference.

9 So I would be very grateful if my colleagues
10 would agree that we need to look a little deeper into this and
11 then we need staff to help us, or have somebody help us analyze
12 what it is that makes some of these schools successful. I -- I
13 think my concern is not new. The A plus Director also had an
14 article one time about DPS. DPS has 40 of the 67 Schools of
15 Innovation in Colorado. So that's a pretty big bunch and it might
16 be possible to lean on that group to do some analysis of why is it
17 working for some schools are not working for other schools. I'm -
18 - I'm kind of worried about that because well, we want to see it
19 as a solution. But what is it that we have to see in those
20 applications to make that appropriate.

21 Secondly, I was participating in a panel
22 discussion for the Association of Education Finance and Policy,
23 their conference. I was a reactant to a panel discussion base
24 that was listed data security concerns and its impact on research,
25 the view -- the view of practitioners. So the members of this



1 panel were somebody from Jeffco, Marshall Hannon (ph), who did an
2 outstanding job as usual. I'm always happy to be with CDE
3 employees because they help me look good, because she did such a
4 great job.

5 Somebody from APA, Richard (inaudible), was the
6 moderator. We had a really good discussion about how, with all
7 these privacy concerns, how -- how are researchers gonna be able
8 to identify what are best practices if they can't access the data.
9 So we had a very great discussion even though it was 8:00 a.m.
10 And then finally I did attend my first NASBE Board meeting. It
11 was really quite fascinating. It was -- it was the first time
12 that I had had an opportunity to learn the history of NASBE. I
13 didn't realize that a lot of these education associations started
14 in Colorado. And initially it was CEA, CASB and the State
15 Association were all one association, and over the years they
16 realized their interests were different, and they started breaking
17 out. But it all started right here at home.

18 UNIDENTIFIED VOICE: And it was all male.

19 MS. SCHROEDER: NASBE is looking for nominations
20 for their awards that they grant every year at their annual
21 conference which will be in the fall. They're in the area of
22 Policy Leader of the Year Award, Further of Education Award or
23 Distinguished Service Award. So if any of you have some
24 recommendations that I could pass forward I would love that.



1 UNIDENTIFIED VOICE: Are they looking for
2 teachers or parents or what are they looking for?

3 MS. SCHROEDER: There are some categories --

4 UNIDENTIFIED VOICE: There are some
5 qualifications. I'm not asking for an answer now. Last year I
6 was really seriously considering -- we got busy last year at this
7 time. I was really considering proposing that we think about
8 Lieutenant Governor Garcia for one of those awards, just as a
9 possibility for someone we might want to think about. I'm not
10 even sure which one, it might be policy leader or friend of
11 education.

12 MS. SCHROEDER: A friend of education service.
13 It could be any of those.

14 UNIDENTIFIED VOICE: But just thinking, I can
15 help put something together.

16 MS. SCHROEDER: So the three major areas for
17 NASBE are one, college career and civic readiness, secondly, safe
18 and healthy schools, and third developing and sustaining teachers
19 and leaders. However, in looking at the work they put out,
20 they've spent a tremendous amount of time on data privacy and
21 security. And their staff person is considered one of the top in
22 the nation now in terms of her knowledge of those particular
23 issues so to the extent that we have questions. We really should
24 be sure to use her services.



1 And then finally, there's going to be a regional
2 convening June 24th and 25th in Little Rock. And even though it
3 is regional, any of us who want to attend that can do so. I
4 haven't seen what the agenda is as yet but it might be something
5 that one or some of you might be interested in. Thank you.

6 CHAIRMAN DUNHAM: Okay. Thank you. Just a
7 couple of things, first of all my thanks to the Members of the
8 Board and Mr. Crandell and staff for the courtesies extended to me
9 during my recent medical leave. I appreciate that very much.
10 Secondly, I think today we dealt with a lot of at least several
11 issues in our turnaround questions or standards questions.
12 Hopefully, you spent a lot of time on those and hopefully I think
13 we can start to move as a board into things that -- and issues
14 that can make a positive difference for kids in the future. I
15 would hope and would ask the help of the staff.

16 I think we're in a position where we can at least
17 make significant progress in putting privacy issues to bed and
18 putting -- eliminating all doubt in anybody's mind about the
19 State's position on parental opt-out and penalties for districts
20 as a result of the parental offering (inaudible). If we can make
21 progress in just eliminating the noise on privacy, where we -- we
22 believe we've honestly done all we can. And -- and if we can do
23 the same on the opt-out questions, it will allow us to focus our
24 time on if we don't want Park how do we get rid of it, and what's
25 -- what's a glide path for that. If we're unhappy with common



1 core math, perhaps it's time for a very honest discussion about
2 does the common core math actually work. And I think there's a
3 good body of evidence that it doesn't work.

4 So I think those are the kinds of discussions we
5 ought to start having and hopefully we can get out of the
6 firefighting business and into the trying to nurture and improve
7 Colorado's -- Colorado school systems. And I would appreciate any
8 help we can get from the staff in helping us with those peripheral
9 issues and important -- I don't mean to -- to diminish the
10 importance of them, but I think after a year of -- of really
11 pressing the envelope, it's clear there aren't penalties for opt-
12 out for anyone and -- and for districts.

13 We shouldn't have any more commentary on that
14 from anyone. We should be pushing, if we haven't, we should be
15 pushing close all the loops, all loopholes we can on data privacy
16 that are in our purview, and get those off the table. And then we
17 can move on to standards, what's appropriate -- what's appropriate
18 to testing models and things that I think have a chance to make a
19 bigger difference. So that's my hope for going forward. Dr.
20 Scheffel.

21 MS. SCHEFFEL: Yes. I was just going to say
22 those would be helpful. I'm getting a lot of calls from parents
23 asking the opt-out implications at the State and Federal level.
24 Parents want to opt-out of Park but they're concerned about the
25 implications. They don't want to disadvantage their schools.



1 They need to know what the implications are and there's just a lot
2 of information out there, much of it not clear. The other thing
3 that I'm getting a lot of interest in, is this Workforce Readiness
4 piece and the 20 paths and all that. And I know it's not just CDE
5 doing it, but there are a number of agencies engaged with the
6 Workforce Readiness piece.

7 And I'd like to have a study session on that or I
8 could present to the board on what I know at least. But these
9 documents are very -- there's dependencies within the documents
10 crossing over a number of agencies. It's huge data privacy
11 implications. There's a lot of tracking implications that I'm
12 concerned about. So I think the board should be very well
13 apprised of that. Read these documents and understand the
14 legislation's is being proposed and the implication for K12
15 education.

16 CHAIRMAN DUNHAM: And I think hopefully we can
17 focus on -- on issues like that have a very significant importance
18 to parents and students and -- and employers. So hopefully that's
19 where we can be really focused a few months from now. And I think
20 it may be it'd be helpful if we can do a press release on the fact
21 there are no penalties and try and make that clear --

22 MS. SCHEFFEL: Something very clear.

23 CHAIRMAN DUNHAM: -- try and make that clear to
24 the public. Because some of the districts, either inadvertently
25 or on purpose are being pretty heavy handed with parents in terms



1 of, you know, if you opt-out we're going to lose funding. That
2 just is not true. And if we can combat that at a high level so we
3 don't have to deal with that issue anymore. I think we've done
4 all we legally are allowed to do in that area.

5 MS. MAZANEC: Do -- do we have something on our -
6 - on CDE's website?

7 MS. SCHEFFEL: We're actually developing an FAQ
8 on this right now but that specifies -- because I think the
9 confusion is the different levels that the Feds send out
10 information that says something on participation and then we send
11 out and then sometimes those things get conflated. So we're
12 trying to be really clear on, you know, which elements are. We
13 have something drafted already and that's going to be going out.

14 UNIDENTIFIED VOICE: It's for the benefit of
15 parents whose children are in districts who don't do a good job of
16 . It's like Douglas County does a very good job of explaining.

17 MS. SCHEFFEL: Yes, and we are developing an FAQ
18 specifically for parents too without all the sort of legal jargon.
19 So we've got kind of two -- a few versions of that that we're
20 finalizing right now.

21 MS. SCHROEDER: And also the immunization piece.
22 Could we get clarity on that, because I get calls on that also.
23 CDE doesn't have a direct probing at the interface with -- is it
24 Health and Human Services?

25 UNIDENTIFIED VOICE: We have lots of e-mails .



1 MS. SCHROEDER: And I -- I don't know how to
2 clarify .

3 CHAIRMAN DUNHAM: Actually, this morning I asked
4 Mr. Dill to --

5 MS. SCHROEDER: To clarify.

6 CHAIRMAN DUNHAM: -- to clarify whether -- and
7 really clarify for school districts whether -- whether they should
8 and are obligated by statute to comply with Department of Health
9 directives that force them to violate privacy.

10 MS. SCHROEDER: Yes.

11 CHAIRMAN DUNHAM: And -- and his promised to
12 render -- render an opinion to us on that topic. Because I think
13 that's probably the next -- next round of things that can take up
14 our time if we don't -- if we don't make it. I mean, if CDE -- if
15 CDPHE has that authority, then we gotta say take your complaints
16 to them and/ or the legislature. If they don't, we ought to make
17 sure that every school district knows that they complied with CDE
18 directives, CDPHE directives at their own risk, and that there are
19 serious implications in violation of privacy laws. So I think we
20 got to do one or the other and put that issue behind us. And I
21 hope I know what the answer is but I -- I -- I won't want to
22 prejudge the opinion. So those are the kinds of things that --
23 Dr. Scheffel, that it would be great if we can just --

24 MS. SCHEFFEL: Clarity.



1 CHAIRMAN DUNHAM: -- and very quickly have a
2 clear and definitive answer for parents that we could all use as a
3 response and -- and deal with and then hopefully would allow us to
4 move on to the -- the workforce issues because I share a lot of
5 your concerns about Google matans (ph).

6 MS. SCHEFFEL: Right.

7 CHAIRMAN DUNHAM: And it's my new term actually.
8 I'm sure I stole it from somebody.

9 MS. SCHEFFEL: Nice.

10 CHAIRMAN DUNHAM: But it's a term I didn't start
11 using a little bit.

12 MS. MAZANEC: Hakuna Matata.

13 CHAIRMAN DUNHAM: But it seems to be the
14 objective of the education system sometimes. So that's my hope
15 for the future. Any other comments and/or questions? If there's
16 no other business to come before the board we'll stand recessed
17 till 9:00 a.m. tomorrow morning. Thank you.

18 MS. FLORES: Every time you hammer that thing, my
19 (inaudible) goes back on.

20 CHAIRMAN DUNHAM: Oh, right.

21 MS. FLORES: Just so you know.

22 (Meeting adjourned)



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C E R T I F I C A T E

I, Kimberly C. McCright, Certified Vendor and Notary, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of October, 2018.

/s/ Kimberly C. McCright
Kimberly C. McCright
Certified Vendor and Notary Public

Verbatim Reporting & Transcription, LLC
1322 Space Park Drive, Suite C165
Houston, Texas 77058
281.724.8600