



Colorado State Board of Education

**TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO**

September 14, 2017 Meeting Transcript - PART 1

BE IT REMEMBERED THAT on September 14, 2017,
the above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

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



1 MADAM CHAIR: Ready?

2 UNIDENTIFIED VOICE: Ready.

3 UNIDENTIFIED VOICE: Where's Pam?

4 MADAM CHAIR: Well, we don't have Pam. That's

5 why I'm trying to. There she goes. Herding cats, herding

6 cats. Somebody is laughing at me, you know. State board

7 will come back to order. Ms. Cordial, would you please call

8 the role?

9 MS. CORDIAL: Board member Durham?

10 MR. DURHAM: Here.

11 MS. CORDIAL: Board member Flores.

12 MS. FLORES: Here.

13 MS. CORDIAL: Board member Goff.

14 MS. GOFF: Here.

15 MS. CORDIAL: Board member Mazanec.

16 MS. MAZANEC: Here.

17 MS. CORDIAL: Board member McClellan.

18 MS. MCLELLAN: Here.

19 MS. CORDIAL: Board Member Rankin.

20 MS. RANKIN: Here.

21 MS. CORDIAL: Board member Schroeder.

22 MADAM CHAIR: Here. The first item on our

23 agenda today is an update on the graduation guidelines.

24 UNIDENTIFIED VOICE: Yes thank you. I'm going

25 to turn this over to misunderstand the executive director of



1 student pathways and this is -- in your previous board rules
2 you have asked us to come back before you every two years to
3 look at the graduation guidelines. menu and this is sort of
4 the beginning of that process, and so, Misty is going to
5 give us an update on the committee that's been working on
6 this and make sure that you guys have the information you
7 need for next months or subsequent months if you would like
8 to make any decisions on the menu. So with that all, I'll
9 turn it over to Misty.

10 UNIDENTIFIED VOICE: Thank you Commissioner,
11 good morning board members, Madam Chair. So, we'll have a
12 little graduation guidelines with her coffee this morning,
13 settle in and please let me know if you have questions as we
14 go through the information that we'll be presenting this
15 morning.

16 So, to just reiterate a little bit of what
17 Commissioner Anthes had mentioned, this is coming back to
18 you from your original adoption which of the graduation
19 guidelines menu which occurred in September of 2015. So this
20 is exactly two years later which was part of the board
21 motion that you will now have directed us to come back on a
22 two year cycle and bring you technical updates as well as
23 any potential additions from the work groups that we have
24 been convening during the interim time period, so that's
25 what's before you today.



1 Keep in mind the purpose of graduation
2 guidelines as outlined in statute is to establish a floor,
3 and not a ceiling, but a floor of expectations for what it
4 means to graduate from high school. So we will -- we will
5 continue to remind you of some of the grounding around
6 graduation guidelines as we talked today. So our goals for
7 today are to provide context for graduation guidelines which
8 includes background timeline and policies, as well as the
9 authority of the State Board of Education.

10 We'll talk about the process that we've used
11 for engagements over the past, what will now be 10 years of
12 graduation guidelines conversations across our states, and
13 we'll talk about how graduation guideline exists today in
14 current law, and then some of the recommendations that came
15 forward from the works groups that we've been chatting with
16 over the past years so. This is a familiar slide to all of
17 you in that the reason why the graduation guidelines came
18 about is really business voice and business voice said, you
19 know, we would like students to ensure that they are
20 prepared to take jobs in our state.

21 Three quarters of all jobs in our state by
22 2020 and we've certainly seen this, we have the lowest
23 unemployment rate in the nation right now at 2.4 percent.
24 That three quarters of all jobs were higher education beyond
25 high school. So as part of the economic imperative and



1 business voice of our state, this was part of the genesis
2 for graduation guidelines originally.

3 So here's the background and the multiple
4 steps that have been taken as well as the original
5 legislation which was passed in 2007. So we are the 50th
6 state to establish a line guidelines for high school
7 graduation, and in 2007 was the initial adoption of the law.
8 Again, this was heavily influenced by business in our state
9 as a reminder we continue to hear, we continue to hear today
10 that business, even 10 years after the original adoption,
11 right?

12 Still has many of the needs that they
13 expressed in 2007 and the original council that was convened
14 in 2007 put on hold actually so there was a five year
15 interim hold period until cap per K cutoff. So that's pa --
16 that's part of the delay in implementation there. The menu
17 adopt -- the menu adoption by all of you was originally in
18 May of 2013, and then you all landed the current menu in
19 September of 2015, and then at that point you directed staff
20 as part of an iterative process every two year cycle to
21 bring back this information.

22 So that is something that would be great to
23 have additional guidance on if that's something you'd like
24 us to continue to do with staff to bring this forward every
25 two years or if it's on a different cycle or period at some



1 point in time. So in 20 -- winter spring of 2016-17 we did
2 reconvene members from the original seven groups of work
3 groups into a single group. So it was a reconstituted group
4 as well as folks that we identified roles that folks that
5 transition from their current role or were no longer in our
6 state or something like that.

7 So we really wanted to make sure and have
8 strong voice from business in higher education, parents,
9 charter schools, rural, as well as the urban, sub-urban
10 sector of our state. So here is the statutory guidance. One
11 other quick comment about the workgroups.

12 They did consider more options than we're
13 bringing forward to today. So this is something that I think
14 is important to mention because they really did look at, and
15 have robust conversations around a multitude of options. And
16 today is the ones that they had consensus around that are
17 being brought forward to you for technical updates as well
18 as considerations for potential additions to the menu.

19 So here's the statute guidance. These are --
20 there's -- there's many more statutory references but these
21 are the highlights if you will.

22 First is the legislative requirement to align
23 with higher education which is the inclusion and requirement
24 for Math and English on the graduation guidelines menu. We
25 will go through the menu, I promise you, right? I'm



1 referring to the menu but we will go through in detail
2 today.

3 And additionally, districts can adopt their
4 own minimums that exceed the states as well as keep in mind
5 the charge of the State Board of Education a lot was to
6 establish a floor of expectations. The other charge that's
7 given in statutes is alignments, the requirement to align
8 with the state's definition of post-secondary workforce
9 readiness, readiness ensuring that students are ready for
10 the next steps beyond high school for jobs, college, or
11 military service.

12 And as a reminder I'm happy to reach you the
13 PWR description which you all updated adoption with along
14 with Colorado Commission on Higher Education last spring. So
15 in 2016 that updated definition is even more tightly aligned
16 with some of the original statutory requirements and
17 guidance to all of you which is: Colorado High School
18 graduates demonstrate that knowledge and skills
19 (competencies), needed to succeed in post-secondary settings
20 and in career pathways as lifelong learners and contributing
21 citizens.

22 So there's certainly a theme going on as far
23 as readiness for the next step for multiple pathways
24 readiness for career or college. The third requirement
25 provided in statute is the recognition of multiple pathways,



1 and again the authority by all of you to adopt graduation
2 guidelines.

3 This is just a brief overview of the 330 work
4 group members that have been engaged over the past five
5 years of this conversation. Now, we do not reconvene all 330
6 for the conversation this last winter and spring, but there
7 was a representative group of all seven of those work groups
8 and the 330 that were around 40 people. And so as -- not
9 all 40 showed up to every meeting but we had great
10 attendance at all the meetings so we had to discuss.

11 I'll leave this up in a minute. I know that
12 sometimes there's been questions in the past to ensure that
13 we have great representation from all areas and sectors of
14 our states and voice from different areas.

15 All right, so here's what the timeline looks
16 like for school districts. As we talked about, you know, you
17 all adopted the original adoption of the menu in May of 2013
18 and then the updated version in September of 2015, and so
19 local school boards.

20 What has been happening at the district level
21 since then is that they have been thinking about their
22 implementation and adoption which first started with a
23 robust community conversation, and looking at the menu of
24 options for graduation guidelines, as well as thinking about
25 how do they incorporate this into their current education



1 system which is including Colorado academic standards, ICAP,
2 individual current academic plans, as well as the essential
3 skills or 21st century skills that you all have talked
4 about.

5 So, local boards adopted policies for
6 graduation requirements, so graduation guidelines are what
7 you all establish, then they become graduation requirements,
8 once the local boards align with those. What we've seen
9 local school districts do is take the menu of options and
10 try to offer students as many options as possible that are
11 on the graduation guidelines menu. So we'll talk about that
12 in a little bit more detail, but that's the first step is
13 local school board process for the policy adoption.

14 And where we are as far as the timeline right
15 now, okay, I can see it. So is right here. So 2017 is the
16 start of the freshmen class that will be the class of 2021.
17 So you may all remember that the first graduating class that
18 graduation guidelines fully turn on for to again meet
19 (Indiscernible) standards, ICAP, menu of options for
20 admission guidelines and essential skills is the class of
21 2021 which are the freshmen of 2017.

22 So, I've said this a few times already, the
23 graduation guidelines have four components, the menu of
24 options is the one that we'll be focusing on today. But it's
25 important to remember that in addition to the menu of



1 options, students must meet Colorado academic standards,
2 have an individual career and academic plan that's part of -
3 - and really go through a career exploration and planning
4 process of some kind, and also incorporate the essential
5 skills.

6 So, school districts have -- local boards of
7 education have been looking at this and saying, how, how do
8 we incorporate graduation guidelines with existing
9 requirements and what might that look like from a see time
10 perspective? What does that look like from credit accrual?

11 Because districts in our state they are as
12 unique as all of our districts are. They are as unique in
13 the graduation requirements that they currently have as far
14 as how many number of credits required, what courses are
15 required, et cetera.

16 The exception to that is in state law. We
17 have one course that is required, which is a civics course,
18 so that can be taken in high school at any point in time.
19 But that is our singulars dashed her requirements as it
20 exists today. And time is also a question we get quite a few
21 questions about.

22 Certainly, districts decide how graduation
23 guidelines work in concert with time. So, if we think about
24 what it takes for a student to be ready for the next step,
25 some students may need more time, some students may need



1 less time. And then districts have been very innovative as
2 far as how they think about this in relation to four years
3 of high school.

4 So again, all of those are district
5 determines, district decisions, that folks have built into
6 the local policies. Also we've partnered with CASB to
7 reflect many of these flexible options in the model policies
8 that CASB has established around this. Questions?

9 MADAM CHAIR: We were going to --

10 MR. DURHAM: Can I just ask a couple
11 questions?

12 MADAM CLERK: Real quick.

13 UNIDENTIFIED VOICE: Can you go through if you
14 have it off the top of your head when you are looking at the
15 score (Indiscernible), what do the scores represent? Thank
16 you.

17 Uh-huh.

18 MR. DURHAM: And is it -- what's in that --
19 what's the national average score, for example, if you're
20 looking at ACT? So, could you. So, are we are a lot above
21 the average, below the average? Could you -- do you know
22 that on top of your head or?

23 UNIDENTIFIED VOICE: So, what is the floor
24 mean? Is that --

25 MR. DURHAM: Right. What is the floor? Is it



1 some percentage of average?

2 UNIDENTIFIED VOICE: So, that is a fantastic
3 segue into our next slide.

4 MR. DURHAM: Oh, well good. Man of my time.
5 Okay.

6 MADAM CHAIR: We have lots of questions, but
7 let's try to get through and then --.

8 MR. DURHAM: Yeah.

9 UNIDENTIFIED VOICE: Okay, I'll try to move
10 quickly, but I don't want to move too quickly. I want to
11 make sure -- I want to make sure that you all have the
12 foundation that's been built in a clear picture.

13 UNIDENTIFIED VOICE: Sure.

14 UNIDENTIFIED VOICE: So, as far as what --
15 what the statutory -- what the statute reflects as far as
16 what the floor should reflect, is readiness for the next
17 step. So, there's been lots of robust conversations in the
18 work groups around what does readiness mean versus success.
19 And that we're required to align with, essentially readiness
20 for higher education.

21 We've also had multiple, multiple, multiple
22 years of conversations with business around what are their
23 expectations and the scores you see in front of you on the
24 menu are aligned with not in need of remediation for the
25 next step. So, that's where the floor has been built on, and



1 then also in alignment with the Colorado academic standards.

2 So, we really utilize the Colorado Academic
3 Standards as the foundation as well as the alignment for
4 English and math with not intermediation of higher
5 education. And that's how the floor has been established as
6 well as robust conversations with business, what are their
7 expectations. And their expectations are for students to
8 come in, ensuring that they can read for comprehension, that
9 they have a good foundation of skills associated with them,
10 that they understand and know the options of job and career
11 that they have in front of them and that they can -- they
12 have basic numeracy skills to essentially maybe do their
13 taxes without assistance of TurboTax, might be one way to
14 look at it.

15 MS. FLORES: TurboTax is great.

16 UNIDENTIFIED VOICE: So, if you look at how
17 the menu works for a student, as I mentioned previously,
18 districts are looking at trying to adopt as many of these
19 options as possible, to give students as many options as
20 possible to show what they know. And so, students must meet
21 one of these in English and one of these in math.

22 So, let's walk through it as a students. So,
23 say that I am taking a career in technical education course,
24 it's a one hundred level course that also counts for college
25 in business writing. So, districts in the community college



1 that my district is partnering with, know which academic
2 standards this aligns with under say English. Right?

3 So, that could be my reflection of taking
4 your current enrollment course in career and technical
5 education and how I show that I am ready for the next step.
6 And that is based on the passing grade that is established
7 by district policy.

8 In math, I might take the ASVAB because maybe
9 I became interested in potentially military service. So, the
10 ASVAB has components in English and math, and I'm reflected
11 -- if I get at least 31 on that and that's a reflection of
12 readiness for military entrance into the next step.

13 So, those, you know, any combination of those
14 things that districts wish to put on their menu is how a
15 student might utilize this. This is a question that's come
16 up with all of you previously. And we wanted to remind you
17 that we did work very deeply with Michelle Murphy, I believe
18 is in the audience behind me, as well as Deb McCall and
19 really tease out where reflections of career lives on the
20 menu as well, because in addition to college, right?

21 This needs to be college and career and have
22 a much larger conversation about that. I'm happy to go into
23 these in detail if any of you would like, but just know that
24 we have an entire crosswalk tool that we provide to
25 districts saying here's how college and career are both



1 reflected on the menu.

2 MADAM CHAIR: You can wait. You are going to
3 wait, please.

4 UNIDENTIFIED VOICE: So, I -- so right now is
5 transitioning to here are the technical changes that the
6 work group has suggested bringing forward to you. And
7 there's a reminder this group had consensus on all the
8 options for changing the menu, potentially, and that's up to
9 all of you, how you might like to move forward with that.

10 This is an information item only today but
11 that's another point of guidance. If you all would like to
12 bring forward for a vote in October, if you'd like more
13 information or if you would like to bring, you know, a quick
14 look out further into November, December, et cetera.

15 MADAM CHAIR: Down the road.

16 UNIDENTIFIED VOICE: Are you going to explain
17 these suggestions?

18 UNIDENTIFIED VOICE: So, the suggestions in
19 front of you today, there are three technical updates that
20 the work groups recommended. And there's one addition to the
21 menu. So, the three technical updates and I'll go through
22 each one by one. And then the rationale that the work groups
23 used in order to land on their suggestions to all of you.

24 One is ACCUPLACER. And that is essentially an
25 edition of a reflection of readiness in English. That's why



1 it's a technical amendment, so essentially ACCUPLACER has a
2 new, we'll go through it in more detail, but ACCUPLACER has
3 a new module to reflect readiness in English, ACT Compass.
4 The short version, it no longer exists so that, that maybe
5 is an easy one.

6 MS. FLORES: So, just mark that off.

7 UNIDENTIFIED VOICE: Yeah.

8 UNIDENTIFIED VOICE: Well, I would still,
9 would love guidance from all of you, right? And then SAT as
10 you might remember your extensive conversation, right?
11 There's an updated revised test associated with SAT which
12 has some difference score.

13 So, in taking this one by one, ACT Compass,
14 as I mentioned, is probably the easy one because it was
15 eliminated in 2015, not too far after you all adopted the
16 menu. So, most districts did not include this as an option
17 because the exam no longer exists. So, the work group
18 suggestion is to remove ACT Compass from the menu.

19 The next one in front of you is ACCUPLACER.
20 And I believe I had mentioned that there is an additional
21 module to look at English. So, in addition to reading
22 comprehension, which is what you all had adopted score 4 on
23 the menu back in 2015, there is now sentence skills. And
24 sentence skills and what is in existence then, it wasn't
25 being used in quite the same way and it's been updated since



1 then.

2 So, the work group thought deeply about, you
3 know, having as many possibilities, options as possible for
4 a student to show what they know, and colleges are also now
5 utilizing sentence skills or reading comprehension as
6 writing this for the next step and not in need of
7 remediation.

8 MS. FLORES: Is an example of sentence skills?

9 UNIDENTIFIED VOICE: Of the actual tests?

10 MS. FLORES: Yes.

11 UNIDENTIFIED VOICE: So, I don't have deep
12 information on that. I'm happy to provide it as far as
13 exactly what that might look like. But I -- I think it's --

14 MADAM CHAIR: A complete sentences.

15 UNIDENTIFIED VOICE: -- safe to say -- right,
16 something like that. It's safe to say that, know, colleges
17 are using this as a readiness for English so that -- that's
18 one of the charges of graduation guidelines as to why. And
19 that's -- so the score that's equivalent to the 62 on
20 reading comprehension that's utilized by colleges as a 70 on
21 sense -- sentence skills, so, that's why that's been
22 selected and they've gone through extensive norming and
23 validation to get to those scores. So, we're using their
24 (indiscernible).

25 The next technical update in front of you is



1 SAT. So, this assessment was updated in 2016 and as a
2 reflection of the new updated test, the scores and baseline,
3 basically, benchmarks for those scores changed. So, while it
4 may appear that they increased, so from 430 to 470, from 470
5 to 500 in English and Math. In actuality, how SAT is
6 considering the same score is a different score on the new
7 test. So, it's really just a straight cut over from what
8 does 430 mean on the new test, it now means 470. So it's the
9 same bar, it's the same reflection.

10 We realized the College Board concordance
11 tables to say here's what the old tests looks like, here's
12 what the tex -- tests looked like -- test looks like, and
13 here's the straight cut over. So, that's why it's being
14 brought forth as a technical change.

15 So, those are the three technical areas. If
16 you chose to take the recommendations of the work group in
17 the technical areas, here's what the new menu might look
18 like in those three areas. And the next part is the single
19 edition that's coming for what you -- for your thoughts and
20 suggestions to all of us as far as other things to consider.

21 So, as I mentioned, the work group met
22 multiple times and winter of 2016, and spring summer of
23 2017. There were about 40 folks. They looked at multiple
24 options in addition to the ones that are in front of you
25 today, and they had consensus in one area for addition,



1 which is the high school equivalency exam.

2 So, the reason why this came forward is
3 because we've -- we've gone through an extensive process
4 over the last few years of asking districts, students,
5 parents really doing bride engagement to say what's missing
6 from the menu. What are other reflections of readiness that
7 you would like the work group to consider.

8 So, again these are not staff
9 recommendations, these are recommendations from the work
10 group themselves. Of the 40 folks, community members,
11 educators, et cetera, that came forward to have this
12 discussion. And of the multiple measures, only high school
13 equivalency came to consensus for your consideration. So,
14 let's talk a little bit about how this might work for a
15 student.

16 UNIDENTIFIED VOICE: Is that just one of the
17 GED type tests?

18 UNIDENTIFIED VOICE: So high school
19 equivalency, I the -- thank you for that clarification, high
20 school equivalency is the name for all three tests,
21 essentially. So, since you all adopted three tools, we can
22 get into that a little bit more. We can no longer search a
23 tool they call a GED because that's an impedance test .

24 So as far as how this might look for student,
25 let me give you a story about Cory. Cory is a precocious



1 ninth grader and she is doing significant extensive career
2 exploration and she's looking at all of her options, doing
3 job shadowing and some internships, and she says, "I want to
4 be an engineer." In ninth grade. So, she's already working
5 on her courses in Colorado Academic Standards, and she's
6 already been looking at her job options in ICAP for the
7 individual career and academic plan.

8 And then one of the things that's very
9 common, that we hear from districts for students to do, is
10 to, maybe in 10th grade or more likely 11th grade, think
11 about, what do I do next? Do I want to stick around in high
12 school? Do I want to dabble in GED? What might I think about
13 as a next step because I'm anxious to get to engineering? I
14 want to try to get preferred development courses but I want
15 to get to the end as soon as possible.

16 So we do have -- it's a fairly common
17 occurrence, a fair amount of students in our state that
18 might start taking one or two modules of the GED or another
19 high school equivalency exam. This is something that they
20 choose to do on their own. So, this is fairly common in our
21 states.

22 And maybe Cory goes and takes GED and math as
23 a result of that. And then Cory says, "You know, I really
24 want to look more at engineering. And so I'm going to start
25 taking career technical education courses in pre-



1 engineering. And so, I'm going to, you know, keep taking
2 courses, but yet I took GED math over here just because I
3 wasn't sure what I wanted to do exactly." And she becomes
4 reengaged in engineering current technical education through
5 concurrent enrollment.

6 So, she takes a concurrent enrollment class
7 in pre-engineering that's, say, business writing and she
8 reflects that in her -- in -- as a reflection of readiness
9 on graduation guidelines in concurrent enrollment. And then
10 she graduates, right? She says, "Okay. I've met -- I've met
11 the mark. I stuck around. I became more interested." But
12 still on the way, at some point, she had taken the GED math.
13 So, that's a potential reflection of readiness for the next
14 step.

15 And then Cory goes along, enters college, so
16 she decides, she changes her mind from that business writing
17 course for her pre-engineering to say, "You know, I'm going
18 to go on -- and I'm going to major in business instead." But
19 this is just an example, a very quick example of how we --
20 what we hear from districts of students have lots of
21 different pathways and they want to explore as many pathway
22 options as possible for students to show what they know.

23 So, as far as more specific high school
24 equivalency information, you all may remember that back in
25 December of 2015, you adopted multiple tests for the use of



1 the high school equivalency, GED task and high sets.
2 Something to know currently, is that at least 10 states
3 incorporate high school equivalency, primarily GED but some
4 of them use others, into high school graduation as a
5 reflection of readiness.

6 This is in combination with other high school
7 coursework whilst industry credentials, which is similar in
8 many ways to graduation guidelines. So, keeping in mind,
9 right, that this is in addition to coursework, Colorado
10 Academic Standards, ICAP, Skills, et cetera.

11 Just one interesting question we thought
12 might come up, is that of the Colorado students, then there
13 are about 6,000 every year under 21. They take high school
14 equivalency exams, 98 percent of those who are still taking
15 the GED. So, this is some of the conversation that was
16 brought up by the workgroups for consideration that we
17 wanted to make sure and to list out today, because these are
18 the questions that they went through and asked themselves in
19 order to build consensus from the group about the
20 recommendation to all of you to potentially consider this as
21 an addition to the menu.

22 So, they asked how does high school
23 equivalency measure Colorado Academic Standards? We had
24 presentations from GED, Task, and high SAT bring that
25 forward cross working those and that group felt comfortable



1 that certainly there was a reflection of Colorado Academic
2 Standards. Should -- the other question they asked was,
3 should we use high school equivalency as a measure for
4 readiness to graduate? And -- and how does this prepare a
5 student for the next step? It's -- it was an interesting
6 conversation with colleges, with businesses.

7 This is, as you all know, GED and other tools
8 are used to provide students with a diploma. And with that
9 diploma, they can show that they're ready for entry to
10 college, two and four-year, and they can -- businesses use
11 it as a benchmark for entry into a job as well.

12 MS. FLORES: But would a high school
13 equivalency --

14 MADAM CHAIR: would you just wait, please?

15 MS. FLORES: Well, I -- this is very important
16 and we're going too far. Is a high school equivalence --

17 MADAM CHAIR: Would you please wait, and let
18 her finish and then we'll take turns asking questions.

19 MS. FLORES: She had -- she did finish in that
20 area. And there's questions, all questions about it.

21 MADAM CHAIR: Would you stop?

22 MS. FLORES: It doesn't make it
23 understandable.

24 MADAM CHAIR: Go ahead, please.

25 UNIDENTIFIED VOICE: Thank you. And then the



1 other question they asked is what -- what are other areas
2 that might be potentially impacted; accountability,
3 graduation rate and dropout rate? We've had some internal
4 conversation about that, just in speculation and this really
5 would be processes -- process changes and not necessarily
6 fundamental changes in how we look at things. Because in
7 addition to the graduation guidelines menu, still means that
8 students need to meet Colorado academic standards and other
9 requirements established by the local school districts,
10 right? Which would've likely include coursework et cetera.

11 And then when -- just in -- not wanting to
12 get too far ahead of myself, but if you -- if this is
13 something that you all wish to add, then wanted to think
14 about since the ninth graders of this year, right, are the
15 graduates of class of 2021, is this something that you would
16 like to consider for immediate adoption? Would you like us
17 to conduct some pilots, maybe a phase in option? Some other
18 ways to think about this.

19 So that is my conclusion for the content
20 portion. The rest of the information you'll see in front of
21 you are questions certainly we have for all of you as far as
22 guidance that we're requesting the staff, as far as what you
23 would like to do as far as next steps in this process as
24 well as with the recommendations brought forward to you by
25 the workers.



1 MADAM CHAIR: Thank you very much. Board
2 member Durham, did your question get answered?

3 MR. DURHAM: No it didn't.

4 UNIDENTIFIED VOICE: Oh, I apologize.

5 MR. DURHAM: All right. I think what I asked -
6 - I actually want to ask another question first. Could you
7 lay out for us the areas of decision which you expect the
8 board to make in kind of one, two, three things we have to
9 choose or not choose? Can you lay those out for us now?

10 UNIDENTIFIED VOICE: Yes, I'm happy to. So
11 there's two decisions in front of you. One are the technical
12 updates, and you can adopt all of those at some point, or
13 none of those, or a portion of those. And the second --

14 MR. DURHAM: So the technical updates are on
15 page 19, do I have that correct? Which is raising the SAT
16 scores from 430 to 470 in English, and from 460 to 500 in
17 Math, eliminating ATC Compass and adding the ACCUPLACER
18 skills, are those the three?

19 UNIDENTIFIED VOICE: Correct.

20 MR. DURHAM: And, so that then relates to the
21 question that I asked originally, what -- what is the
22 average SAT score?

23 UNIDENTIFIED VOICE: I looked to that up while
24 we were talking. The average ACT score across the nation --

25 MR. DURHAM: SAT. SAT.



1 UNIDENTIFIED VOICE: Oh, SAT. Darnit, I looked
2 up ACT.

3 MR. DURHAM: We don't do that anymore.

4 UNIDENTIFIED VOICE: I know.

5 MS. FLORES: I think it's 1200.

6 MR. DURHAM: We're ahead of you. We're ahead
7 of you on that. Okay.

8 UNIDENTIFIED VOICE: Alyssa's looking it up.

9 MR. DURHAM: So those are the technical ones,
10 and what are the -- what are the broader questions?

11 UNIDENTIFIED VOICE: I-.

12 MR. DURHAM: So those are the technical
13 decisions, what are the -- what are the broader decisions?

14 UNIDENTIFIED VOICE: So then the second
15 decision in front of you would be whether or not you would
16 like to consider the addition of the high school equivalency
17 as recommended by the workgroup.

18 MR. DURHAM: So just one of those? Just one
19 broader decision?

20 UNIDENTIFIED VOICE: Correct.

21 MR. DURHAM: Accuplacer's already there.

22 UNIDENTIFIED VOICE: Right.

23 MR. DURHAM: And -- excuse me -- passing grade
24 and concurrent enrollment we already have.

25 UNIDENTIFIED VOICE: Uh-huh.



1 MR. DURHAM: I'm trying to think, Senator King
2 had a few things he was concerned about in this. Have these
3 been addressed as far as you -- as I know you -- you've
4 worked with him. Have those been addressed his concerns as
5 far as you know?

6 UNIDENTIFIED VOICE: I believe so. Senator
7 King and I have had several conversations, and I'm happy to
8 have more conversations if we have not adequately addressed
9 his concerns. My understanding is that ensuring that
10 concurrent enrollments was a robust part of the menu for
11 consideration by districts, and we certainly have many
12 districts that have incorporated that into the menu.

13 MR. DURHAM: Yeah. So it looks like it's been
14 here but -- so his concern was that he -- as I -- as I
15 remember my conversation, it wasn't -- he didn't -- wasn't
16 fully recognized, is that? Could you refresh my memory on
17 that?

18 UNIDENTIFIED VOICE: Certainly. So I believe
19 that he would like that to be a larger part of the
20 accountability framework and 270 -- Senate Bill 272 -- this
21 is getting a lit -- it's a little off track but 272 passed
22 last session which directs the department to provide
23 recommendations and thoughts around that by 2021 and
24 incorporation of --

25 MR. DURHAM: 2021.



1 UNIDENTIFIED VOICE: Uh-huh.

2 MR. DURHAM: Is there any reason we should
3 wait that long? I mean we can do it any time I presume.

4 UNIDENTIFIED VOICE: That's certainly.

5 MR. DURHAM: So should we move that up on the
6 agenda to try and get it done maybe this year? Is there any
7 logical reason to wait for four -- four years?

8 UNIDENTIFIED VOICE: I think the logic was to
9 align it with the grad guidelines and at that same time it's
10 a data collection that we don't currently have in terms of
11 which students are meeting that higher bar. And so there's
12 some leg work to do, we could probably do it before 2021.
13 We'd have to work on data collection with the districts.

14 MR. DURHAM: Okay.

15 But we couldn't do it for 2018. I can tell
16 you -- I can tell you that.

17 MR. DURHAM: Okay.

18 UNIDENTIFIED VOICE: But we could -- we could
19 start the process.

20 UNIDENTIFIED VOICE: Yeah.

21 MR. DURHAM: All right.

22 UNIDENTIFIED VOICE: Do you -- I've got the --
23 the national average if you want that real quick. So in SAT
24 the -- and remember the national average, we are one of the
25 few states right now that are testing all students on SAT,



1 so other states it's mostly college-going or students that
2 are intending to go to college that are taking the SAT. So,
3 the evidence based reading and writing score -- the reading
4 score on SAT, the national average is 539, and for Math it's
5 535.

6 MR. DURHAM: So we characterize that as
7 English here.

8 MS. FLORES: Yeah. 1070.

9 MR. DURHAM: 530 and 539.

10 UNIDENTIFIED VOICE: 539 for the English and
11 535 for the Math is the national average. And Colorado's
12 first administration, the average for English was 513 and
13 for Math was 501.

14 UNIDENTIFIED VOICE: So our average is
15 (indiscernible).

16 MR. DURHAM: So, in order for those to be
17 considered, if we presume the average is roughly the
18 midpoint, about half Colorado students could not use that as
19 a -- or districts would not -- could not be qualified then
20 to receive a diploma using that measure only.

21 UNIDENTIFIED VOICE: We can look that up for
22 you and get you the exact numbers of students above and
23 below that cut point.

24 MR. DURHAM: We'd be pretty close. I mean
25 that's the average.



1 UNIDENTIFIED VOICE: You would think it would

2 --

3 MR. DURHAM: You would presume -- it's -- it's
4 not the mean or median, but it's --

5 UNIDENTIFIED VOICE: Yeah. So we could get it
6 for you.

7 UNIDENTIFIED VOICE: That's great information.

8 MR. DURHAM: Okay and so the reason for the
9 recommended from the committees -- the reason for the
10 recommended increase, their justification was -- was what in
11 your mind if you could summarize their justification for us?

12 UNIDENTIFIED VOICE: My apologies, Mr. Durham.
13 Would you mind repeating the question?

14 MR. DURHAM: Well, the increase of 40 points
15 in the SAT and essentially 40 points in the -- in the -- in
16 the English and 40 points in the math, the justification for
17 that was, in the minds of the committee, what?

18 UNIDENTIFIED VOICE: So, my understanding is
19 that it's the bar that's been established by College Board
20 as a reflection so they have a new test, a revised test, as
21 of 2016. And these scores -- before you were set on the old
22 test that was administered before 2016. And my
23 understanding is that the College Board would tell you is
24 that it's a different test, and so there's a different score
25 even though the --.



1 UNIDENTIFIED VOICE: Essentially it equals
2 what it used to.

3 UNIDENTIFIED VOICE: So, it equals what it
4 used to, it's just a different number.

5 UNIDENTIFIED VOICE: It used to -- yeah, it's
6 the same. Yes, exactly. It equals what it used to, it's just
7 a different number.

8 MR. DURHAM: In terms of percentage of
9 students achieving that obje -- that goal, is that --

10 UNIDENTIFIED VOICE: No, it is what the cut
11 score is. What they now have to meet is that 500 score, but
12 it is the same essential benchmark as it was before -- it
13 was -- when it was 4-something. It's just that the number
14 has changed, it's still the same benchmark.

15 UNIDENTIFIED VOICE: Exactly.

16 UNIDENTIFIED VOICE: So, that hasn't really
17 changed.

18 MR. DURHAM: So, the benchmark is a cut score
19 rather than a percentile?

20 UNIDENTIFIED VOICE: Correct.

21 MR. DURHAM: So, if you were to convert the
22 cut score to a percentile, I guess that's the number I would
23 like to see.

24 UNIDENTIFIED VOICE: Great.

25 MR. DURHAM: Thank you.



1 MADAM CHAIR: Board member, Flores.

2 MS. FLORES: My concern is that we're talking
3 about all these numbers on a test, and yet we've talked
4 about having counselors in elementary school. I-- I can see
5 if we're doing all this for career, we should start in
6 elementary school to get kids ready to -- to think about
7 careers and such.

8 So, I -- I'm thinking about the parent who is
9 not really thinking about a -- an SAT score, but who, you
10 know, goes along and says, "My kid is doing well in school.
11 He's doing B's, he's doing C's, and he's-".

12 I mean, that's a lucky -- that's a lucky
13 child who has a parent, who's, you know, looking at grades
14 and such. But what about the parent who isn't, but, you
15 know, does look and say, "Well, this is going on.".

16 You talked about that engineering student who
17 is in their freshman year, talks about a high school
18 equivalency, you know, taking a test. And I'm just thinking
19 about the power and that a lot of counselors have, you know,
20 they have this knowledge, and teachers who --

21 MADAM CHAIR: What's the question? What's your
22 question? I'm trying to figure out --

23 MS. FLORES: Well, I am. I'm getting to it.

24 MADAM CHAIR: Good.

25 MS. FLORES: I hope you're following me.



1 UNIDENTIFIED VOICE: I'm trying.

2 MS. FLORES: Okay, so, you -- I think teachers
3 have to be made aware, because I think kids are not going to
4 come up with this business, "I want to be an engineer, and
5 I'm going to have to take this -- what did you call it? This
6 module in -- in high school equivalency, you know, because I
7 want to be an engineer." Some teachers, parents,
8 administrators, and counselors, really, have to get these
9 ideas into some kids who are not.

10 So, if we want to be -- if we want to
11 equalize education, make it equitable for all kids, we
12 definitely need to get, you know, I now can see that you've
13 got the research, you've done the research and that it has
14 to happen in elementary, it's got to happen -- also this
15 counseling about what you need to be thinking about to
16 finish if you're going to take this career in junior high,
17 in middle school, and also in high school.

18 But it's not just the counselors. We have to
19 get the teachers ready so that kids who will not get this --
20 not get these ideas from parents, they have to do it. The
21 counselors haven't been able to do it so far, and I think
22 that's one of the issues that we have with that gap, and so
23 we've got to have the whole system really talking about all
24 this manner of, of how you can graduate and how you can get
25 into college or how you can get into a career, and, and,



1 boy, this is, this is not easy.

2 I mean, I -- when I went to school, we had,
3 you, you wanted to be an engineer, you had to take trig, you
4 had to take calculus in high school, you had to take
5 physics, you had to take all those sciences. And then you
6 had to go to college on the weekends and such to, to take
7 even more.

8 But you see what I'm saying? How to prepare a
9 system to really get it ready for kids who are poor, kids
10 whose parents are not -- who may not be conversant with all
11 this. This is heavy duty. I mean, and -- and we have to
12 really get the whole system, principals, teachers, talking
13 about it and making kids aware, because one counselor in a
14 school that -- in a high school for 1200 kids is not going
15 to do it.

16 So, it has to come to teachers and
17 administrators who can be conversant in -- in -- in these
18 different tests and how you can -- and start thinking
19 earlier, and maybe clubs, I don't know. I know that clubs
20 were a big thing when I went to high school, I don't see
21 them very much, and may be an old kind of way of getting
22 kids together in high school and middle school could do it,
23 but we have to start thinking of how the system is going to
24 make it equitable for all kids and not for that daughter of
25 an engineer, you know, in ninth grade, who says my grandpa



1 or my father is an engineer and, you know, this is how
2 they're thinking about it. Some kids don't have that -- that
3 help or -- in -- in -- at home.

4 MADAM CHAIR: Thank you. Board member, Rankin.

5 MS. RANKIN: Thank you for your report. I'm
6 very interested in this topic. And I wonder, do we have, by
7 any chance, a list of the different districts and what their
8 requirements are for graduation?

9 UNIDENTIFIED VOICE: We will soon certainly
10 share that with you.

11 MS. RANKIN: Okay. We do have that.

12 UNIDENTIFIED VOICE: Most of them, how about
13 that?

14 MS. RANKIN: No, that's -- that's fine. In --
15 in the third CD, I'd appreciate that. That's kind of what
16 I'm looking at.

17 But I was wondering, do we share those with
18 each other? I would think that people, superintendents and
19 board members, would want to know what other districts are
20 doing around them possibly. I also wonder what requirements
21 some districts have. I'd like to know which ones are more
22 stringent. We may have a certain number on the SAT, but
23 another district might not.

24 I want to know the variability, which I hope
25 there is some. I think that goes along with what schools



1 might emphasize in career and technical and the choice
2 parents have of sending their kids to the different schools,
3 and I know it might involve some competition, but, but that
4 would be fine. And I -- I'm really interested in this, and I
5 am interested in this new SAT and how our, our districts
6 fare in that within the different schools.

7 UNIDENTIFIED VOICE: Great. Thank you.

8 MADAM CHAIR: Board member, McClellan.

9 MS. MCLELLAN: Thank you so much for this
10 report. And some of the other board members asked questions
11 that I was thinking of, so we're getting more efficient as
12 we go down the line. And I have what might be the most
13 general question of all. It's sort of piggybacking on Mr.
14 Durham's questions.

15 Do we think that the adjustment in cut scores
16 is going to have any kind of a measurable reduction in grad
17 rates? Are we worried about that, or are we keeping it on a
18 pretty even keel so that if you were measuring up, if your
19 school or district was measuring up with your graduation
20 rates before this adjustment that you're probably going to
21 see a similar result moving forward?

22 So, what we're hearing from districts and whe
23 -- when we've looked at this and when other states have done
24 this, it's actually increased graduation rates. So, if we
25 look at other states that have taken similar action, it



1 states the graduation rates tend to stay steady for maybe
2 the first year or so and then graduation rates increase.

3 MADAM CHAIR: Go ahead. Board Member Mazanec.

4 MS. MAZANEC: I have some questions about the
5 Accuplacer, was it, that has the reading comprehension or
6 sentence skills test. What's the difference between those
7 two? How are they different tests?

8 UNIDENTIFIED VOICE: Right. So, I'm not an
9 expert here, I can get you more information. My broad
10 understanding is that reading comprehension would be
11 something to reading a paragraph and then answering
12 questions based on --

13 MS. MAZANEC: To show comprehension.

14 UNIDENTIFIED VOICE: -- just comprehension,
15 right, and then sentence skills might be, you know, filling
16 in a word, more about grammar, some of that, is that
17 helpful? I can get you more --

18 MS. MAZANEC: Yeah, I mean and I know -- I
19 realize these are options, so that we are providing a menu
20 to districts to use. I'm just thinking that I would like to
21 see them meet a score on the reading comprehension and the
22 sentence skills, not one or the other.

23 That's my personal thought. When did, this is
24 the new, this is what you're asking us to approve.

25 UNIDENTIFIED VOICE: So, one -- one I think



1 important clarification --

2 MS. MAZANEC: Not right now, but.

3 UNIDENTIFIED VOICE: But at some point, yes.

4 MS. MAZANEC: This is informational, I
5 understand that, but this is one of the options is that we
6 would be deciding whether to include that as an option and
7 it's an either or option. Is it possible to make it a both
8 option?

9 UNIDENTIFIED VOICE: Certainly, that's, that's
10 up to all of you. The one, one important piece of
11 information that might be helpful, is that the community
12 colleges currently accept one or the other.

13 MS. MAZANEC: So they use the either or?

14 UNIDENTIFIED VOICE: Correct.

15 MS. MAZANEC: I'd just like to see some, you
16 know, what was the discussion around that. I'd like, I'd
17 like to know what the differences.

18 UNIDENTIFIED VOICE: Great, I can bring that
19 for you. Thank you.

20 MS. MAZANEC: And then it seems like the high
21 school equivalency, we're talking about courses. In your
22 example, it was she took a math class --

23 UNIDENTIFIED VOICE: So --

24 MS. MAZANEC: -- through GED.

25 UNIDENTIFIED VOICE: Good clarification.



1 MS. MAZANEC: That's not a certificate, that
2 is just a course through one of the options.

3 UNIDENTIFIED VOICE: So, my example intended
4 to show that she took the math module which is part one of
5 the four ACT tests basi -- or sorry.

6 MS. MAZANEC: HSGED test.

7 UNIDENTIFIED VOICE: GED test.

8 MS. MAZANEC: So, she just took a course. And
9 you're saying that would be a another possible option.

10 UNIDENTIFIED VOICE: She passed the math test.

11 MS. MAZANEC: Right.

12 UNIDENTIFIED VOICE: It's a test.

13 MS. MAZANEC: Right. You're right. Yeah, but
14 they prepare for it a lot of times too.

15 MADAM CHAIR: Sometimes yes and sometimes no.

16 MS. MAZANEC: They don't have to prepare. Got
17 it. All right. Thanks.

18 MADAM CHAIR: Board Member Goff.

19 MS. MAZANEC: Wait. Wait.

20 MADAM CHAIR: Go ahead.

21 MS. MAZANEC: What was on the technical
22 updates? Let's go back to that. Sort of along the lines of
23 Director Durham's, questions about the SAT scores. Is that a
24 determination that the department was able to make that what
25 was previously 430 or 470 now equals or is that something



1 that SAT tell or college board tells us?

2 UNIDENTIFIED VOICE: That's from the college
3 board.

4 MS. MAZANEC: All right, thanks.

5 MADAM CHAIR: Board Member Goff, did you have
6 some questions?

7 MS. GOFF: Always. About this, I guess mi --
8 mine is more of an umbrella. Maybe there's not an answer
9 right now. I guess, I'd be interested in what -- how -- what
10 the district's experience has been recently in adjusting to
11 this -- this new change and how you talk to your communities
12 and clarify and paint a real good picture of how this menu
13 mechanism works alongside credit hours and certain course
14 requirements? That I would have to hear you explain how you
15 talk to your communities. I'm interested in that.

16 The other thing that I, I believe I
17 questioned it, I was, I did an awful lot of thinking about
18 this menu. Both times we've done this in 2013 and 2015 about
19 one of these, one or the other column, the one or the other
20 idea. And that's, I will tell you that has given me some
21 unease because I'm not sure that if, if one choice was made
22 off of this menu from the English column and in math, how,
23 how did we know what parents and the kids are going to
24 accept and really understand about what the responsibility
25 is, what the ramifications are.



1 If a student's graduation is determined by
2 the SAT test score, which has to make us, you know, meet a
3 certain minimum in order to be considered on here. Where-
4 where does that put the value of these other choices? I
5 guess, I'm -- I'm still -- Misty, I'm sorry, I do apologize
6 for this, but I'm still not able to grab a hold of what this
7 one single choice from column A, B, really means. And where
8 are the othe -- where do other things fall in there
9 regarding the value of the experience and the measure of
10 knowledge?

11 A district capstone project which shows not
12 only content readiness but also career readiness or gearing
13 toward being able to masterfully go into employment is, is
14 in my mind that encompasses so many things. There are tests,
15 there are exercises, there is critical thinking, there is
16 communication, there is collaboration.

17 It's something that's completely different
18 than, and I'll say, it's still in a way sitting down and
19 taking an SAT test. So, I -- I'm still always thinking about
20 what's, what, how do you compare the value of these
21 exercises? Then really quickly, I'm going on too long. But,
22 going back to the credit accumulation question, I -- I'm
23 assuming, maybe wrongly, that most districts are still going
24 to go with four -- four credits of English language arts
25 courses or three -- three years or three units of science or



1 three of social studies, and then there's a segment in there
2 of one or more types of elective classes.

3 We've also got new legislation that puts a
4 certain value, puts a recognition of -- we now have a STEM
5 diploma that's possible, we now have a bi-literacy insignia
6 or something put on a high school diploma. Where does that
7 fall in here as far as graduation credit or does it?

8 I mean, we have what's called the endorsed
9 diploma, which I believe is still in active operation and in
10 the thoughts of many all the time. But, where is that and--
11 how does a parent or how does a sophomore in high school, by
12 that time, I think they're thinking ahead what's most
13 actively what's going to happen. But where is that reflected
14 and how does that count toward this achievement of being
15 graduating, receiving your diploma and being certified so to
16 speak of being career ready?

17 I'm just -- I'm just looking to -- the
18 communication is what my -- how is that conveyed to
19 communities and how -- how does -- how does everyone feel in
20 their confidence about making those decisions?

21 UNIDENTIFIED VOICE: If I may.

22 UNIDENTIFIED VOICE: Please.

23 UNIDENTIFIED VOICE: Make sure I heard
24 accurately. So, I think I believe I'm hearing you ask for
25 three things. When we have our additional discussion in



1 October, which is to hear from districts about how this
2 really looks in implementation and the various
3 considerations that they have when they're weaving in
4 graduation guidelines with their other requirements. How
5 does this work with the broader picture of readiness and the
6 other components at hand, such as the PWR-diploma, STEM, et
7 cetera, and then the third thing I believe I heard is how do
8 we look at multiple pathways and then compare them or do we?
9 Thank you.

10 MADAM CHAIR: Board Member Rankin, did you say
11 you had a follow-up?

12 MS. RANKIN: Do we have an example of what
13 states around us or states- other states are doing in this
14 area for graduation? I'd like to get some information on
15 what other states are doing. Do they have these choices like
16 we have for the districts or do they have state? How they --
17 they are doing it.

18 That -- that I'm really interested in. And
19 also if they require -- I know there are some states that
20 require an SAT test, I don't know if a score goes with it. I
21 -- I'd like to know that too for graduation.

22 UNIDENTIFIED VOICE: And so I can just - if I
23 may -- I -- just broadly.

24 UNIDENTIFIED VOICE: Sure.

25 UNIDENTIFIED VOICE: So the states around us



1 and as well as other states, we did take a look and do a
2 deep look at all 50 states and at all 49 other states. And
3 most of them -- or all of them actually have some kind of
4 course requirements sequence and or exit exam where they
5 have a single exam for exit.

6 And interestingly enough since we -- you all
7 have started this conversation over the past five or six
8 years, we've had many, many states come to us and say, "You
9 know, we think you -- you Colorado are onto something by
10 offering students multiple pathways and we'd like to know
11 more about how you're doing this ". And so we're seeing more
12 states create menus similar to ours as -- as the -- the next
13 frontier.

14 UNIDENTIFIED VOICE: And -- and are these
15 multiple pathways approved by a district so that the choices
16 for that district are the same for every student or can the
17 student pick and choose what they want? I'm not sure if it's
18 uniform or individualized.

19 UNIDENTIFIED VOICE: So, districts are saying
20 what's -- how may -- how can we offer students as many
21 options as possible that should be successful. And then the
22 student can choose, you know, do I want to show my readiness
23 in English and Math which ways?

24 UNIDENTIFIED VOICE: Where do they -- when do
25 they have to choose that? Is there --



1 UNIDENTIFIED VOICE: That's a good question.

2 UNIDENTIFIED VOICE: I mean, do you choose it
3 in your sophomore year and then you work toward it or can
4 you change it when you get your senior year and you're not
5 doing as well as you thought in the sophomore year?

6 UNIDENTIFIED VOICE: Yeah. I think that's a
7 great question for districts. We'll bring that forward.

8 MADAM CHAIR: May I speak? So, and then we'll
9 go down the line again if you don't mind. The goal at the
10 federal level and the goal at the state level is to raise
11 graduation rates. And so there's a belief now that by
12 offering multiple pathways that will serve more kids.

13 It's not real clear to a lot of folks whether
14 we are actually, as we raised the graduation rates, whether
15 we're actually raising the education level of our kids. And
16 there are some real concerns. So when we set the floor of
17 what is college and career-ready, I think we gotta be really
18 careful that that floor represents something that is
19 meaningful to our businesses.

20 Going back some years I do remember, I
21 believe Governor Owen talking about what is it -- in his
22 business folks talking about- what does it mean to have to
23 be a graduate in Colorado and his goal at the time was to
24 have statewide graduation requirements. Which nobody is
25 going there.



1 But by being all over the map what we're
2 trying to do now is to set a floor so we can somehow say
3 that we've got a minimum for all our kids. Do you see that
4 way also?

5 UNIDENTIFIED VOICE: Sure. I mean that's
6 basically articulated in the statutory rights.

7 MADAM CHAIR: Right.

8 UNIDENTIFIED VOICE: Including the Capstone?

9 MADAM CHAIR: That's just -- that's just the
10 dilemma that we have of equating these different
11 alternatives. So there are concerns among some districts.
12 Some -- my districts. That the graduation guidelines are
13 much more rigorous in some districts than other districts.
14 And yet we are using the exact same measure. And the
15 question is, can we actually give weights to certain levels
16 of achievement?

17 So my first question really is, what sort of
18 information do we provide the community in 2021 about our
19 graduates? Does the district tell the community, so many
20 students reach this particular graduation item? I'm just
21 kind of curious. Going back to the question, what does it
22 mean to be a high school graduate in Colorado? How are we
23 going to be able to reflect that to our public, district
24 wide, et cetera?

25 And I'm really -- really -- really reticent



1 to ask for more reporting, but on the other hand communities
2 have gone through some great efforts in the last year to
3 work with their constituents about what should be the
4 graduation requirements in our community. What is it that --
5 what we expect in our particular district.

6 But somehow we're going to have to be able to
7 communicate back once we -- once we do that. I mentioned the
8 fact that we were looking at yet another potential item to
9 have in our guidelines at the CASB Meeting and I got quite a
10 bit of push-back from school board members who said, "Whoa.
11 We just went through a process. And we came to agreement
12 within our community what the graduation guidelines should
13 be. Enough already. We want some stability. This is fine. We
14 did it. It was kind of scary but we have this. Please don't
15 make changes. Please don't add."

16 So we've got a little tension here that we
17 want to give kids a lot of choices, but we also have some
18 push-back because our districts just want some stability
19 from us, from the department, and from the board. So, I
20 don't know I think as a board we ought to talk about whether
21 it's appropriate every two years for us to be coming back
22 with some more stuff you may have to get. I really heard
23 that.

24 In terms of the weighted items, I'd like for
25 us to think about that and the only way I've been able to



1 think about it is in terms of, I mean, Ms. Goff mentioned
2 the different kinds of diplomas. Maybe there are different
3 weights. The reason this matters to folks is because
4 graduation -- the graduation level gives points to school
5 districts and the accreditation model.

6 And when there are very diff -- very
7 differing levels of rigor, that seems to cause some
8 heartburn for some superintendents. Is there a way then to
9 put some weights on?

10 For example, if you've met all the entry
11 expectations for our Tier One universities, which is CU, CSU
12 and Mines I believe. That's a certain level, that's a
13 certain point edition. Just then somehow think about that in
14 order to recognize the differences.

15 The -- the whole theory behind our
16 accreditation model, is that every district set up students
17 have the same expectations. And yet we don't have the same
18 expectations in graduation requirements and it's causing
19 some frustrations. So I'd like to have that be something
20 that we talk about, I think in the interest of fairness or
21 at least that's how it's perceived by some folks in terms of
22 fairness.

23 I'm also very interested in seeing what
24 districts have chosen to be the- the graduation guidelines,
25 'cause I think that will tell us commonalities and



1 differences and may not be a problem. Maybe that every
2 district has exactly the same ones or there are really
3 dramatic differences. But by looking at that that would be
4 helpful.

5 Let me go back if you don't mind back down
6 the line. Mr. Durham, do you have any more questions?

7 MR. DURHAM: Thank you Madam Chair. I have a
8 fair number. First of all, I think if you recall a debate
9 that we had when we adopted these initial guidelines as to
10 whether or not they were guidelines or requirements and the
11 -- we were assured at the time these are guidelines and they
12 didn't -- they smelled more like requirements to me and they
13 -- they walked like requirements. And now I think they're
14 being touted particularly by the chair as requirements. And
15 I don't believe the statute uses the word we're -- for us to
16 set graduation requirements or to set graduation guidelines.
17 Is that correct?

18 MADAM CHAIR: Okay, that's agreed. Sure.

19 MR. DURHAM: Is that correct?

20 MADAM CHAIR: The districts call them the
21 requirements however.

22 MR. DURHAM: Pardon me?

23 MADAM CHAIR: The dist -- districts -- some of
24 the districts picked up the entire list and call them
25 requirements. And so I did miss -- misspeak.



1 MR. DURHAM: That's up to them it's --

2 MADAM CHAIR: Right.

3 MR. DURHAM: -- not up to us.

4 MADAM CHAIR: Right.

5 MR. DURHAM: I mean they can -- the district
6 says, "I understand the statute" could choose to ignore all
7 of this and really graduating when they want. Is that a fair
8 statement?

9 MADAM CHAIR: No.

10 UNIDENTIFIED VOICE: No.

11 UNIDENTIFIED VOICE: That -- that's not the
12 guides we've received. I would turn to my friend at the
13 Attorney General's Office.

14 MR. DURHAM: So are they guidelines or
15 requirements, Ms. Dalton?

16 MADAM CHAIR: We've been there before.

17 MS. DALTON: I think we can -- well, Madam, I
18 and I have not looked back the statute recently. But my
19 recollection is that they set a floor. So in that respect
20 while they are guidelines, they do set a minimum level of
21 expectation that districts can exceed.

22 MR. DURHAM: So -- so it does make them
23 requirements. So we can get rid of the myth that -- of local
24 control when it comes to graduation requirements unless an -
25 - and I would submit if a district constitutionally wants to



1 exercise their authority, it might very well be willing to
2 do so. But I think- I think that the bigger problem is when
3 you get going back to these SAT scores, since they're cut
4 scores and not percentile scores, I've stated my objection
5 to the use of those kinds of scores on numerous times in the
6 past, that they are a compilation of someone's personal or a
7 group of people's personal opinions about what they ought to
8 be rather than based on any factual any -- they have no
9 factual basis.

10 They are -- they are opinions of people who
11 may or may not view themselves as experts. And I would -- I
12 would request a piece of research that I think would allow
13 us to base these scores at least on SATs and reality, and
14 that is -- I'm -- I think we're told now that one about a
15 third of all college freshmen require remediation is that
16 about correct?

17 UNIDENTIFIED VOICE: It's correct.

18 MR. DURHAM: Okay. I'm sure every college
19 could look at every student, and probably has already done
20 so, and it's simply a matter of extracting the data. What
21 score did they have on the SAT, and are they in the
22 remediation pool?

23 And I would suggest that that score should be
24 set from information from CU or CSU or perhaps some
25 compilation from those institutions as to what people who



1 score below particular amount generally require remediation.
2 That -- that at least provides a factual basis as opposed
3 for a- to a cut score for college readiness. And -- and --
4 and I don't see why we can't separate at least in this
5 instance, career readiness from college readiness, because
6 they are two different things in this regard, and I think
7 they should be separated.

8 So that we should probably have two measures
9 of SAT: one for career readiness and one for college
10 readiness. And I -- I would -- would ask as a research
11 project that we be provided with the information at what --
12 what SAT score requires -- as a general rule requires
13 remediation at CU and CSU, and we might as well go and ask
14 Adams State and some of the others who might as well get a
15 full spectrum of that. But then at least we would have a cut
16 -- we would not have a cut score, we would have a meaningful
17 score that in practice requires remediation. And therefore,
18 someone is not college ready if they have not met that
19 score.

20 So, could -- could we get that information in
21 a month, do you think?

22 UNIDENTIFIED VOICE: So, we can certainly
23 bring forward to how the Department of Higher Education
24 looks at remediation, and the four year schools will tell
25 you that they don't remediate, but we can provide the



1 information --

2 MR. DURHAM: That they don't remediate? Well,
3 good. Then they should stop complaining. You know, I think
4 they get to choose A or B so. So I'd like to have -- I'd
5 like to have the scores mean something and in- in practical
6 measurable terms. And I would like to -- I would like to get
7 away from- from the concept that -- that the state -- the
8 state be setting usurping the authority of local boards to
9 set graduation requirements. I still believe that's a local
10 board requirement. It's not a -- really is not proper
11 province of the legislature or this board. Thank you.

12 MADAM CHAIR: Bored member Flores.

13 MS. FLORES: Again, my concern is that
14 students are aware and that -- and that usually means that
15 the counselors, the deans the -- the teachers are aware, to
16 -- to give adequate counseling to students. I know that when
17 I worked for ETS way back when we would bring in the College
18 Board, and to work with -- to work with counselors, and
19 usually there were regional meetings within different
20 states, I mean, within a state to, you know, provide
21 information about the -- the latest training for these
22 individuals.

23 And I know that we have an -- all these tests
24 we have a industry certificate. I know that the Governor, a
25 few -- I think about a year ago gave -- got together all



1 these business people brought them together and say -- and
2 said, well now we're going to have to have internships for
3 these people: electricians and such. So he brought some
4 people together. And as it turns out, you know, I was
5 talking to some of these people that took three months or so
6 in training, and at the end, I know this young woman wanted
7 to be an electrician and she went to the training, and she
8 said, well, I just kept on, kept on applying and -- and
9 nobody reached out to me.

10 So, I mean, there has to be a follow up. We
11 can't just say we're providing this to -- to kids and -- and
12 then really kind of fall back on them. So, I think there's a
13 fair amount of responsibility that these test makers and --
14 have in also making their wares -- how can I say it? Legible
15 or -- or to articulate what -- what will make -- how
16 counselors, how deans, how teachers can make it relevant.
17 Ideas that they have about how kids can become better test
18 takers or a deal with these areas.

19 So, I think industry has -- has to place some
20 money in that. If they're putting kind of the onus on the
21 board, on the department and such, they need to also, you
22 know, take part in this and spend some money, and do some
23 training. So we all have to work together in this state and
24 -- and not just put it on these people.

25 You know, I think we're putting too much on-



1 on schools and we all have to take, I think as a whole, the
2 whole population has to help the systems and the kids,
3 especially the kids, you know, be successful. Thank you.

4 MADAM CHAIR: Thank you. Board Member Rankin.

5 MS. RANKIN: I guess, may be looking at other
6 states that can get some of my answers. But I'm afraid that
7 where our floor is drawn that we have a tendency to go into
8 the basement, and in Colorado I think we need to take a
9 careful look at that, that our floor is actually legitimate
10 and it can get the students out there and get them
11 employment or college. But I think we need to take a careful
12 look at this.

13 MADAM CHAIR: Okay. Board member McClellan,
14 did you have any question?

15 MADAM CHAIR: Board member Rankin, you've been
16 very patient. I'm sorry.

17 MS. MAZANEC: Mazanec.

18 MADAM CHAIR: Mazanec. Shoot me.

19 MS. MAZANEC: I think we probably need a
20 refresher. I mean, first of all, these are statutorily
21 required to create graduation guidelines. So that was
22 statutorily required. Districts- local districts still have
23 a choice.

24 I mean, the idea behind this was to provide a
25 menu of options that districts can choose from, and they can



1 make them- their requirements can be more rigorous, they can
2 add more. But the attempt we made was to try to cover all
3 kinds of students and we try to set scores- test scores to
4 not be too rigorous, and not be too- too low.

5 That in itself is a really difficult task. I
6 think we could probably use a refresher on why did we choose
7 those tests- those- those choices and how did we come up
8 with the test score numbers. I think we need a refresher on
9 why we did that before we vote again. But districts, I mean,
10 some of the districts I know anyway are- are taking some of
11 these options and they most of them have their own
12 requirements already that they are not changing, they're
13 just tending to offer some more options.

14 But it would be interesting to know what
15 different districts are doing with these, and maybe we'll
16 hear that from some of the rural communities here today. I
17 would like to hear from them on that. It would be
18 interesting to know.

19 UNIDENTIFIED VOICE: If you have any other
20 guidance for us about how you might like to hear from?

21 MS. MAZANEC: Other districts, et cetera.

22 UNIDENTIFIED VOICE: If you like -- okay.

23 MS. MAZANEC: I really would like to hear
24 that.

25 UNIDENTIFIED VOICE: How many and which type?



1 MADAM CHAIR: Well, I certainly would -- I --
2 Ms. Goff actually is next. Did you have some more
3 questions? Go forth. Okay.

4 Seems to me that you've presented us with two
5 different challenges, one of- are the technical changes, and
6 so I'd want to ask my colleagues if you would be ready to
7 vote on those technical changes that were recommended by the
8 committee next month, or if you still have some concerns
9 about those. And, I think maybe one of them Mr. Durham has a
10 concern about, perhaps others too, can go ahead and address,
11 what do you think?

12 MR. DURHAM: I think that's -- I'd have to go
13 back and take a look at the other two, but I think so.

14 UNIDENTIFIED VOICE: What if it's a goner
15 anyway?

16 MR. DURHAM: Yeah, that one's obvious. So,
17 yeah, probably the answer is yes, I think.

18 UNIDENTIFIED VOICE: Okay.

19 MR. DURHAM: But the -- without additional
20 information when you- you want to address the --

21 UNIDENTIFIED VOICE: You want to -- you don't
22 want to to the SAT?

23 MR. DURHAM: Right.

24 UNIDENTIFIED VOICE: Okay.

25 MR. DURHAM: Well, I mean if -- if she -- if



1 they have the additional information. The answer is-

2 UNIDENTIFIED VOICE: Maybe.

3 MR. DURHAM: Could -- well, but I'd be ready
4 once I look at it. Yeah.

5 MADAM CHAIR: Okay. Then the other part is the
6 GED. I am personally very worried about that, because my
7 historical impression of the GED, is that it means that you
8 did not graduate, or you chose to take the GED instead of. I
9 want to be sure that we're not misleading the public when we
10 say that a GED is sufficient to be called a graduate,
11 knowing that GED would've been called Graduates Diplomas,
12 whatever that is. Is it?

13 UNIDENTIFIED VOICE: A high school equivalency
14 diploma?

15 MADAM CHAIR: Equivalency diploma, okay. Is
16 one that earns less money over time? I mean there are all
17 sorts of anecdotal information that we have in the United
18 States about the differences between high school graduates
19 and folks who get that GED, so that equivalency. And that
20 worries me a little bit that we're not going to be very
21 transparent. Again, what is a Colorado high school
22 graduate? What do they know and are able to do?

23 UNIDENTIFIED VOICE: Some longitudinal
24 research associated with outcomes.

25 MADAM CHAIR: That'd be very, very helpful.



1 UNIDENTIFIED VOICE: There are many jobs do
2 except in high school equivalency...

3 UNIDENTIFIED VOICE: Yes they do.

4 UNIDENTIFIED VOICE: That's the -- the -- one
5 of the concerns I have or one of the confusions I have is
6 why -- why are we considering having taking a course?
7 That's what you were -- you were talking about in your
8 example, right? Was -- were you talking about a certificate
9 or a course?

10 UNIDENTIFIED VOICE: I was talking about a
11 test.

12 UNIDENTIFIED VOICE: Okay. But taking the math
13 module is not the same as having a High School Equivalency
14 certificate.

15 MS. FLORES: So that GED has added modules
16 that are different?

17 UNIDENTIFIED VOICE: Correct.

18 UNIDENTIFIED VOICE: So, that- so, I'll- I'll
19 try to answer this as simply as possible. The GED has four
20 modules: One- two- two of those; one is English, one is
21 Math. So, potentially as the worker was thinking through it,
22 a student could take either the Math or the English module.

23 MADAM CHAIR: Is that a test? What does it
24 mean? What is a module? Yes.

25 UNIDENTIFIED VOICE: Sorry, a test. Yes, a



1 test.

2 MADAM CHAIR: That's- that's where we're off
3 the track.

4 UNIDENTIFIED VOICE: Yes.

5 UNIDENTIFIED VOICE: But you said there's four
6 modules?

7 UNIDENTIFIED VOICE: So, there are four tests
8 to make up the whole GED. We can bring forward that detail
9 later.

10 UNIDENTIFIED VOICE: Okay.

11 UNIDENTIFIED VOICE: Could you please explain?
12 Again, in your example, that was a test.

13 UNIDENTIFIED VOICE: That was a test.

14 UNIDENTIFIED VOICE: Is that a test that would
15 earn you a certificate?

16 UNIDENTIFIED VOICE: It is a part.

17 UNIDENTIFIED VOICE: They would not have a
18 high school with equivalency diploma --

19 UNIDENTIFIED VOICE: Correct.

20 UNIDENTIFIED VOICE: -- certificate from
21 taking just one module? Right.

22 UNIDENTIFIED VOICE: You'd have to take four.

23 UNIDENTIFIED VOICE: Right.

24 UNIDENTIFIED VOICE: So, in my example was
25 one.



1 UNIDENTIFIED VOICE: That's my question is how
2 -- how did we get to the suggestion that that should be
3 added?

4 UNIDENTIFIED VOICE: So, this is from the work
5 groups from districts saying students are already doing some
6 of this, we would like to offer them that option since
7 students that might go down toward taking some of the GED
8 tests, are ready, that we don't want to have to ask them to
9 do something else.

10 MR. DURHAM: And they're doing this modelling
11 in high school.

12 UNIDENTIFIED VOICE: Correct.

13 MADAM CHAIR: Board member, McClellan.

14 MS. MCLELLAN: Thank you, Madam Chair. I did
15 want to take just a moment to thank the -- the members, the
16 stakeholders who served on the committee to bring this
17 recommendation forth to us, and I know I'm a little remiss
18 in not asking this a bit earlier. Sometimes on the
19 committee, there can be a really comfortable consensus that
20 kind of feels like the smart choice to everybody, and
21 sometimes there's a big schism in it, and it barely comes
22 forward with a lot of heartburn on the part of many
23 stakeholders.

24 Do we have a feel for what the mix is? Is
25 there a minority opinion that we really need to hear, or was



1 this a pretty comfortable recommendation for most
2 stakeholders on the committee?

3 UNIDENTIFIED VOICE: This is something that
4 we've heard not just from the folks in that committee, but
5 from other districts as well, that they would like to see is
6 an addition from the menu, so certainly I'm hearing that
7 that's something that you would like to hear from the
8 district and you can also include folks who were on the
9 committee as same as district voices to- to balance.

10 UNIDENTIFIED VOICE: Business -- business
11 community also.

12 UNIDENTIFIED VOICE: OK great.

13 UNIDENTIFIED VOICE: They're the ones that
14 have tended historically to differentiate.

15 MS. MCLELLAN: But, is there a sense that
16 there is a pretty comfortable agreement that this was a good
17 recommendation coming forward, or did we have a- a faction
18 that felt uncomfortable and if so, why? Was it a pretty
19 comfortable consensus, do we think?

20 UNIDENTIFIED VOICE: It was. We can certainly
21 reach out to folks and say, "well, make sure that this is
22 what we heard from you." Just to reinforce.

23 MS. MCLELLAN: That's helpful, thank you.

24 MADAM CHAIR: Real quickly, please. We're
25 behind schedule.



1 UNIDENTIFIED VOICE: Well, I'm going to ask
2 you: Some time ago, you- you mentioned in the meeting, that
3 you had taken the GED.

4 UNIDENTIFIED VOICE: Absolutely not.

5 MS. FLORES: Oh, I know, I know I hurt you
6 cause I thought I was surprised that you took the GED.

7 UNIDENTIFIED VOICE: I did not ever take the
8 GED.

9 MS. FLORES: Well, I can just give you all
10 kinds- I was just going to say that I know lots of people
11 who have taken the GED and who have done very well in life.
12 So, I mean we can't, we -- we should give it as an option.
13 Lots of colleges take it.

14 MADAM CHAIR: Thank you. (Indiscernible), do
15 you have enough information to get us going for next time?

16 UNIDENTIFIED VOICE: I do. Thank you, Madam
17 Chair.

18 UNIDENTIFIED VOICE: Right. All right. Then
19 our next item?

20 UNIDENTIFIED VOICE: Thank you.

21 MADAM CHAIR: Yes, we are behind.

22 UNIDENTIFIED VOICE: So, I can -- I can ask
23 the district if they would be willing to wait.

24 MADAM CHAIR: Please. So, next time our agenda
25 is an update from the Commissioner's Rural Council.



1 UNIDENTIFIED VOICE: Yes. Thank you. So, we
2 can do our change out here.

3 UNIDENTIFIED VOICE: Can we do a quick break?

4 UNIDENTIFIED VOICE: Yes, I think maybe we'll
5 give you a quick break while we set up the table.

6 MADAM CHAIR: Is that what you're suggesting?

7 (Off record)

8 MADAM CHAIR: Welcome back folks. Thanks for
9 your patience. Before we introduce our panel today, I'd like
10 to recognize that we have two Burlington board members, one
11 of whom is joining us at the table. Mr. Hillman and Amy
12 Barnes, welcome, and thank you for the welcome that we've
13 had here. Can -- are they here? I don't think so. Are any
14 other board members here from Burlington? So Commissioner,
15 would you introduce our panel and --

16 MS. ANTHES: Yes, thank you. We're really
17 excited to have this panel of rural superintendents and
18 school board members here with us today. I do want to just
19 note also that in the audience, we have a few others. So Don
20 Anderson, the executive director of the BOCES, in this area
21 is here as well. And we had Jeff Durbin who is the
22 superintendent of Stratton who was here for the morning
23 discussion but he had to -- he had to leave.

24 MADAM CHAIR: Oh, sorry.

25 MS. ANTHES: So, just appreciate them being



1 here and participating and engaging in this. And I'm going
2 to let our -- our new Director of Rural Services Denille
3 LePlatt, introduce the whole panel. But I'm going to
4 introduce Denille because you haven't had the pleasure of
5 seeing her yet.

6 As you know, Tina Goar moved on to be an
7 executive director of a BOCES and we have been lucky enough
8 to have Denille join our staff here at CDE. And Denille is a
9 past successful rural school superintendent in southern
10 Colorado.

11 She worked at the Primero School District.
12 She has served in various roles all connecting to rural
13 Colorado and rural education. She's been an elementary
14 teacher, director of federal programmings, school principal,
15 and she facilitated the 50 plus member district rural
16 council education collaborative.

17 So she's been doing that for several years.
18 So all of the experience she's had working with rural
19 districts in her own capacity, but also in coordinating and
20 collaborating with rural districts across the state has been
21 really helpful for us.

22 So she is now helping me with the
23 commissioners rural council and so many of the members here
24 before you today are on my rural council. And I'm very
25 thankful that they're here today and many of them drove



1 quite a ways to be here. So appreciate that and I'll turn it
2 over to Denille, to introduce everyone.

3 MS. LEPLATT: Sure. Commissioner Anthes, thank
4 you Madam Chair, state board members. We are very
5 appreciative of our time here today to give you some
6 important information and updates about the commissioner's
7 role education council, but also to engage in a more broad
8 discussion with you about rural issues. So, we have a great
9 panel with us today.

10 And we have Mark Hillman who is a board
11 member at Burlington School District, Mr. Tom Satterly
12 superintendent of the Burlington School District. Kermit
13 Snyder who is a rural council member and also a
14 superintendent at the Rocky Ford School District. Douglas
15 Bissonnette, rural council member and superintendent at the
16 Elizabeth School District.

17 Mr. Alan Dillon, who is the superintendent at
18 De Baque and also a rural council member, and Mr. John Knapp
19 who is a former Rocky Ford School District and CASB board
20 member and also a rural council member. So we wanted just to
21 share some information in general about the rural council
22 with you today.

23 So the council was initiated in 2011 by the
24 rural need study and it's also called for in statute. So the
25 purpose of the council is to serve as a two way



1 communication between the Commissioner and the council as a
2 way to engage on the challenges needs opportunities around
3 rural school districts.

4 So really, the council was able to provide
5 the commissioner with feedback on CDE practices and policies
6 and also to convey the rural perspective and in turn the
7 commissioner is able to convey the statewide perspective to
8 rurals, and also gathe -- gather important feedback on all
9 of the critical issues that are facing rural communities. As
10 far as the makeup of the rural council, we have
11 superintendent representation from each of the eight regions
12 in our state.

13 We also have two board members, two rural
14 principal, a teacher and a representative from CASE CASB,
15 the Colorado BOSCE association and also the Colorado rural
16 schools alliance that are serving on the council, and I will
17 turn it over to Kermit now who we can talk more about the
18 council's work and priorities.

19 MR. SNYDER: So this was some work that the
20 council did actually before I -- I got on the council was
21 working on the- the rural definition and, and I'm sure
22 you've seen that rural definition before. But -- so, that is
23 some good work that the council was able to, to accomplish
24 early on rural facts. I think you've seen a lot of this as
25 well as far as the number of rural districts that are in the



1 state an -- and the students that we rep- represent through
2 those rural districts. And then, of course, the other rurals
3 that the leadership serve in and rural school districts and
4 some of the constraints that that place is then on school
5 districts and in our ability and capacity to do some things.

6 In terms of that, the current focus of the
7 rural council, so, I am reminded of when my father was a
8 superintendent in Monte Vista Sargent in the San Luis Valley
9 in the 1990s. He would have loved to have a role at council.
10 And in talking with him now he is sometimes jealous of the
11 tools and things that we have before us because he at the
12 time had made an effort to get a- a unified voice in rural.

13 And -- and I think that's one of the toughest
14 things that we have in terms of, there's a wide variety of
15 rural districts and so oftentimes, it's hard for us to -- to
16 get all together and to have that united voice. Rural Ed
17 council helps us to do some of that. Appreciate the, the
18 most current focus with the -- the Rural Ed council with
19 Commissioner Anthes with really action, taking more action.

20 So rather than just focusing on a future
21 dream instead of talking about things that we can do now to
22 -- to make some differences. Most recently we focused on the
23 teacher shortage and so trying to improve efforts with
24 recruitment and retention of teachers. And now, some
25 examples of -- or one speci -- specific example that has



1 come from that is that, so we have partners that will come
2 in and meet with us and -- and we had partners from higher
3 Ed in with us.

4 And although I don't know that we take any
5 specific action steps to say this is exactly what we're
6 going to do from those conversations though it still felt
7 like some action happened. Because of the conversations
8 there for example in Southeastern Colorado, we have UC
9 Denver that has now partnered with Otero Junior College to
10 provide an elementary teacher preparation program in -- in
11 our area which, which we just don't have.

12 We're -- we're not that close to a four year
13 college or university. And so -- so that was a result of --
14 of some of the discussions that had happened in that rural
15 Ed council. So, definitely that focus right now on recruit -
16 - recruitment and retention on the action planning and then
17 certainly the partnerships and the collaboration.

18 What we want to do is though focus even more
19 on some other possible issues or opportunities. And so
20 continue to -- to work on the recruitment and retention.
21 Maybe strengthening some regional services. Certainly,
22 always taking a look at data collection and reporting which
23 is -- can be a strain on -- on our school district
24 sometimes. Special education transportation or certainly
25 issues that we can combine and unite within across rural



1 districts, and then certainly to -- to try to have a voice
2 or an influence when it comes to rule making or -- or policy
3 decisions, just in many ways some things can affect rural
4 districts different. And so that's where we're headed right
5 now anyway.

6 UNIDENTIFIED VOICE: And we do want to let you
7 know that the next meeting of the Rural Council will be
8 October 18th, and that will be in Grand Junction right ahead
9 of the Western Slope superintendents conference and the
10 Rural Council does meet quarterly. So we are very interested
11 in dialoging with you today. So we will turn it over to you
12 for your questions.

13 MADAM CHAIR: Questions colleagues. Ms.
14 Mazanec.

15 UNIDENTIFIED VOICE: I was wondering if we
16 could go back to that presentation and if we could hear from
17 you in a little more detail about some of those areas like
18 the -- I'm sorry. Yeah. The strengthening regional -- well,
19 all of them. Tell us -- I -- I think it's good for us as a
20 State Board and also for the public listening and attending
21 to understand how your districts have different challenges
22 than some of the urban larger districts.

23 So, I think if you can sort of address that,
24 with all of those issues with recruitment, strengthening and
25 I'd like to know what you're facing and some of- some of the



1 ways that you have found to perhaps triumph over some of
2 those, those challenges?

3 MADAM CHAIR: Do you want to start?

4 MR. BISSONNETTE: You want me to start?

5 MADAM CHAIR: Go for it -

6 UNIDENTIFIED VOICE: And Alan, can you use
7 your microphone. Yeah.

8 MR. BISSONNETTE: Sure.

9 UNIDENTIFIED VOICE: So that all the listeners
10 out there can hear you.

11 MR. BISSONNETTE: I -- I can do that or I can
12 just talk really loud. First, thank you for allowing us to
13 come and, and present to you guys today.

14 So basically what you're talking about, I
15 mean, I'm in a small rural district on the Western slope.
16 We're close to Grand Junction, so we don't have some of the
17 issues that some of the rural districts out on the plains
18 have because we are close to a metropolitan center. Grand
19 Junction is, you know, over 100,000 people so- and they're
20 about 30 miles away.

21 So we don't have some of those issues when it
22 comes to recruiting teachers and, although we still have
23 some challenges in certain areas as all schools do. But
24 probably, the -- the thing that we run into in our small
25 rural districts is we hire people that wear many hats. So we



1 have a lot of people that are dual role. I'm a dual role
2 superintendent and Elementary Principal.

3 My Secondary Principal is a dual role
4 Principal and Special Ed Coordinator. So in our districts,
5 many people do many different assignments. So that presents
6 some challenges in itself around finding people that have
7 the ability to handle multiple tasks, multiple situations.
8 But the -- the one thing that I would say about the Rural Ed
9 Council, when we look at the -- some of the situations that
10 are up there, it's nice to have a voice with the
11 Commissioner.

12 Again, I think one of the things that we've
13 begun to talk about and we've begun to discover is that our
14 role is not necessarily to -- it's not necessarily to make
15 decisions, it's just to have a voice for our colleagues. And
16 I think that has been accomplished. I think we've had some
17 great conversations at least since I've been on the Rural Ed
18 council.

19 So the data collection and reporting I would
20 say is a different challenge for a small district. However,
21 there have been some things that have happened in the past
22 few years that have actually, I feel like have alleviated
23 some of those issues. There's always going to be challenges
24 with that stuff but again I don't think that there's
25 anything out there that -- that's -- that you can't



1 overcome.

2 I would say the biggest challenge that we
3 have in the State and- and Douglas can talk -- speak more to
4 this, but is the inequity of, of how we're paying our
5 teachers. And that is a huge issue across the State. We
6 suffer with that in our area because we are next to a very
7 large district.

8 District 51 is one of the larger districts in
9 the State of Colorado. The ability that they have to retain
10 and pay staff and whether we like it or not, that is still a
11 component of how you retain teachers. It is not the only
12 component and I wouldn't sit here and tell you that. The
13 environment within your school is also important, but that
14 is something that probably we struggle with more than
15 anything, is that because we have districts that are up and
16 down the I-70 corridor.

17 Some of those districts have the ability to
18 pay their teachers considerably more than we do and that is
19 something that we have focused on since I've been in the
20 district. We've made some strides, but we're still not
21 there, and I do think that that impacts us at times.

22 MS. FLORES: May I ask a question?

23 UNIDENTIFIED VOICE: Yes.

24 MS. FLORES: My question is, would it be
25 helpful if we with the departments help, as they did with a



1 job analysis that was done by that company, I can't remember
2 their name, within the department to see whether there was
3 equity and payment of -- of people within. I mean, I -- to
4 me it's easy to say that.-

5 UNIDENTIFIED VOICE: Superintendent
6 Bissonnette has in fact done a study so maybe be helpful to
7 let him actually answer-

8 MS. FLORES: Well --

9 MADAM CHAIR: Answer the question you just
10 asked.

11 MS. FLORES: -- but I --

12 MADAM CHAIR: You just asked a question.

13 MS. FLORES: -- may -- may I just finish?
14 Thank you.

15 And so that -- that would be very interesting
16 if you did. I just think that the State should have a -- a -
17 - a base payment that, that would be equitable. I really do
18 believe that just as in the department. And I think it -- it
19 should start and look at other professions in the State to
20 see, you know, equal education and such and payment.

21 And I don't think there should be that great
22 disparity where teachers in rural areas get paid \$24,000 and
23 teachers at Douglas County start out at \$42,000. That is a
24 great disparity, okay?

25 UNIDENTIFIED VOICE: Given the --



1 MS. FLORES: So, I mean, there should be
2 equity in, in, in payment and I would love to see your
3 study.

4 MR. BISSONNETTE: Thank you.

5 MS. FLORES: But I think we should do the same
6 for the whole State.

7 MR. BISSONNETTE: Likely to respond-

8 MADAM CHAIR: Yes please do share-

9 MR. BISSONNETTE: -try to answer your
10 question.

11 UNIDENTIFIED VOICE: -I'm not sure everybody's
12 seen that.

13 UNIDENTIFIED VOICE: Yeah, I would, I would
14 really like to hear from all of them on what my question.

15 MR. BISSONNETTE: So, I'm going on my fifth
16 year on the council. And the council is unique in that it- I
17 don't think we're here to say here's the 12 things that
18 we're going to claim credit for accomplishing. A- and that's
19 been a struggle I think for various commissioners who this
20 council has been working with and then also for rural board
21 members and superintendents, it's like what are they doing?
22 We want to see results.

23 And it's been hard to articulate the results.
24 So, then you might ask, well, is it worth the time? Is it
25 worth the effort? Is it getting anything done? And I would



1 unequivocally say, yes. And so, to attempt to say why, I
2 think that the, the challenge- the mutual challenge between
3 the Department of Education and all of the units within the
4 Department, and I forget the number 140 plus small or small
5 and rural districts.

6 It's -- it's very challenging to coordinate
7 all that in a way where CDE's answers for all kinds of
8 questions that we ask. What are we supposed to do? How do we
9 clean up this data? UIPs, I think could be a good example of
10 and I -- but I can't say that because of the Rural Council
11 that rural districts can- small rural districts can submit
12 UIPs every other year. Some flexibility there. But that
13 issue I know was talked about and the burden of that.

14 And then also do we have to submit one for
15 every school when they're all in the same building? And when
16 you got one grade level or one class per grade level?

17 And those are the kinds of things that have
18 come up in conversation, and maybe there was other partners
19 and- and other interests that help move a solution along,
20 but those- those are the kinds of things where there's open
21 dialogue, where districts learn from each other how certain
22 challenges have been addressed and we learn from the State.

23 Okay here- you know, and it might be here's
24 who you talk to, here's -- Dan Jorgensen for example, did a
25 fantastic job. Just- he heard that we had a question about



1 the district performance frameworks. We had Increased
2 achieve- a decreased achievement, increased growth, and we
3 got more points.

4 It doesn't make sense, it's not logical. Your
5 students know less, you get- but you get points on growth?
6 It's like that just doesn't make sense. He said, well, it
7 could be because the new students coming into the district
8 are coming in at a lower level. Let me look into it. So, he
9 did an analysis for the district and it is true, third grade
10 students, and then at fourth, fifth in Language Arts, as
11 well as Math, we're coming in every year, year after year,
12 for four years, with lower scores.

13 We were not capable of doing that. And so,
14 there's lots of little things like that that have happened,
15 little partnerships, solutions solved because there's a
16 dialogue. And that's why it's hard to say, you know, that
17 didn't happen for Rocky Ford or De Baque, but it happened
18 for us.

19 And there are a lot of smaller things that
20 have made meeting the needs of our students while also
21 complying with CDE regulations, Federal regulations, a- and
22 making the education system as a whole work more smoothly.
23 And- and the ability to problem solve things that come up,
24 like why are we being asked this? And sometimes it's helpful
25 for CDE to be able to explain 'cause it's not always the



1 commissioner. Why are we doing this?

2 And then it helps us with our staff to say
3 this is why it needs to be done this way. People were,
4 "Okay, I get it, all right." Or that doesn't make sense and
5 we problem solve. So, that's, you know, the- there's a lot
6 of things that- at that level that we've worked on and I
7 think accomplished. And reducing the silo effect that can
8 happen in the Department of Education.

9 Somebody is very helpful and somebody is very
10 demanding in different Departments and say, wait a second,
11 now, these people are very customer service and these people
12 are- they don't understand and it keeps the whole thing
13 working. So-

14 UNIDENTIFIED VOICE: I don't think we have
15 time to get to everybody.

16 MR. BISSONNETTE: Oh, I'm sorry.

17 UNIDENTIFIED VOICE: No, no. I just --

18 UNIDENTIFIED VOICE: And can I clarify too
19 that this is all really good information, but to be honest,
20 I also want all of you to talk about- you- you're kind of
21 talking about these issues that we have certainly heard
22 about on the state board, you know, like the UIP issue.

23 But I think a lot of people out there
24 listening don't know what those issues are. And when we talk
25 about special education, transportation, then, you know,



1 sort- sort of helping everyone to understand what you, as a
2 small rural district, face some of those issues and- and how
3 you have, I mean, it's helpful to know how the council was
4 helped but also how you, as a district, have found ways to
5 address those issues.

6 UNIDENTIFIED VOICE: So, I'll just follow on
7 and quickly answer commissioner Flores. The resource issue,
8 especially with human resources, is probably -- I would say
9 it's our biggest issue. That is our business.

10 The -- the contribution that we make to our
11 communities and to our students is with our people and the
12 number of people that we have to meet the needs of our
13 students and our community is fewer than metro area
14 districts. And the quality is not the same. And that's a
15 hard thing to say.

16 I think that there's- probably, it's made up
17 to some degree by intention and hard work and caring. But I
18 actually live in Littleton and my kids go to school in
19 Littleton Public Schools and my wife works for Littleton
20 Public School. She's worked for Cherry Creek and my own
21 relationships, I have opportunities to visit other districts
22 and I can actually see we have a lot of folks in our
23 community, in Louisville, that also go to Douglas County.

24 And so the -- the -- the number of resources
25 and the quality of resources is not the same. So, that's a



1 huge challenge is to be able to meet the needs of our
2 community and our students who we have to run into all the
3 time face to face. They know our name.

4 We know their name. We know their kids. We
5 know their issues. We know what happens to them when they
6 leave school, to meet the needs of the state and also the
7 federal government. And- and we are constantly in a
8 balancing act of what's more important; the data reporting
9 or addressing this- this safety and security issue in our
10 school.

11 And a lot of -- there's a lot of, for
12 example, the ICAP embodies a lot of important conversations
13 that need to happen. But at the end of the day, there -- if
14 we don't submit the report on time to CDE, we get danged and
15 it gets a pri -- that gets -- there's a lot of compliance
16 related issues in rural schools that get put out into the
17 public, the SPF and DPF, if you're not doing well in a
18 certain area, meeting needs of special ed kids and the less
19 measurable work that we're judged on our communities is
20 always in a tension.

21 So, having the -- the adequate resources and
22 quality resources, I would say is our biggest issue.

23 UNIDENTIFIED VOICE: Well, thank you Madam
24 Commissioner and Madam Chairman. I think to build just
25 briefly on -- on the issue that Mr. Bissonnette brought up,



1 one of the factors that I learned about when I first came on
2 the- our board that contributes to a lot of the challenges
3 that rural schools have in providing an attractive salary to
4 teaching candidates is the fact that the cost factor that's
5 employed by the state legislature is more relevant to
6 Colorado in 1994 when the school finance act was written
7 than it is to Colorado in 2017.

8 And I know that's not a state board issue, it
9 is a legislative issue. But I think it- understanding it
10 goes a long way toward understanding why many of us are in
11 the predicament that we're in. I took a look at that time at
12 the amount we were being funded on a per pupil basis and
13 compared it to two neighboring schools that are very
14 similar; Ray and Yuma.

15 And for some reason, even though our cost of
16 living factor was considerably higher than Ray and Yuma, our
17 funding was lower. Went to somebody that I knew understood
18 the formula and he looked at it and said well, if you simply
19 got the cost of living factor that Ray and Yuma haven't, we
20 actually, according to the biennial study, the legislative
21 council does on cost of living, our cost of living is
22 slightly higher than them, is that if you simply took their
23 two cost of living factors, averaged it and plugged that
24 into your formula, it would be worth about half a million
25 dollars more a year which is substantial in our budget.



1 And at that time, Greg Brophy was our state
2 senator and with some help from him, I had a dialogue with
3 one of the school finance experts on legislative council and
4 the best example he gave me of how- of how little is
5 actually done with the cost of living survey was this: he
6 said if the cost of living in Burlington school district
7 went up 20 percent from one survey to that next, over a two
8 year period of time, your cost of living factor in the
9 school finance formula would increase 0.5 percent. And
10 that's why even though at the time the school finance act
11 was written, Ray and Yuma had a higher cost of living and we
12 had a lower one.

13 Now even though it's reversed, we've never
14 caught up. And I'm not saying they should- they should get
15 less but the fact of the matter is there are a significant
16 number of schools in the state of Colorado that have a lower
17 cost of living according to the Leds council study, and yet
18 currently receive a higher cost of living factor in the
19 school finance formula.

20 And that's one of the things that for schools
21 that happen to be in this odd predicament that Burlington's
22 in, makes it very difficult for us to catch up and offer
23 starting salaries or salaries at all that are competitive
24 and attractive.

25 UNIDENTIFIED VOICE: And you have talked to



1 the folks on the Finance Committee, the Interim Finance
2 Committee?

3 UNIDENTIFIED VOICE: I haven't talked to them.
4 I always make sure that my state representatives are aware
5 of this. I also visited with a few other people that are on
6 the education committees when I have the opportunity. I
7 provide them with the nice graph that legislative council
8 gave me that shows where we're at and I'd also provide that
9 to any of you who are interested in it.

10 UNIDENTIFIED VOICE: For some reason, they
11 don't ask us to participate in this. Why are we not
12 surprised?

13 UNIDENTIFIED VOICE: Well, thank you once
14 again and welcome to our wonderful Burlington, Colorado
15 clear out here in eastern plains. And if you haven't visited
16 Kansas ever before in your life, you've got an opportunity.
17 It's just 10 more miles east, turn around at (Indiscernible)
18 and come on back.

19 My understanding of board member as a next
20 question is, how are these bullet points affecting rural
21 Colorado? So, I'll speak specifically to Burlington.
22 Technically, I do not sit on the council the Rural Council.

23 I am a member of the Colorado Rural Schools
24 Alliance. I am a board member there. But each one of these
25 bullets I'm excited to see that this is something that's



1 focused on with Commissioner Anthes and the council
2 recruitment and retention of quality staff is a huge issue.

3 You just heard Board Member Hillman speak
4 about salaries and the way our funding is done. It's also
5 an- and it's a way of life that we choose. I enjoy, or I, I
6 chose to come back. I raised my four kids here. They've
7 since graduated and gone to college in the state of Nebraska
8 but recruitment and retention, trying to have people
9 understand what it's like to live in rural Eastern Colorado.

10 We have one local grocery store. Those of you
11 who were here yesterday and you heard the sirens, they
12 caught fire at lunch. Fortunately, they are still open. I'm
13 not sure what happened even though I do live right next door
14 but one of our biggest concern, well, the recruitment and
15 retention. There are many times we do not get one applicant.
16 I believe I've spoke to you before and you'll hear the math,
17 science, special ed are hard to fill positions. I'm here to
18 tell you any teaching position in Burlington is hard to
19 fill.

20 One way that I have reached out through
21 information of East Central BOCES I received, we look
22 overseas. Two years ago, we hired three young people from
23 the Philippines to come in and teach. They, they remain with
24 us and are doing a wonderful job. This year, I had the
25 unfortunate situation come up. I had somebody quit about



1 four weeks before school was to start.

2 It was high school chemistry. You're not
3 going to find them, you know just anywhere. So, again I
4 reached out to the Philippines. I received a, a young man
5 who is here and is, again, doing a wonderful job but that's
6 not our first option. We do hold calls to the colleges, we
7 do cold call, we get their list of graduates cold call those
8 graduates out of state.

9 We do get people from the eastern United
10 States call in. One of my first questions down is do you
11 understand where Burlington is when we talk about Colorado?
12 You've got to travel two, two hours before you see the
13 mountains. We, we are the high plains. Moving on, regional
14 services.

15 I believe CDE does a wonderful job. I know I
16 can always reach out to John Penn but I do reach out to
17 anybody in CDE but that ties into, you know, with the data
18 collection and reporting an- and I'm going to piggyback on
19 what Superintendent Dylan had said of wearing so many hats.

20 Every time there's a new memorandum or
21 initiative, it adds to my plight, I'd been a superintendent
22 now here in Burlington for five years. At first, I would go
23 to my staff who, who can help me with this, who can do this.
24 It got to a point they're turning me down. You're going to
25 do it, I'm here to tell you, the guy in the mirror, he's now



1 saying I'm not going to do it, I -- I -- it just -- it take
2 -- it takes a lot.

3 Not only do I wear superintendent hat, I'm
4 food service director, I'm the transportation director, I'm
5 the title nine coordinator, I am the homeless liaison. You
6 will find me driving the bus and there's sometimes you'll
7 see me on the mower mowing and I, an- and an- and, and I'm
8 not crying to you. I choose this.

9 I choose this life, I enjoy this life. It's
10 just, it's tougher. I think one of my downfalls, especially
11 in rural and not, it's no disrespect to anybody else, is we
12 just have that get-it-done attitude. You give me something
13 to do. I will do the best I can to get it done. But it's
14 getting to a point where I'm looking, I might be done.

15 So, I -- I'm, not now. In special education
16 transportation, a lot of these things fit under East Central
17 BOCES if you don't understand the BOCES network and how it
18 works, I beli -- and I've only been an administrator within
19 East Central BOCES even though I've been in a couple
20 districts.

21 The East Central BOCES does a wonderful job
22 of collaborating within the 20 member districts. East
23 Central BOCES, I do believe we're one of a larger
24 geographical. We run from, I believe, it's Bene --
25 Burlington south to Cheyenne wells which is 45 miles, I



1 believe 48 or so, south to Idalia north, you know, and again
2 towards.

3 So even there, the geographic time strains of
4 getting places. Professional development come in through
5 East Central BOCES is wonderful. I cannot have staff leaving
6 and going to Denver due to freight range, it just, you know,
7 it's detrimental to my kids. I could sit here and talk
8 forever about rural education and what we face. You know,
9 you are more than welcome to give me a call, an email,
10 anything. I love to talk, you're starting to find that out
11 so, I'll pass it on.

12 UNIDENTIFIED VOICE: Yeah. I'll -- I'll speak
13 quickly about recruitment and retention. Yeah, there are
14 some cooperative efforts there in the area and a lot of that
15 is in terms of, if we have a Spanish teacher in the nearby
16 district doesn't, then we find ways to cooperate with that
17 so we can get the Spanish instruction to the students.

18 When it comes to actual hiring, that's where,
19 when the time much cooperation because of the shortage of
20 teachers. If you have three math openings in the area and
21 only one viable candidate, we, we compete very heavily for
22 that candidate and so, so that's, that's tough to, to
23 cooperate with. But still I haven't had much luck with
24 convincing local districts to let me get in and talk with
25 their graduating seniors. So, we try to recruit already from



1 high school kids and, and actually, it worked, I mean we've
2 brought in --

3 UNIDENTIFIED VOICE: Yes, yes.

4 UNIDENTIFIED VOICE: -- several of our
5 students an -- and have been able to keep them that way. But
6 no luck with (indiscernible) letting me talk to with their
7 students. Other regional services, things like curriculum
8 development were just too small to do a lot of that on their
9 own.

10 So, we have to rely on a network in the area
11 to be able to do that. That might come up again as we're
12 talking about standards and standards revisions, we might
13 need to access that, that resource again. Food service. The
14 only way we were able to pull in a food service company was
15 because a neighboring district also needed one.

16 Although there are some barriers there, there
17 that we run into once in a while where we try to combine
18 under the same contract with a nearby district an- and just
19 weren't able to do it. There were some barriers we ran up
20 against and we just couldn't overcome that. So that's an
21 area where we would need help with. Special education
22 transportation, yes, special education numbers continue to
23 increase.

24 So a higher number of students with caseloads
25 for special education teachers handling that within the



1 BOCES as best we can. Transportation is another area where,
2 where we need some, some help to overcome some barriers in
3 the, in the future, we just don't have enough with our
4 general fund to buy new bus every year.

5 And with that, that means we do have some
6 buses on the road that end up with 180,000 miles, 200,000
7 miles. We certainly tried to replace them before they hit
8 over 200,000 miles. Sometimes we --

9 UNIDENTIFIED VOICE: Good for you.

10 UNIDENTIFIED VOICE: Yeah.

11 UNIDENTIFIED VOICE: We're up to three.

12 UNIDENTIFIED VOICE: Oh, are you really?

13 UNIDENTIFIED VOICE: Gosh.

14 UNIDENTIFIED VOICE: I mean, sometimes you
15 just can't pull it off, right? And so, if there was a way
16 somehow to combine with local districts and combine moneys
17 maybe we could update the fleet more often. But there are
18 barriers there with giving up your transportation fleet to a
19 cooperative, and so, so we then have to look at some of
20 those things.

21 But -- but, yeah, that's some of the things
22 that we are doing successes but also some barriers that
23 we've run into with trying to cooperate.

24 MADAM CHAIR: Thank you. Can I just ask two
25 things? In last Sunday's Denver post, I believe, was the



1 lead article about how uneven the technology is across the
2 state. And I was in some dreamland that made me think that
3 we actually have comparable Internet across the state. Just
4 dead wrong.

5 UNIDENTIFIED VOICE: Yeah, I could guess from.
6 I'm not a techie. To what extent do you have it or don't
7 have it and to what extent would you find it helpful? For
8 example, Mr. Bassinette's concerns about the competency, to
9 the extent that we could pro -- be providing coursework in
10 order to help teachers improve or help staff training or
11 some of those kinds of needs.

12 In other words, it's not -- I'm not
13 suggesting that it's an end all be all nor do I want kids
14 sitting in front of a computer every day. But on the other
15 hand, that's supposed to be one of the reasons, one of the
16 reasons you're supposed to enjoy being in a rural area is,
17 that you can be connected across the state and I'm learning
18 that because we're not. How are you guys doing?

19 UNIDENTIFIED VOICE: We found that, even some
20 of our strongest students struggle with the online learning
21 models, and definitely the kids that are struggling have a
22 harder time with that. And so, its, it's something that
23 districts are experimenting with, but I don't think it --
24 what we found and what CDE is already doing that is really
25 helpful is, providing us with some resources.



1 So, right now there's folks through a CDE
2 grant. They are coming into our elementary schools a couple
3 of times a week working with our elementary teachers,
4 kindergarten, first grade right now, and move to second
5 grade. It's moved to second grade this year, and a third
6 grade on literacy. And it's a challenge that we have. It's
7 one of our -- our areas of focus.

8 And just having that expertise in our -- in
9 our schools, in our classrooms working with other teachers.
10 And so, we're continuing to be in classes if folks aren't
11 coming to Denver for training or whatever. It's in our
12 schools. And it is -- it's been -- it's made a huge
13 difference.

14 And we expect to see really important results
15 from it in the next year or two. I mean, we're thrilled with
16 it. So, those kinds of things are expensive, but they make a
17 difference for kids. And-

18 MADAM CHAIR: Good. How about in Burlington?
19 Oh, I'm sorry. Please-

20 UNIDENTIFIED VOICE: So, let me- let me jump
21 in real quick. So-

22 UNIDENTIFIED VOICE: I just assumed you have
23 it because you're 30 miles from.

24 UNIDENTIFIED VOICE: You know what we have,
25 actually I would say to you, we have tremendous technology



1 in our school district. So, we have- we have dark fiber. We-
2 It was running down I-70 and then they had run it up
3 actually to the building right next to us.

4 And so, we just passed a bond, just built a
5 new school, but we were able to get that into our facility
6 last year. So, some things though that and it goes along
7 with- with what superintendent Bissonnette was talking
8 about.

9 So we're doing a number of things. And again,
10 when you think about some of the rural issues that we have
11 around, retention or recruitment in this more around
12 recruitment. So we use Colorado Digital Learning Solutions a
13 lot in our school district.

14 So we've had students that are very driven.
15 We have a young man who's trying to get into the air force
16 academy. He's taken some aeronautical courses online because
17 those were provided. So he was able to take that.

18 One of the things that we've done to address,
19 because you're right, our students really struggle, and- and
20 it is not the answer for every student. But what we started
21 doing in our schools. We start our eighth graders in a
22 classroom with a teacher, and then an online teacher on the
23 other end.

24 So when we do this with Colorado Digital
25 Learning Solutions, and we've worked out this agreement with



1 them. And so, what happens is our students actually learn
2 how to take an online course before they get into a high
3 school where it actually has a negative impact on their GPA.

4 We have found that to be incredibly helpful,
5 and we've come out of that with some of our students were
6 man, I love these online courses, and we come out with some
7 students where I'm never taking another one of these. But
8 what we don't do is we don't put them in a situation that
9 allows them to fail.

10 They've got support there to get through the
11 process because that's what we found when we first started
12 using, you know, everybody's like, "Oh, this is -- this is
13 the best thing ever." Now, you get on and take an online
14 course. It's hard. You have to be motivated. You have to
15 follow directions. You have to, I mean, there's a lot of --
16 there's a lot of skills that it takes to do that.

17 So we spent a lot of time around that. And
18 then, one of the newest things that we're doing this year
19 from a professional development perspective is, actually, we
20 implemented a Colorado Preparatory Math Program on our
21 secondary.

22 So it's a really strong Math Program built
23 around common core, Colorado academic standards, common core
24 standards. But, well, we hired a consultant who lives in
25 Washington. So this consultant cannot come to us all the



1 time. Right? She'll come for one or two days during the
2 school year.

3 But what we do is an on-demand professional
4 development with her. So as an example, we can do a WebEx,
5 we can bring her into the building, she can work with our
6 teachers for an hour, for half an hour, for whatever we
7 need. I do this at the elementary level and at the high
8 school level.

9 So the technology component of this is
10 incredibly helpful. But if you're in an area where you don't
11 have access to that technology, Oh, my gosh, you are at a
12 huge disadvantage. I would tell you, we're not struggling
13 with that right now. But what we've been able to do, we do a
14 ton of blended learning where our kids do some stuff with
15 the teacher in the classroom.

16 And then, they might move right into an
17 online component to where they then practice those skills
18 individually. So, they've gone from the group work component
19 to the individual component. So, we've actually begun to
20 build a model around that.

21 Again, though it takes a lot of money, we've
22 been fortunate that we have some local partners, again,
23 because of where we're located. We're located in the gas and
24 oil industry. So, we have some large corporations that are
25 very willing to work with us.



1 And we've had some large donations that come
2 to us every year and we've been able to build from those
3 donations. But again, that's a real hit and miss thing. I
4 would tell you, we're very lucky with that. We're very
5 fortunate to have those things, and those are how we're-
6 we're using them.

7 MADAM CHAIR: Thank you. Mr. Nap.

8 MR. NAP: I would just say that in conjunction
9 with- with that is that there- I can follow a couple
10 examples of students in Southeast Colorado that want to be
11 out there, that really don't have the resources to come to
12 the front range to finish the junior and senior year. And
13 they've- they've entered into the complete online programs
14 for junior and senior year. And it's very difficult and
15 very, I- I won't say what I really think about that.

16 UNIDENTIFIED VOICE: Oh, please.

17 MR. NAP: So -- so what Dr. Schneider alluded
18 to that this board was part of -- of having that dialogue
19 about between higher Ed and K12 at -- at our level, kind of
20 a layman's level. It's really cool. And it brought
21 University of Colorado Denver down to Otero Junior Collage
22 gulf places for these students.

23 And there's several of them now are going to
24 complete their Elementary Ed and be in Southeast Colorado
25 where they want to be. So, these are neat things. I would



1 just say, in closing for me that I- I try to bring the
2 agriculture mentality of whatever that is to- to this board,
3 to this group and try to occasionally explain to
4 superintendents especially, that each one of these school
5 board directors are very different depending upon what's the
6 economics of where they're at.

7 And generally, the agricultural economics of
8 Eastern Colorado right now are not terribly rosy. It's a
9 real challenge. And I think that's really affecting the
10 leadership in some of these districts. And that's something
11 that we all need to be cognizant. Incredible diversity in
12 Colorado. Every -- every district that depends on
13 agriculture has a different component that they're depending
14 upon. So --

15 MADAM CHAIR: Okay. Thank you.

16 UNIDENTIFIED VOICE: Here in Burlington. You
17 know, I'll echo a lot of what was mentioned. We do a deal
18 and I'll reiterate bit of our professional development
19 through essential policies. What is nice is we're a
20 consortium through the postseason.

21 I can't remember what it started out, but it
22 was a trillion company which has since changed names. And
23 I'm not even sure where we're at, where our connect ability
24 is through with the bosses. With that, we do receive
25 professional development through zoom that used to be



1 vignettes. I would use computer technology base. It is a
2 wonderful job we do.

3 I am not hardwired, either other- other
4 campuses, the middle school or the high school, part of my
5 agreement with, I think it's a fanatic, it kind of took over
6 that system. If you- as you leave here, the high schools
7 just to the west, you're going to see the huge lightning rod
8 that's sticking up. For them to keep it, I made a deal with
9 them. I tried to have, you know, run me five or each one of
10 the other two schools or that was cost prohibitive.

11 So they run an air fiber, which is a
12 wonderful tool. When the wind doesn't blow. You can spend
13 two days here in Eastern Colorado. Those of us in Eastern
14 Colorado we know we're home when we get up in the morning
15 and the wind's blowing. So that is a huge concern especially
16 the state assessment.

17 I was one of the last to relinquish the paper
18 pencil. Because of the technology, we are going to attempt
19 it this year. So, bear with me if my scores or things don't
20 go so well, because we just got finished with maps testing
21 and delegate maps testing. I mean, it was a daily occurrence
22 to get shut down and kicked our kids out because we lose
23 that connection between the high school and the other
24 schools.

25 UNIDENTIFIED VOICE: So, are you saying --



1 excuse me -- that the light -- that looks like a lightning
2 rod, that's how you get your --

3 MR. DURHAM: Well, it's -- it's a huge poll.
4 It's -- it's kind of a joke between me and (indiscernible),
5 they tell me lightning doesn't hit that and I'm like I'm an
6 ex-science teacher. Lightning is going to take the most
7 direct route. Yes, that is a lightning rod.

8 MADAM CHAIR: Especially here in the flat
9 lands.

10 UNIDENTIFIED VOICE: Yes, yes. Other than the
11 grain elevators, it's one of the tallest structures in
12 Burlington. I know it's, I don't know.

13 UNIDENTIFIED VOICE: What is it air, you
14 called it what, air connectivity?

15 UNIDENTIFIED VOICE: It's- it's air fiber.

16 UNIDENTIFIED VOICE: Air fiber.

17 UNIDENTIFIED VOICE: I'm not sure of the, you
18 know, the- the transportation speed across the air. Early in
19 the morning, before the wind picks up, it's not too bad. It
20 goes pretty well. But like I said when the wind starts to
21 blow, which we know what happens here, you start to lose
22 that connectivity.

23 UNIDENTIFIED VOICE: Where do most people
24 around here use? I mean, there's-

25 MR. DURHAM: You have the option of, I do know



1 there is still DSL and there's cable through Ethernet.

2 UNIDENTIFIED VOICE: So --

3 UNIDENTIFIED VOICE: Right. They advertise
4 DSL.

5 MADAM CHAIR: So, has the council approached
6 the legislature to say that for us to have an equitable
7 education for our children, this is an incredible resource?

8 UNIDENTIFIED VOICE: You know, we have, we
9 don't see that as our role. Our role is to, our prima --
10 primary role is to advise the commissioner.

11 UNIDENTIFIED VOICE: Okay.

12 UNIDENTIFIED VOICE: That's as it's been --

13 MADAM CHAIR: As it's established. So, is
14 there another group that --

15 UNIDENTIFIED VOICE: Yeah. I mean, I think we
16 work in partnership with the rural alliance that has more
17 about a lobbying row. It's just as the Rural Council is set
18 up as a sort of the CDE thing. We try to be careful around.
19 I try to share those, that feedback with CDE staff and with
20 you all, but, you know, again, and if you guys would like a
21 different role for them, I would want them to highlight that
22 even that would be you know, your prerogative as just that.

23 UNIDENTIFIED VOICE: Mark could be a lot
24 deals.

25 UNIDENTIFIED VOICE: Yeah. Well, and -- and



1 they all have the ability to do that independently as their
2 own superintendents.

3 MADAM CHAIR: Right.

4 UNIDENTIFIED VOICE: But in terms of the role
5 of the Rural Council, we're just careful of the connection
6 it has to CDE and the -- they're careful place we have in
7 terms of lobbying versus not lobbying.

8 MADAM CHAIR: Got it. So, there's another --

9 UNIDENTIFIED VOICE: There are other plans.
10 There are other rural --.

11 MADAM CHAIR: Right.

12 UNIDENTIFIED VOICE: -- groups, it will affect
13 with this.

14 UNIDENTIFIED VOICE: Right. And maybe that
15 would be the appropriate place for that. But it seems like
16 an equitable education would mean -- I mean, we're try-
17 trying to- trying to figure out what's equi -- equitable
18 resources. You've assured us that we're not distributing
19 resource money equitably. But here's another area where it
20 seems very terribly unfair. I was very surprised by that.
21 Board Member Rankin.

22 MS. RANKIN: You know, I -- I'm, well, I can
23 tell you, the legislature is very aware of this connectivity
24 problem. But Mr. Hillman, I have a friend that is in the
25 legislature and I would be happy --.



1 MS. FLORES: Are you still friends?

2 MS. RANKIN: I'd be happy to pass along the
3 paper with the cost of living that you have -- the problems
4 you have here with that.

5 MR. HILLMAN: I -- I would be happy to provide
6 that. And just a brief anecdote about what parents and
7 students in our particular area are looking at. I think if I
8 recall correctly, that if you happen to live right here in
9 town and probably, I don't know, 80 percent of our kids,
10 maybe 75 percent live in town now. I think CenturyTel
11 typically provides three megabits per second to one and a
12 half megabits per second.

13 I live just five miles south of town and our
14 internet with CenturyTel got so bad that it was down to
15 three quarters of a megabit per second. We finally ended
16 that. And if you are within a not much -- if you're within
17 the line of sight of the elevators, you can sometimes get
18 another type of what Mr. Sedelic (ph) referred to as air
19 fiber. But there's a company here that will put -- put an
20 antenna up on your roof and that's how my family gets
21 internet now, and it does get up to about -- it's faster
22 enough we can watch Netflix most of the time. But I've got a
23 neighbor a mile away and he's just far enough away, just six
24 miles out of town that his family can't even do that.

25 And looking at low tech communications, when



1 I was in school here, the libraries all got both, I'm dating
2 myself, both Denver newspapers every day. You cannot get
3 even the Denver Post delivered or in a vendor box in
4 Burlington today because they don't come pass Limon. So,
5 that makes it a little bit challenge- challenging simply to
6 keep up on the same types of information that you're reading
7 every day.

8 UNIDENTIFIED VOICE: Yeah. Board Member Goff.

9 MS. GOFF: Yes. In addition to Ms. Rankin's
10 connections, the state board, we -- we set our own
11 legislative priorities every session. And so, this general
12 idea would be completely easy and logical to work into what
13 -- what we consider our priorities for- just quality access
14 of a general nature.

15 So, I -- I think I -- I'll keep that in mind
16 and we can talk about that. May I, are we okay with the
17 different area a little bit?

18 MADAM CHAIR: Just a quick question.

19 MS. GOFF: Go ahead.

20 UNIDENTIFIED VOICE: Basically, how many of
21 you are -- are on a four-day week? Are all -- are all of you
22 on a four-day week? Yeah. Any -- any insights? What's been
23 an -- an advantage. I'm going -- this is a bit interesting
24 one. What's been an advantage or some hurdles that you've
25 had to overcome?



1 I will -- I will just mention to you that Dr.
2 Schroeder and I, and I believe Ms. Rankin, we were in
3 Washington visiting our two -- senators, U.S. senators, in
4 March, and this was one of the topics that they brought. Mr.
5 Durham was there, too. But they brought up this particular
6 topic and they -- they requested some feedback and
7 information at the time. And I believe CDE did furnish them
8 with some of that.

9 But on a downhome personal daily level, what
10 kind of reactions have you experienced from your
11 communities?

12 UNIDENTIFIED VOICE: Yes. I would say six
13 years ago on my local school board, we voted to talk about
14 four-day week and it was unanimous, and the community was
15 unanimous in saying, "No, you're not going to- we don't
16 agree with that at all."

17 Well, this year, it came back and it came
18 from- it came from a different source, and that was
19 retention, completely a different- a different reason was
20 retention of teachers. And it was passed by the school
21 board. It wasn't unanimous but it passed, and it was purely
22 because of keeping the teachers who now can be floating up
23 to district 70 in Pueblo or they can be, you know, who are
24 almost all on four-day week.

25 MS. GOFF: Okay.



1 UNIDENTIFIED VOICE: And -- and it comes also
2 to a notion of almost every school district in Southeast
3 Colorado was losing enrollment, continues to. So that's a
4 dynamic that is bringing about some really good sharing that
5 is going on. I -- I think Kermit's got a softball team that
6 right now that is made up of great athletes from four
7 different schools. So there's some cool things happening
8 there.

9 UNIDENTIFIED VOICE: So I would share from an
10 anecdotal perspective that in a district our size, you know,
11 we have about 50 kids in our high school. Our kids play
12 sports, they do drama, they are in music programs. So they
13 do all of these things and it's the same kids over and over.

14 So a four-day week from that perspective
15 gives our kids an opportunity honestly to recoup on a
16 Friday, Saturday, Sunday, or Monday through Thursday
17 district. So from an anecdotal perspective, we don't get
18 pushback from our parents.

19 Actually, our families like it. Our kids, we
20 try to schedule almost all of our sports programs on Friday
21 and Saturday. Again, we've moved away, I really try to keep
22 us from using midweek game times. From an anecdotal
23 perspective, I would tell you I see a lot of advantage to
24 that.

25 From a data perspective, when I started in



1 the district five years ago, our one year DPF was priority
2 improvement. Our current DPF that we just received was that
3 we scored enough points to be with distinction.

4 So from a data perspective, I would also
5 share it does not hurt school districts. And there are
6 people out there that will say, "Oh, you just, there's not
7 enough time in your school day or whatever." You know what,
8 that's not true.

9 And I -- I've actually done this in two
10 different. I did it with an elementary school and I've done
11 the same thing with the district. And so, from that
12 perspective, I-- I feel like there's a lot of positives to
13 it. I know it's, again, I'm going to tell you, it's going to
14 come back to your leadership within your district and it's
15 going to come back to your ability to retain teachers.

16 And I think one of the most interesting
17 conversations that we had as a rural Ed Council, Katie
18 provided us with some, or Commissioner Anthes, sorry,
19 provided us with some research. And one of the things that
20 really hit me was if we could fix the retention problem
21 within our districts, it's not even so much about
22 recruitment, if we could fix the retention in our -- in our
23 country and in our districts, we would have enough teachers.
24 We would have enough people that do this work.

25 And I really feel like sometimes, we're



1 chasing the wrong rabbit, honestly. And we're trying to
2 recruit all these people. People that want to teach want to
3 teach. It's just the way it is, I mean. But what we don't do
4 is we don't take care of the people when we get them in the
5 profession and we don't retain them in the profession. And
6 so, just on a side note, that would be something that I
7 would ask you guys to continue to consider as a -- as a
8 state school board.

9 UNIDENTIFIED VOICE: If I could is that all
10 right?

11 MADAM CHAIR: Please.

12 UNIDENTIFIED VOICE: All right. I -- it was a
13 rough decision to go to a four-day week. And I -- and I
14 don't think it was our preferred choice. We felt backed into
15 a corner because so many other districts had switched.

16 And we heard rumblings from teachers that if
17 I have the choice, and I can go work in a four-day week
18 versus the five-day week, I'm going to go to the four-day.
19 We felt like we were going to lose folks.

20 And so, then you take a look at the number of
21 instruction hours. Overall, we didn't reduce the number of
22 instruction hours, but still the frequency with which we
23 meet with students worries us. And so, trying to build in
24 some Friday services in particular for those students that
25 are identified as at risk.



1 And how do we make that long term because the
2 study we saw came out of Montana and said there's a cliff
3 after, what was it, six or seven years, an achievement
4 cliff, where the scores just took a dive. We don't want to
5 experience that, so that's why we're trying to focus on
6 something that we can keep in place, which is hard to do
7 considering turnover that we have but saying in seven years,
8 we're still going to have those Friday services, that's the
9 hope right now anyway.

10 MADAM CHAIR: Okay.

11 UNIDENTIFIED VOICE: Burlington, we just
12 recently went to the four-day week. Last year was our first
13 year. This year is the start of our second year and some of
14 the decision -- well, a -- a nice byproduct of the decision
15 is, usually we are turning over a third of our staff this
16 year. It was about 10 percent. I do attribute that to the
17 four-day week. The main decision, I believe, the Board of
18 Education and Mr. Hillman can speak on that, was giving our
19 staff time on Fridays.

20 All our professional development we try to
21 have on Fridays when there's not school so it doesn't impact
22 students. We are trying to move our events mostly to Fridays
23 and Saturdays as we, you know, cycle through. But also
24 giving our staff time to do the reports and whatever it is
25 that they need to do to get it done.



1 We pay them stipends to come work on Fridays
2 instead of my mantra is always, "I would rather pay my
3 professional staff to come in on non-contracted time, than
4 to pay a staff to go into the classroom." So --

5 UNIDENTIFIED VOICE: And I think our staff
6 does appreciate the fact that they now have a -- a -- a
7 Friday that's free from the classroom. But they can come
8 into their classroom and prepare for the next week instead
9 of doing it on a Saturday or Sunday.

10 From a -- a parent's perspective, I think
11 it's a little bit challenging for the younger kids to begin
12 to get used to it. I think like- like almost anything in
13 life it's a series of tradeoffs. I think a five-day and a
14 four-day week from everything I've read, as well as the year
15 and a half or a little over a year of experience are fairly
16 comparable, but there are some advantages to the five-day
17 week and some advantages to the four-day week.

18 The one challenge we have, I used to ha -- I
19 had great memories riding the school bus back and forth to
20 school. Our kids now are in school basically eight hours a
21 day and if they did ride the school bus, they would probably
22 be on the school bus for another total of an hour and a half
23 or an hour and 15 minutes as well, which makes it for -- for
24 a pretty long day, which is why we, since we're only five
25 miles away, take them and -- and -- and pick them up in the



1 afternoon.

2 But we've -- we had, my family in particular,
3 we have enjoyed the change in the four-day week despite some
4 of the challenges it's -- it's had, simply because we've got
5 some kids that are a little bit younger. And sometimes about
6 7:30 on Wednesday night, one of them es -- especially zonks
7 out and we don't see him until 7:00 the next morning. So --

8 UNIDENTIFIED VOICE: It's hard.

9 MADAM CHAIR: Actually, The bus and recess
10 were my two favorite subjects when I was in school as well.
11 I can identify with that. Any other comments or?

12 Thank you so much. This has been a really,
13 really interesting and good discussion. Thank you for
14 coming.

15 UNIDENTIFIED VOICE: Thank you.

16 MS. GOFF: Thank you.

17 MADAM CHAIR: We are so behind.

18 MS. FLORES: He had a nice drive.

19 MADAM CHAIR: Five-minute break. We have folks
20 on the phone waiting..

21 UNIDENTIFIED VOICE: Yeah.

22 MADAM CHAIR: Thank you. The next item on our
23 agenda is consideration of Lewis-Palmer School District's
24 request for a waiver from state statutes. Before we begin
25 discussion, is there a motion on the table. Board Member



1 Rankin.

2 MS. RANKIN: I move to -- I move to approve
3 the waiver request from Lewis-Palmer School District 38
4 under 422-30.5-107(1)(B)(Deadline) for charter school
5 applications.

6 UNIDENTIFIED VOICE: It's a proper motion is
7 there a second.

8 UNIDENTIFIED VOICE: I second that.

9 MADAM CHAIR: Thank you. Commissioner is the
10 district prepared to provide an overview?

11 MS. ANTHES: Yes. Thank you Madam Chair. On
12 the phone we have Sherri Hawkins. Board president Matt
13 Clawson. Board Vice President, John Magerko. I'm sorry if
14 I'm pronouncing that wrong, Board Treasurer, Sarah Sampayo
15 Board Director, Cheryl Wangeman Assistant sup, and Karen
16 Brofft Superintendent of the Lewis-Palmer School District
17 and to answer any questions and just give a brief discussion
18 of what this waiver is.

19 So I believe I actually don't know which
20 person I'm turning it over to. Is it the superintendent
21 Brofft.

22 UNIDENTIFIED VOICE: Yes.

23 MS. ANTHES: Okay. Thank you.

24 MS. BROFFT: Katie.

25 MS. ANTHES: Yes.



1 MS. BROFFT: Can you hear us, Katie?

2 MS. ANTHES: We can hear you. Thank you.

3 MS. BROFFT: Okay we -- we're having a little
4 bit of trouble hearing you.

5 MS. ANTHES: Okay.

6 MS. BROFFT: So I don't know if there's a
7 microphone issue or what but we've got our volume turned way
8 up, so.

9 MS. ANTHES: Okay. We can hear you fine, so --

10 MS. BROFFT: Because we didn't hear you.

11 MS. ANTHES: All right. Well superintendent,
12 if you would just like to give a brief overview.

13 MS. BROFFT: That's good.

14 MS. ANTHES: Thank you.

15 MS. BROFFT: Yes. And I need to turn it over
16 to Cheryl to do that.

17 MS. WANGEMAN: Thank you for the opportunity
18 to talk to with you all today. Basically, we've watched some
19 of the districts around there have a longer time with their
20 charter school applicants to work on charter school
21 applications.

22 We began about a year ago now studying
23 whether not that would be something that we would want to
24 pursue with the State Board of Education or the Board of
25 Education the last fall decided, yes, we should -- should



1 research it and in fact we've had the opportunity to try
2 this new process where we do have the extended deadline with
3 Monument Academy informally as they presented to us an
4 expansion for their high school's charter.

5 And we and Monument Academy have been very
6 pleased with the additional time. So we'd like to go ahead
7 and make that application to the state board which you have
8 in front of you today. I just briefly we have the support of
9 Monument Academy's administration, Monument Academy's Board
10 of Education.

11 Our DAC committee, 100 percent of the
12 administrators here at this time are 38 and of course our
13 Board of Education. So in a nutshell that's our submittal
14 for today.

15 MADAM CHAIR: Thank you. Are there questions,
16 colleagues? Board member Flores.

17 MS. FLORES: I know we did this in Denver and,
18 oh sorry. I'm sorry. I know we did this in Denver when I was
19 on the School Improvement and Accountability Council we
20 asked for a longer time because of time commitments and
21 people were going on vacation and all of that and it worked
22 out. We had a longer time to consider it and -- and from --
23 from this from the fall to the spring time.

24 UNIDENTIFIED VOICE: Thank you.

25 MS. FLORES: Thank you.



1 MADAM CHAIR: So board member Mazanec, do you
2 have a question?

3 MS. MAZANEC: I just want to make sure I
4 understand. The -- the purpose of this is to give the
5 charter applicants more time or to give the district more
6 time to consider charter applications or a little of both.

7 UNIDENTIFIED VOICE: District.

8 MADAM CHAIR: Sounds like everybody, right?
9 It's more time to work together, is that right?

10 MS. WANGEMAN: Absolutely. Both. Both.

11 MS. MAZANEC: And it changed to was it October
12 from April.

13 UNIDENTIFIED VOICE: From October to April, is
14 that correct?

15 MS. MAZANEC: From April to October.

16 MS. ANTHES: Six months.

17 MS. WANGEMAN: From October to April.

18 MS. MAZANEC: Okay.

19 MADAM CHAIR: So, well here's the question
20 that I have that I have posed to our attorney to help us be
21 really clear in the event in April which is the deadline by
22 which your board needs to make a decision. Is that right?
23 Based on your appeal on your waiver I mean.

24 MS. WANGEMAN: No, that's -- that's the
25 deadline for the charter give us the application.



1 MADAM CHAIR: Oh. Ms. Tolleson, do you want to
2 clear me up on this.

3 MS. TILLERSON: The application is April 4th.

4 UNIDENTIFIED VOICE: So do you work together
5 and then you get the application? That's-

6 MS. WANGEMAN: So this is -- right now and --
7 and I'll give you an example that will help us describe it.
8 So we recently got a submission. We knew that Monument
9 Academy, our charter school wanted to expand it to a high
10 school.

11 What happened is they couldn't submit it any
12 earlier than August because that's the earliest they could
13 submit it and they have to submit it by -- by state law and
14 they haven't submitted or by October 1st, anywhere between
15 those time frames.

16 Well, they want to submit it earlier so they
17 could get more feedback from us and it ultimately ends up
18 with a higher quality application and a likelihood that it
19 will be approved. If you have more time to work together,
20 whereas if you don't get it until August the schools start.
21 It's a busy time.

22 You might get feedback. It might end up being
23 having a better chance of being denied because both parties
24 were not able to work through it and in a timely way over
25 the summer and be able to respond in such a way that it was



1 ready to go in so that they could then open the next school
2 year. Pretty tight to say we're not going to get a -- you
3 know, we're not going to get this until potentially October
4 1 and then turn that completely around in 90 days and be
5 able to open their doors the following year.

6 UNIDENTIFIED VOICE: Right. And so --

7 MS. WANGEMAN: And so --

8 UNIDENTIFIED VOICE: You're now actually the
9 backtra -- backtracking your submission date from October 1
10 back to the --

11 MS. WANGEMAN: That's exactly what we're
12 doing.

13 UNIDENTIFIED VOICE: Back to April.

14 MS. WANGEMAN: Yes. And -- and so what we
15 ended up doing, which to some degree circumvents the
16 process, which doesn't make sense is Monument Academy, we
17 just met with them before the submission official formal
18 thing and we did quite a bit of work but we'd like to
19 formalize it by changing the timelines such as Falcon has
20 done this and a lot of other districts have done this as
21 well.

22 Because it's really unrealistic to do this in
23 less than a year in a hard on the charter school because
24 they're trying to open a charter school and they want a
25 decision.



1 MADAM CHAIR: Sure. So I just want to clarify
2 this does not change the time by which the board needs to
3 approve the charter.

4 MS. WANGEMAN: No, it does not. I could give
5 this more time. So it -- it results in board approval sooner
6 for the charter school.

7 MADAM CHAIR: Okay. Ms Tolleson.

8 MS. WANGEMAN: So they had more time to
9 prepare.

10 UNIDENTIFIED VOICE: Okay. Ms Tolleson.

11 MS. TOLLESON: So -- and -- and as I was
12 reading the proposed regs and the formal time for the local
13 board to decide the charter application is still 90 days
14 from the submission date.

15 So now we're still, you know, 14 months ahead
16 of proposed opening. Am -- am I reading that correct?

17 MS. WANGEMAN: Yes. Yes. Still 90 day I did -
18 - I didn't hear the very last part of that but yes they
19 still we still have 90 days to prove from the point of
20 submission. And what was the second part of your question?

21 MADAM CHAIR: That doesn't sound right.

22 UNIDENTIFIED VOICE: 14 months total.

23 MS. TILLERSON: So then you would wind up
24 having you did have a formal decision on a charter
25 application no later than about 14 months or so from their



1 proposed opening date.

2 MS. BROFFT: Yeah. Okay. I'm going to have
3 Cheryl clarify because she's writing something down here.

4 MS. WANGEMAN: So, I think we understand your
5 question. We are not changing the decision deadline for the
6 Board of Education to make their decision. We're only
7 changing the application deadline so the application
8 deadline would move to April 30th, but we would hold with
9 them 90 days after October 1 for the board to make its
10 decision, thereby allowing the charter school more time to
11 work with the school district before the final date.

12 It exactly mirrors what the Falcon school
13 district has done.

14 MADAM CHAIR: So I think we're okay with my
15 concern that we're going to get off schedule in terms of any
16 appeal if necessary.

17 MS. ANTHES: Yes.

18 MADAM CHAIR: Thank you very much. Any other
19 -- board member Durham.

20 MR. DURHAM: Thank you, Madam Chair.

21 MADAM CHAIR: Did I see your hand?

22 MR. DURHAM: Yes. How many charter schools do
23 you have in District 38.

24 MS. WANGEMAN: We have one charter school
25 Monument Academy it has about 15 percent of -- of our total



1 population it has about 950 kids and we're about a 6,500
2 student school district.

3 MR. DURHAM: So have you had any additional
4 applications other than this expansion in say the recent
5 last five years have you had any other applications and I
6 guess you're considering this expansion a new application,
7 is that correct?

8 MS. WANGEMAN: We are treating this
9 application for process as the new application as opposed to
10 an expansion and we've had I believe one charter school
11 application in the last five years that comes to mind.

12 MR. DURHAM: And what -- what was the
13 disposition of that application.

14 UNIDENTIFIED VOICE: Academy is doing an
15 extension application. I'm sorry, I don't think we heard
16 that last question.

17 MR. DURHAM: What was the -- what was the
18 action taken on the application that was submitted in the
19 last five years?

20 UNIDENTIFIED VOICE: I believe on that one and
21 since quite a few years that the applicants never completed
22 the full process. When we got to the 15-day checkup, they
23 did not have their entire set and they didn't choose to go
24 back and make corrections.

25 MR. DURHAM: So you're -- I think one of the



1 problems with the existing law is that final approval comes
2 so late that it's difficult to appeal to the State Board in
3 a timely fashion to be able to open in the next school year.

4 So, you want to maintain your decision date
5 as what is the current decision late date and state law, Ms.
6 Tolleson?

7 MS. TOLLESON: It is -- right now, it's --
8 the application can be as late as October first and we've
9 got 90 days to decide it. So, it really winds up with the
10 law.

11 MR. DURHAM: So -- so how do they -- how do
12 they -- so the current law says you have 90 days from the
13 deadline, is that correct? Or does 90 days from the
14 submission of the application?

15 UNIDENTIFIED VOICE: From the application. And
16 I do not have that right before me. It's from the
17 application date. I'm quite sure.

18 MR. DURHAM: So, you really are looking for a
19 waiver from both dates? You want to -- you want the 90 days
20 waived if that is state law and you want an earlier
21 application date. So, you really are looking for a
22 substantially extended process without providing the benefit
23 of an ability of an appeal to the State Board in an
24 effective fashion for the immediately next school year, is
25 that what you're looking for?



1 UNIDENTIFIED VOICE: So, I don't know that --
2 that we would agree with the statement that we want to deny
3 charter school the opportunity for benefit. We understand
4 your concern around a charter school needing to -- having
5 such a short time frame in terms of being able to open in
6 the fall, but we're really trying to address this to have
7 more time with the charter school so that we have a more
8 time and have a higher likelihood of being able to improve
9 the charter because we have a stronger charter school
10 application when we get it finalized.

11 MR. DURHAM: Well, that's certainly one
12 possible interpretation. Do you have an answer yet, Ms.
13 Tolleson? And -- and then does this request actually
14 request a waiver from the 90 days from submission, is that
15 the law or is the law 90 days from October 1st?

16 MS. MAZANEC: Board member Durham, I was
17 looking -- the 90-day language that I was thinking, the
18 first instance is the 90-day period to enter into and
19 finalize the contract if charter is granted in terms of the
20 deadline from after the submission of the charter
21 application itself.

22 Okay. So, we've got two different 90-day
23 windows, 90 days from the date of application and then 90
24 days for contract negotiations.

25 MR. DURHAM: So, they have 90 days from the



1 date of application to prove or deny. Does this request for
2 a waiver? Is it on the proper -- are they requesting a
3 waiver from the 90 days from date of application for
4 approval? Is that part of this application or are they
5 presuming that that's going to be suspended and they can go
6 back to and they can -- October -- October 1st, November,
7 December, should be January 1st for approval? So, they --
8 are they still presuming that they'll have a January 1st
9 approval date and does this waiver requests specifically
10 waive that date?

11 MS. TOLLESON: The waive --

12 MR. DURHAM: Why did they waive the 90 days to
13 approve? Because they're interpreting as if we give them
14 this, they now have an additional five months. They already
15 had three. So that is -- they need eight months to review a
16 charter application, is that your position in Lewis-Palmer?

17 UNIDENTIFIED VOICE: We -- just to -- just
18 to clarify. After we discussed a little bit here, we're
19 actually not asking for that waiver of 90. We're just --
20 we're still saying because the law reads 90 days after the
21 submission of the application. It doesn't even reference the
22 October 1 date or anything. So, we would maintain the 90
23 days. We're not asking for a waiver for that.

24 MR. DURHAM: So --

25 UNIDENTIFIED VOICE: We're only asking a



1 waiver for the submission date. We would still need to
2 respond and make a decision 90 days after they submit the
3 application.

4 MR. DURHAM: So --

5 UNIDENTIFIED VOICE: So they would ask --

6 MR. DURHAM: So, this -- this would not --
7 this action would not -- would not change your -- your
8 current -- the current pending application from your
9 existing charter school?

10 UNIDENTIFIED VOICE: No, no, no. We're not --
11 this -- they are not even -- this doesn't even impact
12 Monument Academy's expansion application and they -- we
13 already worked through that with them, and we're in the
14 process of looking their expansion application right now and
15 they submitted it in -- in August, and so we'll do 90 days
16 from there on that one. We'll be making a decision in
17 November, so we're good on that and all we're asking for
18 really here is just to change the submission deadline. We're
19 not asking for a waiver of the 90 days.

20 MR. DURHAM: Okay. All right.

21 MS. ANTHERS: Okay.

22 UNIDENTIFIED VOICE: So basically, we have to
23 decide if they submit it in April, we'd make a decision in
24 June.

25 MR. DURHAM: At the end of June, you know?



1 April, May, June. So you want -- now, we know you want to go
2 to -- you're going to an April 30th, so would be?

3 MS. MAZANEC: The end of June.

4 UNIDENTIFIED VOICE: Right. That's right. Yes.
5 Right.

6 MS. MAZANEC: Near the end of July.

7 MR. DURHAM: The July 30th.

8 UNIDENTIFIED VOICE: That would be even more
9 than a year to prepare to open their doors, which is what
10 we're trying to help them do because right now the deadline
11 gives them less than a year from approval to really get
12 their doors open and ready to go, and we want them to be
13 successful if they've been approved not be running into such
14 a tight deadline.

15 MS. ANTHERS: Director Durham.

16 MR. DURHAM: All right. Thank you. Yes, ma'am?

17 MS. TOLLESON: Board member Mazanec, go ahead.

18 MS. MAZANEC: So nothing is changing here as
19 far as the 90 days, this is kind of -- for you, this is a
20 statutory requirement that the district or the authorizer
21 has to make a decision on the application 90 days after. So,
22 it doesn't -- the truth is it doesn't actually give them
23 more time on the application, but it gives them more time --

24 UNIDENTIFIED VOICE: So -- so, it gives them
25 more with the opening to get ready for a school year.



1 MS. MAZANEC: Right. So it gives them more
2 time to work with the district, to get all the kinks out,
3 and then be ready to open the following school year.

4 UNIDENTIFIED VOICE: Yes.

5 MS. MAZANEC: And Director Durham, I want to
6 tell you, I know Douglas County and other districts. Douglas
7 County is going to a two-year window because it just takes a
8 lot longer to get everything in place for a charter largely
9 because of local regulations, building codes, permits, all
10 of that stuff is just becoming more and more complicated.
11 So, it just gives a little extra time to get all those --
12 those little ducklings in a row.

13 MR. DURHAM: Okay.

14 MS. MAZANEC: It doesn't change there.

15 MADAM CHAIR: Are we ready to call for a vote?

16 MR. DURHAM: I would -- I would like to make
17 substitute motion to slay over until after we have an
18 executive session, which is scheduled for lunch to receive
19 some legal advice about this issue.

20 MADAM CHAIR: Okay. Board member Goff.

21 MS. GOFF: Well, that may have just solved how
22 to get my question answered.

23 UNIDENTIFIED VOICE: Okay.

24 MS. GOFF: Yeah. Let's -- I'll -- I'll leave
25 my question till we talk.



1 MADAM CHAIR: Okay. So, here's the word. Folks
2 are hungry, but I would like to first take an opportunity to
3 thank Mr. Knapp for bringing each of us a gift of cantaloupe
4 and veggies.

5 UNIDENTIFIED VOICE: Oh, really?

6 MADAM CHAIR: Which I know where it is and you
7 don't.

8 UNIDENTIFIED VOICE: Don't take mine.

9 MADAM CHAIR: So, John, thank you very much.
10 Very welcome. But in the meantime, I think we're all getting
11 hungry. We have exec session questions. Ms Rankin. Can we
12 call you all back? You on the phone, our Fenton -- our
13 Fenton guests, Lewis-Palmer, can we call you back if we have
14 more questions, please?

15 MR. DURHAM: I think, yeah.

16 MADAM CHAIR: Or do you want them to stay on
17 the line?

18 MR. DURHAM: No, no. I don't think -- no. For
19 executive session, they couldn't and I think we're just
20 going to vote once we come out so there would be no --
21 shouldn't be any need for additional questions.

22 MADAM CHAIR: Okay. But feel free listen --
23 feel free to listen after exec session as we bumble along
24 here.

25 UNIDENTIFIED VOICE: Okay.



1 MADAM CHAIR: Thank you very much.
2 UNIDENTIFIED VOICE: Thank you.
3 MS. ANTHES: Thank you for your patience also.
4 UNIDENTIFIED VOICE: All right.
5 UNIDENTIFIED VOICE: Thank you. Bye.
6 UNIDENTIFIED VOICE: Thanks. Bye.
7 MADAM CHAIR: I know. We're not -- yeah.
8 We're too -- we're too cranky now to -- yeah. Yeah.
9 UNIDENTIFIED VOICE: Okay.
10 MADAM CHAIR: Read to exec session.
11 UNIDENTIFIED VOICE: Okay. An executive
12 session has been noticed for today's State Board meeting in
13 conformance with 24-6-402(3)(a) CRS to receive legal advice
14 on specific legal questions pursuant to 24-6-402(3)(a)(II)
15 CRS, and all matters required be kept confidential by
16 federal law, or rules, or state statutes pursuant to 24-6-
17 402(3)(a)(III) CRS.
18 MADAM CHAIR: Do I have a motion to go in exec
19 session?
20 UNIDENTIFIED VOICE: So moved.
21 MADAM CHAIR: Second?
22 UNIDENTIFIED VOICE: Second.
23 MADAM CHAIR: Anybody opposed? Now you can go.
24 (Off record)

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CERTIFICATE

I, Kimberly C. McCright, Certified Electronic Transcriber, for the State of Colorado, 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 30th 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