



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
March 9, 2016, Part 1

BE IT REMEMBERED THAT on March 9, 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 CHAIRMAN DURHAM: Education will come to
2 order. We're all set and hooked up to all the legal
3 devices, Ms. Burdsall?

4 MS. BURDSALL: Yes, Mr. Chair.

5 CHAIRMAN DURHAM: Perfect. All right, so
6 would you please call the roll.

7 MS. BURDSALL: Of course. Board Member
8 Flores.

9 MS. FLORES: Aye, present.

10 MS. BURDSALL: Board Member Goff.

11 MS. GOFF: Here.

12 MS. BURDSALL: Board Member Mazanec?

13 MS. MAZANEC: Here.

14 MS. BURDSALL: Board Member Rankin?

15 MS. RANKIN: Here.

16 MS. BURDSALL: Board Member Scheffel?

17 MS. SCHEFFEL: Here.

18 MS. BURDSALL: Board Member Schroeder?

19 MS. SCHROEDER: Here.

20 MS. BURDSALL: And Chairman Durham.

21 CHAIRMAN DURHAM: Here. Quorum is present.

22 The -- everyone in the Boardroom and the gallery will rise
23 for the pledge of allegiance please. And Mr. Dill would
24 you mind leading us this morning?



1 ALL: I pledge allegiance to the flag of the
2 United States of America and to the Republic for which it
3 stands, one Nation under God, indivisible, with liberty and
4 justice for all.

5 CHAIRMAN DURHAM: Thank you, Mr. Dill.

6 UNIDENTIFIED VOICE: (Inaudible).

7 CHAIRMAN DURHAM: The commissioner is on his
8 way into the airport. He's caught in traffic which
9 shouldn't surprise anyone who's driven in from the airport
10 lately. So he will be here shortly I believe. So let's
11 see, we'll now proceed Item 4, the approval of the agenda.
12 Is there a motion for the approval of the agenda?

13 UNIDENTIFIED VOICE: I so move.

14 CHAIRMAN DURHAM: (Inaudible) second?

15 MS. GOFF: Second.

16 CHAIRMAN DURHAM: Ms. Goff, thank you. It's
17 been moved and seconded, that the agenda be approved as
18 published. Is there objection to the adoption of that
19 motion? Okay, seeing that that motion is adopted
20 unanimously. We'll now proceed. Dr. Schroeder, if you
21 would, do you have a motion on the Item 5, the consent
22 agenda.

23 MS. SCHROEDER: Sure. I move to place the
24 following (coughs) following matters on the consent agenda.
25 13.01 Regarding disciplinary proceedings concerning a



1 license charge number 2014 EC 838, direct department staff
2 and the state attorney general's office to prepare the
3 documents necessary to request a formal hearing for the
4 revocation of the credentials -- credential holders
5 professional teachers license pursuant to Section 24-4-104
6 CRS.

7 13.02 Regarding disciplinary proceedings
8 concerning a license charge number 2015 EC 798, direct
9 department staff and the state attorney general's office to
10 prepare the documents necessary to request a formal hearing
11 for the revocation of the license holders initial teacher
12 license pursuant to Section 24-4-104 CRS.

13 13.03 Regarding disciplinary proceedings
14 concerning an application charge number 2015 EC 943, direct
15 department staff to issue notice of denial and appeal
16 rights to the applicant pursuant to Section 24-4-104 CRS.

17 13.04 Approve for initial emergency
18 authorization requests as set forth in the published
19 agenda.

20 13.05 Approve the Pinnacle Charter School's
21 request to serve as a designated agency for alternative
22 teacher preparation as set forth in the published agenda.

23 14.02 Approved Falcon 49's application for
24 certification of a multi-district online school on behalf



1 of Pikes Peak Early College as set forth in the published
2 agenda.

3 14.03 Approved Durango School District's
4 application for certification of a multi district online
5 school on behalf of Connection Connections Academy as set
6 forth in the published agenda. This is the end of the
7 consent agenda.

8 MS. FLORES: May -- May I just --

9 CHAIRMAN DURHAM: Yes, Dr. Flores.

10 MS. FLORES: I'd like to add 13.05 to
11 discuss. It's the Pinnacle Charter School's request for
12 approval as a designated agency for alternative teacher
13 preparation.

14 MS. SCHROEDER: So you'd had to pull that
15 from the consent agenda and put on the regular agenda?

16 MS. FLORES: Yes.

17 CHAIRMAN DURHAM: All right. That's the
18 consent agenda requires unanimous consent so that item will
19 be 13.05 will be added. We'll just make a note. Ms.
20 Burdsall when we get to that, don't let me skip over this
21 consent and so that will be removed.

22 UNIDENTIFIED VOICE: We'll they have anybody
23 here; do you know?

24 UNIDENTIFIED VOICE: Will they have any
25 representatives here?



1 UNIDENTIFIED VOICE: (Inaudible) And I will
2 be here as well.

3 CHAIRMAN DURHAM: Okay, thank you.

4 UNIDENTIFIED VOICE: And is -- is it --

5 CHAIRMAN DURHAM: Go ahead, yes.

6 UNIDENTIFIED VOICE: Is there a time -- we
7 plan -- we plan to leave shortly. I'm -- I'm wondering if
8 we can have your presence if you'll be around all day or
9 normally we put these items back in order but --

10 UNIDENTIFIED VOICE: (Inaudible) come back
11 at 1:30 p.m.

12 UNIDENTIFIED VOICE: Steven?

13 CHAIRMAN DURHAM: Yeah, that's fine.

14 UNIDENTIFIED VOICE: Thank you.

15 CHAIRMAN DURHAM: That will be fine. Thank
16 you. If it fits your schedule. Is there a second to the
17 motion of the approval of the consent agenda absent Item
18 13.05? Yes, Doctor. Excuse me Dr. Scheffel, sorry. Yes,
19 yes, I moved for second. It's been moved and seconded.
20 I'm sorry.

21 UNIDENTIFIED VOICE: What's her name?

22 UNIDENTIFIED VOICE: You said Dr. Scheffel.

23 CHAIRMAN DURHAM: Dr. Scheffel. I said it
24 right.



1 UNIDENTIFIED VOICE: I know. You got it
2 right.

3 CHAIRMAN DURHAM: I got that right.

4 UNIDENTIFIED VOICE: We're correcting you
5 back to the real name.

6 CHAIRMAN DURHAM: I'm correct, I'm sorry. I
7 may cough my way through a lot of this agenda and then so -
8 - it's been moved and seconded for the approval of the
9 consent agenda. Is there any -- is there any objection to
10 the approval of consent agenda as amended? Saying none,
11 that motions were adopted. Thank you. And we'll proceed
12 now to Ms. Burdsall, Item 6.01. Your report please.

13 MS. BURDSALL: Good morning Mr. Chair. Good
14 morning (inaudible). Members of the Board. And as always,
15 please remember to speak clearly into represents. So
16 (inaudible) who were speaking. For those meetings with the
17 next TDE's (inaudible) list. Please locate the CDE hotspot
18 passed by. And (inaudible) is still silver, you can't go
19 passed. And before anything else, I'd like to introduce
20 to you (inaudible) who are (inaudible) in your office.
21 And activities started on Monday and this Friday night
22 (inaudible). So I'm very excited to work in (inaudible).

23 And so in your Board packets, you have the
24 following materials, you have your events calendar,
25 (inaudible) report. For Item 10.01, you have the panel



1 regarding the redact rules, the evolution, the evolution of
2 section 3.04, the redact rules since May of 2015, a copy of
3 the rules both guideline and clean, a PowerPoint of the
4 rule revisions, a crosswalk between a little less reviewed
5 redact review and the recommended rule revisions to the
6 rules.

7 You have response to (inaudible) in February
8 (inaudible) as well as key response (inaudible) comments
9 since February (inaudible) and we will be sitting on the
10 Board right before you. And then any comments about me
11 (inaudible) since February, (inaudible).

12 For Item 12.01, we have a memo regarding the
13 University of Virginia data general agreement in a one page
14 PowerPoint slide.

15 For Item 13.05, we have a memo regarding the
16 Pinnacle Charter School request to be the designated agency
17 for alternative teacher preparation.

18 For item 14.01, we have a memo regarding
19 (inaudible) School District 12 labor request pursuant to
20 22-2-117 CRS, in additional supporting materials
21 (inaudible).

22 For Item 15.01, we have the kindergarten
23 school readiness reporting system options table, as well as
24 the school readiness (inaudible) which is sitting on the
25 bench before you.



1 For item 16.01, you have a panel regarding
2 your recommendations for participant awards for the school
3 tournament and labors development grant program and
4 (inaudible) PowerPoint.

5 And for Item 17.01, you have a memo
6 regarding (inaudible) School District (inaudible)
7 PowerPoint, sitting on the bench before you.

8 And then lastly for Item 17.02, you have the
9 PowerPoint of school and district accountability
10 (inaudible) conversation. And that concludes my report.

11 CHAIRMAN DURHAM: Thank you, Ms. Burdsall.
12 Questions for -- Yes?

13 UNIDENTIFIED VOICE: I just -- I just -- I
14 can't talk. I'd like to welcome our new -- I think our new
15 -- It is new employee. We'll try to -- we'll try to be as
16 helpful as we can initially.

17 CHAIRMAN DURHAM: Is Ms. Kaufman (ph)
18 (inaudible) understand?

19 UNIDENTIFIED VOICE: Yeah.

20 CHAIRMAN DURHAM: Yeah. As I said, yeah.
21 I'd like to echo -- welcome and try not to be overly
22 discouraged which is what you see today, it could be a
23 worse and probably will. So it's always fair warning so --

24 UNIDENTIFIED VOICE: Mr. Chair.

25 CHAIRMAN DURHAM: Thank you. Yes, ma'am.



1 UNIDENTIFIED VOICE: I was wondering since
2 we have so many pieces of information that are on the
3 agenda that are in the Board Docs, like the letters that
4 we've received. It seems like we've got an inordinate --
5 inordinate amount right now. And I'm wondering, can
6 somehow that be included in the minutes of this meeting or
7 since we alluded to it at the -- at the (inaudible). I'm
8 not sure but I think things like that are important because
9 it -- it's different in different meetings I had never seen
10 so much.

11 MS. FLORES: Me too. And then -- and then
12 we had so many this morning.

13 UNIDENTIFIED VOICE: That's exactly.

14 UNIDENTIFIED VOICE: And I have a question
15 along that too. I know that when we get letters from
16 districts, organizations, those are usually attached to
17 Board Docs. So I'm wondering, can we get letters from
18 parents, the e-mails also attached to Board Docs? There's
19 a role that we only do it for the interest groups.

20 MS. BURDSALL: We can -- so there -- there's
21 a difference between what we receive from the redact rules
22 versus what we receive from --

23 UNIDENTIFIED VOICE: Right.

24 MS. BURDSALL: -- readiness.

25 UNIDENTIFIED VOICE: Right.



1 MS. BURDSALL: Historically, I haven't, most
2 of those -- those comments on Board Docs. It's something
3 that we could look into, but I'm not sure if I can convert
4 it. Their personal information will be on there, but their
5 email and stuff --

6 MS. FLORES: Yeah. I think we need to ask
7 them to make sure.

8 UNIDENTIFIED VOICE: I just -- yeah, I'm
9 just thinking that it's good for the public who's looking
10 at Board Docs and following that Board meeting to know that
11 we have heard, from parents. I don't -- I don't know what
12 the answer to that. We should look into it. So --

13 UNIDENTIFIED VOICE: Let's say --

14 UNIDENTIFIED VOICE: We need to take out
15 their names, would be a pain.

16 UNIDENTIFIED VOICE: P-I-I.

17 UNIDENTIFIED VOICE: Yeah, yeah.

18 UNIDENTIFIED VOICE: (Inaudible) that's
19 true.

20 CHAIRMAN DURHAM: Yeah, ma'am (inaudible)
21 Ms. Burdsall is it -- things that come in -- come in on
22 rules become part of a record. So those are kept somewhere
23 whether it's on Board Docs or --

24 MS. BURDSALL: Those are cut-down Board
25 Docs.



1 CHAIRMAN DURHAM: -- or minutes or some
2 combination thereof. And that's regardless of source from
3 -- from which they originate. Correct?

4 MS. BURDSALL: Correct.

5 CHAIRMAN DURHAM: Now. So a -- just
6 comments on an item on the agenda as a general rule, do not
7 become part of the official record or you haven't done that
8 in the past.

9 MS. BURDSALL: Correct. So for example with
10 the (inaudible) Board emails that we -- that we were
11 inundated with, we did not include. We have all of those
12 correspondence and you know --

13 CHAIRMAN DURHAM: Uh-huh.

14 MS. BURDSALL: -- but there -- we never
15 posted them on Board Docs.

16 CHAIRMAN DURHAM: So just a note to me, we
17 have them. And do we keep a physical record of those
18 things that they might be available for inspection at some
19 point or --

20 MS. BURDSALL: We do.

21 CHAIRMAN DURHAM: That -- Is that adequate
22 for everyone? Yes, Ms. Rankin.

23 MS. RANKIN: Mr. Chair, I -- still when we
24 have your report it would be really interesting and I think
25 for the people that are listening, if you say we have



1 received 800 letters you know online or we've received
2 three -- and three really doesn't matter to me but when you
3 get up into the amount we've had. I think people need to
4 understand that there are concerns out there.

5 UNIDENTIFIED VOICE: Yeah, it could be as
6 simple as just a notation on Board Docs that the State
7 Board of Education also received 57 e-mails from
8 individuals who were opposed to this or who are in favor of
9 this whatever, just so that people know that there are --
10 is another's perspective.

11 MS. BURDSALL: Possibly, I think that's a
12 great idea and I need more people to do that.

13 CHAIRMAN DURHAM: Dr. Scheffel?

14 MS. SCHEFFEL: That's great just because it
15 helps people feel like they have a voice because otherwise
16 if all the voice comes to specific entities and not
17 individuals then, you know, people get discouraged, they
18 don't want to comment. So it's great to get their voice
19 heard.

20 MS. FLORES: That's right.

21 MS. BURDSALL: We can add that information
22 on the Board Docs (inaudible) that we have received emails
23 and (inaudible) that we've received.

24 CHAIRMAN DURHAM: When we asked the
25 questions to make sure they understood the answer. The --



1 if it's -- if it's not a rule change let's say the child
2 readiness, even if comments came from an organization,
3 those aren't part of any record either or are we, do we
4 somehow give preference to something came from the
5 organization as opposed to a parent?

6 MS. BURDSALL: No. It's not an organization
7 versus parent. It's really just a rule versus the item.
8 So -- so those (inaudible) part of the (inaudible) hearing
9 (inaudible).

10 CHAIRMAN DURHAM: Okay. Right. But on the
11 -- for example on the readiness question, none of that's --
12 those have been posted in any place.

13 MS. SCHROEDER: But those are rule. This
14 are --

15 CHAIRMAN DURHAM: No (inaudible) says it's
16 policy.

17 MS. SCHROEDER: The reporting is a policy,
18 it's not a rule?

19 CHAIRMAN DURHAM: Correct. It's not a rule
20 make -- not part of rule making procedure.

21 MS. SCHROEDER: Okay.

22 CHAIRMAN DURHAM: Yes, Dr. Scheffel.

23 MS. SCHEFFEL: I think one of the
24 disconnects is -- I think the entities are the
25 organizations know the difference between a rule and a



1 policy. And the parents are just trying to get their voice
2 out there, so they don't know. My -- my comment would be -
3 - would be -- would hold more weight or would be -- would
4 have more visibility if I did it during rule making. The
5 public doesn't really know that per se. We can even make
6 that public but it's great to get their voice out. Thank
7 you.

8 CHAIRMAN DURHAM: Okay. Any further
9 questions of Ms. Burdsall. Okay. Thank you, Ms. Burdsall.
10 We're now ready for the legislative update, Item 9. -- No
11 I'm sorry --

12 MS. FLORES: Commissioner's report. No,
13 it's 7.01.

14 CHAIRMAN DURHAM: 7.01 legislative update,
15 yeah. Okay. Yes.

16 MS. PEARSON: Good morning. That's taped
17 there --

18 CHAIRMAN DURHAM: Careful please .

19 MS. PEARSON: -- so I can't pull that any
20 closer. Can you all hear me?

21 CHAIRMAN DURHAM: Yes.

22 MS. PEARSON: Okay. Good morning. It's
23 nice to see you all. Spring is upon us, I think. It's
24 kind of nice morning out there. So I'm going to start by
25 walking you through the status of legislation that you've



1 taken a position on. There are four bills that you have a
2 Board -- you as a Board, have taken a position on.

3 The first one I'll talk about is House Bill
4 1222, the Supplemental Online Education and Blended
5 Learning Bill. This is the one you did a vote by email.
6 You unanimously chose to support this bill. It was in
7 committee on Wednesday. The commissioner testified in
8 support of the bill to represent you all. And the bill did
9 pass out of committee.

10 Just to remind you what this bill does, it
11 builds on some existing work. It is a partnership between
12 CDE and Mountain BOCES, which is currently the
13 administrator of the program to make online courses
14 available for districts. It expands the program, which
15 currently receives about \$400,000 a year. In addition to
16 ensuring a full catalog of courses and professional
17 development so that teachers know how to incorporate these
18 classes into their instruction.

19 The expanded program will do three key
20 things. One, is to create an inventory of the existing
21 online courses. Two, is to create a statewide blended
22 learning plan and three is to market the program to all
23 districts and BOCES statewide. The bill did, there were
24 some amendments made to the bill --



1 CHAIRMAN DURHAM: Dr. Scheffel, did you have
2 a question?

3 MS. SCHEFFEL: I did, but I can wait until
4 your summary. But I have a question on this bill.

5 CHAIRMAN DURHAM: Okay.

6 MS. PEARSON: Okay. Sorry and maybe that,
7 you can hear me better there. I thought this was attached
8 but I guess it's not. Okay, so there were a couple of
9 amendments made to the bill. I can get you copies of
10 those. I think (inaudible) -- I'm sorry, did we -- were
11 copies of those made available on Board Docs?

12 UNIDENTIFIED VOICE: Yes.

13 MS. PEARSON: Okay. Okay. In summary then,
14 they were primarily around clarifying some of the
15 definitions in the bill. The definition of small rural
16 district, the definition of blended learning. In addition,
17 they made it clear that at least every five years, the
18 department reviews the designation of the administrating
19 BOCES. Just summarizing this real quick.

20 And then, the other thing is this -- so and
21 there is an entity within this organization that kind of
22 advises and helps with all of that and some language was
23 added to put educators, teachers on that entity. So that's
24 how the bill was amended coming out of committee. There



1 were some questions raised by legislators over the course
2 of that hearing.

3 And so I think there may be more amendments
4 coming. I don't know what those are specifically at this
5 point. I think that Representative Rankin is working with
6 some of his colleagues to -- you know address some of the
7 questions they had. He may be able to just address them
8 through dialogue. If not, we may see some amendments when
9 the bill goes to the floor. Its next stop however is the
10 House Appropriations Committee. And it has not been
11 scheduled, at least as of last night around 5:30 when I
12 last checked, it had not been scheduled for an
13 appropriations hearing yet.

14 MS. FLORES: Can I ask?

15 CHAIRMAN DURHAM: Yes. Are you finished
16 with that bill or Dr. Flores on this bill?

17 MS. FLORES: Yes. It -- it seems like a lot
18 of money and given the proposal that we were had. It
19 seemed as if it was, well I saw it skimpy on the -- the
20 people that were going to. I mean a half time counselor
21 and then you had like seven administrators, top
22 administrators and then it seems as if teachers are -- are
23 at the bottom of the totem pole and then I think the
24 computer is above that. And then you have six levels of --
25 of administrators. If that was a proposal from Pike's Peak



1 and -- and that was supposedly on blended learning, there
2 was no description really of the courses.

3 It was very skimpy on that and then come to
4 find out that they were only putting down half -- half a
5 counselor. I mean, that's a lot of kids and it just seemed
6 to me that as far as helping kids, you're -- you're gonna
7 need a lot more than that. If you're going to try and fund
8 and get kids that are -- have not usually gone to college
9 and hard to serve population. And it just seemed to me as
10 if, if that's an example of who's applying, you need a lot
11 stronger force. And let's just speak on the other part,
12 the curricula.

13 MS. SCHEFFEL: Okay. I don't know if those
14 relates or not, but I guess I was asking is there any
15 appetite for those that are -- are sponsoring this bill for
16 an amendment to suggest that these classes are for
17 Electives. I think there's some concern among teachers
18 that if we moved online in rurals for all the classes, it
19 kind of diminishes -- it can at least diminish the role of
20 teachers.

21 So the great idea about this bill is that it
22 gives access to rural areas for courses that they otherwise
23 can't attract people to teach, right? So my question is,
24 is there any appetite among those that are sponsoring it to
25 say what kind of courses, you know, obviously Physics,



1 Chinese, some things like that. I don't know. I just -- I
2 was just asking what the discussion is around that bill
3 because we're supporting it because conceptually we want
4 rural districts to have access to course content that the
5 otherwise can't attract --

6 MS. FLORES: Right.

7 MS. SCHEFFEL: -- people to teach.

8 MS. FLORES: Sure.

9 MS. SCHEFFEL: But I -- I didn't know what
10 the discussion was --

11 MS. FLORES: But --

12 MS. SCHEFFEL: -- I thought they required.

13 MS. FLORES: -- But not for administrators.
14 Not for that, you know six levels of administrators above
15 teachers and the computer. It just seemed an inordinate
16 amount of administration.

17 CHAIRMAN DURHAM: Ms. Miller?

18 MS. PEARSON: So very helpful feedback. I
19 can certainly check in with the sponsors on the Electives.
20 I will say having been -- having sat through the -- the
21 entire activity of the hearing. Well certainly, there is
22 desire to have rural school districts continue to benefit
23 and benefit even greatly. It is not limited to rural
24 school districts and I think in fact part of the vision



1 would be to ensure that any district in the state can
2 access this and is able to access it appropriately.

3 So I just wanted to -- to be clear that it's
4 not restricted to rurals. I'm happy to talk with the
5 sponsors and -- and have a dialogue around the Elective. I
6 -- I don't know what their response will be, but I can
7 certainly ask and then we've got our alleged contact
8 meeting next Wednesday, so perhaps we can talk about it
9 more then.

10 MS. SCHEFFEL: Sounds good.

11 MS. PEARSON: Okay.

12 CHAIRMAN DURHAM: Further discussion, Ms.
13 Rankin.

14 MS. RANKIN: It's my understanding that
15 there's already been money in a fund for technology and it
16 hasn't been used. This was a way to bring that out,
17 enhance it, and allow it to reach out more and bring
18 technology to the forefront. It -- it does not and it's
19 blended learning and there is a definition of blended
20 learning. It is not that it only deals with one type of
21 student and for doctor --

22 MS. FLORES: Although -- although they said
23 that that was one of the things that they were trying to,
24 those were the people that they were trying to attract as
25 well.



1 MS. RANKIN: It -- Blended learning can go
2 for every student. And to your question, Dr. Scheffel,
3 supplemental is the type of courses it can do too. I mean,
4 you -- blended learning can be supplemental, it can be used
5 for certain kids in a classroom. It -- it's very flexible,
6 there's a wide variety and it doesn't lock a teacher into
7 jump in there if you want to, into a certain way of
8 teaching. And -- and remember this is so new, you know,
9 it's a -- it's a program that's being organized by that
10 BOCES, in other words --

11 MS. PEARSON: Right.

12 MS. RANKIN: -- central area.

13 MS. PEARSON: May I -- I -- I would
14 supplement that by saying, you know, it's I think it's
15 important to note here, that this is completely voluntary
16 on the part of school district, right? So this is designed
17 to be a resource for districts and charter schools and --
18 and BOCES. But it's not --

19 MS. RANKIN: And the tool.

20 MS. PEARSON: -- A tool. Yes. It's a
21 resource and a tool that's not, you must do it this way.
22 So there is an element of local control that I think has
23 been well respected in the construction of both the
24 existing program. Because again, this is an existing



1 program and the expansion that's contemplated in this
2 legislation.

3 UNIDENTIFIED VOICE: Thank you.
4 (Inaudible).

5 MS. PEARSON: It's a good dialogue.

6 CHAIRMAN DURHAM: Yeah. Do you know what
7 fiscal (inaudible) is of top of your head.

8 MS. PEARSON: I don't. I apologize. Not on
9 top of my head.

10 MS. RANKIN: I think it's 100,000 but I --
11 I'd have to double check.

12 CHAIRMAN DURHAM: Thank you.

13 MS. PEARSON: A 100,000.

14 MS. RANKIN: It's not.

15 MS. PEARSON: It's been suggested as a
16 possibility from somebody who would like -- have reason to
17 know.

18 CHAIRMAN DURHAM: Feels like a good guess
19 indeed.

20 MS. PEARSON: Okay. So there are three
21 other bills that you have taken a position on. All three
22 of them are dead. So we can talk about them as long as you
23 want but just know that they are dead.

24 UNIDENTIFIED VOICE: Should we attend for
25 funeral?



1 MS. PEARSON: Well you might want you for
2 two of them because you oppose two of them. So House Bill
3 1121 which is the Performance Evaluation for a National
4 Board Certified Teachers, was heard in the House Education
5 Committee a couple of weeks ago. This is the bill you all
6 have taken an opposition position on. The bill did die in
7 committee. The opposition of the state Board was noted as
8 part of that hearing.

9 House Bill 1131, Public Education Standards
10 and Assessments sponsored by Rep. Carver and Lundeen. This
11 bill you supported, but it did die unfortunately as well.
12 It died this -- this Monday in committee. They did make
13 some amendments to it. I will tell you the sponsor was,
14 Representative Terri Carver was very delightful to work
15 with on this, was very thoughtful and -- and how she
16 approached the issue. And while I'm sure she would have
17 liked to see her bill move farther down the process, having
18 talked with her I know she also really values the fact that
19 in having the bill in committee, there was a really good
20 discussion that was sparked around the pilots right in this
21 whole kind of -- all of those these pilot possibilities.
22 And Gretchen Morgan from the department was invited to
23 testify and she did and I think was able to clarify for the
24 committee, in a really helpful way, some of the work that's
25 happening in that space.



1 CHAIRMAN DURHAM: Commissioner Crandall.

2 MR. CRANDALL: I think, Mr. Chair. I -- you
3 probably (inaudible) support for that one to -- to just
4 highlight. I get to sit off to the side and -- and hear
5 the Education Committee engage with Representative Carver
6 and the -- and Gretchen. First off, the dialogue was
7 fantastic. I mean for a legislative hearing, the depth of
8 the questions and then going back and forth and even those
9 who opposed the bill were trying to find, Okay where we
10 really tried to go with this? But the positive part was
11 the -- the bipartisan comments about wanting to be one of
12 the seven -- kept, they kept saying the Magnificent Seven.
13 And both D's and R's were saying, we would love to have
14 that -- that flexibility.

15 And what I did clarify one thing because as
16 Carver's bill went first and then we had the Rankin Bill
17 second. I was testified for that one. And I was
18 testifying more on blended learning, that piece there. But
19 what was kind of exciting is some of the lawmakers kept
20 saying "Well, when we put our state plan together, can we
21 asked for this? Can we ask for this?"

22 And going off of the -- of a -- the email
23 that you sent us Mr. Chair last week talking about how
24 congress feels about yes we'll say, I got to stand up and
25 next and say in -- in a very nice way, we're not asking for



1 anything, we -- we get to inform the Federal Government of
2 the direction that Colorado is going to go. We're not
3 asking permission for anything. And I -- I think there was
4 a -- a new take a little bit for the lawmakers but they
5 seem to be very supportive of that. It is our plan for
6 Colorado and we're simply carbon copying your support to
7 debate on. Here's where we want to go.

8 And so they said, "Well, then, let's the one
9 coming, that was made us, can we start right away then on
10 that state plan". It's not due until next summer at the
11 earliest, but can we start talking about what that plan
12 would look like, that we're going to -- to send in to
13 Department of Ed. Thank you, Mr. Chair.

14 CHAIRMAN DURHAM: Thank you Commissioner.
15 We want to -- to move quicker.

16 MS. PEARSON: Mr. Chair, the final bill that
17 -- there was -- a bill that proposed adding to the existing
18 financial literacy standards that are in the statute and
19 some language around counseling about student loan debt.
20 You all opposed that bill and that bill did die in the
21 Senate Education Committee. Quite a while ago actually,
22 for me it feels like forever ago, but probably censure last
23 meeting, it was there -- okay.

24 So just quickly, as you know, we've talked
25 quite a bit about these joint education meetings and JBC



1 meetings to talk about kind of school financing and how to
2 link school finance to a vision for our school system. The
3 next meeting for that entity is scheduled for Wednesday the
4 16th at 7:45 in the morning, it is a presentation by JBC
5 and (inaudible) council staff. And part of what they're
6 going to do is show examples of how the funding formula
7 really plays out in specific districts, right? Leanne Emm
8 gave a really, really well received and -- and from my
9 perspective very helpful presentation on school finance for
10 last meeting and I -- and really kind of set the framework
11 and talked about how the formula works.

12 This next conversation is about -- okay
13 great, that's we all have now a common understanding of
14 that. How does that play out in a district that looks like
15 X and looks like Y. So they will have one more meeting in
16 the -- in March, Mr. Crandable -- Crandall will be speaking
17 at that meeting. The date is a little bit up in the air
18 right now because they're trying to schedule around some --
19 the budget process and -- and obviously taking the
20 commissioner schedule into account, so I don't know the
21 date for that yet. And then they will have a final meeting
22 in the middle of April where they will collectively decide
23 on their next steps. I had circulated the -- oh excuse me.

24 CHAIRMAN DURHAM: Yes, Dr. Scheffel.



1 MS. SCHEFFEL: I had a question. Is it --
2 do you know the name Eric Hanushek? Is he been part of
3 this discussions at all? He's a major person who testified
4 during the Lobato case, right? So he has an interesting
5 perspective on --

6 MS. FLORES: A lot of research.

7 MS. SCHEFFEL: Yeah. A lot of research.
8 I'm just saying I -- I know the perspective of the
9 (inaudible) at a distance because I haven't been able to
10 attend, but I have looked at some of the materials and talk
11 others who have been attending. And I think it would be
12 nice to -- I don't know, if we would wanna take leadership
13 then have some additional conversation on this whole school
14 finance issue but it's a huge issue and I think there's
15 some other perspectives that are not being represented in
16 those meetings, that might be helpful for us to hold start
17 encourage or something. So anyway, that's a name that
18 comes to mind that I don't think this -- that perspective
19 has been voiced.

20 MS. PEARSON: Okay. I can certainly take
21 that feedback back.

22 CHAIRMAN DURHAM: Yes. Schroeder.

23 MS. SCHROEDER: I've also been unable to
24 attend, but I am aware Augenblick and Company, et cetera,



1 who get a lot of comparative studies on school finance
2 around the country. Has that been a part of it?

3 MS. PEARSON: Mr. Chair and the Vice Chair.
4 So there was a -- I believe that was the second
5 presentation and I'm -- I'm sorry, I've just the name of
6 the gentleman who did it is not coming to me, if -- if
7 anyone --

8 MS. SCHROEDER: I did read -- I did read
9 that part but --

10 MS. PEARSON: Okay. It was -- it was not
11 Augenblick but did talk about the comparative kind of
12 situation, particularly as it relates to mill levies and
13 policy around local district fund raising. So -- I mean I
14 don't know that it's been part of the conversation and
15 exactly the way the Augenblick folks would present it. I
16 do think the overall they have tried to think about that
17 comparative context. The first presenter, think also
18 address some of those issues to some extent.

19 MS. SCHROEDER: Some.

20 MS. PEARSON: Yes.

21 MS. SCHROEDER: First up with some.

22 MS. PEARSON: Yes. Yes.

23 MS. SCHROEDER: -- Were they able to group
24 states in terms of their financing? This is a personal
25 property or -- or real estate property tax, sales tax,



1 income tax that the degree to which these different taxes
2 support schools.

3 MS. PEARSON: Mr. Chairman, Mr. Chair. I
4 don't know what's off my head. I would have to go back and
5 look at that report I pro -- I --

6 MS. SCHROEDER: Because I've so, I've --

7 MS. PEARSON: -- just haven't looked at it
8 in -- in a several weeks, and so the details have floated
9 out of my brain as other things have replaced it. I'm
10 happy to look at the report and -- and believe that we
11 distributed that. If not, we can certainly make sure we
12 get it out again.

13 MS. SCHROEDER: Could you make sure?

14 MS. PEARSON: Of course.

15 MS. SCHROEDER: Yeah. Somewhere in my awful
16 past, I've heard some really fine presentations about
17 alternative funding. And if I'm not mistaken, it was
18 actually a one or a two day seminar that was hosted by CEA,
19 many years ago.

20 MS. FLORES: The feds have a lot of
21 information on.

22 MS. SCHROEDER: Right. But this one was in
23 real talk. This one was understandable as opposed to
24 being, you know, highly technical, and it was very, very
25 helpful. I remember, I probably still have a notebook



1 somewhere from that. Something on that order would be
2 really helpful.

3 MS. PEARSON: Okay.

4 MS. SCHROEDER: If it's an everyday.

5 MS. PEARSON: Right.

6 MS. SCHROEDER: I think we should --

7 MS. PEARSON: I -- I like you enjoy everyday
8 language. Excuse me Mr. Chair.

9 MS. FLORES: And if they find that, would
10 that be -- could we have that?

11 MS. SCHROEDER: Well if I find mine, it
12 would be way out of date. It's the problem.

13 MS. FLORES: Oh, I see.

14 MS. SCHROEDER: But the process, because
15 it's been 10 to 15 years ago. Keep going, keep on the
16 State Board. (Inaudible) time.

17 MS. PEARSON: Okay.

18 MS. SCHROEDER: But it was really, really
19 helpful to have an understanding. It wasn't -- I think it
20 was a really broad info -- from some national experts to
21 talk to, as about some of the alternatives more than the
22 affects on the states. And of course because it's a long
23 time ago, it really wouldn't be valuable lesson for update.
24 Somewhere along the way.



1 MS. PEARSON: Mr., Madam Chair so, I will
2 make sure to take this feedback back to the folks that are
3 organizing those meetings. I will also make sure that we
4 have shared with you all the materials that are coming out
5 those meetings that they're making available .

6 MS. SCHROEDER: That'll be great.

7 MS. PEARSON: Anything else --

8 CHAIRMAN DURHAM: Yes, Ms. Rankin.

9 MS. RANKIN: I've -- I've mentioned this
10 before to in -- some individuals, but these meetings are
11 kind of a springboard for exactly what you're talking
12 about. You know bringing other people into this
13 conversation at our level. And remember, this is coming at
14 a higher level than -- than you know, the local districts.
15 But they're the ones that are -- that are saying they need
16 more money.

17 So I would really like to see at the end of
18 this session and I -- I spoken with the chair and she is
19 all for it too. Not only the audio, but the handouts right
20 next to it. So with one click you can listen to the first
21 one and you see the handouts that were there so you can
22 follow along. I really would like to see that at a place
23 on our website so people could -- even on the front, and it
24 doesn't have to be there forever, but I think there's going
25 to be a lot more discussions this summer.



1 And if I can ask people to go to that and --
2 and go through it and then have the discussions I think
3 we're going to have a real leg up on this. And this
4 affects us so much and affects our districts, and to help
5 them understand what's going on at this level. So I will
6 work with IT over here, and -- and get them with -- over
7 there. However, to make this happen I would like to see.

8 CHAIRMAN DURHAM: Okay.

9 MS. SCHROEDER: Yeah. I think you shared
10 the handouts with us. And I went through them and it was
11 not, it was not clear to me. I mean, I could kind of
12 figure out what she might have been talking about but just
13 having the handout without the -- without the discussion
14 was -- was completely inadequate to get the drift.

15 MS. PEARSON: So -- so Mr. Chairman, Madam
16 Vice Chair, the audio is available in the General Assembly
17 website. We have sent out information on how to access
18 that. We're happy to do that again. I understand the
19 point though that it is a bit cumbersome to kind of work
20 your way through to that point on the website. And I
21 believe the department if they haven't already done so is
22 already working on making sure that's part of the website.
23 I know that that's at least an intention, I'm -- I'm
24 looking to my right here to see --



1 UNIDENTIFIED VOICE: We're talking right now

2 --

3 MS. PEARSON: -- the status of that.

4 UNIDENTIFIED VOICE: I believe we already
5 put the audio up. But we can get the materials in addition
6 and send out a couple of notes around where it is.

7 UNIDENTIFIED VOICE: Is it easy?

8 MS. RANKIN: Is it easy to access on our
9 site?

10 UNIDENTIFIED VOICE: It's -- it's in one of
11 our policy page. This is --

12 MS. RANKIN: Okay.

13 UNIDENTIFIED VOICE: I mean we have so many
14 pages, so I --

15 MS. RANKIN: You answered my question.

16 UNIDENTIFIED VOICE: -- I agree, which is
17 why we'd have to send out you know, some follow up
18 information around here is where it is, and then reminders,
19 here is where it is. We just have so many pages.

20 MS. RANKIN: Okay.

21 MS. PEARSON: Thank you. That's useful
22 feedback and I -- like I said I'll try to incorporate that
23 into the process. I wanted to just briefly, as you well
24 know there is a draft of the data privacy bill has been
25 made public, was made public, well over a week ago now.



1 You all have seen that I've sent it to you all. We had a
2 good discussion about it the last legislative contact
3 meeting. They are working Represent -- Representative
4 Lundeen and Garnett the Senate sponsors has been confirmed
5 with Senator Owen Hill. They're working very hard this
6 week to incorporate the feedback they got from -- from
7 everyone, from you all, from others and finalize the
8 version of the bill that will be introduced. We're hopeful
9 that will be introduced early next week.

10 And then I just wanted to know the final
11 thing that we're getting into the heart of the budget
12 process at the state legislature. So there's been a ton of
13 work happening up until now, but really the rubber's going
14 to hit the road very soon. The March forecast is on the
15 18th of March. That is really the -- those are the numbers
16 that they use to set the budget too right. Because they're
17 always having to estimate because it's we're talking about
18 future revenue and future spending. But so they try to use
19 the most current estimate possible to do that. That will
20 come out on the 18th -- the JBC will -- that which is
21 Friday. The JBC will finish its work the following week
22 and the plan at the moment is at the Longville will then be
23 introduced in the House of Representatives the following
24 week, which if you're tracking me here is the week of the
25 28th.



1 And then we'll go over to the Senate. The
2 Joint Budget Committee did have its figure setting hearing
3 on school finance and education earlier this week. They
4 did not finalize any decisions. Although they have stated
5 very clearly and very publicly that as a committee their
6 goal is to not let the negative factor grow. So that's
7 where the budget stands and that is the conclusion of my
8 report. Unless you have any questions.

9 CHAIRMAN DURHAM: Yes, Dr. Schroeder.

10 MS. SCHROEDER: Have you -- have you all
11 talked about the civics test bill?

12 MS. PEARSON: Mr. Chairman, I'm not sure we
13 have not talked about the legislative context yet. We are
14 -- we have a -- we're going have a very full agenda that
15 our legislative context meeting next week. So we -- we
16 have a lot to get through but we have not even -- we have
17 not even discussed it.

18 MS. SCHROEDER: Okay. It's in the press?

19 MS. PEARSON: Yes, I understand. I know I
20 do. And again, we -- we -- the bulk of our meeting last
21 time was all about data privacy and that was an important
22 conversation. We don't have a meeting this week because of
23 the Board meeting. So I will admit we're a little bit
24 behind in the schedule, and I'll just warn everyone who



1 comes to those meetings to be prepared to work through a
2 lot of material next week.

3 CHAIRMAN DURHAM: And just one last -- last
4 thing. The -- the (inaudible) piece of legislation that
5 Dr. Schroeder and I been trying to -- to press a little bit
6 which is to put some sort of finite limit to the time frame
7 for a waiver that's granted in -- I'm trying to remember
8 which specific sections now. I know I saw a redraft of
9 that bill yesterday or day before which looked to be
10 improved, but I -- I think it would be helpful if we would
11 make sure that draft, the latest draft was circulated to
12 all members of the Board and -- and to our council as well
13 for some comment.

14 Perhaps, can we -- we'll wait until our next
15 meeting so perhaps we can have those comments come back and
16 forth. (Inaudible) The idea I think Dr. Schroeder's been
17 that -- that if we -- if we grant a waiver from an
18 innovation status that is not permanent and that there's
19 some -- some obligation on or expiration of that particular
20 waiver. And I think it would make it easier for us to
21 consider waivers if -- if we knew that the status even if
22 the status of school changes under current law and they go
23 from high performing to low performing, we don't have any
24 opportunity to do anything to revisit with those waivers



1 were good idea. So that's the -- the -- the discussion
2 matter and Dr. Scheffel, did you have a comment?

3 MS. SCHEFFEL: I did. Who would be a good
4 resource at CDE around waivers? Because I need to get us a
5 sync list of what's an automatic waiver, what's a
6 discretionary waiver, how long have waivers last but the
7 subject areas are intrinsic in the waivers, what laws are
8 attached, and what their implications are? Because, to
9 just -- to put a sunset on a waiver based on the general
10 concept that we need to review it periodically, I mean, I -
11 - I don't know how to think about that without that detail.

12 CHAIRMAN DURHAM: Commissioner.

13 MR. ASP: Mr. Chair and Board Member
14 Scheffel. We will get that very shortly, Gretchen Morgan
15 will be your primary contact on that. There's a couple
16 others that working that in that scenario, but we have some
17 information right away. I know we do have a list of all
18 waivers granted in the last year as a starting point and
19 then we'll add on, the -- all the different questions you
20 just asked.

21 MS. SCHEFFEL: Would the innovation status
22 be inside of those waivers because other words, is
23 innovation a type of a waiver or is that a separate item;
24 it's really separate, right?



1 MS. FLORES: Those are -- those are good
2 questions.

3 CHAIRMAN DURHAM: Yeah, I think it's a type
4 of waiver and it includes a number of things or can include
5 a number of things within it, Gretchen.

6 MS. MORGAN: Carried you like a quick answer
7 to just that question. So when you all approved an
8 innovation plan, there are waivers included in that plan.
9 Those waivers are -- they exist in perpetuity unless the
10 district decides to strip innovation status from that
11 school.

12 MR. ASP: Right.

13 UNIDENTIFIED VOICE: And so --

14 MS. SCHEFFEL: So there is a check on them
15 in that respect, from the district --

16 MS. MORGAN: The districts --

17 MS. SCHEFFEL: How long they last?

18 MS. MORGAN: The district is -- is supposed
19 to be on some cycle that they determine, reviewing,
20 innovation schools and those Boards are supposed to be
21 deciding whether they want to continue to have that status
22 or not. It doesn't ever come back to you all, it just
23 happens in that local process.

24 MS. SCHEFFEL: So I -- I guess I'd like to
25 understand why the Board would want to centralize it back



1 with the Board? Why would the district be in the best
2 position to determine whether the waivers were effective?
3 I don't know the answer but that would be a great
4 discussion.

5 MS. MORGAN: Mr. Chair --

6 CHAIRMAN DURHAM: Correct me if I'm wrong
7 but, Gretchen didn't we actually grant a waiver to a
8 district?

9 MS. FLORES: Yes, we did.

10 MS. MORGAN: Yes, Mr. Chair. So that's
11 separate process. So there are three ways that he can get
12 in.

13 CHAIRMAN DURHAM: I mean, we don't review
14 those.

15 MS. MORGAN: And yes, if you grant a waiver
16 to a districts, there's nothing in statute that --

17 CHAIRMAN DURHAM: That's --

18 MS. MORGAN: -- requires that ever come back
19 to you.

20 CHAIRMAN DURHAM: I think that's the
21 problem, is it? Yeah, there's -- there's no checking
22 balance on itself.

23 MS. RANKIN: Because there's actually a
24 possibility of having innovation districts --

25 CHAIRMAN DURHAM: Correct.



1 MS. RANKIN: -- that are similar to charter
2 waivers except that we don't have charter districts, right?

3 MS. MORGAN: We -- we do not have charter
4 districts and charter waivers have in statute the natural
5 renewal time which is aligned with our contract.

6 MS. RANKIN: Right.

7 MS. MORGAN: When their contracts renewed,
8 the law requires that they also review whatever waivers
9 they have from both their district and than from the law.

10 MS. PEARSON: If I may to try to just bring
11 a little clarity to this. Again, following the guidance
12 that you all gave me, the way the bill is drafted it does
13 not -- so I want to be really clear, it doesn't address
14 charter school waivers at all.

15 CHAIRMAN DURHAM: Right.

16 MS. PEARSON: No way shape or form --

17 CHAIRMAN DURHAM: Correct.

18 MS. PEARSON: -- Charter school waivers
19 impacted by this. There is a separate piece of legislation
20 recently introduced on that topic, which we will discuss
21 the alleged contacts. But the bill or working on for your
22 benefit does not address that. After long conversations
23 with the drafter the way I understand it is there's
24 essentially two categories we're looking at.



1 We're looking at innovation status which is
2 different than the waivers. Because once you all decide
3 to, tell me if I mess this up, to grant innovation status,
4 the way the law works is the waivers are relatively
5 automatic. So your decision is as to the innovation status
6 and the way we've set that up is that that was limited for
7 five years and after five years they can come back to you
8 and either renew it or -- or not. But it gives it a five
9 year period of time where that innovation status is
10 applicable.

11 The other part of the bill, I think this is
12 just the craziest thing, one of the craziest things I've
13 ever heard and there's a lot of crazy things in Colorado
14 state law, but here's how I understand it. Essentially we
15 have a bunch of laws on the books, right? All kinds of
16 laws, and then we have a list in the statute. And if an
17 education law is on that list then it cannot be waived.
18 But if it is not on that list in statute then it can be
19 waived. And you all have been presented with requests with
20 the renewal and you all the body that gets to do that
21 around things like school readiness. I think has been the
22 most recent topic.

23 So this bill also gives you the ability
24 actually the way we've redrafted it says those last five
25 years as well. Again that district can come back to you at



1 the end of the five years and say we want to keep -- keep
2 doing it the way we're doing it or -- or do it different
3 and you all have the opportunity than to say, we don't like
4 the way you've been doing. I mean you can have a
5 discussion after five years that's how I would look it. So
6 again, not charter schools innovation status and then
7 these, I don't know what to call these other --

8 MS. MORGAN: This District waivers.

9 MS. PEARSON: District waivers. Thank you,
10 Gretchen. So I hope that -- that helps clarify at least
11 what we're talking about.

12 MS. RANKIN: I apologize. I was not trying
13 to muddy the waters between. I -- I was saying as opposed
14 to charter waivers.

15 MS. PEARSON: It's only -- It's a very
16 controversial topic at the moment. So I just didn't want
17 anyone listening to --

18 CHAIRMAN DURHAM: We don't want to get those
19 --

20 MS. PEARSON: -- to think that we were
21 trying to get into that. I was just more -- more
22 clarifying for our listening audience.

23 MS. RANKIN: (Inaudible) for charters
24 different.

25 CHAIRMAN DURHAM: Yes, Dr. Scheffel.



1 MS. SCHEFFEL: So who decide what's on --
2 who decides what's on the list?

3 MS. PEARSON: It's statutory. So the
4 legislature decides as they consider a bill they -- and I'm
5 so sorry Mr. Chair, I have been completely ignorant of
6 protocol and not going through.

7 CHAIRMAN DURHAM: No that's -- I preferred
8 that one.

9 MS. PEARSON: Okay. Thank you.

10 MS. SCHEFFEL: So the statute lists is
11 what's on the list?

12 MS. PEARSON: Yes.

13 MS. SCHEFFEL: And this is a proposal to
14 review what's on the list, every five year; what is this?

15 MS. PEARSON: No, it's a -- so all the
16 things that are on the list that can be waived. We're not
17 changing anything about that, but we're giving you, because
18 since you are the legal entity that can make those waivers
19 for districts to prove those, we are just saying you guys
20 get to look at it again every five years. They're not in
21 perpetuity. The waivers would last for five years and then
22 come back and you will have a dialogue with that district
23 at that point.

24 MS. SCHEFFEL: Okay. So I look for the
25 following up with you Gretchen --



1 MS. MORGAN: Sure.

2 MS. SCHEFFEL: -- for more details.

3 CHAIRMAN DURHAM: I think the example is
4 with Holy Oak (ph), if I remember -- we waive the Senate
5 bill 191. Should that be waived in perpetuity. I think
6 that's a raises, a serious set of discussions. Yes, Dr.
7 Schroeder.

8 MS. SCHROEDER: So that was part of what I
9 was going to suggest, that we've actually had one or two
10 districts that have said, we're ha -- because we had
11 concerns about their alternative plan whether it would work
12 or not. They said they were very willing to come back in
13 three years and share with us, how it's worked, and that
14 it's worked. But one of the things that I'm reminded of is
15 that, when we grant innovation status, we have very, very
16 limited options on whether to grant that or not.

17 Given that, I think we have a greater
18 responsibility then to just say that, at this point in
19 time, these two very limiting options were met by the
20 school district and that over time perhaps that's not the
21 case. So it's not an attempt to make more work for us at
22 all or to question the intent of the school district but it
23 does sort of show some accountability to someone to ensure
24 that doing the right thing for kids and having when they
25 have -- when you have a waiver, you have some alternative



1 plan to meet the expectations from the legislature and then
2 in fact that that's working out. I don't think it's all
3 that complicated.

4 CHAIRMAN DURHAM: Dr. Flores.

5 MS. FLORES: But I think, one of the things
6 that we learned was the Attorney General was that,
7 according to the constitution, we have that right to
8 provide that waiver.

9 MS. SCHROEDER: Well, absolutely.

10 CHAIRMAN DURHAM: Yeah.

11 MS. SCHROEDER: Yeah.

12 CHAIRMAN DURHAM: I don't believe there is a
13 question of that.

14 MS. SCHROEDER: There's no intent to --
15 there's no intent to change that.

16 MS. PEARSON: Right, we're not trying to
17 change any of that. We are giving you all the ability to
18 limit it. It -- (inaudible) of you.

19 MS. SCHROEDER: (Inaudible) to me.

20 MS. PEARSON: Yeah, right. So the only
21 other thing I need to add to this conversation is we have a
22 deadline. So we don't have -- we have -- we have until the
23 end of the week to decide, what we want this bill to look
24 like in it's introduced form.

25 CHAIRMAN DURHAM: End of this week?



1 MS. PEARSON: Yes.

2 CHAIRMAN DURHAM: That's quick.

3 MS. PEARSON: Now -- now, I know you've got
4 a few other things you're working on today and tomorrow, I
5 understand that. It doesn't mean we can't make amendments
6 once the bill is introduced. So that's always an option.
7 I will just tell you from a strategy perspective, I always
8 try to get it as right as we can before it's introduced,
9 because it -- it minimizes the amount of potential
10 opposition that -- that we might have based on something
11 that we didn't intent, right?

12 If may be -- we may experience opposition
13 based on what we do intent and that's something we can deal
14 with. But I try to avoid situations, where we didn't even
15 mean it that way and then people are getting all worked up
16 about it, and don't like the language. So I will circulate
17 a -- a new draft within the hour and if we can get some --
18 some signed offer, some feedback or however, if you need me
19 to come back and talk to about it. I'm happy to do all of
20 that, but we do need to move relatively quickly on that.

21 CHAIRMAN DURHAM: Yes, Dr. Schroeder.

22 MS. SCHROEDER: So based on the discussion
23 that we've just had among us, the seven of us. I would
24 suggest that we're very clear in the intent section. What
25 this is and what this isn't.



1 MS. PEARSON: Okay.

2 MS. SCHROEDER: Please, so that we don't
3 suggest to folks some of the concerns that we've heard
4 expressed here that this is something completely different
5 than what we intent. I think that would really help.

6 CHAIRMAN DURHAM: I think Ms. Miller we
7 might try and come back to this issue at the end of the
8 agenda, if you have some time and maybe --

9 MS. SCHROEDER: Today?

10 CHAIRMAN DURHAM: -- get her write some
11 copies. I really don't want to proceed with a proactive
12 bill unless we have a pretty high comfort level among --
13 among the members of the Board because it will all be -- we
14 will all be tied to it. So if we could maybe have that
15 quick discussion and maybe you could give Mr. Dill a copy
16 and we can -- we'll try and get back to it, if you'd remind
17 me Ms. Burdsall late in the agenda.

18 MS. PEARSON: Sure, I welcome that, I think
19 that would be a great way to move forward, okay.

20 CHAIRMAN DURHAM: Because if -- as long as
21 we have that hard deadline and we need to make a decision
22 probably today.

23 MS. PEARSON: Okay. And I'll be happy to
24 work with Bizy.



1 CHAIRMAN DURHAM: Thank you very much. All
2 right and yes, Ms. Goff.

3 MS. GOFF: Can we also have the -- a copy of
4 the amendment that was made to 12-22.

5 MS. PEARSON: Mr. Chairman, that is an --
6 that was provided to you as part of your Board doc package.
7 I'm happy to resend it if you would like. But I confirmed
8 with Bizy earlier today, but that is --

9 MS. PEARSON: There -- actually I don't have
10 -- I don't even know if Meagan and ask her for the final
11 and I know she just said two types of --

12 MS. PEARSON: She said -- so I'm sorry to --
13 she send you the two amendments. And that's what they're
14 asking for. If we can just make sure and I'm happy to just
15 e-mail them directly, that's easier. Okay, I'll do that.

16 MS. GOFF: So we haven't seen it.

17 MS. PEARSON: So well, let me give them to
18 you right now. I was -- what I was looking at is, I guess
19 that they would all be in one document.

20 MS. PEARSON: You were waiting on the pre-
21 amended version, which unfortunately has not been available
22 yet. But we do have the amendments and we'll make sure
23 you've get those. I thought you already had them, I
24 apologize.



1 MS. PEARSON: I will fax you right now, I
2 apologize.

3 MS. GOFF: Well okay.

4 CHAIRMAN DURHAM: Yes, do you want --

5 MS. GOFF: No, I'm done.

6 CHAIRMAN DURHAM: -- any action or
7 anything, no, yes, maybe. Okay, thank you very much.

8 MS. PEARSON: Thank you.

9 CHAIRMAN DURHAM: Okay, why don't we -- we
10 are a little ahead of schedule, so why don't we proceed out
11 of order. So and Mr. Crandall, if you want to do your
12 official report.

13 MR. CRANDALL: Absolutely, absolutely. I go
14 down there, sir.

15 CHAIRMAN DURHAM: Sure, please.

16 MR. CRANDALL: In case we are not --

17 CHAIRMAN DURHAM: Wherever -- wherever
18 you're most comfortable.

19 UNIDENTIFIED VOICE: He wants to see us.

20 MR. CRANDALL: (Inaudible).

21 CHAIRMAN DURHAM: He'd been the minority on
22 that.

23 UNIDENTIFIED VOICE: Yep, I know.

24 UNIDENTIFIED VOICE: You are just like, it's
25 so funny.



1 MR. CRANDALL: Members of the Board, it is
2 great to be before you this morning and I do beg your
3 apologies. I had asked the Chair, my wife's birthday is
4 today and I flew to Mesa, real quick last night to make
5 dinner and then flew back first thing this morning for a
6 Board meeting and I said, I might be 15 minutes late
7 because of the great traffic between the airport and here.
8 Dinner was fabulous, scored some serious points because it
9 was all a surprise.

10 UNIDENTIFIED VOICE: Good job.

11 MR. CRANDALL: So probably good for a month
12 there.

13 UNIDENTIFIED VOICE: Good job, yeah.

14 MR. CRANDALL: But it is -- it is an honor
15 to be before you. There's a lot, that has been happening.
16 A lot of it you're aware of, but I want to start
17 immediately with some new hires, talk about some vacancies,
18 because we happen to have three of our new hires here with
19 you and I want to introduce these three to you and I'm
20 going to invite them to come up here. I might need one
21 chair for a minute, but -- Barb, Angie, and Roseyn, if you
22 would come sit by me there. These are folks that I've told
23 you about at the last Board meeting and they have started -
24 - two have started part -- all three have started part time
25 because I told them we're anxious to have them here.



1 So I will start with my immediate left,
2 Angela Denning, and Angela is going to be running the
3 Exceptional Students Division. She was the Head of Special
4 Education for the State of Arizona, significant experience
5 in this area at the national level. Also, you know what,
6 will you just take a quick minute. I don't need this.

7 MS. DENNING: Good morning. Board Members,
8 President.

9 MR. CRANDALL: Could you talk loud, please.

10 UNIDENTIFIED VOICE: The microphone's don't
11 work when they are supposed to.

12 MS. DENNING: Unfortunately. It is a
13 pleasure and an honor to be here and to be selected and
14 chosen to work with the wonderful folks, very talented
15 folks here at the Colorado Department of Education. I come
16 from Arizona. I was the State Director in Arizona for
17 three and a half years, with the department for eleven and
18 a half years. I truly believe in the vision and mission,
19 that you all have set forward. So I look forward to
20 bringing that to fruition and doing great things for the
21 students, parents, leaders, and teachers of Colorado. I
22 was a Special Educator in the Kyrene School District for 15
23 years. I also was a Behavior Intervention Teacher and a
24 literacy coach. Literacy and behavior are my passions.



1 MR. CRANDALL: Okay. Now we've got Roseyn
2 Hood, who will be the Associate Commissioner of Strategic
3 Partnerships. And Roseyn is currently the principal of
4 Higley High School.

5 MS. HOOD: So good morning. Oh my
6 microphone --

7 (Overlapping)

8 MS. HOOD: I am extremely excited to be
9 coming home to Colorado. I am a product of JeffCo and I am
10 the daughter of two retired Colorado educators. This is my
11 15th year in high school administration. I've served in
12 every seat from curriculum to athletics to activities, and
13 in my classroom experience. I was an American Studies and
14 Government Teacher in the Tempe Union High School District.
15 I currently am at a public comprehensive public high school
16 about 1700 students. My passion is in the area of equity
17 and access, college readiness. I've done work with ACT in
18 training and in our district choice testing area in
19 Arizona. Thanks to Rich and I am extremely excited to be
20 here and look forward to working with you. Thank you.

21 MR. CRANDALL: Was your mother a principal?

22 MS. HOOD: My mom is retired from DPS. She
23 was principal, her final nine years at Maureen Middle
24 School, right over here. So --

25 MS. FLORES: I know Maureen.



1 MS. HOOD: I grew up in the hallways at
2 North High school. So this is very exciting for me. Thank
3 you.

4 UNIDENTIFIED VOICE: You want me --

5 MR. CRANDALL: No, and then finally Barbara
6 Hickman will be the Associate Commissioner of the Quality
7 of Instruction and Leadership. Barb was a -- is currently
8 the Superintendent of the Flagstaff Unified School District
9 but also has experience having worked in Colorado,
10 previously.

11 MS. HICKMAN: Thank you. Good Morning, it
12 is a little bit odd for me to be on this side of a Board
13 meeting. I have been the Superintendent of Flagstaff for
14 the past eight years and still am for the next couple of
15 weeks and so it's been a while since I have been in a Board
16 meeting, not on the dias, so I will be working directly
17 with the Board, and it has been an interesting experience
18 this morning listening to you. I have been Superintendent,
19 excuse me, in Flagstaff, before that I was an Associate
20 Superintendent both in Arizona and in Colorado. All right
21 I'm sorry, in California. I did teach at the Keystone
22 Science School, here in Colorado for a couple of years and
23 I'm also delighted to be moving back.

24 When I was a classroom teacher, I'm a
25 geologist by original training. I taught math and science



1 in middle school and high school but it was a little while
2 ago. Since then, I have been a Principal and Assistant
3 Principal and just about every job in between. So I'm
4 also, extremely pleased to be here and looking very much
5 forward to working with all of you.

6 MR. CRANDALL: And because of -- of previous
7 commitments that they have, contracts that they need
8 fulfill, Angela will be starting on March 28th, Barb is --
9 no -- Roseyn on June 1st, and then sometime in May
10 depending on -- to have a smooth transition but very, very
11 excited to be there. We do still have two openings. We
12 are looking for Associate Commissioner of Accountability
13 and Assessment. We will post that nationwide. We've
14 already had some great interest from some local individuals
15 qualified people, so very excited to see what comes there.

16 The other position and this is, as you've
17 heard, our Communications Director, Dana Smith will be
18 leaving us to handle all kinds of great opportunities. But
19 we will be advertising for that position shortly. I
20 appreciate, I have been forwarded a couple of very, very,
21 very qualified resumes from Board members, who are aware of
22 people in their communities and their constituencies. It
23 would be great to have someone very familiar with Colorado,
24 both the political landscape, the education landscape and
25 marketing media. So that's kind of what we're looking for.



1 But I was impressed with the two resumes
2 that I received yesterday. There's just a lot of good
3 people out there. We're -- I'm going to miss Dana
4 tremendously. I appreciate all of her work on behalf of
5 the department. A great writer, we may have the
6 opportunity to use her occasionally as we move forward.
7 But I do want to be sure and extend our appreciation to her
8 for everything she's done for the department and great --
9 very professionally and graciously has agreed to help us
10 transition smoothly. So we're never left without someone
11 leading that department while we -- while we go out and
12 recruit and hire somebody. Thank you very much.

13 UNIDENTIFIED VOICE: Thank you.

14 MR. CRANDALL: Okay, members I'd -- I'd like
15 to move through several things quickly, just because
16 there's a lot going on. I might start with some of just
17 the -- the mundane but it's internal. Anyone who calls the
18 department now will get a live receptionist. It was --
19 I've got to be impressed with OIT. I'm looking for
20 government bureaucracy, I have not found it yet.

21 My first week here, made a call over to the
22 OIT and said Hey, we've got to do something about our phone
23 system. They came over the next week and within the next
24 week, they were ready to program the changes. They were
25 actually a little ahead of us. We're like, whoa, time out,



1 we need to figure out what it would look like with a live
2 receptionist. I had a great experience yesterday. I
3 called the number. I'm sorry, I called my assistant Jane
4 who was away from her desk, got voicemail. About two
5 minutes later, I get a call from Adam who is the
6 receptionist of Colorado Department of Education and he
7 says "Hello, my name is Adam Battista. I work for the
8 Colorado Department of Education and we just missed a phone
9 call from this number. Is there's something I can help you
10 with?" And I said "Yeah, that commissioner is a schmuck.
11 I think we need a new one."

12 And he didn't know what -- he didn't
13 recognize my number, voice, or anything. And to his
14 credit, he didn't say yeah, I agree and I appreciate that.
15 But I -- that says a lot, I have never worked at any place,
16 where someone called and said, "Hey, we missed a call so is
17 there something we can help with."

18 That is the level that we are expecting, our
19 expectations just put Adam on the spot for that. So live
20 receptionist, we do also -- we met with the Capitol Complex
21 as far as doing something for seeding and just a little bit
22 of -- something out here in the lobby, so that you know,
23 you're at the Department of Education. Right now, it's a
24 very gorgeous building that we have here. Its very
25 historical. We'd like to at least have a couple of places,



1 where you could sit out there and maybe a little bit of
2 greenery and at least some signage to show where things
3 are, Mr. Chair.

4 CHAIRMAN DURHAM: Dr. Flores.

5 MS. FLORES: Yes. Since I've been here,
6 I've given a lot of thought to the Great Hall and if I
7 could be included.

8 MR. CRANDALL: Mr. Chair, we would -- we
9 would welcome that opportunity.

10 MS. FLORES: Thank you.

11 MR. CRANDALL: Board Member Flores. Thank
12 you so much for -- for mentioning that. I would not have
13 thought that -- we -- we love that. Concerts, all kinds of
14 things (inaudible) out there.

15 MS. FLORES: Charge -- charge admission.

16 MR. CRANDALL: All right. I want to talk
17 real quick about teachers certification because once again
18 I've had a very similar experience, I'm looking for some
19 bureaucracy and not seeing it. A little shout out to
20 Colleen who runs that department. As I've told you before,
21 I've -- I called before I even started, got put on hold for
22 a while at teacher licensure. I thought this isn't going
23 to work.

24 So I said something to Colleen, within days
25 she had already met with the folks necessary to implement



1 more of a call center program where in call -- they
2 improved the menu options tremendously. But more
3 importantly when you're on hold, you know how long you're
4 going to be on hold, you know where you are in the queue at
5 any time. It allows you to press zero to get to a human
6 being right away and be directed. Especially if you have a
7 short simple question that went live last Monday and that I
8 have asked her another thing and that is to consider
9 extended hours. The majority of our clients are busy from
10 eight to four and our hours happened to be eight to five.

11 So we have a very heavy noon lunchtime
12 volume. I asked her if she would consider going extended
13 hours. Let's try it, let's pick one day first and she
14 called back said she has a couple of people in her
15 department who are willing to stay late on Thursday so
16 they're working out some logistics of what that might look
17 like just to be open. The phone is only until later in the
18 evening on Thursday, very impressed. And then something
19 also with teacher licensure as you may or may not be aware,
20 our eLicensure system is old, antiquated. It will probably
21 last another year or two at most but we are a pay as you go
22 program, especially teacher licensure.

23 So for them to raise the money to pay for a
24 new system, it will take between three and four years. We
25 can't wait three and four years. It's where I'm extremely



1 excited about the people in Department of Education saying
2 let's find a way that we can do this sooner. Is there a
3 way literally that the state could help us possibly? I
4 mean I'm getting a little ahead of myself. Is there a way
5 the state could help finance this for three or four years
6 while we earn the money but we need to get a new system in
7 place by next summer to meet the needs of our customers.

8 So we'll be coming to you with an idea of
9 the way we think we can make that work. There's lots of
10 conversations, OITs involved, across the streets involved,
11 but based on pre -- early conversations, we're going to
12 find a way to make that happen. And then we want to do is
13 want to come to the (inaudible). what are the features
14 that you think you would like to see in an eLicensure
15 system? We'll go to lots of stakeholders to make sure it
16 is robust. We want to be one of the best in the nation as
17 we finish. And in fact our people will be doing a couple
18 of road trips to see there's a couple of very good ones, I
19 think Indiana. Indiana was one of the top?

20 UNIDENTIFIED VOICE: (Inaudible).

21 MR. CRANDALL: Oh, apparently they said
22 Hawaii has the very best teacher licensure system in the --
23 in the country.

24 UNIDENTIFIED VOICE: So we all have -- we
25 should all go visit. Got it.



1 MR. CRANDALL: I told them Guam has the best
2 one. So with that, assessments? Were getting ready to
3 kick off our -- our assessment season. Things are on
4 track. There are a couple of states that started with park
5 on Monday. There have been no glitches. Things are going
6 well. We feel very good. I've had several interviews from
7 reporters about opt out and what my expectations are this
8 coming year. I do think that our participation will
9 increase. I think the legislature and the state Board
10 handled things very appropriately last year by scaling back
11 on the amount of testing that was required. And so there's
12 a chart.

13 If you haven't seen it, Joyce has a great
14 chart showing by grade level the number of hours a student
15 is tested. And if I just ask one more, have you seen that
16 chart yet by grade level? So a sophomore has this many
17 hours, junior this many. If not, I would love to email
18 that to everybody. But I think -- I think because of that
19 pulling back and also being a little more pertinent of
20 that, the ACT eleventh grade, PSAT tenth grade, I think
21 we're going to have much higher participation with that.

22 My time about the clock for just a minute
23 because we have two -- two site visits since last week.
24 One you -- you were visited by the Aurora School District
25 back in June. They came before you and said, hey we'd like



1 to move forward with an innovation plan for elementary
2 schools and our high school, they did that. They submitted
3 their plans to us. We immediately approved the four
4 elementary schools, then asked, hey can we sit down and
5 talk? And actually this is over several -- over a couple
6 of months so I make it sound like it was just overnight,
7 but it took a bit of time as they submit their plan and
8 then went back and forth on what the Board might like to
9 see in an innovation plan.

10 So myself, Peter and Lindsay from that
11 department met with Superintendent Riggleman last week, sat
12 down, and said okay we know you have a vote today, March
13 9th, of the teachers at Aurora Central High School about an
14 innovation plan. And they have to -- they would want to
15 buy off on that plan before they bring it to you probably
16 at the May Board meeting is what their expectation is, but
17 I was extremely impressed with the way we were able to say,
18 okay here's where you're going, we'd like a little clearer
19 understanding what leadership might look like, you know,
20 there are about three or four areas that we talked about
21 and they've had a system design team made up of teachers at
22 that high school and administrators because they're the
23 ones who need to buy into it.

24 They had the option to wait, to come before
25 you and they all said the same thing. No, we feel it's the



1 right thing for kids. We're not we're not doing innovation
2 just to do innovation. It's the right thing to do. We'd
3 like to start this fall which is why we'd like to come
4 before the Board in May to -- to kind of be blunt, they
5 don't necessarily need -- I don't (inaudible) that one.
6 They're not forced to come before you until a year from
7 now. They want to come and be in partnership with the
8 state Board as they move forward because they want to
9 implement this fall and I'm very impressed with their
10 proactivity. They're probably one of the most proactive of
11 all districts and schools on the clock.

12 I made a visit last Thursday out to Adams
13 City High School, went toward that school with one of the
14 assistant principals because they are -- they are a
15 district that's also in a similar situation with several on
16 the clock schools, Adams 14 there. And -- we have said --
17 we've started reaching out to those districts who are on
18 the clock that are maybe not as quiet as proactive yet.
19 I've asked to have a Board study session with the
20 superintendent. It's kind of a mutual conversation to talk
21 about where -- where this process is going.

22 We haven't had tremendous engagement yet
23 from their Board. They need to understand that you own
24 this problem, you'll be expected to bring an innovation
25 plan for the state Board, what does that timing look like?



1 And so that means in about two weeks, that study session
2 with the Board.

3 Finally, I'm sorry, a few more things.
4 Finances. We've got tremendous work with Jeff Blandford in
5 accounting and budget and Leanne Emm, around financial
6 reporting packages by unit in the department. It's kind of
7 a boring subject but extremely critical to how we're able
8 to perform. They have done a fantastic job of -- literal
9 and you'll see this for the state Board of developing
10 financial reporting packages that give you your budget,
11 expenditures to date, what wasn't covered, things like that
12 so as you look at your budget each unit, you can say, are
13 we on track? Are we over budget, under budget? Are we
14 using our resources best? They have focus groups with
15 internal accounting people to talk about, how quickly can
16 we do these -- these things. In the next two weeks, they
17 start focus groups with external group by external I mean
18 assessment.

19 Internal is the CDE but outside of
20 accounting, and they're going to put together literally a
21 dashboards reporting package that folks will get every
22 single month. We never had that at Department of Education
23 to that level of detail, very excited about that. But we
24 CPA's get excited about financial things like that. Yes to
25 say we have tremendous training in San Francisco.



1 We can go forward to the PowerPoint that was
2 used at that training for its clarity. Our goal was to go
3 on the road the first two weeks of May and in conjunction
4 with other people in Colorado who are doing ESSA that is
5 the cast be the case. PEBC is doing a lot of work in this
6 area. What we don't want is six, seven, eight different
7 groups in Colorado all going on the road discussing how
8 ESSA implementation is going to work. We had an
9 interesting -- two weeks ago, the -- the U.S. Department
10 of Ed kinda of skipped over the Department of Education,
11 went straight to PEBC and had some meetings with them
12 around ESSA implementation.

13 I reached out to (inaudible) over there and
14 had a fantastic conversation about having a collaborative
15 approach so that people in Colorado know that we're all on
16 the same page as we go forward with this critical process
17 and very similar conversation with (inaudible) with
18 (inaudible) and then tomorrow night meeting with Bruce Coy
19 of (inaudible). Teacher recruiting, there was -- there was
20 a Senate Education hearing -- three day -- when was this?
21 Monday?

22 UNIDENTIFIED VOICE: It could have been
23 Monday.

24 MR. CRANDALL: Monday or Friday? It's all
25 bonded together right now. The Senate's Education



1 Committee, once they realize the numbers and how critical
2 teacher retention and recruiting is to Colorado, had a --
3 had a public hearing on the issue. Robert was there to
4 testify from the Department of Higher Ed. The numbers were
5 worse than what I had originally noted. We'll need about
6 4500 new teachers this fall. Of those, about 2500 will
7 come from out of state to 2000 will come from in state.
8 There are multiple challenges and multiple approaches, so
9 there's no one silver bullet. In fact, you probably going
10 to need about 10 different approaches to tackle because you
11 want to increase the pipeline instate. We want to increase
12 the quality of people we hire from out of state, lots of
13 things.

14 Let me talk real quick, internally what
15 would be doing there's a meeting I have next week and --
16 and Board Member Scheffel (inaudible) will give you a
17 little bit of background from you, I have a Board meeting
18 with -- it's the -- I don't want to call the teacher prep
19 association because I've been the one -- but deans of
20 certain teacher prep schools.

21 UNIDENTIFIED VOICE: That's Colorado Council
22 of Deans.

23 MR. CRANDALL: Yeah, Correct. That's my
24 meeting is -- I'm sorry, that meeting is Friday. I have a
25 meeting with several individuals to talk about what can we



1 do internally. What I would like to see our strategy FCDE
2 is how do we increase the pipeline of those going into
3 teacher prep programs in Colorado. Without that pipeline
4 and that pipeline has been dropping precipitously in the
5 last several years. That's a -- that's a huge wake up
6 call, it's a very big red flag. What can we be doing to
7 increase high school students. And just a very interesting
8 thing, if you've noticed this in all your conversations,
9 there are several states.

10 Kentucky is one for example, has a very
11 strong CTE STEM component. They have 16 career pathways
12 that you can follow including a military pathway, a
13 straight to university. Guess what career pathway they do
14 not have? In fact I have yet to find a state that has a
15 very solid career pathway around teachers in a CTE STEM
16 program. We want you to be an engineer or a mathematician
17 but nobody says we'd like you to teach the engineers or the
18 mathematicians.

19 So that would be -- now externally that's
20 internally just one of the things we are doing as we talked
21 to the Deans on Friday. Externally, you saw on my Thursday
22 when we talked about recruiting 25 teachers from out of
23 state. Mackenzie put out a report not too long ago that
24 said no education system -- or I read exactly the quality
25 of an education system cannot exceed the quality of its



1 teachers. We're not recruiting warm bodies. We're not
2 looking for long term subs. Colorado is on a very sharp
3 trajectory for education attainment. We do a great job.
4 We're recognizing some districts just this week for being
5 some of the top AP districts in the United States. Lot of
6 good things going. We want the kind of teachers that will
7 help continue that trajectory.

8 So to that end, we've decided to identify
9 several large high quality teacher prep schools outside of
10 Colorado that we can start filling in those 2500 teachers.
11 And so we're doing a pilot visit to a university on April
12 6th. We're going to Arizona State University. We've got a
13 superintendent, a principal, a teacher, and an HR director
14 going with a couple of us from CDE, met with the dean and
15 they're kind of rolling out the red carpet. We're going to
16 meet with students to talk about what would it take for you
17 to come to Colorado, we're going to meet with several
18 professors, we're having lunch with several of the
19 professors also. And it's -- it's a very fast trip. We
20 fly in on Tuesday night, we fly back on a Wednesday night.
21 But our whole goal is to learn, what would need to be in
22 place for an effective out of state recruiting program to
23 high quality teacher prep programs.

24 Very encouraging around UIP I'm talking, two
25 final things. The UIP we've talked about extensively.



1 There are districts who love it and districts who hate it.
2 And it's very interesting from a business standpoint if you
3 had a bunch of clients and some loved your product and a
4 lot hated your product, what would you do about it? And I
5 want to give a quick shout out to Lisa because I have some
6 very long conversations with her about where we go with UIP
7 because a lot of the districts perceive it as simply a
8 compliance document. Whereas every once in awhile you get
9 a few who say we love it, we love filling it out, it helps
10 us focus.

11 But to be honest in a room of 14 people, two
12 will love it and 12 will hate it. So to Lisa's credit, she
13 spent extensive time over the weekend coming up with a plan
14 to make this a more user friendly document. She came back
15 with the thought of pause and refocus. In statue that
16 looks like it might be allowed. We have to come before you
17 for permission to do this but we might be able to pause for
18 a year on the UIP while we refocus its purpose, its the
19 amount of effort required for it, why is it in place, what
20 does it -- what statue. I want to see what statute does it
21 fulfill because I hate that we're simply complying with --
22 with a statute. But how does it improve academic
23 achievement?

24 We'll come before you several times to talk
25 about that but Lisa put together a great program. She's



1 right now investigating what rule change would need to
2 happen for us to be able to pause. And may -- and maybe a
3 lot easier than we thought to take a quick pause on those,
4 not make any public announcement yet but just know that
5 something's coming around that area. Finally, rural
6 relief. I sent an email out to employees four weeks ago
7 asking for ideas around rural relief (inaudible). What are
8 things we can eliminate, what are things we can streamline,
9 and finally in what capacity we can build for those
10 districts who are asking for help.

11 Trisha Miller has done a fantastic job
12 along with our field services John and Tina around taking
13 those 67 ideas and filtering them those into ideas that
14 really have some meat on the bones, things that will really
15 make a difference. So the last two days we had a document,
16 we sat in this room and went through them to identify what
17 rises to the top. I'll be meeting with Michelle Murphy
18 tomorrow to kind of give a little preview of some of the
19 things we're talking about, but its fascinating when we put
20 our heads together and talk about ways we can take burdens
21 off of. We'll start with the rurals, 6500 and under but
22 that we hope to have these ideas that we could simply apply
23 to all districts from a rural relief position.

24 Mr. Chair, with all that rambling and
25 babbling, that concludes my presentation to the Board.



1 CHAIRMAN DURHAM: Thank you. Thank you
2 Commissioner. Under time and under budget. I think we're
3 now ready to proceed. Are there any questions? Yes, Ms.
4 Rankin.

5 MS. RANKIN: Can I ask a question right now
6 about his presentation?

7 MR. CRANDALL: Sure.

8 MS. RANKIN: I would really like to see Dr.
9 Scheffel included in that council of deans in the pipeline.
10 Even if it's a summary of what you're doing just to keep
11 the Board informed because I think she is kind of a guru in
12 this field and I -- you covered 85,000 things and I wrote
13 down 25,000 questions but that's the only one I remember.

14 MR. CRANDALL: And -- and Oh, and Mr. Chair
15 to that point, I appreciate base on some good feedback from
16 members, I've asked Jane. Now you'll have to decide when
17 you'll be sick of me. But I've asked I said I would like
18 to have a conversation whether in person or on the phone
19 with each Board member every single week around this. I
20 said let's -- let's prioritize my count and clear most
21 things. It's great to have such confident staff can take
22 on most of these visits and focus on the Board members
23 answering questions, talking about policy where your
24 mission is, so you'll be getting calls a couple of you may
25 have already received calls from her but -- starting next



1 week we'd like to do that. And Dr. Scheffel, If I may -- I
2 would love to learn more about the council of deans. We
3 just have a quick phone call and we'd like you to be here
4 this time. Don't know -- don't know who -- I have no
5 background yet.

6 MS. SCHEFFEL: Great. I would love to talk
7 about it and I have a lot of questions about attracting
8 teachers from other states and the shortage and what the
9 pipeline looks like in Colorado, why and how we can grow
10 our own also.

11 MR. CRANDALL: Amen.

12 CHAIRMAN DURHAM: Ms. Mazanec.

13 MS. MAZANEC: I just have one quick comment.
14 I'm happy to hear that we're going to be looking at the UIP
15 and we've talked about this in the past. I'd just like to
16 bring it up again that one of -- one of the suggestions we
17 have had from certain districts or just frankly principals
18 is providing some flexibility around how often a UIP must
19 be provided. For instance, especially for high performing
20 schools. Maybe we could provide some flexibility around
21 that. So I'm looking forward to maybe an expanded
22 conversation around the UIP.

23 MR. CRANDALL: Mr. Chair, if I'm -- And I --
24 Board Member Mazanec. Thank you so much for making that
25 statement. At the end of Lisa's sheet when she brought and



1 presented to me on Monday. Lisa did and talked about it,
2 the very last box was our goal is flexibility, what
3 sections, how often, I mean complete flexibly so that it
4 leaves 170 districts individual needs. So you two are on
5 the exact same page. Appreciate that statement.

6 CHAIRMAN DURHAM: Thank you. Any other
7 comments? All right why don't we -- we take just absolute
8 maximum five minute recess and we'll reconvene with public
9 comments in five minutes.

10 (Meeting adjourned)



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

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