



**COLORADO**  
Department of Education

Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
December 9, 2015, Part 3

BE IT REMEMBERED THAT on December 9, 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                   CHAIRMAN DURHAM: So we are back, State  
2 Board will come back to order. Next item on the agenda  
3 is one that is always fun and enjoyable and an honor to  
4 participate in. It's the recognition of the 2015 Milken  
5 Educator for Colorado. Interim Commission Asp, we'll  
6 turn it over to you to conduct the ceremony.

7                   MR. ASP: Thank you so much, Mr. Chair, this  
8 is indeed quite a pleasure. I'll talk a little bit more  
9 about the -- how wonderful it was to be there at the  
10 actual ceremony, but let me ask Associate Commissioner  
11 Allyson Pearson to come forward and present this award.

12                  MS. PEARSON: Good afternoon. This afternoon  
13 we will honor Mr. Ryan Moore, our 2015 Colorado Milken  
14 Educator. We have provided you with brochures about this  
15 program, but let me give you a little background on this  
16 award. The Milken Educator Award provides recognition in  
17 an unrestricted financial award of \$25,000.00 to  
18 exceptional elementary and secondary school teachers,  
19 principals and specialists who are furthering excellence  
20 in schools throughout the country.

21                  Each year exceptional educators are  
22 considered without their knowledge by a blue ribbon panel  
23 appointed by each state's Department of Education. Jane  
24 Goff generously served on our panel this year. Thank  
25 you, Jane. The recipient is caught unaware with the news



1 of the \$25,000.00 award, which they can use in any way  
2 they choose. The announcement is made during a surprise  
3 assembly attended by students and peers, as well as  
4 federal, state and local officials, and the media.

5 On October 29th, Ryan Moore of Liberty Point  
6 International School in Pueblo, Colorado was named the  
7 2015 Colorado Milken Educator. Interim Commissioner Asp  
8 helped to present the award with Lowell Milken and the  
9 Milken Family Foundation. I will show you a short video,  
10 (laughing) a portion of the award assembly and then tell  
11 you a bit more about Mr. Moore.

12 (Pause)

13 Mr. Moore was presented with a \$25,000.00  
14 check from the Milken Family Foundation in recognition of  
15 his exceptional work as a model teacher for the state and  
16 the nation. He has been teaching for seven years and is  
17 currently an eighth grade science teacher at Liberty  
18 Point International School. Prior to teaching, Mr. Moore  
19 served as a staff sergeant in the US Army during  
20 Operation Iraqi Freedom and as a corrections officer with  
21 the Colorado Department of Corrections. At Liberty Point  
22 International School he is known as a highly creative  
23 teacher who focuses on real world applications of  
24 science. He's paired students for genealogy exercises,  
25 encouraging them to imagine what their offspring would



1 look like, incorporated ping pong into a class on Newtons  
2 Laws, dressed up as George Mendel when teaching genetics  
3 and taught atomic structure using black lights and glow  
4 in the dark constellations.

5 More than once students have told him  
6 that he has made all the difference for them as they are  
7 entering high school because he believed in them and  
8 encouraged them to succeed. Mr. Moore's long range  
9 potential is evidenced by his enthusiasm and passion for  
10 students and education. He loves what he does, and his  
11 excitement is evident on a daily basis in his class room.

12 Interim Commissioner Asp would you like to  
13 say a few words about the day?

14 MR. ASP: Yes, I would. I've had the  
15 pleasure to attend several of these Milken Awards  
16 ceremonies, both as a district administrator and then in  
17 this role. This one was particularly special. I'll talk  
18 about why that is in a second, you saw some of it in the  
19 video. This is a total surprise as you heard. When you  
20 pull up to the school, no one knows about this except the  
21 principal, maybe a couple of district officials, the only  
22 thing the schools knows is there is an assembly. We are  
23 going down to the gym. And also, our CDE staff, Lynn  
24 Bamberry and her staff do this incredible job of setting  
25 this up, and I don't know if Lynn is still in here or



1 not, yes, she does a great job at this and it is so well  
2 orchestrated.

3 But you drive up to the school and there are  
4 these huge limo's out front that belong to Lowell Milken.  
5 He's quite wealthy, and it looks like the President's  
6 there, and they got several people with little walkie  
7 talkie things in their ear. But to make a long story  
8 short, I was the foil. I had to go there and say hi, I'm  
9 here just to - you have a great school and isn't  
10 wonderful that we are here. And then I go, there is one  
11 other thing we want to tell you.

12 And then I introduce Lowell Milken and he  
13 walks out and talks for a while and no one still knows  
14 why he's there and then all of the sudden he says here is  
15 what we are here to do, and he announces the name,  
16 unbeknownst by me, your wife wasn't able to be there. I  
17 mean no one knows about this except a couple of people  
18 and the place - it didn't do just here, it goes berserk  
19 in the most wonderful way and the coolest part here,  
20 there are two really cool parts about this, and I have to  
21 get my Kleenex out on this one. First of all because,  
22 Ryan's daughter who is in his class, she's there to watch  
23 her dad get this award, people are going nuts and it's  
24 great.

25 Here's the other cool part. What you saw



1 him talking on there, usually is reserved for football  
2 players or something else, and give them their due, but  
3 here's somebody who makes an incredible difference in the  
4 lives of kids and all these cameras and reporters are in  
5 his face, asking him all these questions. He was the  
6 celebrity and it was terrific and so well deserved. And  
7 the last thing Lowell Milken says is hey kids, when you  
8 are thinking about growing up, think about being a  
9 teacher. Pretty cool stuff. So congratulations Ryan, it  
10 was a wonderful day for me.

11 MS. PEARSON: I would now like to present  
12 the 2015 Colorado Milken Educator, Mr. Ryan Moore with an  
13 obelisk from the Milken Foundation and have him say a few  
14 words.

15 (Applause)

16 MR. MOORE: Hello. I'm going to do like my  
17 kids, I keep notes on my phone. I was like why are kids  
18 always doing that? And then I'm like that's pretty cool,  
19 so I start acting like my kids. All right, so thank you  
20 guys very much Chairman Durham and the rest of the board.  
21 Just thank you so much for recognizing me. We don't get  
22 recognized very often as teachers, just when you get in  
23 trouble. That's when we get recognized, so this is  
24 really awesome. So the Milken Foundation has been a huge  
25 blessing obviously.



1 I had to go figure out what all those words  
2 meant because I was like what's that mean about -- are we  
3 going to get a new computer lab and Dilka was like that's  
4 yours. So getting recognized by them and like having  
5 them back it is so shocking, it was just amazing. But  
6 any time you get recognized, you have to look back and  
7 see who's been helping you, who's been supporting you, so  
8 I have a short list here of people, and even though they  
9 are not here, I just have to say who they are and what  
10 they've done for me real quick. So some of them are  
11 here.

12 All right, first of all, the Milken  
13 Foundation, I'm so excited to be accounted among their  
14 members now because there's people that I didn't even  
15 know - I've been following them. There's people that I  
16 have lesson plans from, that are Milken Foundation award  
17 winner 20 years ago and I'm like wow I've been following  
18 you this whole time and now I'm with you. It's very  
19 amazing just to be put in that group is a huge blessing  
20 so I just want to thank them.

21 Mr. Dilka, my principal Brian Dilka, I want  
22 to thank him because he took a risk on me. I was a  
23 teacher in residency which means I didn't go through your  
24 teacher's school. I went and learned all my science  
25 stuff and then later I'm like, I'd like to teach science



1 and he gave me an opportunity. I went to college for  
2 that and we worked it out and so I really appreciate you  
3 doing that. You make it easy for me to be creative in my  
4 classroom and I'll keep following you because of that.  
5 Because you make my job easy and you took a risk, so I'll  
6 keep working for you.

7 Devan Berg, he paired me up with Devan Berg,  
8 she's this kooky chemistry teacher at the high school  
9 level and she's been my mentor for two years, and if I  
10 have problems, I still call her, and she taught me how to  
11 teach by state standards, and that sounds dumb, but it  
12 makes it really easy. You just look at what you are  
13 supposed to teach and then do it. And she was able to  
14 convey that to me and so I use that every day.

15 My eight grade team, Mrs. Stevens, Mrs.  
16 Boley, Ms. Valencia and Mrs. Amora. We just became an IB  
17 school and so we went through all these changes and we  
18 had to do all this stuff and we implemented all these new  
19 amazing things and they're with me the whole way doing  
20 that and I'm so much better of a teach now because of all  
21 the things we've done over the last two years.

22 My partner across the hall, Mr. Paycheck,  
23 he's a reading teacher for sixth grade, and any time I do  
24 something, he's like you know if you added this much,  
25 you'd have like nine more things covered. So I'm like





1       yeah. And so all these people are making me better  
2       teachers and it's showing up here.

3                       My students, the students at our school are  
4       working so hard for us and they don't even know it. Over  
5       the past three years we implement new things and new  
6       things and slowly but surely, they're doing stuff that  
7       their siblings that came through never had a chance to  
8       do, and they have no idea how hard they're working for  
9       us. We just keep adding stuff and changing things and  
10      moving forward and so with the new rigor they just keep  
11      being successful and so I got to thank them because  
12      that's what makes - when you're teaching if your kids are  
13      getting it, it makes all the difference in whether you  
14      want to go to work or not. And they are getting it.  
15      Still working hard for us.

16                      My wife and family, they support me. When  
17      you are a teacher there is time - you lose your time.  
18      There's finances, it's not a huge paycheck. And then the  
19      biggest thing is emotions, like they know you are  
20      emotionally invested in kids and stuff at work and  
21      sometimes it doesn't work out for them and sometimes it  
22      does, but I just really appreciate them. I love you  
23      Tammy, this is my wife. She's super supportive.

24                      And I've got to thank God because this is  
25      just the cherry on top of my already amazing life. He's



1 blessed me so much.

2                   And the last thing I want to end with here  
3 is, we've been talking about school improvements and the  
4 new programs we're running. But I really want to talk to  
5 you about what my school does best, and that's  
6 relationships. Mr. Dilka really pushes that we have  
7 relationships with kids, and it used to be a big program  
8 and big thing we did, and it was all systematic, but over  
9 the last three years, now it's accidental. And I see  
10 kids everyday making relationships with adults that  
11 they're in the classroom, they are helpful, but I mean  
12 just life wise - it's crazy to see how the teachers in my  
13 building are reaching kids and just changing their lives.  
14 Because some of our demographics are rough demographic.  
15 They need adults who care about them.

16                   It's just kind of crazy and I am so thankful  
17 that my children, including the children at school, but  
18 my actual children have come through the school, and I'm  
19 just so thankful they came through because I know they  
20 are prepared for high school and what's coming in life.  
21 But the most thing I'm thankful for is that they came  
22 through the school and they know they are loved and  
23 that's what they are going to take away from their school  
24 experience.

25                   Just thank you guys so much and once again



1 the Milken Foundation. But that's kind of a little bit  
2 about my school and where I'm at.

3 (Applause)

4 MS. PEARSON: We're going to have you come  
5 forward and do a picture with the Commissioner and Joyce  
6 Rankin who is your representative.

7 (Pause)

8 CHAIRMAN DURHAM: Okay we are going to come  
9 back to order. And we are going to start now with 14 -  
10 Item 14, a rule making hearing. Let's see. State Board  
11 of Education will now conduct a public rule making  
12 hearing for the rules for the administration for the  
13 waiver statute and Rule 1 CCR 301-35. Board approved a  
14 notice of rulemaking in its October 7<sup>th</sup>, 2015 board  
15 meeting, hearing to promulgate these rules was made known  
16 through the publication by public notice on October 25<sup>th</sup>,  
17 2015 through the Colorado Register and by the State Board  
18 notice on December 2<sup>nd</sup>, 2015.

19 The Board is authorized to promulgate these  
20 rules pursuant to 22-2-207(1)(c) CRS. Commissioner Asp  
21 is the staff prepared to provide an overview and I would  
22 observe that no one has signed - has taken the  
23 opportunity to sign for testimony?

24 MR. ASP: I thank you, Mr. Chair. These  
25 rules similar to the ones earlier today are technical



1 clean ups. They involve the waivers of statute rule  
2 regarding charter schools and Gretchen Morgan, Associate  
3 Commissioner will take us through these.

4 MS. MORGAN: Great, thank you. So as Dr.  
5 Asp indicated, these were brought to us by the Office of  
6 Legislative Legal Services and this is because there was  
7 a change in statute around charter waiver processes that  
8 happened, actually two sessions ago and it really had  
9 three parts.

10 One was that -- and I think we are all  
11 thankful for this one. It changed the definition of what  
12 is an automatic waiver. So they became truly automatic,  
13 so that when you were a school with a contract, you do  
14 have those waivers, which meant the department didn't  
15 have to have processes with those anymore and neither did  
16 you.

17 The second change it made, was to change the  
18 list of things that were not allowed by this board to be  
19 identified as automatic and the idea is that that list  
20 can be revisited over time but there were some that -- in  
21 a consultation with the League of Chartered Schools were  
22 identified as things that where people sometimes getting  
23 those waivers in a way where they had no interaction with  
24 anyone and truly automatic would set them up for risk.  
25 This would be things like, sometimes charter schools were



1 confused when getting a waiver to licensure that they  
2 thought they maybe weren't accountable to highly  
3 qualified and that at some later date they would have  
4 employed people not having met highly qualified  
5 requirements, we then do the data collection around  
6 highly qualified and they find out, oh my gosh they have  
7 a person that they can't employ in a position, and so to  
8 try to prevent that kind of confusion those kinds of  
9 things were named as being not allowed by this board to  
10 be identified automatic list once that automatic thing  
11 became truly automatic. So it would ensure some  
12 communication would happen with schools so that they  
13 wouldn't accidentally get into situations like that.

14 The third thing that changed was the statute  
15 and the rules had previously referred to a form provided  
16 by CDE as part of what you had to submit to get waivers,  
17 and at the time that this -- legislative intent about  
18 this was to try and make this process as simple as  
19 possible and so they asked the question, do they need to  
20 have a separate form, isn't there someplace these waivers  
21 and replacement plans are already listed and the answer  
22 was yes, they are already listed in the contract. So the  
23 statute was changed instead of saying that we would  
24 provide, and they would submit a contract and assign  
25 board resolution, it just said it would have a complete,



1 like fully executed and complete contract which included  
2 their identified waivers and replacement plans.

3           So this revision of rules, you know again,  
4 I think was in some ways more given to us from the Legal  
5 Services Group and it's -- all of this I think is fine  
6 and meets legislative intent pretty smoothly. We didn't  
7 receive any feedback from anyone in the field about this  
8 either, before today. But there is one, like, really  
9 tiny unanticipated wrinkle in here that I just want to  
10 note for you. I don't think there is a way for us to fix  
11 it today actually, and we've been in discussion with the  
12 league about this. But when someone wants to get a  
13 waiver that's not on their normal contract renewal cycle.  
14 Right, so for example, this fall you got a bunch of  
15 waivers from schools seeking school readiness waivers  
16 because it was in your requirement, not because it was  
17 time for them to renew their contract. This change of  
18 statute by trying to remove the other things that made it  
19 burdensome like having a form, means that when they want  
20 to come off cycle, they actually have to formally amend  
21 their contract to be able to submit that contract to us  
22 because that's now the only requirement in law, is that  
23 they bring the contract.

24           So this is again, I think accidental,  
25 annoying and probably not something that we can fix in



1 rule because the statute says this very clear thing. The  
2 league is aware of this. The league is interested in  
3 trying to figure out at a later date, if they can come up  
4 with clever ideas about things you might all be able to  
5 do in rule to fix that. We have so far not been able to  
6 come up with something that has passed muster in these  
7 conversations or they may take this back for a  
8 legislative fix, which I think they feel comfortable  
9 taking on (Indiscernible) or just amend these rules again  
10 if they are able to get that legislation.

11 So again, I just want to be totally clear  
12 with you that, you know, I think there is an accidental  
13 annoying thing in here. I think the league which is the  
14 advocacy here for charter schools is on top of it and  
15 will do things to help. But that today this probably is  
16 what we can do is just to get our rules in alignment with  
17 laws so that we are not in trouble with Legal Services  
18 Office. So these are the rules before you.

19 CHAIRMAN DURHAM: Any questions from members  
20 of the board. Yes, Dr. Scheffel.

21 MS. SCHEFFEL: Sure, can -- in terms of our  
22 2.02(e) the Children's Internet Protection Act, is that  
23 there because we needed to put something in there in  
24 terms of data privacy or is that what's stipulated goes  
25 there? Just trying to figure out what prompted that



1 language.

2 MS. MORGAN: I think that just is in law and  
3 our rules did not reflect what was in law.

4 MS. SCHEFFEL: So it just didn't have that?

5 MS. MORGAN: Yeah, it just was missing and  
6 they caught it.

7 MS. SCHEFFEL: Could I ask the same question  
8 about 2.08(k) the use of onsite peace officers, school  
9 resource officers. I'm sorry 2.06 (k). Was that the  
10 same thing, we had to put that in there or some other  
11 language?

12 MS. MORGAN: Yes, these are just aligning  
13 with what is in statute.

14 MS. SCHEFFEL: Okay, thank you.

15 MS. MORGAN: Yeah, we didn't suggest any  
16 additions, staff didn't make any suggestions, these came  
17 straight from legal counsel.

18 MS. SCHEFFEL: Okay, thank you.

19 MS. MORGAN: Um-hum.

20 CHAIRMAN DURHAM: Okay, any further  
21 questions regarding this rule change. This rule by and  
22 large affects our own procedures more than anything else.

23 MS. MORGAN: Yes, that's right.

24 CHAIRMAN DURHAM: No real affect on the  
25 outside world other than when they can do things.





1 MS. MORGAN: That's right, it really just is  
2 what they have to bring to us to that we can then bring  
3 things to you. And again, the goal is to really simplify  
4 it, like I said, this one little glitchy thing was very  
5 much accidental and I trust that the league and others  
6 will be able to fix it. It's not horrible either, it's  
7 just annoying.

8 CHAIRMAN DURHAM: All right, thank you. Are  
9 we ready for a motion?

10 MS. MORGAN: Sure.

11 CHAIRMAN DURHAM: Dr. Schroeder.

12 MS. SCHROEDER: I move to approve the rules  
13 for the administration for the waiver of statute and  
14 rule.

15 CHAIRMAN DURHAM: Is there a second? A  
16 second Ms. Mazanec. Is there an objection to an adoption  
17 of that motion? Seeing none, that motion is clear and  
18 adopted unanimously. Thank you very much.

19 MS. MORGAN: Thank you.

20 CHAIRMAN DURHAM: The next item is Item 15  
21 and we are a whole half hour early, so why don't we try  
22 to go to -- start with.

23 UNIDENTIFIED VOICE: Mr. Chair?

24 CHAIRMAN DURHAM: Yes.

25 UNIDENTIFIED VOICE: If I may, a couple of



1 items that we could potentially move forward would be  
2 items either 16.01 the ESEA reauthorization briefing or  
3 Item 23.01 reducing regulation and red tape.

4 CHAIRMAN DURHAM: Lets do 16 first, why  
5 don't we.

6 UNIDENTIFIED VOICE: Okay.

7 CHAIRMAN DURHAM: And what was the other  
8 one?

9 UNIDENTIFIED VOICE: 23.01.

10 CHAIRMAN DURHAM: Twenty-three, got it.  
11 Thank you. All right, let's try 16, Commissioner Asp is  
12 that your item primarily on?

13 MR. ASP: I'd like to introduce it.

14 CHAIRMAN DURHAM: All right, please proceed.

15 MR. ASP: Thank you, Mr. Chair. We wanted  
16 to give you an update on the reauthorization of the  
17 Elementary and Secondary Education Act. That act was  
18 actually reauthorized by vote of the senate earlier  
19 today, passed by the house a week or so ago. It was a  
20 very strong bi-partisan vote to support this  
21 reauthorization bill. A couple of pieces, Allyson  
22 Pearson and Pat Chapman will take you into more of the  
23 details. This is a very lengthy bill so we are not going  
24 to get into all of the details, but there are some things  
25 we wanted you to know about it, and the reason you are



1 getting a power point right now is because the bill  
2 passed this morning and we wanted to make sure that if we  
3 had to there are some things we can change if we needed  
4 to.

5 A couple things that I point out to you that  
6 we're excited about. One is some flexibility around  
7 state assessments that's offered through a pilot  
8 provision that you'll hear more about hear. Seven states  
9 have the opportunity to engage in different ways of  
10 looking at assessment, if not the assessment regulations  
11 are similar to what we have in place now, but they  
12 changed a little and Ms. Pearson will talk about that.

13 The other side of it is more specification  
14 about what accountability needs to look like, but we  
15 think in a very freeing way that you'll hear more about  
16 from some local districts this afternoon. But  
17 essentially what this bill calls for is for states to  
18 have a counter relief system that includes other  
19 indicators or other measures than a student achievement  
20 measures. For example, school climate or opportunity to  
21 learn or a number of other pieces that we will learn more  
22 about what that means, but it's required now -- now when  
23 this bill is implemented. It's required to have a  
24 student achievement portion in accountability and then  
25 these -- another indicator that the states can choose



1 from that would go into that piece. And we have  
2 districts, we've been working with them who are looking  
3 at that process right now. So these are very timely for  
4 us. You'll hear about assessment pilot a little later on  
5 today as well. So with that, let me turn it over to  
6 Allyson Pearson.

7 MS. PEARSON: Good afternoon, so again sorry  
8 for the last minute power point. We just wanted to make  
9 sure we had the all the information that was up there  
10 this morning, so been reading through all day long. So a  
11 little bit of an overview about where we got this bill is  
12 ESSA. It's Every Student Succeeds Act, and that's a  
13 compromise that -- bill that was created through the  
14 conference committee of the Every Child Succeeds Act from  
15 the Senate and the Student Success Act from the House,  
16 combined it together, Every Student Succeeds Act. The  
17 House approved it last week on December 2<sup>nd</sup> on a 359 to 64  
18 vote, the Senate approved this morning 85 to 12. It's  
19 scheduled to be on the President's desk before the end of  
20 the year. I've read some things today that said by this  
21 Friday, I've read other things that said by the 17<sup>th</sup>, so  
22 it will be quick, it seems like.

23 Waivers will be implemented through August  
24 1<sup>st</sup> of 2016, so in the mean time while we're waiting for  
25 that transition, the waiver that you all just approved,



1 and the US Department of Ed just approved for us will be  
2 what we implement for the rest of the school year. The  
3 implementation timeline for ESSA, because the programs  
4 will be implemented for the most part in 2016-17, next  
5 school year and the accountability will start taking  
6 place in 2017-18, so there's a time to do some  
7 adjustment. There's a lot of work that needs to get done  
8 that we'll talk about in a little bit. Once the bill is  
9 formerly signed and passed into law before it can really  
10 be -- some pieces of it can really be implemented.

11 So let me go over assessment requirements.  
12 For the most part they are the same but there's a few  
13 changes that give some more flexibility in the state. So  
14 grades three through eight and high school are still  
15 required for English Language, Arts and Math. The change  
16 is that they will allow for grade nine to count as high  
17 school and that was an area that we've had some  
18 conversation with US Department of Ed and the legislature  
19 has been really interested in, especially last session.  
20 13-23 asked for permission to use our ninth grade test as  
21 our high school assessment.

22 US Department of Education didn't allow for  
23 that, but now with this change in law you could use the  
24 ninth grade test that we have in place as the high school  
25 assessment. Science is required to be assessed once per



1 grade level just as it is now and those grade spans are  
2 three through five, six through nine and ten through  
3 twelve. So the science didn't get the ninth grade  
4 adjustment. You may be able to use a nationally  
5 recognized high school academic assessment at the high  
6 school level. Think about like an 11<sup>th</sup> ACT, might be an  
7 option there. Assessments may be computer adaptive and  
8 that's a new change, so think about the end of UA maps  
9 kind of assessments that adjust to define where kids are  
10 at in terms of grade level, something like would be  
11 allowed.

12 The bill also includes assessment  
13 notification requirements like what we have in 13.23 that  
14 parents need to be notified and have access to what the  
15 assessment requirements are for the state and for the  
16 district. It also includes funds for audits of state  
17 assessments and local assessments. So if you want to use  
18 some of the funds allocated through there, you can use  
19 that to audit, see -- kind of get a sense of what  
20 assessments you are giving and why and if there is room  
21 for reduction -- or streamlining things.

22 Some additional requirements we want to talk  
23 about opt-out because we know that's been a very timely  
24 conversation. The bill requires still the 95 percent  
25 participation rate overall and for all the disaggregated



1 groups. So that didn't change in there. How that 95  
2 percent requirement is factored in accountability is left  
3 up to states to determine. So kind of where we got with  
4 the waiver is what we understand right now, but again,  
5 there needs to be a regulatory process in the US  
6 Department of Ed is going to need to interpret what they  
7 believe in the law, but what's written is kind of where  
8 we are at with them right now through the waiver, and it  
9 explicitly allows states to allow opt-out laws and those  
10 need to be recognized and addressed.

11 Additionally there is an assessment pilot  
12 option like Dr. Asp talked about. Seven states are going  
13 to be allowed to participate in a pilot to -- pilots and  
14 different options for assessment systems similar to like  
15 what New Hampshire has in place right now. So to think  
16 about more performance pace, more embedded assessments in  
17 the instruction curriculum, just different ways that we  
18 could look at that. So we'll talk to you more about that  
19 later this afternoon as well as -- as well as the  
20 districts that are coming to talk about the student  
21 centered accountability project.

22 This really paves the way for us to move  
23 forward with some of the ideas and processes the state  
24 was already coming up with and districts were already  
25 coming up with. In terms of accountability we're fairly



1 similar to where to we are right now, and again it kind  
2 of -- where we have been going with accountability  
3 workgroup and suggestions for improving and enhancing the  
4 school and district performance frameworks, we're really  
5 going in that direction.

6 So what the bill requires in terms of  
7 accountability requirements; first looking at achievement  
8 on tests -- on state tests, which is a component we  
9 already have, but looking at that data disaggregated,  
10 which is not something we had been doing specifically  
11 that disaggregation for accountability purposes, but it's  
12 where the workgroup and where the recommendations have  
13 been going anyway. Then looking at English Language  
14 proficiency in the accountability framework too, which is  
15 something we already do. We include the English Language  
16 proficiency growth in our accountability frameworks.  
17 Then it asks for an additional academic factor that's  
18 disaggregated. That's where they would see growth being  
19 put into place. So we are a state that has valued growth  
20 pretty highly in the past, and that's where you would fit  
21 in growth if you wanted to continue to do that.

22 And then finally this is where Dr. Asp is  
23 talking about the other system quality indicator. So  
24 this is a different kind of measure than what we've had  
25 as a state currently in terms of what we look at for





1 accountability and for points. It could be student  
2 engagement, educator engagement, access or completion of  
3 advanced course work. There's a lot of options that  
4 could be there right now. The results must be  
5 disaggregated and looked at that way, but we'll be able  
6 to take some of the conversations we've already had with  
7 stakeholders, with their ideas about where they would  
8 like to move forward and how to broaden how we look at  
9 accountability and take those as recommendations to you  
10 all as we figure out how we want to implement this.  
11 Again we have until the 2017-18 school year so there's  
12 plenty of time for stakeholder input there.

13           And finally high schools do need to include  
14 graduation rite which is something we already do it. And  
15 then they will ask for the extended graduation rites that  
16 we do in Colorado. Like we talked about before  
17 participation needs to be consideration. This was a  
18 change that was happening in some of the negotiation of  
19 the bill. At one point that was included in part of the  
20 calculations, now it's the participation needs to be  
21 considered but it doesn't need to be four points, it's up  
22 to states to figure out how that participation rate is  
23 considered in. So that's another conversation we'll need  
24 to have as a state.

25           School identification and support is similar



1 to how it's been through the waiver process. It's a  
2 little bit different, but it's very different then how it  
3 was under No Child Left Behind with adequate yearly  
4 progress. So states are required to identify at least  
5 once every three years and address the lowest performing  
6 5 percent of schools, and then schools where less than  
7 two thirds of students graduate and schools with  
8 struggling disaggregated groups of students. And so how  
9 states intervene, how they address that, first it's  
10 really up to districts to do for a while and then if the  
11 districts are not see progress, if we are not seeing  
12 progress with the schools and then the state has a little  
13 bit more of a role there.

14 But the performance challenges are asked to  
15 be addressed with evidence based interventions. So the  
16 US Department of Ed has had regulations around the school  
17 improvement grants that have been very specific. They've  
18 had five very specific models for how those funds could  
19 be spent and what needed to happen for turnaround.  
20 Schools, that is not in the bill, I think it is  
21 prohibited from being, I don't know, can't prescribe it.

22 So it's really left up again to states and  
23 alias about how that looked. 7 percent of the states  
24 Title I funds were to be aside for the school  
25 improvement. Efforts, there is no longer separate grants



1 but there is a requirement the funds are set aside but  
2 how those are used and what models are really left up to  
3 the states.

4 And then in terms of educators, this is  
5 another area where the laws very different from both the  
6 waiver and No Child Left Behind. There's no requirement  
7 for teacher evaluation like what we had in the waiver,  
8 but you may -- states and districts may use the funds to  
9 support that work if they choose too. And then the  
10 highly qualified teacher requirement that we had under No  
11 Child Left Behind is completely gone. But the states and  
12 alias and schools must report on teacher qualifications.  
13 So we've been reporting these, but the highly qualified  
14 requirement is gone. Thank you.

15 MR. ASP: Okay, with regard to -- so the  
16 major changes were really, I think in the accountability  
17 provisions and the support for the performing schools.  
18 The existing program structure, that's the current  
19 structure under the No Child Left Behind is largely  
20 maintained, we still have a Title I, Title II, Title III.  
21 A lot of the summaries mention the elimination of, I  
22 think I've seen 49 programs and I saw 64 programs.

23 The vast majority of those programs were  
24 never funded to begin with, so it's not -- we're not  
25 necessarily taking a huge hit there, however there are



1 some programs, some significant programs that have been  
2 eliminated under the new law. Among those is the Reading  
3 First is no longer there. The Math and Science  
4 Partnership is eliminated. The school turnaround grants  
5 have been eliminated. The EDTAC Grant has been  
6 eliminated. A couple of those haven't been funded for  
7 several years anyway. In other cases there have been  
8 programs that have been sort of combined into a new  
9 program. Then the new, the newest program, the program  
10 that really didn't exist under No Child Left Behind is  
11 the Early Childhood Pre-School Development Program.

12 MS. PEARSON: You all also have a handout  
13 where we listed -- we borrowed it from the internet, all  
14 the programs that are in there and the allocation.

15 MR. ASP: The authorization level, so it's  
16 the Committee for Education Funding, they've sort of  
17 listed the major programs and the authorization levels  
18 for the next several years, and in some cases, they  
19 provide a comparison of current funding levels. Overall  
20 the increases in funding are pretty minor. In some cases  
21 it's level funding and in other cases it's a slight  
22 decline in funding from current levels. There are a  
23 couple of new programs as I mentioned that sort of help  
24 defray the impact of the cuts that we will be  
25 experiencing.



1                                   With regard to Title I and Title II  
2       allocations, for Title I allocations there were a lot of  
3       discussion in conference and private conference in House  
4       and Senate regarding Title I portability. Title I  
5       portability did not make the cut, it's not provided for  
6       in the new bill. There is however a pilot program that  
7       they'll work with up to 50 school districts on where they  
8       can basically pull all their Federal funds into and  
9       allocate it to their schools based on poverty, so they  
10      can sort of experiment with alternative ways to allocate  
11      their Federal funds locally.

12                                In general, the Title I funding formula is  
13      unchanged. For Title II state allocations, they are  
14      adjusting the poverty level, or the waiting of poverty in  
15      the allocation to states. Theoretically that should lead  
16      to rural areas receiving more funding, and I think that's  
17      maybe not going to be the case in Colorado, from what  
18      I've read a lot of that was sort of for southern states,  
19      where a lot of the poverty is in the rural areas, that's  
20      not necessarily the case in Colorado. We don't know  
21      exactly how that will play out, or if it will be helpful  
22      to our rural school districts. For Title IV one of the  
23      changes is that 21<sup>st</sup> Century School Community Learning  
24      Centers will continue to be funded at that -- pretty much  
25      the current rate that it's been funded, but there is a



1 new Title IV. For those of you who don't know, there  
2 used to be a Title IV under No Child Left Behind, Safe  
3 and Drug Free Schools in Communities, that funding for  
4 that ran out, I think at least four years ago, so we have  
5 not been receiving those funds for several years.

6 The new law creates, sort of blocks a number  
7 of programs into a Title IV part A, Student Support and  
8 Academic Achievement Grant. There are some requirements  
9 associated with that grant and how that's spend locally  
10 with some minimum levels and maximum levels for how local  
11 school districts can spend those funds, and there is  
12 still a Title IV part B, which is the Community Learning  
13 Center Grant. There still is and I think it has been and  
14 Gretchen can correct me, I think it's been Title V, the  
15 Charter School Grant is now in Title IV and there is good  
16 funding for that, and I think in some, to a certain  
17 extent, expansion of that program.

18 And -- but to quickly run through those, so  
19 there's still Title I which is improved instruction, Math  
20 and Language Arts instruction for kids who are at risk of  
21 non- proficiency, still Title II funds to strengthen the  
22 educator workforce, still Title III funds for moving kids  
23 to English Language proficiency and academic proficiency  
24 and return of some funding for Safe and Drug Free School  
25 activities, anti-bullying and those kinds of things and



1 then still the Title IV, 21<sup>st</sup> Century Schools. States  
2 still will have the opportunity to consolidate these  
3 programs into a single application and have some broad  
4 discretion in the questions that we ask of districts in  
5 trying to access those funds.

6 So as mentioned earlier, the Senate did  
7 approve the -- reauthorized -- did approve the new bill  
8 today. It's expected to go to the President's desk soon  
9 for signature. The President is expected to sign it as  
10 of -- once it's sign there really is a year that is  
11 allowed for the regulatory process from -- there is some  
12 text in there that suggest that things that haven't been  
13 open to the regulatory process in the past will be open  
14 to the regulatory process under this new bill which could  
15 be not necessarily a great thing for us, because I think  
16 in some ways it gives -- I shouldn't be saying this --  
17 the US Department of Education an opportunity to create  
18 details that may not necessarily exist in statute.

19 So we are really going to want to monitor  
20 that, that process carefully and be a participant in that  
21 process. As I said, it's a year long process they will -  
22 - if the bill is signed this year they would have until  
23 December of next year to wrap up that process. We will  
24 have an opportunity to provide implementation -- or  
25 provide input into that regulatory process and we intend



1 to do that. State plans are due to the US Department of  
2 Education by July 1, I don't think that will be a huge  
3 lift for CDE because we have been doing this waiver thing  
4 and a lot of what I think we'll be asked to provide to  
5 them are similar to the kinds of things we've had to  
6 provide for the ESEA flexibility waiver in addition to  
7 the whole lengthy list of assurances we will be asked to  
8 provide. It does require the State Board of Education's  
9 approval and also the development of our plan, there's --  
10 written into the law, that there's a requirement that the  
11 Governor have an opportunity to review our plan and I  
12 think has up to 30 days to either not respond or to sign  
13 off on that plan. And I think that's it.

14 MS. PEARSON: Do you have questions? Pat  
15 and I have been trying to work our way through the 1,000  
16 plus pages.

17 MS. ASP: I'm on like page 300 out of --  
18 it's over 1,000 pages.

19 MS. PEARSON: I've been skipping around.

20 CHAIRMAN DURHAM: Why don't we just start by  
21 going around the room. I'm sorry.

22 MR. ASP: I thank you Mr. Chair. I just  
23 want to point out in terms of the accountability and the  
24 assessment provisions of the bill, I think Colorado is  
25 very well poised to be a leader in the Country on this as





1 you will hear later on this afternoon, we have a group of  
2 districts that have already been exploring and in detail  
3 how they could add additional measures to accountability  
4 and we are excited to support them and they'll ask the  
5 department this afternoon for some additional support.  
6 And then we've also been having conversations with  
7 districts about assessment pilots that could help us  
8 reduce the state assessment burden and turn more of it  
9 over to local assessments. You'll hear some districts  
10 talk about their interest in that this afternoon as well.  
11 So we feel well placed to make good use of the  
12 flexibility that's here.

13 CHAIRMAN DURHAM: Okay why don't we just  
14 start, we'll just go around the room. Dr. Schroeder?

15 MS. SCHROEDER: So I just want to talk about  
16 money. For the -- nothing new, for the seven state  
17 pilot, is there funding that goes with that to help the  
18 districts? This is not a light lift.

19 MR. ASP: I don't believe so, but I'm not  
20 sure.

21 MS. PEARSON: I think you can use the  
22 assessment money you get.

23 MR. ASP: Oh that's right, I think it does  
24 say -- so states get some -- there's -- we have been  
25 receiving money for state assessments, administration,



1 development of state assessments, I think it does say  
2 that you can set aside some of those funds in support of  
3 that pilot process.

4 MS. SCHROEDER: Okay, so then I see the  
5 funding stuff that you handed out, and if I read it  
6 correctly, these are the big dollars. These are not --  
7 this is not Colorado. I mean I'd like to...

8 MR. ASP: That's the National.

9 MS. SHROEDER: I'd like to think. How do we  
10 figure out -- first of all, is everything divided in the  
11 same way, so that we have roughly 900,000 kids, of that  
12 how many more kids free and reduced lunches do we have?

13 MR. ASP: So it's relative poverty so.

14 MS. SCHROEDER: Right, so it's our free and  
15 reduced lunch kids.

16 MR. CHAPMAN: Well it's from census so we'll  
17 be talking more about that at a -- during a presentation  
18 tomorrow with regard to how Title I funds are allocated,  
19 come to school districts. But typically for Title I  
20 we're somewhere between 1 and 2 percent of the state --  
21 the National appropriation, so we're trying to use some  
22 of the numbers of where we are, the relative amount that  
23 we get currently and try to project how much money we  
24 might be able to get, or we might get -- likely get under  
25 the new law. So for example, there's a, I think a pretty



1 minor increase to Title I that called for by this bill.  
2 We've been receiving around \$150 million under Title I we  
3 would expect to maybe get a slight increase to Title I.

4 MR. ASP: Mr. Chairman, could I add one  
5 piece to that and ask Mr. Chapman correctly. So if  
6 you're in a school district your Title I allocation  
7 depends on your poverty rate in your counties that you  
8 serve, it's not about the school district itself  
9 necessarily, am I correct in that?

10 MR. CHAPMAN: Well we receive -- we did  
11 receive allocations from the US Department of Education  
12 at the district level and then were required to make  
13 adjustments to those allocations based on what's in  
14 statute. But the way it's based on residence, where the  
15 kids live and then versus where those kids are served.

16 MS. SCHROEDER: Help me understand what  
17 that...

18 MR. CHAPMAN: So when they use census data  
19 and look at the number and percentages of families living  
20 in poverty within a geographic area...

21 MS. SCHROEDER: Is it a county or a  
22 district?

23 MR. CHAPMAN: It's -- they use county  
24 information but they actually have our district maps and  
25 so they are able to give us district level allocations



1 from the US Department of Education and then we make  
2 adjustments to those allocations.

3 MS. SCHROEDER: Right, because we have very  
4 few city and county in school district.

5 MR. CHAPMAN: Yeah, where the county and the  
6 district are the same, yes.

7 MS. SCHROEDER: But you feel it does come  
8 pretty close to district by district as opposed to...

9 MR. CHAPMAN: They give us -- so they have a  
10 map of our district boundaries.

11 MS. SCHROEDER: Okay.

12 MR. CHAPMAN: And they provide district  
13 level allocations to us and then we make adjustments.

14 MS. SCHROEDER: And it's based on where the  
15 kids live, not what district they attend?

16 MR. CHAPMAN: Correct.

17 MS. SCHROEDER: That's one of the backpack  
18 issues?

19 MR. CHAPMAN: Yes.

20 MS. SCHROEDER: Thank you very much, thanks  
21 for the report.

22 CHAIRMAN DURHAM: Okay. Jane, any  
23 questions?

24 MS. GOFF: Not just yet.

25 CHAIRMAN DURHAM: Joyce?



1 MS. RANKIN: I'm not sure. I'm not sure  
2 whether this applies, but if this is new how is that  
3 going to align with our state laws from last year? And  
4 you probably don't have that answer but boy I want to  
5 make sure if there is something legislatively, we can  
6 suggest this year to clear the pathway for these open  
7 flexibility issues I'd like to jump right on that.

8 MS. PEARSON: Great, so we need to dig into  
9 more detail and get Mr. Dyl to help us through that. I  
10 think from the conversations that I had heard last year  
11 on the assessment changes that people are interested in,  
12 there may be some flexibility now what's in ESSA in  
13 federal law that they may want to revisit.

14 MS. RANKIN: Yes.

15 MS. PEARSON: Maybe not, I don't want to  
16 speak for them, but there is some flexibility there that  
17 we didn't have last year. In terms of the accountability  
18 changes and what we can add into our accountability  
19 system, I think, and this was just quick, we need to dig  
20 in. I don't necessarily know that we need statutory  
21 change to be able to do it, I think we might be able to  
22 do it through State Board rule, but it may be a  
23 conversation they want to have regardless too.

24 MS RANKIN: Yes.

25 MS. PEARSON: So there is a lot for us to



1 dig in and figure out there.

2 MS. RANKIN: We don't want to come in on the  
3 back side of that.

4 MS. PEARSON: Absolutely.

5 MS. RANKIN: And then one more question.

6 The seven pilot programs, I know this all new, but was  
7 there a timeline for that for application?

8 MS. PEARSON: I know I read through it last  
9 night. I'm trying to remember. I don't think they said  
10 the year that they'll take.

11 (Overlapping)

12 MS. RANKIN: Just keep your eye open in any  
13 case.

14 MS. PEARSON: Yeah, keep your eye open.  
15 It's on page 562. I know I pulled up the page number for  
16 you last night.

17 (Overlapping)

18 MS. PEARSON: Yeah, I don't remember.  
19 That's definitely something we will talk about later  
20 today, and you all have been already hearing about we've  
21 been trying to position ourselves so we are ready to go  
22 with that if that's something you all wanted to go forward  
23 with.

24 MR. RANKIN: Thank you.

25 CHAIRMAN DURHAM: Maz you have any



1 questions?

2 MS. MAZANEC: So there is no Title I  
3 portable upend, so that means all the students who live  
4 in various places across the state but attend a school in  
5 a different district, none of that funding follows them,  
6 it stays in their home district?

7 MR. ASP: It's pretty much the same rules.  
8 So we do have some flexibility in how we allocate Title I  
9 funds and we're trying to take advantage of that through  
10 that multi-district online project...

11 MS MAZANEC: The pilot.

12 MR. ASP: And we do make adjustments for our  
13 Charter School Institute and Colorado School for the Deaf  
14 and the Blind, so we're going try to dig into what  
15 flexibility we do have and try and move forward with that  
16 flexibility, but there were no changes -- significant  
17 changes how it's allocated.

18 MS. MAZANEC: I'll be interested to hear how  
19 that pilot is working. And this identify at least once  
20 every three years and address, seems really vague, the  
21 identify part of course is not, but what the address  
22 part...

23 MS. PEARSON: It gets more specific in the  
24 law and we didn't want to bother with all that today.

25 MS. MAZANEC: And we don't want to go there.



1 MR. ASP: It's only 12 pages of description.

2 MS. PEARSON: Yeah, it basically talks about  
3 LEA and like district responsibility first and then if  
4 progress isn't made then what the state does, and we can  
5 get into that more with you as we dig in and share all  
6 those pieces.

7 MR. CHAPMAN: It would be similar as to how  
8 we are using the UIP right now.

9 MS. MAZANEC: Okay.

10 MR. CHAPMAN: As part of the UIP process  
11 they would address those areas where they weren't really  
12 meeting expectations.

13 MS. MAZANEC: Okay, thank you.

14 CHAIRMAN DURHAM: Dr. Flores?

15 MS. FLORES: I don't have a question.

16 CHAIRMAN DURHAM: Dr. Scheffel?

17 MS. SCHEFFEL: Yeah, thank you. So I'm glad  
18 if the reauthorization affords us a little of  
19 flexibility. My concern, of course, is that it continues  
20 to drive policy through grants and waivers and as we look  
21 at what's discretionary and what we have to do, we should  
22 be apprized of that and I'm still sorting through, but at  
23 home per document, but a couple of things that concern  
24 me. Still requires the state education plan have to  
25 comply with 11 existing Federal standards, Secretary of





1 Education still has to sign off, expands the role of  
2 Government in Pre-School substantially in Section 92.12  
3 as another 1 billion in Pre-School and all the data  
4 collection that goes along with that, linking post-  
5 secondary and labor data and new born screening and  
6 health data systems, the Early Learning Challenge Grant,  
7 cradle to grave system of government data collection,  
8 data gathering information is replete in this document.  
9 Also the Section 100.5, trying to get through that, looks  
10 at types of assessments and includes subjective  
11 assessment of students skills and psychological  
12 attributes and I think we should really look at that  
13 deeply including attitudes, feelings, values, motivations  
14 and then it sent advises schools to be community learning  
15 centers, which on the face of it sounds good but when you  
16 look at the kind of offerings, health care, wellness  
17 programs, environmental literacy, promise neighborhoods,  
18 social, health, nutrition, mental health services, I mean  
19 it is very additive in terms of the role of government in  
20 education and those agenda's insinuated into  
21 neighborhoods through schools. So as we look at how the  
22 government's using grants and waivers to continue it's  
23 incursion into states rights and local control, we should  
24 be very savvy about how we view this document.

25 MR. ASP: Yeah, there is one provision I



1 think was in the House version that did make it into the  
2 Senate version that was really ultimately passed that  
3 does prohibit the US Department of Education from using  
4 grants as incentives to get states to -- sort of like,  
5 you know with race to the top. We'll give you a race to  
6 the top if you do this. It sort of -- it prohibits and  
7 I'm not quite sure how much it prohibits, but there's an  
8 attempt to limit that, that kind of...

9 MS. SCHEFFEL: I saw the language but then  
10 when I looked at what they were actually incentivizing it  
11 seemed counter intuitive, inconsistent. Thank you.

12 CHAIRMAN DURHAM: Have you or could you,  
13 when we went through ACE to top a lot of those concepts  
14 were embedded in state statute, have you identified any  
15 of those that might be -- that are in state statute that  
16 would be an impediment to our taking full advantage of  
17 any opportunities that might be presented by this bill.

18 MS. PEARSON: There is nothing that saw off  
19 the bat that said that and I decided oh we've got this in  
20 state law that won't allow us to do that, to do anything  
21 that gives us more flexibility in the ESSA. I think  
22 there's more flexibility that we may want to explore in  
23 state law or others may want to explore in state law now  
24 that there's some more freedom in the ESSA, but I don't  
25 think there is any stark impediments. But again...



1 CHAIRMAN DURHAM: You mean that would give  
2 us more flexibility?

3 MS. PEARSON: Yeah.

4 CHAIRMAN DURHAM: We should be in a position  
5 as soon as practical to advise the legislature on what  
6 those changes might be?

7 MS. PEARSON: Absolutely.

8 CHAIRMAN DURHAM: Working through the  
9 legislative committee...

10 MS. PEARSON: Okay.

11 CHAIRMAN DURHAM: To see if we have ideas  
12 that would increase flexibility, we should take those  
13 across the street. I think also we really want to avoid  
14 getting trapped into any of the things Dr. Scheffel  
15 mentioned and accepting money that moves us in that  
16 direction and/or any regulatory scheme that comes out of  
17 this department that would move us in that direction  
18 should be -- should be minimized and we -- I'd like  
19 whenever we do any plan submission to the Federal  
20 Government, if any of that sort of thing is included in  
21 the new expansion of the role or what we are trying to  
22 get schools to do to be flagged so we have an opportunity  
23 to object to those provisions for some kind. Yes, Ms.  
24 Rankin.

25 MS. RANKIN: Along those same lines, if



1 there is anything already in place that the flexibility  
2 at the local level allows it to be taken away and that's  
3 of interest, we should know what that is.

4 MR. CHAPMAN: I'm sorry, could you repeat  
5 that.

6 MS. RANKIN: If there's -- if there's  
7 flexibility to take away things at the local level...

8 MR. CHAPMAN: Oh, I got you.

9 MS. RANKIN: That they want to do away with  
10 or haven't funded yet and are having difficulty the local  
11 -- keeping it as local as possible would be the way to  
12 go, but not just on the growth, but also on the repeal I  
13 guess would be -- that's it. Something for the Legal  
14 Department. Thank you.

15 CHAIRMAN DURHAM: I have just one questions,  
16 and I think it's a stupid question, but in all of these  
17 numbers that you have, you have \$100,381.00, I presume  
18 that is \$100 million.

19 MR. CHAPMAN: Yes.

20 CHAIRMAN DURHAM: I couldn't imagine Federal  
21 Government funding something that small. Okay, any other  
22 questions. Thank you very much, we appreciate it. We  
23 got through that in an orderly fashion. The last item we  
24 have we have an hour booked for it. A little break, we'd  
25 prefer a little break. Lets take five minutes and we'll



1 proceed with Item 15, the rules - the administration of  
2 high school equivalency. So we will set a recess for  
3 five minutes, sorry.

4 MS. PEARSON: It's okay, thank you.

5 CHAIRMAN DURHAM: Got you there just in  
6 time.

7 MS. PEARSON: I'll take the five minutes.

8 CHAIRMAN DURHAM: Take five.

9 (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 25th day of January, 2019.

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

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