



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
February 12, 2014, Part 1

BE IT REMEMBERED THAT on February 12, 2014,
the above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

Paul Lundeen (R), Chairman
Marcia Neal (R), Vice Chairman
Elaine Gantz Berman (D)
Jane Goff (D)
Pam Mazanec (R)
Debora Scheffel (R)
Angelika Schroeder (D)



1 UNIDENTIFIED VOICE: That is a
2 misunderstanding that a lot of school districts have, and
3 the assessment unit sent out a reminder, like they do
4 every year for the last five years, probably, to school
5 district superintendents to remind them that there is no
6 opt-out provision in statute that allows kids to not take
7 state assessments. And so that was tried -- we tried to
8 make that clear with all the school districts again.
9 Some school districts have, in the past, created forms
10 that I think leads to this type of misunderstanding as
11 well, that basically parents fill out that allow them to
12 say that they're not going to have their students take
13 state testing, but those forms are not really something
14 that we would endorse or look at as an option, because
15 it's pretty clear in statute that they're required to
16 take the assessments.

17 And so districts, 95 percent participation
18 rates, are what is kind of the federal standard, and if a
19 district dips below that then there's also impact to
20 their district accreditation and potentially their school
21 performance ratings.

22 MS. NEAL: So that 5 percent takes care of
23 the those that go ahead and opt out anyway?

24 UNIDENTIFIED VOICE: Well, I think -- Mr.
25 Chair, I think what the statute allows and why there's



1 some flexibility there is there's always emergencies,
2 things that happen in schools that preclude some students
3 from taking assessments. But the -- if a student --
4 there is no way for a school to be able to opt a student
5 out. Now parents -- this happens in some school systems
6 -- parents keep their students from school the entire
7 testing window. If a kid's not at school then they can't
8 -- that school can't test them. And, I mean, I -- that's
9 not something that we endorse or that we put out as a
10 viable alternative, but I do know that that happens in
11 school systems across the state.

12 MS. NEAL: Okay. Thank you.

13 CHAIRMAN LUNDEEN: Elaine.

14 MS. BERMAN: So Marcia and I did talk about
15 this. We didn't agree.

16 MS. NEAL: Surprise, surprise.

17 MS. BERMAN: No, we've agreed on most of
18 them, Marcia. Marcia is recommending a monitor position
19 and I'm going to recommend an opposed position, and I'll
20 give my rationale and Marcia can give her rationale.

21 My rationale is that the Department is right
22 now undertaking a study with WestEd, which I can't speak
23 to as well as the Commissioner or Phil, in terms of
24 assessments, and really looking at the impact of
25 assessments in classrooms, the impact it's having on



1 teachers, the amount of time they're taking, just -- and,
2 Robert, it might be helpful if you put words around the
3 study versus me, because I might not get it right, and
4 then I'll finish my argument.

5 MS. MELLO: Mr. Chair.

6 CHAIRMAN LUNDEEN: Please.

7 MS. MELLO: So recognizing that in the
8 implementation of the new state assessments there are --
9 there can be intended and unintended consequences to what
10 happens when we're putting on (indiscernible) --

11 UNIDENTIFIED VOICE: We can't hear.

12 CHAIRMAN LUNDEEN: I have no idea. There we
13 go.

14 MS. MELLO: -- recognizing that there can be
15 a range of consequences when you implement new systems,
16 we wanted to really try to understand better what the
17 challenges are for our districts in implementing the new
18 state assessments. And probably why you see some of the
19 greater movement to online, and so it creates different
20 administration challenges than you have when it's done as
21 a paper-and-pencil kind of test.

22 So to really get behind what those
23 challenges are, we're working with WestEd, through their
24 (indiscernible) to study (indiscernible) our districts,
25 letting them know that we (indiscernible). And --



1 (Audio difficulty)

2 CHAIRMAN LUNDEEN: (Indiscernible.) Just
3 pretend you're at the beach. It's the ocean in the
4 background. He walks in and it fixes it.

5 MS. MELLO: I know. It's like when the
6 person comes the car starts working.

7 I'll stand here. Is that a little better?

8 CHAIRMAN LUNDEEN: No. I think it's in the
9 system. I don't think it's you. You do have a magnetic
10 personality but it's not the issue.

11 MS. MELLO: So we -- I know Robert sent an
12 invitation to (indiscernible) we recognize that this is
13 challenging and we're -- all of these requirements
14 happened over a period of time and created some layering
15 impact. We need to unpack that and see what's going on.
16 And so he invited districts to participate in this study.
17 We had 23 districts that responded. We had --

18 CHAIRMAN LUNDEEN: How broadly across the
19 spectra?

20 MS. MELLO: Across the entire state.

21 CHAIRMAN LUNDEEN: I mean, small districts,
22 mid districts, large districts?

23 MS. MELLO: Yes, the whole mixture.

24 CHAIRMAN LUNDEEN: Okay.

25 MS. MELLO: And so we grouped them by



1 region. We have about nine regions that we typically
2 divide the state up to provide services to boards, and
3 Robert has a Commissioner Advisory Council that has
4 superintendents representing each of those regions. So
5 we gave them the list. We said, "Here's your colleagues
6 who said they wanted to participate in the study. You
7 select the individual you think that represents your
8 region, to participate in the study."

9 So then that gave us our list of districts.
10 And WestEd, in late February and early March, will be
11 conducting two-hour focus groups at the district
12 location, and the focus groups will have about 7 to 12
13 members. It will include district-level staff, parents,
14 teachers, the principals, assessment directors, a range
15 of folks in the community. And they have a focus group
16 protocol that they'll go through to get deeper to
17 understand impact of the state assessments, also some of
18 what I would call mandated assessments, but they're not
19 the state summative assessments, as well as your local
20 assessment systems, because that's where it's getting
21 complicated too.

22 And what we're trying to also understand is
23 that the state, we want to have a balanced assessment
24 system that has the right amount of assessments for
25 instruction and then assessment for accountability. The



1 state assessments are assessments for accountability.
2 They're not designed to be immediate assessments that
3 inform instruction. They're designed to come in and tell
4 you how a system is performing and how our taxpayer
5 dollars are being implemented well.

6 CHAIRMAN LUNDEEN: The WestEd results are
7 expected --

8 MS. MELLO: And the WestEd results will look
9 at the balance of that and say have we made that -- do we
10 need to rethink that balance, and those results are due
11 from that first study -- they'll also do a statewide
12 survey of districts, and so the survey results and focus
13 groups results will be available in April, probably the
14 latter part of April.

15 They will do a repeat of that after the
16 science and social studies administration so that we can
17 get a sense of how people's perceptions change after the
18 first time they've done online assessments. Our
19 indication is that when the kids do their first online
20 assessments they really love it, so we're going to see
21 how things might change and what we can learn about
22 practices.

23 So we'll have those results in June. So
24 there will be two sets of results back, April and June,
25 that we'll be able to bring to you with the findings and



1 recommendations. Some of those recommendations will
2 likely be things that are within CDE's locus of control
3 to change -- maybe our administration policy, things
4 we're doing that made it hard on districts. Some of them
5 may be policy implications that we need to consider as
6 they're bring forward to us, that would have different
7 implications.

8 UNIDENTIFIED VOICE: Mr. Chair.

9 CHAIRMAN LUNDEEN: Okay.

10 UNIDENTIFIED VOICE: Just to augment that,
11 when I met with the superintendents last week -- and
12 those are each region of the state, the regions of
13 superintendents that have meetings, and they appoint a
14 representative from that region to serve on the
15 Commissioner's Advisory Committee. It's very helpful.
16 And we augmented that group with another -- I don't know
17 how many -- another ten so they had about 20
18 superintendents last week, to really talk about a variety
19 of issues and help problem-solve.

20 But I just have to say, and in answer to
21 this, there is a testing burnout there. We acknowledge
22 that, and it's gaining momentum. But you don't want to
23 throw the baby -- if I say it right; I always do this
24 wrong -- you don't want to throw the baby out with the
25 bath water, which is easy to do because when you do



1 there's unintended consequences. That's why we've tried,
2 for quite some time, to get the funding. We finally got
3 the funding to do a very thoughtful study, and we hope
4 the legislative committees and others will take note of
5 this study, and you, and what we can change. But I think
6 the superintendents were very appreciative of the fact
7 that somebody is looking at this thoughtfully, with great
8 intention, because it is building fervor out there. You
9 hear it in all your districts. So thank you.

10 CHAIRMAN LUNDEEN: Dr. Scheffel, I think you
11 had a hand up. Do you want to make a comment, and then
12 I'll come back to Angelika, and I have comments as well.

13 MS. SCHEFFEL: Thank you for the great
14 update and I'm really glad WestEd is doing the study
15 because it gives a good holistic look.

16 I guess I would say, with respect to this
17 particular bill, House Bill 1202, that there's a lot of
18 support, at least from the folks that I talk to in the
19 field, to give districts flexibility to meet or exceed
20 the assessments that the state is imposing. And I agree
21 with your distinction between, you know, the
22 accountability piece and the instructional piece.
23 Certain the READ Act, for example, has assessments
24 related to instructional decision-making. So there's
25 really a burden at many levels. So of it's great and



1 some of it feels very onerous to the districts. So with
2 respect to this bill I really like the idea of giving
3 districts flexibility to put their assessment plan up, to
4 expose it to the public, to see how their parents and
5 teachers are responding to it, see if it's working for
6 their district, and it meets or exceeds what the state is
7 requiring.

8 So I just would like to weigh in. I know
9 there's been a monitor and an oppose. I guess I would be
10 a voice for (indiscernible) and we perhaps do need more
11 information.

12 CHAIRMAN LUNDEEN: Dr. Schroeder and Elaine,
13 I'll come back to you too.

14 MS. SCHROEDER: If I understood Education
15 3.0 discussions correctly, long-term we're moving into a
16 system whereby the assessment isn't -- the summative
17 assessment sort of thing we do now, that there's actually
18 -- that it's kind of embedded in the instruction and
19 there are ways to tease out the accountability piece.
20 Generally speaking, formative assessments and summative
21 assessments are different, and so we have to be very
22 careful. But there's a real discussion about not having
23 the big, fat testing at the end, which I think is what
24 this bill relates to.

25 So as WestEd is doing this analysis I'm



1 wondering if they could identify the district assessments
2 that are being used, to see if there are one or two
3 assessments that many or most of them are using for
4 instructions, that are district-wide assessments, that
5 would, in fact, be able to tease out information for
6 accountability as well. In other words, is there a way
7 to start melding some of that information.

8 I don't know. I'm not an assessment
9 specialist. But getting some sense for what is also
10 going on in districts I think would be extremely helpful
11 because I think that's a large part of where the
12 frustrating is coming on, because the districts do want -
13 - they want to monitor their kids, their students. They
14 feel that that's how they can improve and get the kind of
15 feedback they want. And so it's really difficult.

16 Did that make sense?

17 MS. MELLO: It definitely made sense.

18 MS. SCHROEDER: Okay.

19 MS. MELLO: I think that the conversation
20 really starts a conversation about what do we believe
21 next-generation accountability needs to look like.

22 MS. SCHROEDER: That was a better way to say
23 it. Thank you.

24 MS. MELLO: We do have some guardrails that
25 we're working in, as a state, and other states are as



1 well, that the federal requirements for states, for
2 assessment purposes, is all grades 3 through 8, and once
3 in high school the same assessment. So having different
4 assessments violates federal law currently.

5 It certainly is something that folks are
6 talking about as they're talking about reauthorization of
7 ESEA. So when we're working with WestEd we hope they'll
8 give us some ideas that could inform what it might look
9 like to have next-generation standards or accountability,
10 next-generation assessments. But we'll have to play a
11 little bit within what can we do and stay in compliance
12 with federal law. What might we want to push on as we
13 look to reauthorization, to our own policies and
14 procedures, to where we maybe do want to go later on in
15 the future?

16 UNIDENTIFIED VOICE: Angelika, I do believe
17 the study also looks at the number of tests that are
18 happening within that particular school. So we all know
19 the biggest burden in testing is at the high school
20 level, and in many cases half the tests are done by the
21 school themselves. The rest are obviously ones created
22 either by READ Act, mandated tests, et cetera. So, you
23 know, we need to have that measurement too, just how much
24 is a result of AP and all the other things that they do
25 in schools.



1 CHAIRMAN LUNDEEN: Elaine, I think you
2 wanted to comment.

3 MS. BERMAN: Well, I wanted to pick up where
4 I left off.

5 CHAIRMAN LUNDEEN: Please.

6 MS. BERMAN: So thank you. That was very
7 helpful to understand the study that the Department is
8 undertaking.

9 The reason I believe that we should be
10 opposing this bill is I think it's premature-- maybe next
11 year, after we have the results from the WestEd study.
12 But at this point to monitor or support a bill that
13 completely undermines the entire accountability system
14 that we've been working on as Department and as a State
15 Board for the past I don't know how many years makes
16 absolutely no sense to me. So it would seem that if we'd
17 gone to the trouble and the effort to commission a study
18 then we should wait for the results of the study before
19 we pass a bill that undermines all the work that we've
20 done.

21 So I would recommend that we oppose this
22 bill, because I think it's probably one of the most
23 important bills that affects the work of the Department
24 of Education and the State Board.

25 CHAIRMAN LUNDEEN: Dr. Scheffel.



1 MS. SCHEFFEL: So I appreciate your
2 statement. I guess I would take issue with the word
3 "undermines." I understand that one could interpret it
4 from that perspective, that it undermines the work of a
5 number of years. I guess I don't see it that way, but
6 maybe you could elaborate on that, why this is
7 undermining. I mean, I don't --

8 MS. BERMAN: We've -- we've adopted
9 accountability system that involves assessments on an
10 annual basis that we're able to measure student growth,
11 individual student growth, over time. We're able to look
12 at how not only individual students but individual
13 schools within districts are doing. And if we change the
14 way assessments are done we're not going to have that
15 comparability within the state of Colorado, and that's
16 why I said I think it undermines it.

17 I think, over time -- I mean, I agree with
18 the Commissioner. We are all feeling the pushback of
19 assessments. I'm feeling it. I believe it. I think
20 you've heard me publicly say it at a CASB meeting or
21 something that I think there's a major pushback on the
22 amount of assessments that are being given, not only on
23 the part of the Federal Government but the state
24 government, the READ Act. I mean, you can go on and on
25 and on. And I think we have to get a handle on it. But



1 I think it would be wiser and more thoughtful if we get a
2 handle on it before we pass a bill that automatically
3 grants the school district -- and it's not just one
4 school district. I mean, this came from Douglas County
5 but this applies to every school district in the state of
6 Colorado.

7 So, I mean, if this bill were to pass, every
8 school district could waive out, and then we have no
9 accountability system, everybody using different
10 assessments, and everything we've worked on we're
11 starting from scratch all over again. And I think we
12 have been a model in the state of Colorado in terms of
13 longitudinal growth. Does it have to be every year?
14 Could it be every other year? I don't know. I mean, I'm
15 very open on that. Maybe it doesn't have to be every
16 year, but we don't have the information yet to make that
17 determination.

18 CHAIRMAN LUNDEEN: We'll let Dr. Scheffel
19 rejoin and then, Jane, I'll let you speak, and then I
20 have a few comments to make.

21 MS. SCHEFFEL: So it's some good points. I
22 guess my thought would be if a district can propose its
23 own -- if the state can have set a model and a threshold
24 and if the districts can then step up and propose a plan
25 that meets or exceeds and is more based on their needs, I



1 guess I don't see that as undermining. But I hear what
2 you're saying and I agree that there's more detail that
3 can be fleshed out, and I think the WestEd report will
4 help. But I just --

5 CHAIRMAN LUNDEEN: Okay. We've got a
6 popcorn going here. Jane?

7 MS. GOFF: Thank you. This is not related
8 to that, although it's -- I guess within the study
9 period, focus groups or whatever, and I -- I'm feeling
10 that this is going to be mostly concurrent with the field
11 test and/or with what's going on around our social
12 studies and science and all of the dynamics of that, and
13 the logistics and the technicalities.

14 I would wonder -- I am not ready to oppose
15 this bill. I'm not ready to support. I would prefer to
16 monitor it, because I think we have considerations on all
17 sides of this to think about. But during -- if we could
18 have a -- an avenue, a venue, a channel of communication,
19 perhaps as soon as possible if the study is not complete
20 by the time the wrap-up of the field test time is going,
21 I would like to see our communities be completely
22 communicated with, however possible, as long as -- as
23 much as possible as necessary about how that's going in
24 districts, and continuing what we already know, which we
25 got from individual classrooms and students, comments we



1 made. But I think an ongoing effort to really
2 communicate and fish out, feel out what people are saying
3 about this.

4 I've been curious for a long time whether
5 the -- the umbrella distress about assessments, what is
6 it really? Is it really -- do people -- are people able
7 to identify right now this is because we have a lot of
8 district assessments that are mandated. What does that
9 mean in a particular district? There are lots of
10 assessments available for inter -- intradistrict and
11 interdistrict that people are sharing. They're getting a
12 lot of these resources from our resource bank, all the
13 work that's been done in the standards, the assessments
14 development process.

15 So I don't know. Yeah, the number of them
16 is a great concern. I had a lengthy input sessions with
17 parents in Jefferson County this last week. The number
18 of them, the length, the time -- I'm thinking there's
19 still a lot of communication that needs to be done about
20 what is a realistic estimate of the time it takes? What
21 kind of day's investment do school districts put in for
22 this?

23 But I'm just saying I don't -- I don't think
24 we're ready for a bill quite yet, but I'm -- I'm thinking
25 we need to be aware of and cognizant of the fact that a



1 lot of times all people really need is communication, and
2 just how is it going, and start -- the study will help
3 identify what is it that people are -- can they filter it
4 down to where some of the issues are? And we can go from
5 there.

6 CHAIRMAN LUNDEEN: Angelika first, and then
7 I'll come to you, Pam. Dr. Schroeder?

8 MS. SCHROEDER: Well, I've been thinking
9 about this for a while and wondering whether I should
10 discuss this, but I will. There is a dark, in my
11 opinion, to the parental opt-out, and it was historically
12 used a fair amount. And I'm older and I've been in this
13 stuff for 25, almost 30 years now.

14 UNIDENTIFIED VOICE: And you just had a
15 birthday.

16 MS. SCHROEDER: Shh.

17 UNIDENTIFIED VOICE: And you just got older.

18 MS. SCHROEDER: And I got even older.

19 When there was a parental opt-out, and there
20 wasn't the kind of accountability there is today on test
21 scores, then they norm-referenced, et cetera, et cetera,
22 a long time ago. Teachers told parents, "I don't think
23 your kid really ought to take this test. I don't think
24 it's good for your child." And the kids to whom they
25 said that were either special education kids or students



1 who were not doing well.

2 And so much of the support that has come for
3 No Child Left Behind, for example, has come from the
4 special education community, which has said, "You just
5 kind of ignored our kids." And I think we have to be
6 very careful with an opt-out that has no -- I mean, I
7 know this sounds awful, but it really has happened. And
8 now that the pressure is even greater, I'm not sure what
9 kind of -- what would happen to it.

10 And so while I understand that parents keep
11 their kids home, and that is their right, to have an opt-
12 out that is just a free one, where somebody could do
13 exactly what I'm describing, is very likely to happen and
14 I think it will be very detrimental to us knowing how our
15 kids are doing and even the parents knowing how their
16 kids are doing. Because if a teacher says to a parent,
17 "I think it's bad for your kid to take this test. I
18 think he or she is going to be too nervous," or blah-
19 blah-blah -- and we're hearing a lot of that -- that just
20 completely undermines the intent that we have in learning
21 how our kids are doing. So, sorry, but I couldn't let
22 that go.

23 CHAIRMAN LUNDEEN: Pam.

24 MS. MAZANEC: Well thanks for bringing that
25 up. That's a good point. I'm reminded that, on the



1 other hand, we have schools. I know one in Douglas
2 County that serves a really challenged population, with
3 medical issues and mental issues, and getting 95 percent
4 to participate in the test is almost impossible, and yet
5 they're doing really good things. And so, you know,
6 they're going to be challenged by the accountability
7 system that we have.

8 So -- and on top of that, though, I would
9 just like to say that I am fine with monitoring this
10 right now. I just would like to say that I applaud
11 school districts coming to the table and saying, "You
12 know, we need to do something positive for our school
13 district, our students, our parents. They're feeling
14 overwhelmed."

15 So whether this is a perfect bill or whether
16 it's right, in the end I think what's really great, what
17 really makes me happy is to see districts deciding to
18 take the bull by the horns and do something about it.

19 CHAIRMAN LUNDEEN: Fair enough. Other
20 comments before I dive in? Okay.

21 So I am glad to hear about this WestEd
22 study. I think that having a comprehensive evaluation to
23 all the anecdotal information that I keep getting, which
24 is exact -- asking for exactly this -- and I'm interested
25 in the legislation and I'm not completely versed on 1202.



1 I need to get more into the details of it to understand
2 it completely. But as I understand, it does specify that
3 a school district must submit a plan that meets specific
4 requirements. So I think there's detail in this where --
5 through which there can be control.

6 I, specifically, have heard from districts
7 that are high-performing, and they've said, you know,
8 we've got layer after layer -- and the metaphors are
9 amazing. We've got blankets, we've got webs, we've got
10 chains, we've got all sorts of things where this one-
11 size-of-accountability-fits-all approach is creating
12 challenges in spaces where a challenge does not need to
13 be met.

14 So my instinct is to say, wow, this is
15 probably something we need to deal with. I appreciate,
16 Elaine, your comments with regard to -- and Mr.
17 Commissioner's comments -- was this the baby in the bath
18 water comment or was it a different one? But the point
19 is --

20 UNIDENTIFIED VOICE: Close.

21 CHAIRMAN LUNDEEN: -- to not completely give
22 up on the accountability efforts, on the reform efforts
23 that are underway. However, I think this points to a
24 point in time where we need to elevate the conversation,
25 and I would instinctively support this. I would like to



1 know the details. At this point I would be willing to
2 monitor, but I do want to add my voice to the
3 conversation that this is something we need to be dealing
4 with, and dealing with it now.

5 So that is my feedback into this.

6 MS. BERMAN: And just --

7 CHAIRMAN LUNDEEN: I would defer, then, back
8 to the two legislative contacts.

9 MS. BERMAN: Yeah, and I'm willing. It
10 sounds like the majority of the Board would prefer to
11 monitor it. I think I heard Deb say she would prefer to
12 support it. But I think I hear the majority going --

13 MS. NEAL: If you want to do that motion, go
14 ahead.

15 MS. BERMAN: I move to monitor it, but I do
16 want to make a comment. You can second it, though. Go
17 ahead. Do you want to?

18 MS. NEAL: Well, oh, yeah, I second it.

19 MS. BERMAN: Okay. I agree with you. I
20 mean, I think this is probably one of the most, if not
21 the most serious issue that I think we are going to be
22 grappling with over the next year -- assessments, the
23 amount of assessments, who is requiring the assessments,
24 et cetera. And I hope we spend the kind of time that
25 this -- that it will necessitate. So I want to -- I



1 agree.

2 CHAIRMAN LUNDEEN: So the motion before us
3 is to monitor 1202. Do we want to take a voice vote on
4 this or are we okay with just --

5 MS. NEAL: Well, let me -- because --

6 CHAIRMAN LUNDEEN: Vice chair, please.

7 MS. NEAL: -- just one sentence. This has
8 been a really deep, rich, thoughtful conversation and I
9 really have appreciated it, and as such I seconded.

10 CHAIRMAN LUNDEEN: So all in favor of
11 monitoring? Any opposition? Okay. So let's go at it
12 that way. We will monitor this bill.

13 And was that the last item on your agenda,
14 Ms. Mello?

15 MS. MELLO: It was, and so now -- it's up to
16 you all. Are there other things you would like to
17 discuss or ask me about? Do you want me to just give you
18 kind of, you know, a highlight report like I do
19 sometimes?

20 CHAIRMAN LUNDEEN: Sure.

21 MS. MELLO: What's most useful?

22 CHAIRMAN LUNDEEN: Just the highlights and
23 lowlights. What's going on in the sausage factory?

24 MS. MELLO: Yeah. Again -- and I think I
25 said this last time, it has been a really, really fast



1 start to the session, and it's been a very busy start to
2 the session. There's a lot of legislation out there.
3 That's true in general and it's also true in the K-12
4 space.

5 I think you're kind of seeing two types of
6 bills in K-12. You're seeing ones that address really
7 big, important topics, like 1202, the conversation you
8 all just had. And then you're seeing, you know, frankly,
9 just kind of smaller bills. And when I say smaller I
10 don't mean less important, necessarily, because I know
11 they're very important to their sponsors and the people
12 who care about them, but you're dealing with smaller
13 aspects of our education system.

14 So, as an example, there's a bill about
15 gifted and talented education that, you know, the gifted
16 and talented community feels very passionately about,
17 that the sponsorship in the legislature feels very
18 passionately about. It would require each district to
19 have a designated person, a qualified, designated person
20 to do the gifted and talented program that they have, and
21 it would require that every kid gets screened to see
22 whether they're gifted and talented. It doesn't mandate
23 exactly how to do that, and I think that's in deference
24 to local control.

25 So there's a lot of those conversations



1 moving forward. What's happening with most of those
2 bills -- and this would apply to the Advanced Placement
3 bill that Representative Wilson spoke with you all about
4 -- is they're coming through the Education Committee,
5 they're passing out of their first committee, and then
6 they're kind of being parked in the Appropriations
7 Committee, is what we'd call it. So -- and this is --
8 this happens all the time, by the way. This is no --
9 this -- like no one is playing games with us.
10 But so what we're -- what now is happening is we're
11 getting a bunch of bills into the Appropriations
12 Committee, and after we get the next budget forecast, and
13 after they make some big-picture decisions about the long
14 bill and the budget, that's when you'll start to see
15 those bills either move forward or fall by the wayside,
16 and it will all come down to whether -- you know, how
17 much money is available and what the priorities are, and
18 who -- you know, frankly, who fights the best fight for
19 their money.

20 So -- and there is -- we've talked about
21 this a little bit -- there is legislation coming. I call
22 it "The Big Bill." Some people call it "the Son of 213."
23 There are ongoing negotiations at the Capitol to take
24 some of the components of 213 and put that into
25 legislation to get more money out to the school



1 districts. The bill has not been introduced yet. Every
2 time I ask they tell me, "In a few days it'll be
3 introduced," and I've been asking for longer than a few
4 days. So at the moment I'm told perhaps next week, but I
5 think it's a fluid situation. So I do think that will be
6 a bill that will drive a great deal of conversation, one
7 certainly we will want to talk about here.

8 And so that, I guess, would be my summary of
9 what's happening at the Capitol.

10 MS. NEAL: Mr. Chairman.

11 CHAIRMAN LUNDEEN: Please.

12 MS. NEAL: Just a couple of general
13 comments, to your general summary. I am very wary of
14 bills that say all children will be screened or all
15 children will be (indiscernible). I know where our --
16 what our superintendents are going to say to reply -- and
17 I'm jumping ahead (indiscernible) so I can say this --
18 requiring all children to be screened for something, I
19 know the superintendents and, you know the children in
20 your classroom that are probably gifted and talented.

21 Anyway --

22 MS. MELLO: And, Mr. Chair, so CAES did
23 testify against the bill when it was in committee earlier
24 this week.

25 MS. NEAL: Without saying (indiscernible).



1 MS. MELLO: I mean, I think they -- they're
2 coming at a lot of bills right now. They're very
3 concerned about overall big-picture funding, and so I
4 think they may have had more than one concern with the
5 bill.

6 MS. NEAL: And I also heard from John (ph)
7 concerns about the fact that -- and each one of those has
8 got a financial edition to it, and I gathered -- Cheryl
9 (ph) (indiscernible) joined our CLAS group yesterday and
10 she said they almost kind of wait until they're through
11 and then weigh all these -- all the financial
12 (indiscernible).

13 MS. MELLO: Yep. That's why it's parked in
14 Appropriations until some of those --

15 MS. NEAL: And, you know, every -- your
16 legislators, they all have their perfect piece of
17 legislation. They need to do it when it's got money with
18 it. You just have to watch that.

19 CHAIRMAN LUNDEEN: Dr. Scheffel.

20 MS. SCHEFFEL: Thank you. Can you speak to
21 where Senator Marble's bill is? I don't know who else
22 the sponsors are, but that one -- it was asking for a
23 waiting period before the PARCC assessment?

24 MS. MELLO: Yes. Senate Bill 136 will be in
25 the Education -- Senate Education Committee tomorrow.



1 The hearing starts at 1:30 and it will be in the Old
2 Supreme Court Chambers.

3 MS. SCHEFFEL: Thank you.

4 CHAIRMAN LUNDEEN: Okay. Angelika.

5 Actually, I'm sorry. 1:30 tomorrow, you said?

6 MS. MELLO: The hearing starts at 1:30. If
7 you'll give me just one moment I'll double-check that
8 they didn't change anything on me in terms of the order
9 of the bills for tomorrow. They do that sometimes.
10 That's why we have to read the calendar every day. So
11 they are actually considering some appointees to the
12 Board of Trustees for Adams State University first, so
13 they'll do that right at 1:30, and then they will take up
14 Senate Bill 136.

15 CHAIRMAN LUNDEEN: Okay.

16 MS. MELLO: And that plan could change
17 tomorrow as well.

18 CHAIRMAN LUNDEEN: Thank you. Angelika.

19 MS. SCHROEDER: If I may I'd like to go back
20 to the talented and gifted bill, just so I have an
21 understand. It's been heard in the House, and it's
22 passed to the House and the Senate?

23 MS. MELLO: No.

24 MS. SCHROEDER: See, I'm kind of -- I'm
25 sorry. The committees.



1 MS. MELLO: So it's been heard in the House
2 Education Committee, okay. Its next stop is the House
3 Appropriations Committee.

4 MS. SCHROEDER: Okay. So it doesn't even go
5 to Senate Ed?

6 MS. MELLO: It will.

7 MS. SCHROEDER: It will after
8 Appropriations.

9 MS. MELLO: Well, you know, a bill can die
10 at any point in the process, but presuming a bill works
11 its way through the entire process you have your
12 committee of reference, in this case the Education
13 Committee. If there's funding attached then you have to
14 go to the Appropriations Committee. Sometimes you get to
15 go to the Finance Committee too, which is, as a lobbyist,
16 really fun when your bill has to go through three
17 committees. Then you go to the House floor for what's
18 called second reading. That's where they do the debate
19 on the bill. The third reading is when they take the
20 recorded vote. And then that whole process just repeats
21 itself in the other chamber.

22 MS. SCHROEDER: Okay. So to the extent we
23 have concerns with some of the detail of the bill, there
24 are then additional opportunities to weigh in, so that
25 even if it gets out of Appropriations -- if and when it



1 gets out of Appropriations there are opportunities to
2 amend it, even at the House level?

3 MS. MELLO: Yes, absolutely.

4 MS. SCHROEDER: Okay. Because I think that,
5 based on the news reports, folks think it's already a
6 done deal, and it's just on the Governor's desk, and I
7 guess that's --

8 MS. NEAL: Really? I hadn't heard that.

9 MS. SCHROEDER: Yes. Yes. Well, and that's
10 probably not what was said but I'm not sure that it's
11 emphasized enough, because I've heard folks absolutely
12 elated that we are finally addressing GT, but they think
13 the job is done, and what you're telling me is we're
14 still in the early stages. And I'm not sure the report -
15 -

16 MS. NEAL: And we haven't even discussed it.

17 MS. SCHROEDER: The reporters are not quite
18 getting that part out, I'm guessing.

19 MS. MELLO: I will let that comment stand --

20 MS. SCHROEDER: Okay.

21 MS. MELLO: -- and try not to get myself in
22 trouble with any of the reporters at the Capitol.

23 CHAIRMAN LUNDEEN: Other questions of Ms.
24 Mello? No? Then we're one minute over. We'll say thank
25 you very much. We'll take a brief break and we'll come



1 back to the READ Act conversation.

2 MS. MELLO: Thanks, everybody.

3 CHAIRMAN LUNDEEN: Thank you.

4 MS. NEAL: Thank you.

5 (Meeting adjourned)

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