



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
August 12, 2015, Part 1

BE IT REMEMBERED THAT on August 12, 2015,
the above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board

Members:

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



1 MADAM CHAIR: I'd like to call the State
2 Board of Education back to order. Staff, would you please
3 call the roll?

4 MS. BURDSALL : Steve Durham.

5 MR. DURHAM: Present.

6 MS. BURDSALL : Dr. Flores.

7 MS. FLORES: Here.

8 MS. BURDSALL : Jane Goff.

9 MS. GOFF: Here.

10 MS. BURDSALL : Pam Mazanec.

11 MS. MAZANEC: Here.

12 MS. BURDSALL : Joyce Rankin.

13 MS. RANKIN: Present.

14 MS. BURDSALL : Dr. Scheffel.

15 MS. SCHEFFEL: Here.

16 MS. BURDSALL : Dr. Schroeder.

17 MS. SCHROEDER: Here.

18 MS. BURDSALL: The Pledge of Allegiance,
19 please. Katy, would you be kind enough to lead us in the
20 pledge?

21 ALL: I pledge allegiance to the Flag of the
22 United States of America, and to the Republic for which it
23 stands, One Nation, under God, indivisible, with liberty
24 and justice for all.

25 MADAM CHAIR: Thank you. First of all, I'd



1 like to welcome our new State Board member, Joyce Rankin.
2 Hope you enjoy the ride. My first order of business this
3 morning is the election of the chairman for the remainder
4 of the two-year period. At this time, I would accept a
5 motion for nomination for the next chairman of the Board.

6 UNIDENTIFIED VOICE: I nominate Steve
7 Durham --

8 MADAM CHAIR: Thank you.

9 UNIDENTIFIED VOICE: -- to service chair of
10 the State Board.

11 MADAM CHAIR: Thank you. Are there any
12 other nominations?

13 UNIDENTIFIED VOICE: We'll need a second.

14 MADAM CHAIR: We need a second.

15 UNIDENTIFIED VOICE: I second the Motion.

16 MADAM CHAIR: Thank you.

17 UNIDENTIFIED VOICE: Okay.

18 MADAM CHAIR: Do you need a roll call or
19 there are no other nominations; am I correct?

20 UNIDENTIFIED VOICE: Thank you.

21 UNIDENTIFIED VOICE: Madame Vice-Chair, if
22 there's only one nomination it can be by voice vote.

23 MADAM CHAIR: Okay.

24 MS. BURDSALL: So -- okay. Would you like
25 me to call the roll?



1 MADAM CHAIR: I would. Thank you.

2 MS. BURDSALL: Okay. Steve Durham.

3 MR. DURHAM: Aye.

4 MS. BURDSALL: Dr. Flores?

5 MS. FLORES: Aye.

6 MS. BURDSALL: Jane Goff.

7 MS. GOFF: Aye.

8 MS. BURDSALL: Pam Mazanec.

9 MS. MAZANEC: Aye.

10 MS. BURDSALL: Joyce Rankin.

11 MS. RANKIN: Aye.

12 MS. BURDSALL: Dr. Scheffel.

13 MS. SCHEFFEL: Yes.

14 MS. BURDSALL: Dr. Schroeder.

15 MS. SCHROEDER: Yes.

16 MS. BURDSALL: Wonderful. Steve Durham is
17 our new chair.

18 (Applause)

19 MR. DURHAM: Thank you. Thank you all, and
20 I look forward to working with each and every one of you
21 for the next 15 or 16 months. We have a significant
22 amount of work to accomplish not the least of which is
23 hiring a new -- a new commissioner, so I suspect we'll be
24 seeing a lot of each other over that time period so thank
25 you. Thank you for your vote and I look forward to



1 working with all of you. Thank you.

2 MS. BURDSALL: Here you go. Right here.

3 MR. DURHAM: Are we ready? Okay. Is there
4 a motion to approve the agenda?

5 UNIDENTIFIED VOICE: I move that we approve
6 the agenda.

7 MR. DURHAM: Second?

8 UNIDENTIFIED VOICE: I second.

9 MR. DURHAM: It's been moved and seconded
10 that the agenda be approved. Discussion? Hearing none,
11 is there opposition to the motion? Seeing no opposition,
12 staff will record a unanimous vote in favor of approving
13 the agenda's published consent agenda.

14 MADAM CHAIR: I'm --

15 MR. DURHAM: I'm sure --

16 MADAM CHAIR: -- I move to place the
17 following matters on the consent agenda. Item 17.01,
18 regarding disciplinary proceedings concerning a license
19 charge, number 2013 EC 1629. Signify acceptance and
20 approval of the terms and conditions of the settlement by
21 directing the commissioner to sign the agreement.

22 17.02, regarding disciplinary proceedings
23 concerning a license. Charge number 2014 EC 97. Direct
24 department staff and the state attorney general's office
25 to prepare the documents necessary to request a formal



1 hearing for the revocation of the license holders --
2 license -- teacher's license pursuant to section 24-4-104-
3 CRS.

4 17.03, regarding disciplinary proceedings
5 concerning a license. Charge number 2014 EC 1012. Direct
6 department staff and the state attorney general's office
7 to prepare the documents necessary to request a formal
8 hearing for the revocation of the license holders
9 professional teacher's -- professional teacher license
10 pursuant to section 24-4-104-CRS.

11 17.04, regarding disciplinary proceedings
12 concerning a license. Charge number 2015 EC 2018.
13 Signify acceptance and approval of the terms and
14 conditions of the settlement agreement by directing the
15 interim commissioner to sign the agreement.

16 17.05, approve 15 initial emergency license
17 authorizations as set forth in the published agenda.

18 17.06, approve one annual emergency
19 authorization as set forth in the published agenda.

20 17.07, approve Denver seminary's
21 reauthorization request for seminary school counselor
22 endorsement preparation program as set forth in the
23 published agenda.

24 17.08, approve Rocky Mountain College of Art
25 and Design's request for endorsement preparation program



1 as set forth in the published agenda.

2 17.09, approve University of Northern
3 Colorado's request for authorization to be granted status
4 as a designated agency for foreign language endorsement
5 preparation in Chinese as set forth in the published
6 agenda.

7 17.10, approve Metropolitan State University
8 of Denver's reauthorization request for educator
9 preparation programs as set forth in the published agenda.

10 18.01, approve Nikki Johnson (ph) and Rick
11 Tanski (ph) as replacements with superintendent/rural and
12 human resources expertise respectfully, for the vacancies
13 left by terms ending for the education data advisory
14 committee.

15 18.02, certified payments to school
16 districts for the Public School Finance Act of 1994 as
17 amended. State share of total programs in the monthly
18 amount of \$342,776,762.24 for July 2015 through November
19 2015.

20 19.02, approve the list of alternative
21 education campuses for the 2015-16 school year as set
22 forth in the published agenda.

23 19.03, approve the appointment of Jennifer --
24 Jennifer -- Jennifer Garcia Rosendo (ph), Stacey Zees
25 (ph), Donald Anderson, and Kevin Moon to the State



1 Advisory Council for Parental Involvement in Education.

2 19.04, approve this school years 2015-2016
3 English language proficiency programs, distribution of
4 funds, and distribution of professional development and
5 student support program funds under the English Language
6 Proficiency Act as set forth in the published agenda.

7 20.02 through 20.60, approve the waiver
8 request action items 20.02 through 20.60 inclusive as set
9 forth in the published agenda. This is the end of the
10 consent agenda.

11 MR. DURHAM: There's a motion for the
12 approval of consent agenda. Is there a second?

13 UNIDENTIFIED VOICE: I second it.

14 MR. DURHAM: The motion is seconded and
15 approve the consent agenda. Is there an objection to that
16 motion? Seeing none, staff will record a unanimous vote
17 in favor.

18 UNIDENTIFIED VOICE: Steve, I wanted to --
19 if I may, I wanted to ask the acting commissioner to
20 explain the fact that we had all those waiver requests and
21 we understand that we didn't go through them individually
22 although some of us looked at them. But what this means,
23 for the public to understand, who supported them?

24 MR. DURHAM: Mr. Chair?

25 MR. ASP: Basically, summer is kind of the



1 waiver season here in Colorado and that's because a lot of
2 our charter school contracts are up at the end of June,
3 and you'll see a lot of renewals of waivers that were --
4 that these folks are bringing for -- down in time for the
5 school year.

6 In addition, this is the first time the
7 school readiness waiver is available to charter schools,
8 and they've been able to bring that forward as well so
9 that they're in front of that before the school year
10 starts.

11 And also, a new provision around schools
12 that are doing their own performance evaluations, they'll
13 need an additional waiver if they don't want to report the
14 results of those evaluations to the state, so that's why I
15 have so many waivers at this point in time.

16 UNIDENTIFIED VOICE: And I wanted to clarify
17 that this -- the authorizers, the school boards, have
18 looked at these waivers and that these are approved at the
19 local level. This is a local -- generally a local
20 decision that we really don't interfere with that in any
21 significance. Thank you.

22 MR. DURHAM: Further comment? Okay. Let's
23 see. Ms. Burdsall, your report please.

24 MS. BURDSALL: Yeah. Good morning,
25 everybody. It's been a very eventful morning so far.



1 Good morning, Chairman Durham, Members of the Board, and
2 interim Commissioner Elliott Asp, and welcome new Board
3 Member Rankin.

4 Today in your board packets you have the
5 following materials. You have your events calendar and
6 your expense report. For item 18.01, you have a copy of
7 the interim commissioner's power point report.

8 For item 10.01, you have a copy of the data
9 privacy protections and third-party contracts power point.
10 The transparency requirements for third-party vendor
11 contracts, a summary of the public input on the data
12 privacy and security and CDE'S vendor contracts as well as
13 CDE'S response.

14 The public comments, again regarding the
15 data privacy protections and CDE'S contracts with vendors,
16 and the comments that we received between July 13th and
17 July 20th of this year and then as well, comments that we
18 received yesterday from Stanford (ph) children.

19 11.01, Jennifer has put the power point up
20 for you. It is a copy of the Elementary and Secondary
21 Education Act, the ESCA reauthorization power point, and I
22 just wanted to say I apologize for not getting this to you
23 in a timely manner as we always strive to do, but given
24 the nature of this topic, we wanted to be sure you had the
25 most current and up to day information in front of you.



1 For item 11.02, you have the copy of the
2 '14-'15 Colorado Special Education Advisory Committee
3 power point as well as their annual report.

4 For item 14.01, you have a copy of the
5 resolution regarding -- recognizing the contributing
6 Marsha Neal has made to the education of children in
7 Colorado.

8 For item 15.01, you have a copy of the
9 implementation of house bill 1323 as it relates to the
10 Reed Act power point.

11 For item 16.01, you have a copy of the
12 graduation guidelines power point.

13 For item 17.05, you have a copy of the
14 request for the initial emergency authorizations.

15 For 17.01, you have a copy of the request
16 for the renewal emergency authorizations.

17 For item 17.07, you have a copy of the
18 instructional report for the Denver Seminary.

19 For 17.08, you have a copy of the
20 instructional report for Rocky Mountain College of Art and
21 Design.

22 For 17.09, you have a copy of the University
23 of Northern Colorado's proposal for alternative route to
24 Chinese endorsement.

25 For 17.10, you have a copy of the Metro



1 State University of Denver's Education Preparation
2 Reauthorization Report.

3 For 18.01, you have the application
4 materials in support of the appointments to the Education
5 Data Advisory Committee, EDAC.

6 For item 18.02, you have a copy of the
7 school finance rate equalization report for July 2015.

8 In 19.01, you have a copy of the Elementary
9 and Secondary Education Act Flexibility Waiver Renewal
10 power point as well as the waiver request.

11 19.02, you have a copy of the applications
12 for the alternative education campus status for 2015-'16.

13 In 19.04, you have a copy of the '15-'16
14 English language proficiency Act allocations and student
15 count.

16 For items 20.02 through 20.60, you have the
17 copies of the materials pertaining to the charter school
18 waiver request.

19 For -- and lastly, for 20.01, you have a
20 copy of the remaining 2015 Board Meeting dates as well as
21 the proposed 2016 meeting dates, and I just want to note
22 to please review those dates as the Board will review
23 those dates as the Board will be voting on that at the
24 September Board Meeting. And that concludes my report.

25 MR. DURHAM: Thank you. Any questions for



1 Ms. Burdsall? Thank you very much. Commissioner Asp,
2 your report?

3 MS. ASP: Thank you, Mr. Chair. I will ask
4 Ms. Burdsall if she'll bring those slides up. I wanted to
5 give you-all a brief overview of some transitions in the
6 department, and also our focus areas for this interim
7 period.

8 Just to remind you, obviously the --
9 Commissioner Hannah (ph) is retired, and I did see him
10 recently. He's doing well and sends his greetings to you-
11 all.

12 Our executive team, Leanne Emm is our
13 associate commissioner of school finance and also Rebecca
14 Holmes who's out on maternity leave are both members of
15 that team.

16 And then we had some other members who had
17 some opportunities outside of the department, and so we've
18 had some people step up and move into some interim roles;
19 especially the three women you see in front of you today
20 here.

21 Dr. Katy Anthes is interim commissioner of
22 achievement and strategy and is also still working with
23 educator effectiveness. Allyson Pearson, to her right is
24 interim commissioner for accountability and performance
25 and has again also still responsible for account -- the



1 accountability unit. Dana Smith is our interim chief
2 information officer, and also I should mention that
3 Gretchen Morgan is an interim for innovation choice and
4 engagement, filling in for Rebecca Holmes until Rebecca
5 returns. So with that, if we go to the next line. Thank
6 you.

7 Just quickly, let me -- we've share these
8 slides with an all-staff meeting and I sent these to you I
9 believe, but I wanted to take a few -- highlight a couple
10 of places that -- for you so you know that where we're
11 putting our focus.

12 So we'll talk a little bit about where we've
13 been and where we're going and then remind -- because we
14 did the staff. Some things are not changing at all, and
15 then we have some short-term focus areas and some
16 strategic imperatives we just wanted to bring forward to
17 you.

18 So the next line here is about -- just to
19 remind us that we have a set of values that Commissioner
20 Hammond, and other staff developed that revolve around
21 these big ideas, integrity, leadership, results of drive
22 action and so forth that you can see. Those values are
23 still here and we expect people to operate according to
24 those values.

25 And on the next slide, you'll see basically



1 some expectations for behavior towards one another inside
2 of CDE. Now, we didn't spell these all out, but these are
3 some expectations that Commissioner Hammond had
4 established and we're maintaining those.

5 There's a full version of those on our
6 website, but a way to kind of summarize them is on the
7 next slide here. And these are some expectations
8 emphasized during our transition time, and this is what we
9 expect of our staff, and we feel like they're certainly
10 living up to those expectations, but that they be flexible
11 and open-minded, that they work hard at seeking to
12 understand before being understood, that they're presuming
13 positive intent by all that they work with.

14 We expect them to continue to innovate and
15 improve, strive towards win-win solutions within CDE and
16 with our colleagues in the field, and particularly a focus
17 on the positive things you can control, like how we work
18 together, how we treat one another, and how we view our
19 work and our role in the field.

20 Now, as you know we have a strategic plan in
21 place that has a series of goals that we've shared with
22 you before and that -- that -- remind you that was the
23 next slide. The goals and the content from our strategic
24 plan aren't changing. Those are solid. We've reported
25 those to the legislature. Later in the year we will bring



1 you an additional report on how we're doing on those
2 goals.

3 If we can go to the next slide. Just remind
4 you of what those are, we have four over-arching strategic
5 goals starting strong, reading by third grade, meeting or
6 exceeding standards and graduating ready, and those goals
7 are supported by our educator effectiveness unit,
8 effective teachers and leaders, and also by our school
9 improvement unit where we're working with low performing
10 schools in particular.

11 But we've established some short-term focus
12 areas for the interim time here at CDE, and those are on
13 our next slide. Thank you, Bizy.

14 MS. BURDSALL: Uh-huh.

15 MR. DURHAM: Did you get -- I'm sorry. Did
16 you get those?

17 MS. BURDSALL: She didn't get one, but I'll
18 share. I can't see that far.

19 MR. DURHAM: Okay, great. Thank you.

20 UNIDENTIFIED VOICE: I can see.

21 MS. BURDSALL: You can see? Okay.

22 MR. DURHAM: These are the four short-term
23 focus areas we have over the next number of months. One
24 is just to bring some stability to the department
25 logistically and emotionally, and the reason we say that



1 is when you have a change of leadership, when the
2 commissioner leaves, that people just need some stability
3 to say things are going to carry on and we're going to
4 focus our -- on our work and do those as we -- as we work
5 through our transition period.

6 And then we also needed to fill in some
7 positions for folks who left and that's what I mean by
8 logistically, so we put together a new team to carry that
9 on and introduce those to you.

10 We also wanted to create some flexible
11 structures that we put in place logistically and want the
12 department to be able to function, but we also want to
13 label a lot of flexibility for the -- whoever takes this
14 new commissioner position so that that person can move
15 into a department that's fully functioning, can make some
16 moves as they see fit without having to take on a lot of
17 disruption at first, and they'll have some opportunity to
18 think about where they want to go and who they want to
19 hire for key positions and how they might reorganize.

20 But we certainly have to carry out critical
21 tasks and functions. For example, let's say requirements
22 and we're focused on that, but the last one is one where
23 we've really been thinking about how do we put our --
24 where we put our focus for the next interim period.

25 And that's around identifying prioritizing



1 key initiatives and keeping them moving forward. So we've
2 used this term to differentiate between goals and focus
3 areas that we're calling short-term strategic imperatives
4 and if you could move to the next slide.

5 Okay. Basically, we have two of those. One
6 is an operational imperative that involves all of CDE
7 staff and that's around customer service. Commissioner
8 Hammond left us a legacy of saying we're moving more
9 toward a support and service structure and that's on
10 compliance and we want to build on that and get better at
11 customer service whether it's internally or externally
12 depending on where the customers are and so we'll be
13 asking all departments to look at that, review their level
14 of service, and also collect some data on that and think
15 about how they can improve.

16 And then we have three programmatic
17 imperatives that seem very important to us right now, and
18 they reflect some direction that you have given us. One
19 is continuing in our support for low performing schools.
20 The next one is looking at accountability and we're
21 calling it 3.0, but you might call it the future of
22 accountability.

23 As you've made clear, we want to continue to
24 work with our rural friends who are working on a different
25 view of accountability and we're also working on a waiver



1 to the US Department of Education that opens the door to a
2 lot more flexibility around our accountability system.

3 And then finally, data privacy and security
4 is our third one that we'll -- we'll be spending a lot of
5 time on as well because it's a critical issue and you'll
6 hear more about some of that work today.

7 So finally, how does this all come together?
8 And first of all, it's anchored by the CDE's vision of
9 strategic plan as you see with those four goals. That's
10 what the little symbols are there, and then we also go
11 down to these organizational focus areas that I talked
12 about.

13 And then underneath key initiatives are this
14 operational imperative customer service and a program --
15 excuse me -- programmatic imperative around those three
16 areas. The reason, and I'll ask you to go to the next
17 slide if you will as well. There we go and thank you.

18 MS. BURDSALL: Uh-huh.

19 MR. DURHAM: Thank you. What we want to do
20 with these three programmatic imperatives is bring
21 together cross-functional teams to work on those and move
22 those ahead. Those are somewhat already in place, but we
23 can learn a lot about how we can work better across units
24 with in CDE to carry these three forward and work closely
25 with you.



1 So at the same time, we want to create a
2 culture of learning here that allows us to learn how we
3 can more effectively work together to move those
4 programmatic imperatives forward and also up our level of
5 customer service. So with that, I'll answer any questions
6 you might have, but that's -- that's where we're headed in
7 the next several months.

8 MR. DURHAM: Questions for Dr. Asp.

9 MS. BURDSALL: Uh-huh.

10 MR. DURHAM: Dr. Scheffel?

11 MS. SCHEFFEL: I had a question based on the
12 report. Can you go into a little bit of the detail around
13 how the staff is to address customer service? I mean, I
14 know they're generally -- you ask them to collect data and
15 (inaudible). Is there a -- excuse me -- a certain
16 approach to be taken or how can we think about that?

17 I mean, obviously as members of the Board we
18 get a lot of feedback from the public and so it's a really
19 great goal to say how can we best serve the public in
20 terms of customer service in these various institutions.

21 MR. ASP: Sure. Thank you for the question,
22 Dr. Scheffel. First of all, we're approaching this -- we
23 have a cabinet retreat next week where we'll be
24 introducing these imperatives, particularly the one of
25 customer service.



1 So we'll start by asking folks to identify
2 specifically who their customers are in the survey because
3 some of our units basically have internal customers where
4 others are serving folks in the field.

5 And then we'll ask them to -- to think about
6 what services that are priorities for those -- those
7 folks, and then we're going to spend some time talking
8 about what kind of data they can collect.

9 I don't want to create a whole another layer
10 of tasks to do -- that will interfere with customer
11 service, so it may not be in the form of surveys for
12 example, but it may be in the form of having conversations
13 with our customers, a representative sample.

14 Maybe some folks that we hear from you, so
15 that we can get a handle on where we are now and what we
16 need to do to get better, and we'll ask people to report
17 those to our -- at our cabinet meetings as we go across
18 the -- across the rest of the fall, so that we have some
19 measure of what that looks like.

20 As a result of those discussions, we may
21 move toward a more specific measure of customer service,
22 but it's going to start out I think being more qualitative
23 than quantity.

24 MS. SCHEFFEL: And you be sure to include
25 parents?



1 MR. DURHAM: Thank you.

2 MS. SCHEFFEL: I think sometimes they're,
3 you know, discreet entities from which we can gain data
4 and a lot of times the public doesn't get a chance to
5 weigh in, so that would be great if you can include
6 parents.

7 MR. ASP: They certainly are customers.
8 Thank you.

9 MS. SCHEFFEL: Yeah. Thank you.

10 MS. FLORES: May I ask, please --

11 MR. DURHAM: Yes, Dr. Flores?

12 MS. FLORES: I wanted to ask about local
13 farming schools, and local farming were really mentioned
14 in the big report from the feds, and they suggested that
15 we provide more services to bring up these local farming
16 schools.

17 So do we -- I heard you mention that that
18 was a big priority and I wonder whether these people that
19 we hire from the outside are really in tune with what --
20 how to bring a school that is in that area or in that
21 level, up to where it can be.

22 And I wonder if it's better to be within the
23 department, and I know that's difficult because we have to
24 be invited into these schools because they -- we are local
25 control, but is it possible so that we can have an idea



1 really of -- and I'm talking about symmetry here that's
2 equal we know how to get that team to go in and help them
3 to come up.

4 And I know we do this by consultants and
5 such, but wouldn't it be more prudent and possibly even
6 more effective if we had a team within the department
7 whose goal was to go in if asked and especially when, I
8 mean, we have to do it for -- for these kids. I mean,
9 it's -- it's our mission to do that, and to get that done.
10 That's just an idea that I had and have been thinking
11 about.

12 MR. DURHAM: Any response, Dr. Asp?.

13 MR. ASP: Thank you, (inaudible). Yes, we
14 have -- in fact, we have a team within a department.
15 Peter Sherman has a team that works with low performing
16 schools. We've organized a school performance network so
17 to speak, where schools volunteer to be part of that
18 network and work together.

19 We bring some outside consultants to work
20 with them. That's been a pretty successful operation this
21 past year as judged by asking schools their reaction to
22 this.

23 So Peter and his colleagues are expanding
24 this network to include more schools and also to pull
25 districts who want to work with us into that -- into that



1 process so that they have an opportunity to work together
2 and benefit from some of the outside consultants that we
3 can bring.

4 But we'll certainly -- we're certainly
5 working to expand that, but we're also doing it in a way
6 that -- that allows schools and districts to opt into the
7 process if we can be helpful.

8 MS. FLORES: Thank you.

9 MR. DURHAM: Dr. (inaudible)?

10 UNIDENTIFIED VOICE: I just had a follow-up
11 comment. I think maybe it ties into the larger role of
12 getting data on customer service and asking and find that
13 number of schools that are on the fifth year -- the five-
14 year clock, and asking them how do they view the kind of
15 support they've received from the CDE and what might they
16 like in the district support. It would be great to survey
17 them as well.

18 MS. FLORES: Thank you. Chairman?

19 MR. DURHAM: Dr. Schroeder I think was next.

20 MS. FLORES: Oh, sorry. Go ahead.

21 MS. SCHROEDER: So aligned with Dr.
22 Scheffel's question around customer service, I don't want
23 to ask for an in-depth report, but I would actually find
24 it helpful once you identify which areas of the department
25 serve internal customers and which ones serve external



1 customers.

2 I think it would help me as a board member
3 to get a sense for that, so that when I'm contacted either
4 somebody from one of my districts or someone outside of
5 the districts, that I would have a good sense of where to
6 direct someone.

7 And I think if my colleagues agree, could we
8 have a -- I'm not asking for a deep report; a quick and
9 dirty on what you do learn about this system, so that we
10 have sense for how the system works. I would find that
11 helpful.

12 MR. DURHAM: Ms. Mazanec?

13 MS. MAZANEC: I was wondering Dr. Asp, if
14 you could remind us who some of these outside consultants
15 are that help low performing schools and help Peter?

16 MR. ASP: Mr. Chair?

17 MR. DURHAM: This would be a good point.
18 One of the things I would like to change from previous
19 procedures is Dr. Asp is the staff person providing the
20 answers and I think once the member is recognized, you
21 know, and I just prefer a colloquy unless it gets out of
22 hand. It goes faster.

23 I think it lends itself to the extraction of
24 better information, and unless we start yelling at one
25 another, I'm not going to intervene or if we go on



1 forever.

2 So you don't really need to be recognized in
3 this kind of circumstance, and that would be true for
4 staff when we're asking questions and trying to obtain
5 information from reports that they're giving. So we'll
6 see if we can work through that change and still maintain
7 a resemblance of order, so -- Dr. Asp?

8 DR. ASP: I'd be happy to. Thank you.

9 MR. ASP: I'm actually going to ask either
10 Allyson Pearson or Peter Sherman if they would address
11 that. Come to the -- thank you for the question. Peter
12 is our executive director of improvement -- school
13 improvement -- school and district improvement.

14 MR. SHERMAN: Good morning, Mr. Chairman.
15 So the question about outside consultants as Dr. Asp
16 explained, we do -- we're-- we're implement -- it was
17 implemented during the last year, the turnaround (ph)
18 network. We've been working nine different schools this
19 year. We're ramping that up to work with 20 different
20 schools in six different districts.

21 The -- sort of the need of that network and
22 the engagement that we have with those schools and with
23 the districts is through a performance management model.
24 So we work with them to set priorities for their schools
25 and for their districts.



1 We work with them to collect -- to look at
2 leading and lagging indicators, mostly leading indicators
3 around school culture and academics and some of their
4 talent management systems and we work with them to achieve
5 goals throughout the year.

6 So some of that expertise our team and the
7 folks at CDE bring. Some of that we partner with outside
8 folks. We -- part of the -- part of joining the network -
9 - it's a grant process -- it's a competitive grant
10 process.

11 So those schools and districts have earned
12 grants, and there's discretionary money within those
13 grants that they can use to hire people outside or to
14 travel or to do a variety of different activities if they
15 feel that would support those priorities.

16 UNIDENTIFIED VOICE: Sorry. Who are some of
17 these outside consultants?

18 UNIDENTIFIED VOICE: Could you give them the
19 name?

20 MR. SHERMAN: Absolutely. I'm sorry. I
21 just wanted to give you the background.

22 UNIDENTIFIED VOICE: Yeah.

23 MR. SHERMAN: We -- we've been working with
24 a couple of different organizations. As you know, we've
25 had a partnership with the University of Virginia for a



1 number of years. A couple of districts worked intensively
2 with them, so we used them as consultants for some of the
3 work that we've done.

4 We've worked with Mass Insight which is an
5 organization out of Boston. They have led some of our
6 work and helped -- helped -- excuse me -- have led the
7 thinking about some of our work around turnaround.

8 More directly, we've worked with an
9 organization called Relay which is a graduate school from
10 the east coast that -- there's a gentleman named Paul
11 Bambrick-Santoyo. Maybe some of you have seen some of his
12 books around data driven instruction and leverage
13 leadership.

14 We've worked with them. He's -- one of
15 their staff have come to one of our network convenings to
16 provide a session around observation and feedback. So
17 principals observing teachers and then principal
18 supervisors observing those principals and providing
19 strong deliberate feedback for those folks.

20 Those are some of the organizations that
21 we've brought into the -- into the work, and then there
22 are some of our network schools that have -- that have
23 used some of those funds for -- again, more for traveling
24 than outside consultants, but they are probably individual
25 consultants that they've pulled in.



1 UNIDENTIFIED VOICE: So this is a district
2 choice?

3 MR. SHERMAN: This is a district grant, yes.
4 The grant goes to the district for specific schools.

5 UNIDENTIFIED VOICE: And they choose -- and
6 they choose?

7 MR. SHERMAN: Correct.

8 UNIDENTIFIED VOICE: Thank you.

9 MR. DURHAM: Dr. Sherman?

10 UNIDENTIFIED VOICE: Some of the feedback I
11 just --

12 MR. DURHAM: Don't mind me. I'll get it
13 here eventually.

14 UNIDENTIFIED VOICE: -- that I received, is
15 just when the help comes or when support comes, and
16 obviously some of these schools are in the fifth year so
17 there's, you know, there's a level of urgency.

18 So maybe as again you seek input from these
19 schools. You can ask them, you know, did support come
20 early enough? How was it punctuated as initially
21 identified and now we're going to be in the closing
22 moments, and so I think that would be very helpful
23 feedback from these schools. Thank you.

24 MR. DURHAM: Further questions from the
25 members? I have one. In terms -- if I remember, the



1 legislature has provided an additional year now before the
2 -- some of the penalty phases apply on the poor performing
3 schools.

4 Could you provide an estimate of how many
5 schools we would have been trying to deal with had they
6 not given that extra year, and what we're likely to face a
7 year from now if -- if the legislature doesn't provide
8 another extension?

9 MR. ASP: Sure.

10 UNIDENTIFIED VOICE: Can we afford -- so
11 with that accountability we have the same number of
12 schools, we just have until -- you-all have until June
13 30th, 2017 to direct any action.

14 So we have about 30 schools in about nine
15 districts that by June 30th, 2017, unless next fall --
16 fall of 2016, their accountability status changes when we
17 resume accountability. You-all will be asked to take in -
18 - to direct an action to their local Board.

19 MR. ASP: So thank you.

20 MR. DURHAM: Any other questions? Okay.
21 Thank you very much, Dr. Asp. Let's see, we're now at --
22 we had a 10:00 schedule for public comment. We're almost
23 30 minutes ahead of schedule, so -- yeah. Kind of rare.

24 UNIDENTIFIED VOICE: This is great.

25 MR. DURHAM: So should we take it now and --



1 okay.

2 UNIDENTIFIED VOICE: I think so.

3 MR. DURHAM: All right. We'll --

4 UNIDENTIFIED VOICE: We do have one person
5 that will --

6 MR. DURHAM: Has anybody signed up,
7 Elizabeth to --

8 MS. BURDSALL: Well, I don't think we can
9 take public comment until 10:00 or after --

10 MR. DURHAM: Oh, okay.

11 MS. BURDSALL: -- because of (inaudible)
12 item.

13 MR. DURHAM: Okay. That's what I wondered.
14 All right.

15 UNIDENTIFIED VOICE: You can change the
16 agenda if you want to.

17 MR. DURHAM: Okay. Why don't we proceed out
18 of order. Is -- are -- is everybody here for the -- we
19 could start the data privacy and go back at 10:00 to -- to
20 this issue if we need to? Take a -- we'll take a short
21 break before 10:00.

22 UNIDENTIFIED VOICE: That or we could do one
23 of the -- there's -- that one's allotted for 60 minutes,
24 so maybe rather than breaking it up, we could do that
25 reauthorization update or the Colorado Special Education



1 Advisory Board?

2 MR. DURHAM: And where is the
3 reauthorization?

4 UNIDENTIFIED VOICE: It's item -- they're
5 items 11 -- 11.01 or 11.02.

6 MR. DURHAM: Okay. Why don't we do that.
7 We'll proceed out of order with the considerations of
8 items 11.01 and 11.02. Who do we have in charge?

9 MR. ASP: Mr. Chairman?

10 MR. DURHAM: Yes, Dr. Asp?

11 MR. ASP: Thank you. We have Allyson
12 Pearson and Pat Chapman. Pat is our executive director of
13 federal programs and they've been playing a major role in
14 monitoring the reauthorization process and so we're glad
15 to have them with us today and I'll turn this over to Pat.
16 Can you start us off or is that Allyson?

17 MS. PEARSON: Good morning. We're here
18 today to give you a little bit of an update about the ESA
19 reauthorization and where that is right now. Again, as
20 Bizy said, we apologize. We wanted to make sure.

21 Things were changing very quickly on the
22 bill and amendments conference and we wanted to make sure
23 we provided you with the most up to date information, so
24 that's why we're sharing it with you today for the first
25 time.



1 MR. CHAPMAN: Okay. Thank you very much.
2 There's some details that I'll try to fit -- fill in along
3 the way that we're still trying to figure out. But on
4 July 8th -- last February the House began reconvening
5 their education committee to discuss reauthorization of
6 the Elementary and Secondary Education Act.

7 They picked up where they left off in 2014,
8 and ultimately we're able to pass the Student Success Act,
9 HR5 on July 8th. There -- it was heavily amended along
10 the way. I think approximately 39 amendments were
11 considered and 28 of them passed. It was a close vote,
12 but it did pass to 218 to 213.

13 Sometime after, about a month or two after
14 the House convened, their education committee, the Senate
15 convened their education committee and picked up where
16 they left off in 2014 on the Every Child Achieves Act,
17 signed the Bill 11.77 that passed on July 16th. There are
18 over -- over 175 amendments and approximately 60 of those
19 passed.

20 It was a fairly significant success. 81
21 voted in favor and 17 voted against the Every Child
22 Achieves Act. The major provisions of the Student Success
23 Act, the House Bill that states must still set challenging
24 academic standards in reading, math, and science.

25 However, the secretary is expressly



1 prohibited from coercing a state to adopt a particular set
2 of standards and that includes explicitly the common core
3 standards.

4 It retains the current basic federal
5 assessment requirements including alternative assessments
6 for students with severe cognitive disabilities and
7 assessments of English language proficiency.

8 It maintains the 95 percent participant --
9 participation requirement. However, there's some -- some
10 of things I saw indicated that that's just at the state
11 level. Other things I saw indicated that that was applied
12 to federal, state, district, and school levels. So
13 there's some uncertainty as to what -- what the new
14 proposed legislation entails.

15 It does maintain data disaggregation
16 requirements. It does provide states with the flexibility
17 to offer comparable local assessments without seeking USDE
18 approval. So that -- that's fairly significant.

19 You can pilot local assessments and -- as
20 part of -- and incorporate those into your accountability
21 system, and then parents can decide to opt their children
22 out of state assessments without penalty to their schools.

23 With regards to accountability, states would
24 still be required to annually assess overall school
25 performance and the performance of disaggregated groups of



1 students within those schools, but the states would have
2 significant flexibility in the design of their
3 accountability systems within very broad perimeters so
4 it's not prescriptive on No Child Left Behind.

5 From -- with regard to school improvement --

6 UNIDENTIFIED VOICE: Sorry.

7 MR. CHAPMAN: -- it eliminates the school
8 improvement grant program. However, states must still
9 intervene in low-performing Title I schools, but again
10 states have broad discretion in how to do so.

11 Teacher quality -- it eliminates the highly
12 qualified in teacher equity provisions. It does not
13 require educator evaluation, but allows states and school
14 districts to use their federal funds in support of
15 creating educator evaluation systems.

16 Fiscally, it eliminates the maintenance of
17 effort requirements and provides states greater
18 flexibility in the allocation of Title I funds to school
19 districts.

20 There's state option or Title I portability
21 which is not -- it's somewhat like true Title I
22 portability, but it basically -- the school district
23 allocations are calculated the same way, but once they get
24 to Colorado we have greater flexibility in awarding --
25 allocating funds to school districts so that the funds can



1 follow the low income children. And that's true of any
2 school even if they're going to a non-Title I school,
3 those funds would follow that student.

4 It eliminates approximately 65 programs and
5 consolidates others into a local academic flexible grant,
6 a block grant that can be used to improve achievement and
7 improve (inaudible). It has pretty broad perimeters for
8 the use of those funds.

9 Senate bill 11.77, the Every Child Achieves
10 Act states have to set challenging academic standards. I
11 think it's just in reading and math, as well as standards
12 for English language proficiency and alternate standards
13 for students with severe cognitive disabilities.

14 The secretary is prohibited from using
15 federal funding to entice states to adopt a particular set
16 of standards and again, it's including the common core.

17 Retains the basic federal assessment
18 requirements, but provides for up to five states pilot new
19 assessment systems with the goal of being able to
20 implement those systems statewide.

21 It's hard to get specific information about
22 that, but it's -- they -- they would be able to pilot
23 their local assessments, and if they prove comparable the
24 -- they can -- the state can use those assessments for
25 state level accountability.



1 The states would be required to set an upper
2 limit for the amount of time devoted to assessments at
3 each grade. Maintains the 95 percent participation
4 requirement, but also states that the 95 percent rule
5 should not preempt the state or local laws allowing
6 parents to opt their children out of state assessments.

7 Accountability -- it eliminates adequate
8 progress, but states still must annually assess school and
9 district performance and meaningfully differentiate
10 schools and districts based on that performance.

11 States would develop their own
12 accountability system, but they're much more specific in
13 their perimeters with regard with what must be included in
14 the state accountability system.

15 State assessment results would have to be
16 included; graduation rates, English language proficiency,
17 all must be a component of the system, but the states
18 would have some flexibility in the waiting of those
19 components.

20 Does the law include some language limiting?
21 The secretary's ability to require states to meet
22 requirements established by the USDE.

23 So in terms of approving state plans,
24 there's some language that limits their ability to say no,
25 you have to do this or you have to do that.



1 Again, like the House -- HR5, it eliminates
2 the School Improvement Grant program. School districts
3 would have discretion in deciding on how to improve their
4 schools, but the law requires states to intervene in
5 persistently low performing schools in districts and
6 prohibits the federal government from telling states and
7 school districts how to fix low performing schools.

8 Teacher quality -- it eliminates the highly
9 qualified provision, but retains the teacher equity
10 provision, but changes the wording from unqualified to
11 ineffective, and the teacher equity provisions basically
12 is saying that minority and poor children will not be
13 taught at a higher rate by unqualified or out of field
14 teachers.

15 It allows the states to define what
16 constitutes teacher effectiveness and allows states to use
17 certain federal funds in support of teacher and principal
18 evaluation systems.

19 Fiscally, it maintains the maintenance of
20 ever -- effort provision, but offers states and school --
21 states and school districts greater flexibility in meeting
22 that requirement. It also has a -- a sort of Title I
23 portability option, but that only goes into effect if
24 Congress appropriates, I think it's 17 or 18 -- 17 billion
25 I think, and which is unlikely to happen. The current



1 funding levels are just over 14 billion.

2 It also -- 17, it says it right there --
3 provides greater flexibility to schools, districts and
4 meeting supplement versus the planning (ph) requirements
5 which is pretty significant in that the school districts
6 don't have to make a case for individual costs as
7 supplement -- supplementary as opposed to some planning
8 (ph).

9 It eliminates several programs and it also
10 creates a safe and healthy block student -- block grant in
11 support of improved student safety and health and academic
12 achievement.

13 UNIDENTIFIED VOICE: May I ask you a
14 question?

15 MR. CHAPMAN: Sure.

16 UNIDENTIFIED VOICE: When did they eliminate
17 certain programs? What programs would be eliminated that
18 would be important to Colorado that you would think?

19 MR. CHAPMAN: It maintains the programs, so
20 Title -- Title I, Title -- well, I guess each -- each
21 bill's a little bit different, but in general across both
22 programs there is still a Title I, a Title II, and a Title
23 III that restores because currently the Safe and Drug Free
24 Schools Act has not -- has not been funded in several
25 years. So it restores funding for prevention-related



1 activities both -- both drafts do.

2 Most of the programs that are eliminated are
3 small programs -- smaller programs, and many of them are
4 competitive programs and many of those competitive
5 programs are programs that -- where school districts apply
6 directly to the US Department of Education. They don't
7 apply through the State Department of Education.

8 UNIDENTIFIED VOICE: Do we have any that
9 would be of importance to Colorado that you can think of?

10 MR. CHAPMAN: It's -- it's -- a lot of it is
11 how the funding falls so, if they -- if they eliminate a
12 program but allow that cost to be picked up by another
13 program that in terms receives more money, it wouldn't
14 have quite the impact on a state.

15 There's the Math and Science Partnership
16 which has been a pretty good grant program which would be
17 a loss.

18 UNIDENTIFIED VOICE: Okay.

19 MR. CHAPMAN: And I don't think we would be
20 able to replicate those activities onto another program.
21 There's a list of the programs that have been eliminated
22 and I can get that to you --

23 UNIDENTIFIED VOICE: Sure.

24 MR. CHAPMAN: -- sometime today.

25 UNIDENTIFIED VOICE: Thank you. I also have



1 a question. Do you have a guess as to the extent of the
2 cutting of the SIG (ph) grants which I think has been huge
3 for some of our rural districts? Do you know that by any
4 chance, the number?

5 MR. CHAPMAN: How many -- how much money is
6 lost?

7 UNIDENTIFIED VOICE: Is what, 3 million
8 each?

9 MR. CHAPMAN: It's -- well, the State
10 receives between five and six million per year under the
11 School Improvement Grant program, and that's awarded to
12 usually about a half-dozen schools.

13 UNIDENTIFIED VOICE: So it's not huge. It's
14 just a question --

15 MR. CHAPMAN: It's not huge, but it's
16 certainly significant.

17 UNIDENTIFIED VOICE: -- it's made a huge
18 difference in some of the rural districts that have really
19 finally had some funds to make some changes. Thank you.

20 MR. CHAPMAN: To a certain degree, each of
21 the proposed drafts allow for a greater portion of Title I
22 funds to be used in support of those activities.

23 UNIDENTIFIED VOICE: Okay.

24 MR. CHAPMAN: The -- and under the -- each
25 of the drafts we -- they will be less prescriptive in what



1 the school district or school would be required to do with
2 those funds.

3 UNIDENTIFIED VOICE: Thanks.

4 MR. DURHAM: Further questions from the
5 members?

6 MR. CHAPMAN: So in summary, both -- both
7 bills appear to retain many of the core principles of the
8 ESCA while providing states and school districts with much
9 greater flexibility and how to meet them.

10 The -- one of the things that we are waiting
11 on -- the House went into their August recess and then the
12 Senate was actually meeting last week, but then they went
13 -- they went on their August recess.

14 They will reconvene in early September, but
15 the leaders of the -- both parties and both chambers met
16 to -- sort of anticipation of convening a conference
17 committee.

18 They were optimistic that we could see
19 reauthorization sometime this fall. If we don't see it
20 this fall, it's unlikely to -- to occur for probably
21 another year or so.

22 But they -- they tentatively appointed
23 Representative Kline as the Chair of the Conference
24 Committee. He was the primary sponsor of the House
25 version of the bill.



1 UNIDENTIFIED VOICE: Okay.

2 MR. DURHAM: Further questions from the
3 members? Dr. Scheffel?

4 MS. SCHEFFEL: Thanks for the report. I
5 think this is a great opportunity for us as they move
6 forward to look at areas that allow flexibility as we
7 figure out how to implement that in Colorado.

8 So I look forward to further discussions and
9 look at where the leverage points where we can empower the
10 school districts. Thank you.

11 MR. DURHAM: Yes.

12 UNIDENTIFIED VOICE: Thank you. I --

13 MR. DURHAM: (Inaudible).

14 UNIDENTIFIED VOICE: I know we're moving
15 into the waiver conversation a little bit. I can't help
16 but help see a bridge here. In your minds, how does this
17 line up for us? Let me ask another question first.

18 Do you have a feeling that the timing or the
19 pace of the final decision making on the part of the US
20 Department is really kind of loosey-goosey because the law
21 not being finalized yet.

22 So I guess I'm finding it a little awkward-
23 feeling, and I'm not doing the big part of the work to try
24 to work out our waiver, and adjust, and be flexible
25 bringing in all of the other silo (ph) in a good way,



1 projects that we have going on here that relate to this
2 without knowing.

3 So I -- I just wonder, I -- not -- I don't
4 want to sound flip -- flippant with this question. How
5 important is it that we get -- that we get really far down
6 the road here with approving our waiver?

7 I mean, I -- I guess I'm emphasizing with
8 the work that's put on you-all right now to formulate a
9 waiver that we don't know what in the heck we're asking
10 for necessarily.

11 I mean we know, but we're not ready -- we're
12 not ready because they're not ready to say this -- what's
13 going to happen.

14 UNIDENTIFIED VOICE: I think we're -- we are
15 in a very awkward position right now. There's two sets of
16 -- or more than two sets of rules we're working under, so
17 we've got the guidelines under the waiver and what waiver
18 approval.

19 As we go through some of those sticking
20 points and what we're working on with them this afternoon,
21 you'll see that some of those issues that we have there
22 are not included as issues in the proposed bill.

23 UNIDENTIFIED VOICE: Right.

24 UNIDENTIFIED VOICE: And so I think we
25 continue to work on what we're doing with the waiver



1 because you never know what will happen with
2 reauthorization. I think we want to go down that path and
3 try and meet it, but you will see that there's definitely
4 disconnect requirements that are there that may not show
5 up later on in reauthorization. So it is -- it's an
6 awkward position to be in.

7 MR. CHAPMAN: We're pursuing the waiver for
8 it to have as much flexibility as we could have. I think
9 under either of these bills or a compromise bill we will
10 have much greater flexibility than we currently have under
11 No Child Left Behind or the waiver.

12 I -- I think that -- that both chambers are
13 expressing optimism. I think it's an area where they can
14 come together, so I'm really hoping and praying for
15 reauthorization soon. But at the -- in the --

16 UNIDENTIFIED VOICE: (Inaudible) people
17 won't --

18 MR. CHAPMAN: -- meantime, we really are
19 trying really seeking to -- to get approval of this
20 waiver. I do think that many of the issues that we've had
21 the waiver will go away with reauthorization.

22 UNIDENTIFIED VOICE: And as the cautiously
23 optimistic target date is by the end of this calendar
24 year, is it -- they would be able to send it to the
25 president and have his signature on it?



1 Just -- just a last kind of a -- more of a
2 comment than anything, it's helpful -- I remind myself --
3 it's helpful to be able to -- to remind ourselves that the
4 budget process and those decisions that you mentioned, the
5 cuts proposed or the readjusted -- readjustment of funding
6 and such is that is the -- is the budget.

7 It's not necessarily part of our ESEA
8 thinking, although it makes it even more awkward and
9 cumbersome to have to keep in mind how that budget is
10 going to change and how that impacts what we're doing
11 whether it's in the law itself or with the waiver process.

12 So I, you know, I think there's some
13 confusion. At least people that I run into that bring it
14 up sometimes forget innocently that the whole budget
15 process for the department, the discretionary funds and
16 all that goes into that is a separate issue than money
17 behind ESCA perfectly.

18 MR. DURHAM: Any additional questions?

19 UNIDENTIFIED VOICE: Thank you for your --

20 MR. DURHAM: Dr. Flores?

21 MS. FLORES: There's the 6 or 9 million
22 dollars for -- that will not be provided for 5 to 6
23 million dollars for school improvement for rural districts
24 who have taken that.

25 How will the state -- do you have an idea



1 how we might we be able to supplement that money?

2 MR. CHAPMAN: That's a --

3 MS. FLORES: Because you did say it was
4 needed and it was used wisely.

5 MR. CHAPMAN: That's a -- that's a very big
6 hit. It looks like each of the drafts does provide for
7 school improvement funding under -- under Title I.

8 MS. FLORES: Uh-huh.

9 MR. CHAPMAN: Actually, the school
10 improvement grant is 10.03 G. It's Section 10.03 G.

11 MS. FLORES: Uh-huh.

12 MR. CHAPMAN: In that the current law and
13 there is a -- there's a similar passage in each of the
14 drafts, so we might be able to retain a greater percentage
15 of our Title I funds for that --

16 MS. FLORES: Okay.

17 MR. CHAPMAN: -- to provide for school
18 improvement activities than we have in the past. So that
19 might remediate that, that impact a little.

20 MS. FLORES: Thank you.

21 MR. DURHAM: Further questions from any of
22 the members? Thank you very much.

23 MR. CHAPMAN: Thank you.

24 MR. DURHAM: I appreciate it. I think we
25 will take a five minute recess and be back at 10:00 and



1 return to the public comment section.

2 (Meeting adjourned)

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C E R T I F I C A T E

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

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

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 14th day of January, 2019.

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

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