



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
May 13, 2015, Part 3

BE IT REMEMBERED THAT on May 13, 2015, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

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



1 MADAM CHAIR: Everybody's back again. The
2 Colorado State Board of Education will now conduct a Public
3 Rulemaking Hearing for rules for food and nutrition
4 services, 1 CCR 301-3.

5 The State Board approved the Notice of
6 Rulemaking at its March 11th, 2015 meeting. The hearing to
7 promulgate these rules was made known through publication
8 of a Public Notice on March 25th, 2015 through the Colorado
9 Register, and by State Board Notice on May 6, 2015. The
10 State Board is authorized to promulgate these rules
11 pursuant to 22-2-107 1 CCRS.

12 Commissioner, is the staff prepared to
13 provide an overview?

14 UNIDENTIFIED VOICE: Yes, and I'll turn this
15 over to (inaudible). This has been noticed, and this is in
16 (inaudible).

17 UNIDENTIFIED VOICE: Yes. Thank you Madam
18 Chair, Members of the Board. Sorry, I -- I wanted to be
19 sure that I wasn't being told to do something.

20 Thank you, yes. And with me today is
21 Jennifer Okes, the director of school finance, and also
22 Jane Brand, our director of nutrition services to kickoff
23 the -- the points about these two interrelated rulemaking
24 hearings, but we will take the food and nutrition rules
25 first, so, thank you.



1 MS. OKES: Okay. Thank you. Again,
2 Jennifer Okes. And just as a reminder about our discussion
3 with you all back in March about these rules, we had
4 stakeholder outreach for over a year now. We've included
5 nutrition directors, business managers, CFO, accountant
6 types in the districts.

7 We hold -- held over a dozen stakeholder
8 meetings to -- to prepare the rules, and during that
9 process we were always mindful to -- to make sure that we
10 were looking towards consolidation, clarification,
11 streamlining the rules, basically make it easier for
12 districts and make sure that everything makes sense. As a
13 result of that effort, and that thing in the back of our
14 minds, we proposed the rule changes that are before you.

15 And with the food and nutrition services,
16 they were really basically three types of changes that
17 we're -- we're recommending or we presented is moving the
18 rules related to the Food Service Fund, because those are
19 accounting type stuff. Move those from the nutrition,
20 food, and nutrition services, move them over to the
21 accounting. You know, keep the accounting with the
22 accounting stuff, and the nutrition stuff with the
23 nutrition stuff.

24 We also removed several redundancies in the
25 rules, and then clarified some language that in working



1 with the districts it wasn't worded as clearly as it could.

2 Since the Notice of Rulemaking we received
3 three comments in support of the rules. Those covered
4 representatives from both the programmatic, the nutrition
5 side of the house, as well as the operational or financial
6 side of the house. And then in your Board packets there's
7 a summary of those comments, and the individual, the actual
8 letters that you received.

9 Based upon those, we're not recommending any
10 changes to the rules based upon the feedback we received.
11 No, the comments didn't identify any recommended changes,
12 and so therefore we're not recommending any.

13 MADAM CHAIR: This the time for me to ask
14 for testimony then? Is there anyone present to testify?
15 And since I happen to know there is, Theresa Haffner (ph).
16 Theresa, where did you go? There she is. And we use the
17 three minute rule here.

18 MS. HAFFNER: Okay. Do I stand here?

19 MADAM CHAIR: Yes, that's fine. Thank you.

20 UNIDENTIFIED VOICE: And speak into the
21 microphone.

22 MS. HAFFNER: Speak into the little holes,
23 right?

24 Good afternoon. Thank you Members of the
25 Colorado State Board of Education for the opportunity to



1 speak today. My name is Theresa Haffner, and I'm the
2 executive director of Enterprise Management, which includes
3 food services for Denver Public Schools.

4 I'm here today to advocate for retaining the
5 30 minutes non-compete window before and after meal service
6 for any area of school campuses that are accessible to
7 students. We feel strongly this time buffer is necessary
8 to maintain the nutritional integrity of the school meals
9 program.

10 Sales of snack foods right up to meal times
11 undermines the SFA, School Food Authority's ability to
12 provide complete meals for children, because children will
13 not be as hungry for a complete meal after receiving a
14 recent snack, or they might not even purchase a complete
15 meal if they know a fun snack is available right afterward.

16 It is highly unlikely that smart snacks sold
17 will be fruits, vegetables, or proteins, rather they will
18 probably be grains, because these are cheaper than fruits,
19 vegetables, and proteins. Our complete balanced meals
20 provide all the components with the most optimal choices.

21 Smart snacks might be healthy, but they
22 cannot substitute for a meal, they're still snacks. SFA,
23 School Food Authorities are making investments in scratch,
24 cooking, and in fresh fruits and vegetables. These are
25 required, and not inexpensive components of reimbursable



1 meals. However, they are very -- there's a very real risk
2 that consumption of these foods will decline if meals are
3 not safeguarded.

4 Finally, the LEA is responsible for ensuring
5 the nutritional integrity of the smart snacks that are not
6 sold by an SFA, and they're not staffed to be able to do
7 this. There isn't any good system for an LEA to evaluate
8 the nutritional content of snacks. Therefore, without the
9 staff and systems in place, non-nutritive snacks will be
10 sold right until meals are available.

11 This directly compromises the important and
12 good work that's being done to feed children nutritious
13 school meals. And as a parent, I know I have numerous
14 times said, "No, you can't have a snack right, now because
15 we're too close to breakfast, lunch, dinner, and you will
16 not be hungry for the nutritious meal I've made." Thank
17 you.

18 MADAM CHAIR: Thank you. And, Mona
19 Martinez. Mona Martinez.

20 UNIDENTIFIED VOICE: (Inaudible).

21 MADAM CHAIR: Thank you.

22 UNIDENTIFIED VOICE: Thank you.

23 MS. MARTINEZ-BROSH: Thank you. Thank you
24 Members of the Colorado State Board of Education for the
25 opportunity to speak today. My name is Mona Martinez-



1 Brosh, and I am the director of nutrition services for
2 Aurora Public Schools, and I'm also a registered dietician.

3 My colleague from Denver Public Schools, as
4 you just heard we -- we split up the business here. She
5 talked about the nutrition aspect, I'm going to talk about
6 the financial integrity of the program. And we want to
7 express our views on the food and nutrition services, 201-
8 202 regulates competitive food sales 30 minutes before to
9 30 minutes after each scheduled meal service on any area of
10 school campus that is accessible to students.

11 We feel strongly that the rule needs to
12 remain in order to maintain the financial viability, and
13 nutritional integrity of the School Meals Program. When
14 this protection is not in place at 30 minutes before,
15 during, and 30 minutes after the meal service programs.
16 When this protection is not -- sorry, school meals programs
17 are impacted financially, and have potential to be utilized
18 only by those qualifying for free and reduced priced meals,
19 rather than being a nutrition program for all students.

20 I understand and appreciate the concept of a
21 free and open market as -- as it is the American way, but
22 unfortunately our heavily regulated meals program hinders
23 our ability to compete fairly with every school
24 organization that wants to make money for their worthy
25 cause.



1 We acknowledge a unified need for a definite
2 time separation and sale times in order to pervade
3 competitive food sales with the School Breakfast and
4 National School Lunch Programs. And Regulation 201-02
5 failed in protection of the district's general fund for the
6 potential transfers to offset bad debt to the child
7 nutrition programs that can be caused for competitive
8 vendors in marking items to the students. Thank you.

9 MADAM CHAIR: Thank you. Is there anyone
10 else who wishes to testify? Is there any further
11 discussion? If so -- if there's no more discussion, I
12 would have recognize a motion to approve the rules for
13 fruit and nutrition. Angelica.

14 MS. SCHROEDER: (Inaudible) rules for fruit
15 and nutrition (inaudible).

16 MADAM CHAIR: Is there a second?

17 UNIDENTIFIED VOICE: I second.

18 UNIDENTIFIED VOICE: I second.

19 MADAM CHAIR: Val, seconds?

20 MS. FLORES: Yes.

21 MADAM CHAIR: Any discussion? All in favor
22 say aye.

23 UNIDENTIFIED VOICE: Aye.

24 UNIDENTIFIED VOICE: Aye.

25 MADAM CHAIR: Aye. Aye, aye, aye?



1 UNIDENTIFIED VOICE: Aye, aye, aye.

2 MADAM CHAIR: Therefore the rules are
3 approved. That was really difficult. I wish all of -- I
4 wish all of our discussions went through that easily.

5 UNIDENTIFIED VOICE: Thank you.

6 UNIDENTIFIED VOICE: Thank you.

7 UNIDENTIFIED VOICE: Thank you.

8 MADAM CHAIR: Thank you.

9 UNIDENTIFIED VOICE: Marcia, I'll just
10 mention there was a great article in my local paper about
11 our district purchasing a food truck, and actually
12 providing quality district meals at the high school with
13 their food truck in attempt --

14 UNIDENTIFIED VOICE: (Inaudible).

15 UNIDENTIFIED VOICE: I read that article.

16 UNIDENTIFIED VOICE: No, it's not disguised.

17 It wasn't about disguising --

18 UNIDENTIFIED VOICE: (inaudible) kind of
19 like (inaudible) --

20 UNIDENTIFIED VOICE: Okay. Okay.

21 UNIDENTIFIED VOICE: You've got a pretty
22 negative thing about districts.

23 UNIDENTIFIED VOICE: Not about (inaudible).

24 UNIDENTIFIED VOICE: It's about -- it's
25 about offering alternatives that are still within the



1 guidelines as opposed to what they're preparing that day in
2 the school. So they've got actually a menu of options in
3 the food truck that they can manage.

4 UNIDENTIFIED VOICE: (Inaudible).

5 MADAM CHAIR: There was an article in our
6 newspaper, which had a -- a picture of the students tray
7 when they were returning to back, and -- and the only thing
8 they'd eaten on the tray was an apple. Everything else was
9 intact.

10 UNIDENTIFIED VOICE: Well, at least they had
11 that (inaudible).

12 MADAM CHAIR: But they cut that apple.
13 That's all that mattered.

14 UNIDENTIFIED VOICE: And apples are very
15 (inaudible).

16 UNIDENTIFIED VOICE: An apple a day.

17 MADAM CHAIR: Apple a day. Colorado State
18 Board of Education will now conduct a Public Rulemaking
19 Hearing for rural (inaudible) accounting and reporting.
20 State Board approved a Notice of Rulemaking on its -- in
21 its March 11th, 2015 Board Meeting. A hearing to
22 promulgate these rules was made known through publication
23 of a public notice on March 25th, 2015 through the Colorado
24 Register, and by State Board Notice on May 6, 2015.

25 The State Board is authorized to promulgate



1 these rules pursuant to 22-45-101 though 103 22-30.5104,
2 22-30.5.503, 22-2-107(i)(c), 22-30.5-603, and 22-44-206
3 CRS.

4 Commissioner, is staff prepared to provide
5 an overview?

6 UNIDENTIFIED VOICE: Yes, they are, and
7 (inaudible).

8 UNIDENTIFIED VOICE: That was nasty.

9 UNIDENTIFIED VOICE: And actually all
10 (inaudible).

11 UNIDENTIFIED VOICE: Yes, thank you. And
12 these are just about the most boring set of rules that
13 you'll ever have to deal with, but I'll turn it over to Ms.
14 Okes again. Thank you.

15 MADAM CHAIR: And you're going to read them
16 all to us, right?

17 UNIDENTIFIED VOICE: No.

18 MS. OKES: No.

19 UNIDENTIFIED VOICE: No.

20 MS. OKES: I'd put you to sleep, especially
21 right after lunch. So again, they were to streamline, and
22 many of these rules we took from anything related to the
23 food service fund. We lifted them from the prior rules,
24 and then placed them into the accounting and reporting
25 rules where they -- we felt they were more appropriate.



1 There were three kind of substantive changes
2 other than those clarifications that we discussed. Just
3 updating the fund treatment, and that was decided after
4 consultation with CPAs, the Office of the State Auditor had
5 a representative there, business managers from districts,
6 CFOs looked at that, and there was agreement that changing
7 and updating the fund treatment is appropriate.

8 It more appropriately accounts for the
9 activities of a nutrition program as a special revenue
10 fund. And it also decreases the complexity and the
11 accounting for districts, because a special revenue fund
12 accounting is more like the normal governmental general
13 fund type accounting. And so it -- it's not only more
14 appropriate, but it's simpler. And those are both good
15 things.

16 We also are removing an indirect cost
17 restriction, and that just removes an outdated provision
18 related to when districts can, if they choose a charge
19 indirect costs to the program. It's no longer relevant,
20 because of a statute change in 2001, I believe. And then
21 it provides more flexibility for districts in how to manage
22 their funds locally. And so we think that that's a good
23 thing.

24 There's also a clarification of defining
25 what the operating year is, and that's in response to a



1 recommendation by the Office of the State Auditor. And so
2 we're clarifying that it's a nine month operating year, the
3 school year. And again, we chose that to provide districts
4 with the most flexibility.

5 So those are sort of the substantive, a very
6 high level of the substantive changes that are being
7 proposed. We did receive four comments related to these
8 rules during the rulemaking process, and there were two
9 recommendations in those comments for additional wording
10 changes. And both of those are very technical, kind of
11 clarifying changes, and CDE staff we support, and would
12 recommend making those changes. Those changes are included
13 in your packet in the -- the -- we tried to not only give
14 you the redline of the changes, but a little rationale.

15 So they're the highlighted green ones, and
16 again, they're very technical. The comments, again, we
17 were happy to see came both from the programmatic side of
18 things, and the financial operational side, and your Board
19 packets do have the detailed recommendations.

20 MADAM CHAIR: Thank you. There's no one
21 signed up to testify, so we're not having the public
22 testimony, unless there anyone in the audience that wants
23 to jump up and testify about these. Any discussion?
24 Angelica?

25 MS. SCHROEDER: So there's a separate food



1 fund, and it's a -- it's like a profit making. Do we
2 include the federal funds in that?

3 UNIDENTIFIED VOICE: Yes.

4 MS. SCHROEDER: And if it's on a nine month
5 calendar, how does a district that provides food over the
6 summer pay for that or is that somehow a separate -- yet a
7 separate fund again?

8 MS. GOFF: Madam Chair.

9 MADAM CHAIR: Jane.

10 MS. GOFF: The nine month operating is only
11 in regard to the calculation of how much cash they can have
12 on hand. So it doesn't -- it doesn't mean that they only
13 operate their program for nine year -- for nine months of
14 the year. It's just a calculation on how much cash on hand
15 they can have.

16 MS. SCHROEDER: Thank you.

17 MADAM CHAIR: Any other questions? Deb.

18 MS. SCHEFFEL: Thank you. Is this correct
19 then that the changes to the rules for accounting and
20 reporting are mostly to embed the food and nutrition
21 services rules within the larger set of rules for
22 accounting and reporting? Is that right?

23 UNIDENTIFIED VOICE: Seems to be right.

24 UNIDENTIFIED VOICE: Madam Chair.

25 MADAM CHAIR: Yes.



1 UNIDENTIFIED VOICE: Madam Chair.

2 UNIDENTIFIED VOICE: Yes, that is correct.

3 MS. SCHEFFEL: Okay. Then I just have one
4 followup question. When's the -- when the board reviews
5 the budget for CDE, which is coming up (inaudible).

6 UNIDENTIFIED VOICE: That's (inaudible).

7 MS. SCHEFFEL: That's me. When I look at
8 all these types of funds, pupil activity, building,
9 enterprise, internal service, fiduciary, private purpose,
10 permanent foundations for -- so forth. All of these types
11 of funds, are they broken out when we look at the CDE
12 budget? And -- and with respect to the sources of funding
13 and rules around them. It seems to me when I remember
14 looking at the budget, the last several years that it's
15 been very high, you know.

16 UNIDENTIFIED VOICE: It's very difficult
17 (inaudible), very difficult (inaudible).

18 MS. SCHEFFEL: But this is -- these are
19 rules for school districts.

20 UNIDENTIFIED VOICE: Yeah.

21 MS. SCHEFFEL: Not for CD.

22 UNIDENTIFIED VOICE: Yeah.

23 MS. SCHEFFEL: Thank you.

24 UNIDENTIFIED VOICE: That was (inaudible).

25 I thought -- I thought, okay -- (inaudible)



1 MS. SCHEFFEL: So we don't break out those
2 same funds at CDE?

3 UNIDENTIFIED VOICE: We don't even have
4 food.

5 MS. SCHEFFEL: We don't have those funds.

6 UNIDENTIFIED VOICE: We don't have food.

7 MS. SCHEFFEL: Oh, I know, but I mean some
8 of those types of funds, because they feed the districts.

9 UNIDENTIFIED VOICE: True, it's in the
10 (inaudible)

11 MS. SCHEFFEL: Is that right?

12 MADAM CHAIR: Commissioner.

13 MR. DURHAM: What you'll receive in June is
14 any decision letters.

15 UNIDENTIFIED VOICE: Yes.

16 MR. DURHAM: That's all. What you'll also
17 receive and we're working on (inaudible), and we'll go into
18 greater detail next month is a much more detailed report
19 (inaudible) you can still make changes that really breaks
20 things down instead of giving you probably the five inches
21 of -- what -- what we bring forward to you (inaudible)
22 decision items, which is middle (inaudible). And then
23 we'll bring back in August (inaudible) that we're trying to
24 work together a special document (inaudible) share a lot of
25 details in a kind of a summary format that you can



1 (inaudible).

2 UNIDENTIFIED VOICE: Great, Thank you.

3 UNIDENTIFIED VOICE: Okay.

4 MADAM CHAIR: Any other comments? Thank
5 you very much. This concludes our discussion rulemaking
6 hearing. And do I have a motion to approve?

7 MS. MAZANEC: I move that we approve the
8 rules.

9 MADAM CHAIR: Pam moves that we approve.

10 UNIDENTIFIED VOICE: Second.

11 MADAM CHAIR: Angelica, any discussion? All
12 in favor say aye.

13 MR. DURHAM: Aye.

14 UNIDENTIFIED VOICE: Aye.

15 UNIDENTIFIED VOICE: Aye.

16 MR. DURHAM: (Inaudible) clarification.

17 MADAM CHAIR: You may make a clarification.
18 Commissioner.

19 MR. DURHAM: Dr. Scheffel, (inaudible) we're
20 talking about the decision starting today (inaudible)
21 detail we're able to put together (inaudible).

22 UNIDENTIFIED VOICE: (Inaudible) thank you.

23 UNIDENTIFIED VOICE: Thank you.

24 MADAM CHAIR: Thank you.

25 UNIDENTIFIED VOICE: Great.



1 UNIDENTIFIED VOICE: Thank you.

2 MADAM CHAIR: Okay. What are we doing?

3 Educator (inaudible). I don't have anything to say here,
4 but I just say it? Action 14, educator licensenture. I
5 don't' have anything (inaudible).

6 UNIDENTIFIED VOICE: (Inaudible).

7 MADAM CHAIR: Oh, okay. All right. So this
8 isn't anything?

9 UNIDENTIFIED VOICE: It's just the
10 (inaudible).

11 MADAM CHAIR: Okay. All right. (Inaudible)
12 Okay. At the request of former State Board member John
13 Evans, we will hear a brief presentation regarding the --
14 this agenda item, which is the School Leaders for America.

15 The School Leaders for America authorization
16 request to serve as a designated agency for a one year
17 alternative teacher preparation program named as Dr. Cal
18 Frazier, teacher, fellow program. I'm -- I'm skimming
19 through here. Welcome John. Where are you, John?

20 MR. EVANS: (Inaudible) right here.
21 (Inaudible).

22 MADAM CHAIR: We appreciate your being here,
23 and look forward to hearing from you. And because we have
24 a time chart -- oh, no, we don't anymore. We changed this
25 around.



1 UNIDENTIFIED VOICE: No, we don't.

2 MADAM CHAIR: Try to keep your presentation
3 at 15 minutes.

4 MR. EVANS: I certainly will.

5 MADAM CHAIR: All right.

6 MR. EVANS: But I like to have Jean, Ann,
7 and Pat Frazier come up and sit right here, if they -- if
8 that's all right with you and --

9 MADAM CHAIR: That is just fine.

10 MR. EVANS: Could you come up, please? Jean
11 is daughter, Pat is daughter-in-law, and, of course, this
12 lovely lady, Jean here is the wife of Cal Frazier.

13 MADAM CHAIR: (Inaudible).

14 MR. EVANS: And for 14 years Cal Frazier
15 serves as your Commissioner of Education.

16 MADAM CHAIR: Okay.

17 MR. EVANS: So I'd like to -- please have a
18 seat, Jean. You can sit down right here. Thank you. I
19 don't know, had you ever had an appearance in front of the
20 State Board in those 14 years?

21 UNIDENTIFIED VOICE: No, not really.

22 MADAM CHAIR: Oh, you don't know what you've
23 missed.

24 MR. EVANS: One other person I like to have
25 come up and that is -- is Lieutenant Colonel David



1 Hammershock (ph). He could take that chair right there.
2 Where Pat Hayes, my Board chairman, and for six years
3 served as chairman of the State Board of Education, sends
4 his regrets.

5 MADAM CHAIR: When was that?

6 MR. EVANS: Pat Hayes.

7 MADAM CHAIR: In the '80s?

8 MR. EVANS: It was in, no, it's the '90s.

9 UNIDENTIFIED VOICE: Nineties.

10 MADAM CHAIR: Oh.

11 MR. EVANS: Ninety-six to '90 -- 2000.

12 MADAM CHAIR: Okay. I (inaudible).

13 MR. EVANS: So she served as chairman of the
14 State Board, and she sends her regrets. She has a very bad
15 back. It really was bad for her today, but she wanted to
16 assure the members of the -- of the Board that I am not the
17 cause of her back pain. I may have been when I was on
18 State Board, but not today.

19 So I do appreciate your time and
20 opportunity. We have, thanks to your opportunity, in 2006
21 we were approved to operate an alternative licensure
22 program for principals and assistant principals. And what
23 -- it was part of a program that Cal Frazier originally
24 help start.

25 In 2002 as a member of the state Senate, I



1 sponsored, and Cal Frazier, and several other members of
2 the education community put together what we call the --
3 the New Licensure Program for teachers and principals. We
4 moved from a certificate program to a performance based
5 program for the training of principals and teachers in the
6 state of Colorado. We are one of the first states in the
7 union to adopt that performance based method of -- of -- of
8 education.

9 And so as the result of that legislation, we
10 began also looking at alternative licensure as -- as an
11 alternative way to bring more people into the (inaudible).
12 Because at that time, and as this time there was a
13 tremendous need for more teachers, for more of an effective
14 principals. And so Cal recognizing that, Cal Frazier
15 recognizing that, started School Leaders for America as a
16 alternative program. And we were the first alternative
17 program in the state to offer alternative education in the
18 state. I like to think we're still the best.

19 But, anyhow, I wanted to have an opportunity
20 to come to you and present our program, our new program,
21 because we're -- we're expanding our program for the
22 military. And as I said, in 2006 we started with an
23 alternative program for principals and teachers to have a
24 teacher to principal program.

25 Then in 2002, we began moving toward a



1 Troops to Principals Program to help military individuals
2 who -- who are coming out of the military, transition into
3 education and leadership positions. We have a working
4 agreement with the School District 11, where they provide
5 opportunities for our -- our individuals to become intern
6 principals in their school district. And they spend a -- a
7 year there and -- and then they are -- they have an
8 opportunity to gain their alternative principal's license.
9 And at the end of the program they receive their
10 professional principal's license.

11 And well, I can report today, and -- and
12 I'm going to let Dr. Carl Hammershock address you in a
13 second, they graduate and they become school principals.
14 So I'm going to have Dr. Hammershock talk to you a little
15 bit about the Troops to Principal Program. Thank you,
16 doctor.

17 MR. HAMMERSHOCK: Thank you very much, and
18 good afternoon everyone. Lieutenant Colonel David
19 Hammershock. I am a director of economics, and instructor
20 economics at the Air Force Academy. And last summer I made
21 the decision I was going to retire after -- it'll be 24
22 years this -- this July 1st.

23 And when I decided what to do next it was
24 going to be -- I've just served in the Air Force, I decided
25 I wanted to start serving children. And I didn't know what



1 was possible until I went to Transition Assistance Program,
2 and at the end of one day they mentioned the Troops to
3 Principals Program. Within a month I started classes with
4 John here.

5 Didn't realize what I was getting myself
6 into. I didn't realize the mountain I was trying to
7 overcome. And thankfully a couple of weeks ago Rocky
8 Mountain Classical Academy in District 49 hired me to be a
9 principal in or to be a head of school starting in July.

10 So I just want to thank you very much for
11 allowing folks like myself to -- to transition, and I -- I
12 hope you'll hear some amazing things coming out of our
13 school in the near future. So thank you all very much.

14 UNIDENTIFIED VOICE: Thank you.

15 MR. EVANS: Thank you, Colonel. The other
16 program, the program's you're approving today is the Dr.
17 Cal Frasier Teacher Fellows Program. And I'd like to take
18 a second to -- it's -- it's -- it's named in honor of -- of
19 Dr. Frazier. But I -- I hope you'll permit me just to
20 take a second, and, Jane, I hope you'll forgive me for
21 reading a little bit about Cal's biography a second here,
22 because it's important I think we appreciate and understand
23 that a tremendous contributions that he made to public
24 education.

25 Until his timely death Dr. Frazier was



1 completing a three year assignment with the Rose Community
2 Foundation for Denver Public Schools. He was in the
3 development of a new performance pay -- base pay system for
4 the teachers in Denver Public Schools. He started serving
5 also as a distinguished fellow for the Education Commission
6 of the states. He began his work in Washington State, and
7 served for ten years as an elementary and secondary
8 teacher, principal, and director of special education.

9 He received his doctorate from the
10 University of Oregon, and came to Colorado as a professor
11 of school administration at the University of Colorado in
12 Boulder. Five years after receiving tenure, he returned to
13 public education as a deputy school superintendent in
14 District 11. Nice kind of circular path back.

15 Five years later, he accepted the
16 appointment as Commissioner of Education, and he held that
17 point for 14 years. He returned to higher education at the
18 University of Denver in the Administrative Preparation
19 Program. He retired after six years.

20 He consulted with John Goodlad Institute for
21 Educational Inquiry, National Network of Educational
22 Renewal, Education Commission of the States. He received
23 the Distinguished Service Award at the University of
24 Colorado, and the American Association of School
25 Administrators highest awards. And the program that we're



1 talking about today, the Cal Frazier Teacher Fellows
2 Program is primarily designed and named in honor of him.

3 The program essentially takes individuals
4 that are very much like Colonel Hammershock on the process
5 of -- of coming out of the military. Many of the
6 individuals have -- have five to ten years of teaching
7 experience in the military. I don't know if you know this
8 or not, but the military uses the public school model for
9 training in their own -- for training their own.

10 What they don't have is the pedagogical
11 background and experiences that are essential for being an
12 effective teacher. And that's what the troops to -- Troops
13 to Teachers Program, primarily like Dr. Cal Frazier
14 Teachers Fellows Program does.

15 We received a nice \$75,000 grant from the
16 (inaudible) Foundation to help push the program, and reduce
17 the cost of tuition for the program. And they've
18 challenged me to -- to raise the other money necessary to
19 make sure that the program is -- is low cost and as free as
20 much as possible to the individual members of the military
21 coming out of the military, and wanting to become teachers.

22 We work very closely with the Troops to
23 Teachers Program at the federal level, and the Department
24 of Defense. In fact, Joe Morgan is a member of our Board
25 of Directors, and we're very proud to have him on our



1 Board. The -- the program is a very special program, and I
2 think CDE and staff can talk to the special arrangements of
3 the program much better than I can.

4 Only -- only to say that -- that to qualify
5 for a program you have to have a bachelor's degree from a
6 higher education regionally accredited institution. The
7 interesting thing is all of our candidates are coming with
8 two master's degrees. One in a content area, in a stem
9 content area, science, math, engineering, or -- or any of
10 the other stem areas, and in or languages, foreign
11 languages. So we're getting stem candidates in content
12 here.

13 And then in addition they have their second
14 master's degree, which is usually in administration or
15 business management or any other field. And the reason for
16 that is very simple on that is for promotion Boards, love
17 master's degrees. And so, the more master's degrees you
18 have, the better off you -- you move up the line for
19 promotion.

20 But we're taking advantage of that wonderful
21 background in education. So even though your requirements
22 require a bachelor's degrees, we're finding our people are
23 coming to us with two master's degrees.

24 They cannot have completed any other teacher
25 education program anywhere, and they don't. They don't



1 have a teacher's license, but they do, like I said, all of
2 us -- all of them have an excellent background in teaching.

3 What we do is we then provide them with the
4 background and necessary. They're employed by the
5 district. They work in the district, and then we train, we
6 work with them, we provide the mentors and coaches all
7 throughout the program.

8 So that's in an essence what our program is
9 about. And, of course we've complied with your standards
10 that you've to put in place for teacher education,
11 recognizing that the -- the importance of -- of teaching,
12 and -- and the importance of raising high standards for
13 individuals to meet in order to get their principal --
14 their teacher's license, and to come into the teaching
15 profession.

16 For that I thank you for your -- your hard
17 work, and I know a little bit about that hard work. But I
18 want to say to you all that thank you very much for your
19 time today. I'd like to have maybe Jean say a word. Would
20 you like to say something on Cal's behalf, Jean, today?

21 UNIDENTIFIED VOICE: I loved him. He's
22 great. And it's been almost 28 years. Let's see at your
23 job.

24 MR. EVANS: Thank you, Jean.

25 UNIDENTIFIED VOICE: Thank you.



1 MR. EVANS: Thank you very much.

2 UNIDENTIFIED VOICE: I heard beautiful
3 things about him.

4 MR. EVANS: But anyhow, that's -- that
5 concludes my presentation, except to introduce two other
6 people, and if I don't, I'll be in trouble. That is my
7 assistant, and the registrar for our program, Dixie Weiss.
8 She's over there, and, of course, my wife Mary Anne. Now,
9 I cannot -- I can tell you I know two things about our --
10 our -- our -- our -- our marriage. I know the wedding
11 date, which is August 1st, and her birthday. But I know
12 we've been married 30 some years, but I can't -- 32 years,
13 okay. She's on that.

14 So anyhow, but thank you all very much, and
15 thank you for your time. I know you're really pressed
16 today for time, and if you have any questions, I'd be happy
17 to answer them. And anybody else around here, be happy to
18 answer about the Troops to Principals Program. David be
19 happy to answer about the classes.

20 Our classes are held at the University of
21 Northern Colorado Center in Colorado Springs. It's a
22 wonderful facility that's made available to us by the
23 University of Northern Colorado and/or we can do -- have a
24 place -- we can hold classes in Parker. We choose to do
25 so, but the facility in Colorado Springs is so beautiful,



1 we usually hold all of our courses there. We have two
2 classrooms, very high tech classrooms that we hold our
3 courses there. And, of course, the Intern Program at the
4 school districts themselves.

5 MADAM CHAIR: Did you want to say something?

6 UNIDENTIFIED VOICE: Yeah. I was fortunate
7 enough to get to work with Dr. Frazier in the Alliance for
8 Quality Teaching for a number of years, which I believe he
9 began, and can't remember how many years we lasted, but we
10 lasted long enough to get a whole lot of the changes made
11 in -- in teacher education programs. I have a couple of
12 questions.

13 One of them is about -- I got the impression
14 that you took all your classes and now you're going to be a
15 principal as opposed to the simultaneous (inaudible) and --

16 MR. EVANS: It's simultaneous.

17 UNIDENTIFIED VOICE: It is simultaneous?

18 MR. EVANS: Yes, ma'am.

19 UNIDENTIFIED VOICE: So you'll be
20 continuing?

21 MR. EVANS: Yeah, I have two more classes --

22 UNIDENTIFIED VOICE: Okay.

23 MR. EVANS: -- at this point.

24 UNIDENTIFIED VOICE: Okay.

25 MR. EVANS: Okay.



1 UNIDENTIFIED VOICE: I'm interested in both
2 in this program, and the -- the new program, the mentoring
3 process. So it's one thing to be taking classes every
4 other week, but, on the job --

5 UNIDENTIFIED VOICE: So Paul Hammershock
6 interns, at --

7 UNIDENTIFIED VOICE: Yeah.

8 UNIDENTIFIED VOICE: -- all of our -- yeah,
9 pretty amazing. I first interview I had was for an
10 assistant principal at Lewis Palmer High School, and they
11 did not hire me, but I was grateful that she offered to --
12 to be my principal mentor, principal Sandy Randall there.
13 So I'm actually (inaudible) --

14 UNIDENTIFIED VOICE: So you do have a mentor
15 as you move 80 forward?

16 UNIDENTIFIED VOICE: Yes, I'm doing my 180
17 hours of mentorships with, you know, she's amazing, and I'm
18 amazingly impressed, and getting really good hands on at
19 the school, at the high school level.

20 UNIDENTIFIED VOICE: So, Dr. Evans, when
21 let's say, Jeffco hires one of the -- one of the Cal
22 Frazier teachers.

23 MR. EVANS: Correct.

24 UNIDENTIFIED VOICE: Does -- does Jeffco
25 then also provide the mentor? Do you choose the mentor?



1 Do you provide the mentor?

2 MR. EVANS: So, yeah --

3 UNIDENTIFIED VOICE: Do you have that worked
4 out (inaudible)?

5 MR. EVANS: -- well, in -- in talking to
6 Jeffco, and some of the others District 11, for example,
7 the mentor will come from the school.

8 UNIDENTIFIED VOICE: From the school itself.
9 Okay.

10 MR. EVANS: And you -- and the school
11 itself. At -- at -- at Palmer High School in -- in
12 District 11 we had two candidates that are in that program,
13 and Laura Disney serves as their mentor, who's the
14 principal of that school right now, for their internship.
15 So that we also have a coach we provide as well, and the
16 coach also is usually one of the faculty members that we
17 have we specialize.

18 All of our faculty members are graduates of
19 our program. We have over 135 graduates of our program
20 over the last few years, so we try to bring them back as --
21 as faculty members, and as coaches. They're all either
22 principals, or assistant principals, or -- or curriculum
23 directors or -- or other positions in public schools right
24 now.

25 UNIDENTIFIED VOICE: And then in terms of



1 what is your process of evaluating to see how your teacher
2 is coming along? Is that the responsibility of the
3 principal who hires your candidate or are you participating
4 in that process as well? Not necessarily you personally,
5 but --

6 MR. EVANS: Well, the teacher is an employee
7 of the district --

8 UNIDENTIFIED VOICE: Right.

9 MR. EVANS: -- so naturally they're 191 all
10 the way. But we also have a separate evaluation system
11 that -- that we have submitted to CDE in terms of the
12 class. They actually take a class while they're teaching -
13 -

14 UNIDENTIFIED VOICE: Right.

15 MR. EVANS: -- performance -- performance
16 class. And -- and we have a very rigid -- they put
17 together a portfolio to demonstrate that they met the
18 standards, that they know can do and understand the
19 standards that you have established. They have a Portfolio
20 Review Committee that they have to go in front of when they
21 complete their program, and defend their portfolio to make
22 sure that it has met all of the standards as well.

23 UNIDENTIFIED VOICE: So this is a lot like
24 the university program?

25 MR. EVANS: Very similar.



1 UNIDENTIFIED VOICE: Very similar in -- in
2 the kind of -- in the controls and the expectations?

3 MR. EVANS: Yes, it is. Uh, and maybe
4 that's because I used to be a professor at San Jose State
5 University.

6 UNIDENTIFIED VOICE: I see that. I didn't
7 realize that you had been one, but --

8 MR. EVANS: So I -- I stole a lot of ideas
9 from them too.

10 UNIDENTIFIED VOICE: That's fine. They're
11 free. Thank you.

12 MADAM CHAIR: Anyone else? Thank you, Mr.
13 Evans. That was great and wonderful of you to take the
14 time do the presentation, and bring these -- all these fine
15 people with us, and we'll be waiting to hear all about your
16 success.

17 MR. EVANS: Thank you.

18 MADAM CHAIR: Thank you so much all of you
19 for coming today. We really appreciate it.

20 UNIDENTIFIED VOICE: Thank you very much.

21 UNIDENTIFIED VOICE: And thank you all very
22 much.

23 UNIDENTIFIED VOICE: Thank you.

24 UNIDENTIFIED VOICE: Are we going to vote?

25 I'll make a motion.



1 MADAM CHAIR: Oh, I'm sorry, I (inaudible).

2 UNIDENTIFIED VOICE: Marcia?

3 MADAM CHAIR: Yes, go ahead.

4 UNIDENTIFIED VOICE: I move to approve the
5 school leaders for America Inc. Authorization Request to
6 serve as a designated agency for one year Alternative
7 Teacher Preparation Program named as the Dr. Cal Frazier
8 Teacher Fellowship Program.

9 MADAM CHAIR: Is there a second?

10 UNIDENTIFIED VOICE: I second.

11 UNIDENTIFIED VOICE: Yeah.

12 MADAM CHAIR: Any discussion? All in favor
13 say aye.

14 UNIDENTIFIED VOICE: Aye.

15 UNIDENTIFIED VOICE: Aye.

16 MADAM CHAIR: Okay.

17 (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 22nd day of January, 2019.

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

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