



Colorado State Board of Education

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

August 16, 2017 Meeting Transcript - PART 1

BE IT REMEMBERED THAT on August 16, 2017, the
above -- entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

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



1 CHAIRMAN SCHROEDER: Good morning. The State
2 Board of Education will come back to order. Ms. Cordial,
3 call the roll please.

4 MS. CORDIAL: Okay. Board Member Durham.

5 MR. DURHAM: Here.

6 MS. CORDIAL: Board Member Flores.

7 MS. FLORES: Here.

8 MS. CORDIAL: Board Member Goff.

9 MS. GOFF: Here.

10 MS. CORDIAL: Board Member Mazanec.

11 MS. Mazanec. Here.

12 MS. CORDIAL: Board Member McClellan.

13 MS. McCLELLAN: Here.

14 MS. CORDIAL: Board Member Rankin.

15 VICE-CHAIRMAN RANKIN: Here.

16 MS. CORDIAL: And Board Member Schroeder.

17 CHAIRMAN SCHROEDER: Here.

18 Board Member McClellan, would you be willing
19 to lead us in the Pledge of Allegiance?

20 MS. McCLELLAN: Oh, certainly.

21 MULTIPLE VOICES: I pledge allegiance to the
22 flag of the United States of America, and to the republic
23 for which is stands, one nation, under God, indivisible,
24 with liberty and justice for all.

25 CHAIRMAN SCHROEDER: Board Member Flores,



1 would you be kind enough -- oh, first we need to have a
2 motion for the regular agenda. Do we have a motion please?

3 UNIDENTIFIED VOICE: I will.

4 CHAIRMAN SCHROEDER: Thank you. Do I have a
5 second?

6 UNIDENTIFIED VOICE: Second.

7 CHAIRMAN SCHROEDER: Thank you. All in
8 favor? Anyone object?

9 [No audible response.]

10 CHAIRMAN SCHROEDER: I'm having a little
11 trouble waking up since I had a month off so be patient,
12 please.

13 Board Member Flores, would you be kind enough
14 to read a painfully long consent agenda.

15 MS. FLORES: Yes. I move to approve the
16 agenda as published. These are the consent -- this is the
17 consent agenda. Motion -- I move to place the following
18 matters on the consent agenda: 12.03, to approve the notice
19 of rulemaking for the administration of the School Health
20 Professional Grant Program, 1 CCR 301-97; 12.05, to approve
21 Denver Public Schools' request for waivers on behalf of the
22 Colorado High School Charter, as set forth in the published
23 agenda; 12.06, to approve Poudre School District's request
24 for waivers on behalf of Mountain Sage Community School, as
25 set forth in the published agenda; 15.02, to certify



1 payments to school districts for the Public School Finance
2 Act of 1974, as amended, State Share Total Program in the
3 monthly amount of \$362,757,330 for July 2017 through
4 November 2017; 16.02, to approve the list of alternative
5 education campuses for the 2017-18 school year, as set forth
6 in the published agenda; 19.30, to appoint Lynnette
7 Steinhoff to fill the Southeast Region vacancy on the
8 Special Education Fiscal Advisory Committee; 19.04, to
9 approve the distribution of payments to administrative units
10 for gifted education under the Exceptional Children's
11 Educational Act, as set forth in the published agenda;
12 19.05, to approve the 2017-18 school year allocation and
13 distribution of English Language Proficiency Act funds to
14 school districts, as set forth in the published agenda;
15 20.01, regarding disciplinary proceedings concerning an
16 authorization, Chart No. 2014EC679, direct department staff
17 and state attorney general's office to prepare the documents
18 necessary to request a formal hearing for the revocation of
19 credential holders' substitute authorization, pursuant to
20 24-4-104 CRS; 20.02, regarding disciplinary proceedings
21 concerning an application, Chart No. 2014EC976, direct
22 department staff to issue a notice of denial and appeal
23 rights to the applicant; 20.03, regarding disciplinary
24 proceedings concerning a license, Chart No. 2015EC675,
25 signify its acceptance and approval of the stipulation for



1 the revocation of the credential-holder's license and adopt
2 the order by directing the Chair of the State Board to sign
3 the final agency order; 20.04, regarding disciplinary
4 proceedings concerning authorization Chart No. 2016EC226,
5 direct department staff and the state attorney general's
6 office to prepare the documents necessary to request a
7 formal hearing for the revocation of the credential-holder's
8 substitute authorization, pursuant to 24-4-104 CRS; 20.05,
9 regarding disciplinary proceedings concerning a license,
10 Chart No. 2016EC571, direct department staff and state
11 attorney general's office to prepare the documents necessary
12 to request a formal hearing for the revocation of the
13 credential-holder's Colorado professional administrator's
14 license, pursuant to 24-4-104; 20.06, regarding disciplinary
15 proceedings concerning a license and authorization, Chart
16 No. 2016EC1569, direct department staff and the state
17 attorney general's office to prepare the documents necessary
18 to request a formal hearing for the revocation of the
19 credential-holder's Colorado teacher's license and Colorado
20 substitute authorization, pursuant to 24-4-104 CRS; 20.07,
21 regarding disciplinary proceedings concerning a license,
22 Chart No. 2016EC1661, signify its acceptance and approval of
23 the stipulation for the suspension of the credential-
24 holder's license and adopt the order by directing the Chair
25 of the State Board of Education to sign the final agency



1 order.

2 It continues. 20.08, regarding disciplinary
3 proceedings concerning a license, Chart No. 2017EC124,
4 signify its acceptance and approval of the stipulation for
5 the revocation of the credential-holder's license and adopt
6 the order by directing the Chair of the State Board to sign
7 the final agency order; 20.09, regarding disciplinary
8 proceedings concerning a license, Chart No. 2017EC230,
9 signify its acceptance and approval of the stipulation for
10 the revocation of the credential-holder's license and adopt
11 the order by directing the Chair of the State Board to sign
12 the final agency order; 20.10, regarding disciplinary
13 proceedings concerning a license and authorization, Case No.
14 2017EC757, signify its acceptance and approval of the
15 stipulation for the revocation of the credential-holder's
16 license and substitute authorization and adopt the order by
17 directing the Chair of the State Board to sign the final
18 agency order; 20.11, regarding disciplinary proceedings
19 concerning a license, Chart No. 2017EC777, issue an order of
20 summary, suspension of the credential-holder's Colorado
21 professional teacher's license by directing the Chair of the
22 State Board to sign the order and instruct department staff
23 and the state attorney general's office to prepare the
24 documents necessary to request a formal hearing for the
25 revocation of the credential-holder's license, pursuant to



1 24-4-104 CRS; 20.12, to approve the 14 initial emergency
2 authorization requests as set forth in the published agenda.
3 Okay. I guess that's it. And 20.13, to approve the final
4 renewal emergency authorization requests as set forth in the
5 published agenda.

6 This is the end of the consent agenda. Thank
7 you.

8 CHAIRMAN SCHROEDER: Thank you. That's a
9 proper motion. Do I have a second please?

10 UNIDENTIFIED VOICE: Second.

11 CHAIRMAN SCHROEDER: Thank you. Does anyone
12 want to pull anything? Board Member Durham.

13 MR. DURHAM: Thank you, Madam Chair. I'd
14 like to request the removal of the following items: 12.03,
15 12.04.

16 UNIDENTIFIED VOICE: Do we have 12.04?

17 UNIDENTIFIED VOICE: 12.04 is not--

18 MR. DURHAM: Oh, I'm sorry. Not shows
19 consent on -- but I am I using the old --

20 UNIDENTIFIED VOICE: You're using --

21 UNIDENTIFIED VOICE: Mm-hmm.

22 MR. DURHAM: Well, good. Excellent. I'm
23 clairvoyant too. 12.05 as well.

24 UNIDENTIFIED VOICE: Which one?

25 UNIDENTIFIED VOICE: 12.03 and 12.05.



1 MR. DURHAM: 12.03, 12.05, 15.02, 16.02, and
2 20.13. And I think most of those, Madam Chair, I just have
3 questions, if we take them in the ordinary course of
4 business that shouldn't take long. Maybe one of those that
5 would be an exception to that.

6 CHAIRMAN SCHROEDER: Board Member Mazanec.

7 MS. MAZANEC: You've forgotten my name.

8 UNIDENTIFIED VOICE: It's been a long time.

9 CHAIRMAN SCHROEDER: I've forgotten my name.
10 I'm working on it.

11 MS. MAZANEC: Did you pull 15.02?

12 CHAIRMAN SCHROEDER: Yes.

13 MR. DURHAM: Yes.

14 MS. MAZANEC: I would like to pull 20.06, and
15 kind of like Board Member Durham, I just have some questions
16 that may be resolved either --

17 UNIDENTIFIED VOICE: We need to be careful on
18 that one.

19 UNIDENTIFIED VOICE: We'll just need to
20 address it in Executive Session.

21 MS. MAZANEC: In Executive Session. I just
22 want to make sure it's not right now on the consent agenda.

23 CHAIRMAN SCHROEDER: Okay. That's fine.

24 Anyone else?

25 [No audible response.]



1 CHAIRMAN SCHROEDER: So the motion, with the
2 exception of those identified items --

3 UNIDENTIFIED VOICE: What about -- what about
4 the one for, well, no, that was pulled already, Denver
5 Public Schools.

6 UNIDENTIFIED VOICE: Yeah. That one was
7 pulled.

8 CHAIRMAN SCHROEDER: Let's vote. Are we
9 ready to vote? Do I have unanimous support for the consent
10 agenda as amended?

11 MULTIPLE VOICES: Yes.

12 CHAIRMAN SCHROEDER: Okay. Good.

13 Now, Mr. Durham, do you want to right now ask
14 some questions?

15 MR. DURHAM: No, I think we should just take
16 them in the ordinary course of business would be probably
17 easier. They'll come up pretty quick, most of them.

18 CHAIRMAN SCHROEDER: They will? Okay.

19 So, folks, help remind me when they come up,
20 please.

21 The next item on the agenda is a report from
22 the Director of State Board of Relations.

23 MS. CORDIAL: Good morning, Madam Chair,
24 members of the board, and Commissioner Anthes. I hope
25 everyone had a nice summer and enjoyed their time off this -



1 - or enjoyed their month off in July, or lack thereof.

2 As always, I just ask that you please speak
3 clearly into your microphones, and if you've turned them off
4 to please remember to turn them back on when speaking.

5 For those of you needing to connect to CDE's
6 guest wireless, please locate the CDE hotspot, and the
7 password is still Silver.

8 In your Board packets you have the events
9 calendar and a few reminders I'd like to bring to light is
10 the September 13th and 14th board meeting will be held in
11 Burlington, at the Burlington Community and Education
12 Center. And then the board retreat has been set for
13 September 20th.

14 Also, in your board packets and/or available
15 on BoardDocs are the following materials: For today,
16 Wednesday, August 16th, Item 9.01, you have materials
17 related to Pueblo District 70's request for a motion to
18 dismiss of the charter school appeal, Case No. 17-CS-04,
19 *Swallows Charter Academy v. Pueblo District 70*. For Item
20 11.01, you have two memos regarding the 2017-18 CDE budget
21 requests, as well as an update. There are accompanying
22 PowerPoints and supporting IMS budget request document.

23 For Item 12.01, you have a memo regarding
24 Denver Public Schools' innovation application requests on
25 behalf of Inspire Elementary and Morey Middle School, along



1 with their supporting materials. For Item 12.02, you have a
2 memo regarding the emergency rules for the administration of
3 the School Health Professional Grant Program, 1 CCR 301-97,
4 as well as redline and a clean copy of those rules. For
5 Item 12.03, pretty similar to 12.02, a memo regarding the
6 notice of rulemaking for the School Health Professional
7 Grant Program rules, 1 CCR 301-97, and then those same red
8 and clean copy of the rules.

9 For Item 12.01, you have a memo regarding the
10 '17-'18 School Health Professional Grant recipients and the
11 accompanying recommendations list. For Item 12.05, you have
12 a memo and supporting materials pertaining to Denver Public
13 Schools' charter waiver request on behalf of Colorado High
14 School Charter. For Item 12.06, you have a memo and
15 supporting materials pertaining to Poudre School District's
16 charter school waiver request, on behalf of Mountain Sage
17 Community School. For Item 15.01, you have a memo regarding
18 the declaration of positions and those supporting exhibits.
19 For Item 15.02, you have a memo regarding the Public School
20 Finance Act of '94, as amended, state share payments, and
21 the accompanying list. For Item 16.01, you have a memo
22 regarding the reconsideration of accreditation ratings for
23 districts. For Item 16.02, you have a memo regarding the
24 applications for the 2017-18 school year alternative
25 education campuses and the accompanying list. For Item



1 17.01, you have a memo regarding the rulemaking hearing for
2 the rules for the operation, maintenance, and inspection of
3 school transportation vehicles, 1 CCR 301-26, a redline and
4 clean copy of those rules, the rules to statute crosswalk,
5 and an updated, which is on your dais, an updated response
6 to comments document.

7 For Item 18.01, you have a memo regarding the
8 postsecondary workforce readiness update and the
9 accompanying PowerPoint and maps. For Item 19.01, you have
10 a memo regarding the notice of rulemaking for the rules for
11 the administration of the Protection of Persons from
12 Restraint Act, 1 CCR 301-45, and a redline and clean copy of
13 the rules and rules to statute crosswalk. For Item 19.02
14 you have a memo regarding the notice of rulemaking for the
15 Colorado Reading to Ensure Academic Development Read Act, 1
16 CCR 301-29, the accompanying PowerPoint, House Bill 17-1160,
17 a redline copy of the rules and rules to statute crosswalk.

18 For Item 19.03, you have a memo regarding the
19 appointment of Lynnette Steinhoff to the Special Education
20 Fiscal Advisory Committee, her resume, and letter of
21 recommendation. For Item 19.04, you have a memo regarding
22 the gifted education distributions and accompanying
23 distributions list. For Item 19.05, you have the memo
24 regarding the school year '17-'18 English language
25 proficiency district allocations and the accompanying



1 allocations list. For Item 20.12, you have a memo regarding
2 the 14 initial emergency authorization requests. For Item
3 20.13, you have a memo regarding the five renewal emergency
4 authorization requests. And for Item 21.01, you have the
5 2018 proposed regular State Board meeting dates.

6 I'm almost done. For Thursday, August 17th,
7 Item 3.01, you have materials pertaining to the charter
8 school appeal, Case No. 17-CS-04. For Item 4.01, you have a
9 memo regarding the 1017 CMAS and PSAT/SAT state-level
10 results, and we are hoping to get the embargoed PowerPoint
11 to you later today. For Item 6.01, you have a memo
12 regarding the accountability clock debrief and the
13 accompanying PowerPoint. For Item 7.01, on your Board bench
14 before you, you have the U.S. DOE's official feedback letter
15 on Colorado's ESSA state plan. And, lastly, for Item 8.01,
16 you have a memo regarding the three research requests we're
17 received, the accompanying PowerPoint, some background
18 information on the Safe Community/Safe Schools project, and
19 an article on the high school dropout crisis, addressed by
20 Colorado Youth for Change.

21 And that concludes my report.

22 CHAIRMAN SCHROEDER: Thank you. Any
23 questions?

24 [No audible response.]

25 CHAIRMAN SCHROEDER: Thank you. The next



1 item on the agenda is an update from Commissioner Anthes.
2 Commissioner, I'll turn it over to you.

3 COMMISSIONER ANTHERS: Thank you, Madam Chair,
4 members of the board. Good to see you all. We've missed
5 each other, I know, having July off. And while we had the
6 board meeting off, you can be rest assured we didn't take
7 any time off here, because I have a lengthy Commissioner
8 Update for you today, so I'll try to go through them
9 quickly.

10 So the first thing in July is we always have
11 the CASE conference, the Colorado Association for School
12 Executives conference, which was a great place to connect
13 with all of our constituents, in terms of all of our
14 superintendents and principals and other educators. And so
15 many of the staff spent a couple of days up there, the week
16 up there, giving presentations, connecting, networking, and
17 getting feedback from our superintendents and principals.

18 We did have the annual Commissioner Lunch up
19 there, and I believe Board Members Schroeder, Rankin, and
20 Goff attended those and attended that. And so I gave a
21 little presentation about sort of what, looking ahead, and
22 some ideas for goals for the CDE Department Performance
23 Plan, and then took some feedback from superintendents
24 throughout the rest of the time. And we'll be able to talk
25 about that more when we talk about our performance plan with



1 you all here soon. But it was good to get some initial
2 feedback and input from them.

3 The other thing is we had our first meeting
4 of my Teacher Cabinet. So if you remember I launched a
5 Teacher Cabinet. We had 175 applications for that from
6 around the state. Originally I was going to select 15, but
7 I decided to up it to 20 because there were so many great
8 applicants and I wanted to sure that we got representation
9 from all around the state, from charters and online schools
10 and all of that. So we have 20 amazing teachers that are on
11 my Teacher Cabinet, and we had our first meeting. And, you
12 know, the purpose that I had for this was really to make
13 sure that I'm grounded and the Department is grounded and
14 how policies actually affect the classroom, and how those
15 are playing out so that we can understand that and we sort
16 of have a go-to group that we can connect with when we have
17 questions around how does this really play out in real life.
18 And so we talked a lot about that, and I will say it was a
19 great meeting, amazing teachers.

20 But they did express quite a few challenges
21 that they're dealing with, and some of these are echoed in
22 the same things we're hearing in the Teacher Town Hall
23 meetings around the teacher shortage issue. But, you know,
24 the one that stood out to me, that I'll just highlight to
25 you, is that universally these teachers -- and I have



1 teachers from lower-performing schools, from higher-
2 performing schools, from lower socioeconomic status places,
3 from higher socioeconomic status places, they universally
4 said that the students coming to them are coming with more
5 challenges, and so they're spending more time on management
6 and organization and meeting the basic needs of students
7 than they ever have before. And some of those teachers have
8 been in the profession for 30 years. I also had a span of
9 experience from a 30-year teacher to a 7-year teacher. But
10 they universally said that that was quite a difference than
11 maybe 7 to 10 years ago, so that's something that I want to
12 dig into a little bit more in the future.

13 Moving on to the Teacher Town Halls, we've
14 been in partnership with the Colorado Department of Higher
15 Education to host town hall meetings around getting more
16 information from communities around the teacher shortage.
17 And this was prompted by a bill that was passed in the
18 legislature last year, saying that the Department of Higher
19 Education, with CDE, needs to produce a strategic plan to
20 present to the legislature. And so we've been doing the
21 town halls in order to get the themes and get the strategies
22 and potential solutions to the teacher shortage from all
23 around the state.

24 So those town halls have been -- you know,
25 we've been hearing the same themes in those town halls, and



1 they fall within a couple of categories. One, just the
2 stress that's on teachers, and that connects to what I said
3 before, around students coming with more needs and needing
4 to meet their basic needs before even getting to the
5 learning. Support, so feeling supported in those early
6 years, having, you know, mentors and folks that they can go
7 to, to help them launch, you know, this very critical and
8 complex profession. Compensation is definitely one that
9 we've heard, and, you know, that's been loud and clear, that
10 many teachers, our starting teacher salary in Colorado, if
11 you do the math, can be under minimum wage in some cases,
12 and so how do they have a living wage.

13 Then preparation, making sure they feel
14 prepared for this complexity that they're entering into, and
15 also housing. So housing plays out a little bit differently
16 in different places. In Denver there is housing but it's
17 too expensive. In the rural communities there is no housing
18 in some places. And then in the resort rural communities --
19 so like Telluride or Vail or something like that -- there
20 could be housing but, again, astronomically expensive for
21 the salaries they're on.

22 UNIDENTIFIED VOICE: Excuse me. What did you
23 say right before housing? What was the theme right before
24 housing?

25 COMMISSIONER ANTHERS: Preparation. Making



1 sure they feel prepared. Some, we're hearing, they feel
2 kind of thrown into the profession without all of the tools
3 necessary.

4 So that's sort of what we're hearing from the
5 Teacher Town Halls, and we are writing all that up. We also
6 have a survey where we have over, I think it's over 5,000
7 responses right now. So it's definitely generating a lot of
8 interest in the state around the teacher shortage issue.

9 I also held a Rural Council meeting, and, in
10 statute, the Commissioner has a Rural Council. And as I
11 sort of got my feet under me in this new position I did a
12 little refreshing on the Rural Council, refreshing our
13 purpose, our goals, how we would work together. And so we
14 spent our first Rural Council working on the teacher
15 shortage, because obviously that's a big issue. And so we
16 did a lot of problem-solving and solution-oriented thing in
17 that first council. And I think I've heard from some of you
18 that you may want to have a little report at some point from
19 our Rural Council, just to hear some of the issues they're
20 struggling with, and so we can certainly work to put that
21 together.

22 Some of you have asked for an update, moving
23 onto the turnaround clock. So we made it through all of
24 those hearings and you issued decision orders for us to
25 implement with the districts, and so I just want to give you



1 a high-level update on that. In general, everything is
2 moving forward. We've worked with Adams 14 over the summer
3 to develop their progress monitoring plan, per your request.
4 The district turned their final plan in on Tuesday and we're
5 in the process of reviewing and giving feedback. Pueblo,
6 Querfino [ph], and Aguilar all submitted their signed
7 contracts with their respective management partners, and
8 they're just establishing that work to move forward.

9 Pueblo will bring their remaining innovation
10 plans to the board in the coming months, so we're working in
11 partnership with them to make sure that those are rigorous
12 and supported. Hopes Management Partners have submitted
13 their first quarterly report to CDE, and we're working on
14 reviewing that. Prairie Heights and Franklin Middle Schools
15 in Greeley are underway implementing their innovation plans,
16 and this included holding a summer training for school staff
17 with one of their sort of management partners that's helping
18 them on their new personalized learning platform, and focus
19 on leadership development. Julesburg has formally closed
20 grades 6 through 8 and transitioned all students into other
21 schools for the 2017-18 school year. And Westminster Public
22 Schools, along with most of the other schools and districts
23 listed have applied for a Pathways Implementation Grant with
24 us, to continue supporting their work moving forward.

25 So that's sort of a high level of where



1 they're at. We're continuing to follow up with all of those
2 schools and districts on a regular basis, just to make sure
3 they have the support they need to move those plans that you
4 directed forward.

5 Two more things, quickly. You know, July was
6 busy. The Education Leadership Council met for the first
7 time yesterday, or two days ago -- I'm not sure -- and
8 that's the ELC, and I talked to you guys a little bit about
9 that. That is an executive order from the governor and the
10 lieutenant governor's office to sort of resurrect this
11 Leadership Council that was in place several years ago and
12 sort of went dormant. And this plan to resurrect this
13 council was in relation to Representatives Rankin's and
14 Hamner's vision bill that didn't quite make it through the
15 legislature, but they wanted to have a vehicle to continue
16 that work. And so we met for the first time. The
17 overarching purpose of that, though it's still being
18 refined, in terms of the level at which it will land, is to
19 develop a vision and strategic plan to drive improvements to
20 Colorado's education system from early childhood to the
21 workforce.

22 So it has a wide range of folks on that
23 council, and I think more so than the previous leadership
24 council. It has more folks from workforce, economic
25 development, business. It's much broader than just the



1 education community. So we kind of met and got our feet
2 together, our feet under us for the first meeting.

3 I will say that there's been a little
4 adjustment to that, and that is the lieutenant governor was
5 going to be chairing that, but as we know the lieutenant
6 governor is now running in a political race and so she
7 didn't want that sort of political side to shadow the work
8 of the council. So she actually asked me to chair the
9 council, along with Representative Rankin. So at this point
10 Representative Rankin and I are the co-chairs for this
11 council.

12 I'm excited about that work. I think that
13 it's always helpful to have that external group that can
14 give recommendations and can think about the future, you
15 know, in relation to our workforce and business needs moving
16 forward. And so, you know, by me being on their and
17 representing you all, which is a bipartisan board and a
18 state agency that is not political, I think that that's a
19 good thing. And Board Member Schroeder also sits on that
20 council as well, so she was there as well.

21 Lastly, I just want to highlight that we're
22 going to be talking, in the future here. We've been
23 developing our performance plans. I mentioned this one
24 other time, but it was time to sort of refresh our
25 performance plan. We hadn't done much refreshing of for



1 about five years, and this was a performance plan we have to
2 submit to the legislature each year, in November, and we
3 have to present to the House and Senate Ed Committees around
4 this. And so I'm going to sharing some of those with you.
5 Some of those ideas I shared at the superintendents'
6 meeting, just to get their feedback. But the staff have
7 been working to put something onto paper for you all to
8 react to, and we're using your board priorities as
9 guideposts, as well as the legislative priorities that we're
10 required to implement, as well as some of our own ideas
11 around what are some key leverage points that CDE has that
12 maybe we could move the needle on some of our achievement
13 for students. So that's coming, and it will probably be
14 coming to you in September.

15 So that was a big board report. With that,
16 Madam Chair, I'm done for today.

17 CHAIRMAN SCHROEDER: Thank you. Questions,
18 please, of Ms. Anthes?

19 UNIDENTIFIED VOICE: I'm done for today.

20 CHAIRMAN SCHROEDER: You wish. It's getting
21 started.

22 So, if I may, I'm going to ask Ms. Cordial to
23 share with board members an article that came out I believe
24 yesterday on NPR, about some of the work that's being done
25 in Southwest Colorado, where there's a teacher shortage, and



1 they're finding some unique ways to help train the teachers
2 -- to bring in teachers. It's not the PEBC Boettcher, per
3 se, program. It's a different program to help these brand-
4 new teachers where they're really not feeling ready to
5 teach. I thought it was a very interesting one and I'll ask
6 her to share that with you. It's not very long at all. It
7 probably addresses some of the things that are being
8 discussed in your programs.

9 Our next item, Ms. Cordial, if you'd be kind
10 enough to announce an Exec Session.

11 UNIDENTIFIED VOICE: Madam Chair, before we
12 go there could I just have a moment of personal privilege
13 for two things?

14 CHAIRMAN SCHROEDER: Certainly.

15 UNIDENTIFIED VOICE: One is I apologize for
16 my phone going off. I'm still learning the difference
17 between on and off, and I think I've got it there now. And
18 secondly, I want to thank Dr. Anthes and her staff and the
19 other members of the board for the kind thoughts during my
20 recent recovery. I very much appreciate it, so thank you.

21 CHAIRMAN SCHROEDER: You're welcome. We're
22 very happy you're here.

23 Ms. Cordial, and board members, if you need
24 to run out make it really fast, because we are -- I'm not
25 counting but we are behind.



1 MS. CORDIAL: An Executive Session has been
2 noticed for today's State Board meeting in conformance with
3 24-6-402(3)(a) CRS, to receive legal advice on specific
4 legal questions pursuant to 24-6-402(3)(a)(II) CRS, in
5 matters required to be kept confidential by federal law or
6 rules or state statute, pursuant to 24-6-402(3)(a)(III) CRS.

7 CHAIRMAN SCHROEDER: Do I have a motion to
8 convene into Exec Session?

9 MR. DURHAM: So moved.

10 CHAIRMAN SCHROEDER: Second.

11 UNIDENTIFIED VOICE: Second.

12 CHAIRMAN SCHROEDER: Thank you. Anyone
13 opposed?

14 [No audible response.]

15 [Audio break.]

16 CHAIRMAN SCHROEDER: Can someone make a
17 motion, please, regarding --

18 VICE-CHAIRMAN RANKIN: I make a motion to
19 dismiss charter school appeal, Case No. 17CS-04, *Swallows*
20 *Charter Academy v. Pueblo District 70*.

21 UNIDENTIFIED VOICE: I second that.

22 MR. DURHAM: Second.

23 CHAIRMAN SCHROEDER: Oh, shoot. Where's
24 Bizy? Denise, can you call the roll?

25 UNIDENTIFIED VOICE: Do we need to start



1 over?

2 UNIDENTIFIED VOICE: We started without you.

3 UNIDENTIFIED VOICE: Do you want me to start
4 again?

5 UNIDENTIFIED VOICE: Well, let her turn it on
6 and stuff. You better wait.

7 CHAIRMAN SCHROEDER: I think it's on. Mike
8 is here. Her mic is on.

9 UNIDENTIFIED VOICE: Could I be a part of
10 that?

11 UNIDENTIFIED VOICE: What was the motion?

12 CHAIRMAN SCHROEDER: It was Motion Number 1.

13 UNIDENTIFIED VOICE: Okay. And who made that
14 motion?

15 UNIDENTIFIED VOICE: Joyce.

16 UNIDENTIFIED VOICE: Joyce.

17 UNIDENTIFIED VOICE: And I second it.

18 UNIDENTIFIED VOICE: Wait. Motion Number 1
19 or 2?

20 UNIDENTIFIED VOICE: No, no, 1.

21 UNIDENTIFIED VOICE: To dismiss.

22 CHAIRMAN SCHROEDER: To dismiss, yeah. Would
23 you be good enough to call the roll, please?

24 MR. DURHAM: Are we in discussion?

25 CHAIRMAN SCHROEDER: Sure. Go for it.



1 MR. DURHAM: Thank you. Oh, good.

2 CHAIRMAN SCHROEDER: Sorry I didn't ask.

3 MR. DURHAM: I'm going to support the motion
4 because I believe Swallows missed a step in their contract,
5 which has a dispute resolution mechanism. But I would say I
6 think the district could have done a better job in
7 enumerating the reasons, and stating that up front would
8 have been helpful, and perhaps avoided the cost of this
9 dispute. And finally, I think it's worth nothing that they
10 may not, in the future, when they enter the dispute
11 resolution, they may not unreasonably withhold approval of a
12 higher cap. They will certainly have to have justification,
13 even under the terms of their contract. In fact, I think
14 their contract would require them to have reasonable grounds
15 not to allow an increase in enrollment, and they may very
16 well have that.

17 And finally I would just say that there
18 appears to be a significant waiting list for this charter
19 school. I would hope that the district would take a hard
20 look at that, because they are denying parents the
21 opportunity to choose what they believe is the best
22 education for their children.

23 CHAIRMAN SCHROEDER: Thank you.

24 UNIDENTIFIED VOICE: I would also like to say
25 that had not Swallows Elementary School not maybe thought a



1 little bit harder and not placed their motion before the
2 board in three days, that could have -- that might have set
3 off the district, saying, well, you know, they'll get their
4 idea, or why we're dismissing it when, you know, when we're
5 before the board, if that happens. So I think it kind of
6 goes both ways in that respect.

7 CHAIRMAN SCHROEDER: Any other input?

8 [No audible response.]

9 CHAIRMAN SCHROEDER: Okay.

10 MS. CORDIAL: Now. Board Member Durham.

11 MR. DURHAM: Yes.

12 MS. CORDIAL: Board Member Flores.

13 MS. FLORES: Yes.

14 MS. CORDIAL: Board Member Goff.

15 MS. GOFF: Yes.

16 MS. CORDIAL: Board Member Mazanec.

17 MS. MAZANEC: Yes.

18 MS. CORDIAL: Board Member McClellan.

19 MS. McCLELLAN: Yes.

20 MS. CORDIAL: Board Member Rankin.

21 VICE-CHAIRMAN RANKIN: Yes.

22 MS. CORDIAL: Board Member Schroeder.

23 CHAIRMAN SCHROEDER: Yes.

24 UNIDENTIFIED VOICE: Since the board has
25 granted the district's motion to dismiss the charter school



1 appeal hearing, scheduled for tomorrow at 9 a.m., it has
2 been vacated. In lieu of that, the State Board will
3 commence tomorrow morning at 10 instead of 9 a.m., and will
4 start in the morning with the ESSA plan feedback. Staff
5 will amend the agenda and send out a revised notice to
6 reflect this change. One more hour of sleep.

7 CHAIRMAN SCHROEDER: One more hour of sleep.
8 Thank you.

9 UNIDENTIFIED VOICE: Okay. We're taking care
10 of something [inaudible].

11 [Speaking off microphone.]

12 CHAIRMAN SCHROEDER: Also, Ms. Mazanec, we
13 have some hearings that have to be at a certain time, so we
14 were kind of stuck with the rest of the day for our
15 schedule.

16 At this time we'd like to entertain public
17 comment. Each individual is allowed three minutes, and Ms.
18 Cordial has a new mechanism by which to let you know when
19 your time is up.

20 UNIDENTIFIED VOICE: Is it a buzzer or what?

21 MS. CORDIAL: There will be a ding at the end
22 of three minutes, but, yeah, now people can see how much
23 time they have for public comment or appeals or anything
24 like that. Very savvy.

25 CHAIRMAN SCHROEDER: So I would like to



1 remind our public that board members do not engage in public
2 comment during your time. Also board members cannot accept
3 public comment on quasi-judicial matters such as charter
4 school appeals, disciplinary matters, accounting clock
5 hearings, and written final determinations, et cetera.

6 We have two folks who have signed up, Anna
7 Karina Pakola [ph].

8 UNIDENTIFIED VOICE: Hello, board members. I
9 am an 11-grader and former student of the STEM School and
10 Academy, and as of March my mother and I have been trying to
11 obtain GPA approval for me because the school breached its
12 contract with the district and did not implement any actions
13 for me when my GPA fell below 2.0. My mother and I have
14 tried to talk to the school and Douglas County board and no
15 one is taking any action. This school is a very loose and
16 disorganized school that does not have good support program
17 for students and does not act upon its contract to provide
18 the support it should.

19 When I was at the school, no one ever tried
20 to discuss with me if I was doing poorly in a class. Yet
21 for four years I managed to make it work and received good
22 grades. Everyone told me that the classes I normally took,
23 and did well in, should have been the ones to drop, when
24 what affected me were my electives. This poor advisory led
25 me to become very stressed to the point I could not



1 concentrate, because I was not sleeping.

2 In turn I received a 1.5 GPA due to falling
3 behind on the piling-up coursework. The proper protocol for
4 such a situation is to get a student's teachers, as well as
5 members of the administration, to meet up with students to
6 see what plan can be made to allow them to do well. No one
7 met or talked with me until the last 10 days of the
8 semester. These problems root from teachers, students, and
9 administration not having proper communication going on
10 between them, and these students end up slipping because
11 these oversights leave them to fend for themselves.

12 My mother has sent countless emails on the
13 matter to all of the board members here, so -- this is going
14 to be short. Later, my mother and I wanted to fix this, and
15 when we found out about GPA Recovery we emailed the
16 executive. The executive of the school said, in a June
17 board meeting, that she didn't receive this email, when we
18 sent it in March. This then made us realize how poor the
19 communication the school had and my mother than moved me to
20 Lakewood High School as of this summer.

21 After we did not get approval we decided to
22 contact the district board. We were told they could do
23 nothing and it was the school's job. After looking over
24 several laws in the school's contract there were several
25 ways that the board could have gotten involved if a breach



1 of contract occurred at the school, which it did, but no one
2 did anything. There were no questions made by the district
3 board towards the school, as per how the situations should
4 be handled, and no one did anything further than say "it
5 cannot be done."

6 I am 16 and at this point I should be looking
7 forward towards succeeding in my new school year, and
8 because of this fact I have moved the schools, which is very
9 stressful already, yet even if I do well in these next two
10 years my transcript will not reflect that it was not my
11 entire fault because of this. A questioning of my
12 consistency will be brought up and it will affect my future
13 education, and as far as the school is concerned, there are
14 several other students that will be affected, and already
15 have. Other parents have complained about the school not
16 providing students with the proper attention to 401s or IEPs
17 and the proper ways to follow through with their procedures.
18 Through this inaction, the school has reflected it only
19 cares about its standing and not all students attend.

20 I come here because this is the highest power
21 in Colorado education that I can meet with. If the CD has
22 the power then why then does it, to a certain extent, still
23 manage the district board? This district board has not been
24 very forthcoming with protocol and does not seem to
25 acknowledge. Thank you.



1 CHAIRMAN SCHROEDER: Thank you very much.
2 Mr. Walker?

3 MR. WALKER: I spent a lot of times yesterday
4 afternoon with the students in the community garden, and the
5 rain came up faster than you know and all of a sudden it
6 poured. Anyhow, this summer I spent a fair amount of time
7 with students of all races and ethnicity in preschool, first
8 grade, second grade, and I'm even more concerned about
9 standardized test validity. I just simply didn't see this
10 business of slow learning and Latino and black students
11 behind. They're just as intelligent, dedicated to learning,
12 wanting to learn as other students, in my opinion.

13 And there's nothing wrong with teachers using
14 more of their judgment if they're properly educated and
15 trained, and make some ideas, opinions about these students
16 before they start giving these standardized tests, which
17 have provided means of employment for many professions in
18 our schools of education for years.

19 However, I remember, from I think it was Dr.
20 Nakastine's [ph] book, Histories on Education, our colleges
21 and universities were told very clearly, early in our
22 history, you're to provide engineers, doctors, lawyers,
23 nurses, teachers, and all of a sudden we're having town hall
24 meetings all over the state, otherwise folks had one in
25 Denver at United Way, and we have a crisis in teaching. And



1 I hear it's nationwide, statewide, and I've been making
2 calls to schools and education out of the state. I started
3 at Emporia State Teachers College, where about half a dozen
4 of my eighth-grade aunties and my grandmother attended
5 Emporia in about 1910, the first generation out of slavery.
6 They understood the importance of teachers then, and they
7 understood the importance of state funding, more than we
8 seem to now.

9 So now we're having hearings, and we're going
10 to vote on some things during an election year, and I hate
11 to sound cynical but tax increases, salary increases, which
12 according to reports I'm hearing, we're going to have to
13 strongly consider and hopefully pass during the election
14 year. These town should have been held before the election.
15 They should have been held before this last legislative
16 session.

17 Now it's easy, I guess -- it's not really
18 easy to assign blame, but I'm not one bit pleased with what
19 I'm hearing from our schools of education. They should have
20 done more, a lot more, when it comes to planning, and they
21 should have done a lot more to make sure that this state
22 didn't have the teachers' crisis it's having. Some of them
23 are making six figures, a lot of terminal degrees, and they
24 can't plan and predict better than they have. They're sure
25 good about pushing the standardized testing to try to make



1 students of color look, in my opinion, inferior, and I have
2 no desire to race-bait at this time with what's going on
3 with our President in this country. That's not my desire.
4 But at the same time we have to state the facts as they are,
5 and from what I'm hearing, teachers don't feel they're
6 getting the respect, the education, and they're not getting
7 paid, and that seems to be a fact. We have to have
8 teachers. You can reach adulthood and never see a lawyer,
9 but you can't reach adulthood without teachers.

10 Thank you for listening.

11 CHAIRMAN SCHROEDER: Thank you. Is there
12 anyone else here who wanted to make public comment?

13 [No audible response.]

14 CHAIRMAN SCHROEDER: All right. Now we can
15 have a break, a real break.

16 UNIDENTIFIED VOICE: Why?

17 CHAIRMAN SCHROEDER: Why? No.

18 MS. CORDIAL: No. We don't have a timed
19 item.

20 CHAIRMAN SCHROEDER: We don't have a timed
21 item?

22 UNIDENTIFIED VOICE: Let's move on.

23 CHAIRMAN SCHROEDER: I didn't take a break.

24 MR. DURHAM: Take your time.

25 CHAIRMAN SCHROEDER: Yeah. Let's take five,



1 please.

2 MR. DURHAM: I'm always for a break.

3 [Break taken.]

4 CHAIRMAN SCHROEDER: The next item on our
5 agenda is the continuation of the budget discussion.
6 Commissioner?

7 COMMISSIONER ANTHERS: Yes. Thank you. I'm
8 going to -- we've brought this to you a couple of times
9 before, and this is giving you more specifics. And this is
10 an action item today. So I'm going to turn it over to Jeff
11 Blanford, our Chief Financial Officer; Marcia Bohannon, our
12 Chief Information Officer; and Alyssa Pearson, our Associate
13 Commissioner for Accountability of Support.

14 MR. BLANFORD: Thank you, Madam Chair, thank
15 you, Commissioner. Good morning. It is a continuation and
16 we actually have a two-part presentation today. The first
17 is an action item. Ms. Bohannon and I will be presenting
18 two decision items, which we're asking the board to take a
19 vote on as to whether they should be included in our 2018-19
20 budget submission, which is due to the General Assembly on
21 November 1st. And then the second part, Ms. Pearson will be
22 walking you through some updates on the resource needs for
23 school and district supports.

24 So to start with, this is a table I think
25 most of you have seen before. This is all of the requests



1 that we plan, or hope to include in our budget submission
2 this year. The first two items are required. The
3 department is required, by statute, to submit total program.
4 It generally deals with adjustments to the formula for each
5 year. Student count is the biggest one, and it's one I
6 understand. So that's an example of what that item makes
7 adjustments to, or requests. And then the categorical
8 programs, we have eight categorical programs at the
9 department, and those have an annual CPI increase that we
10 submit decision item to apportion or allocate that increase
11 across the eight categorical programs we have here at the
12 department.

13 The last two are the ones Marcia and I will
14 be talking about, and those are made at the department's
15 request or discretion. The first it meeting transcription
16 for about \$145,000, and information management services,
17 which we discussed a bit in June, for about \$2.3 million.
18 And Marcia and I were talking the other day. She had
19 mentioned she had some questions about where that funding
20 will come from if it is awarded, and that is state general
21 funds. So those will be additional dollars coming to the
22 department. It would not reduce or affect other
23 appropriations or program lines that exist already at the
24 department. Just to clarify.

25 So the first item is transcription services



1 for meetings posted online, and this is specifically state
2 board meetings. The Office of Civil Rights, under the U.S.
3 Department of Education, did a review of CDE's website, I
4 believe it was last summer, 2016, and found that
5 accessibility would be improved if we transcribed you all's
6 meetings, to provide access to deaf, hard-of-hearing
7 individuals and things like that. It's also, as we've done
8 our research, in terms of this item, the cost for
9 transcribing audio seems to be similar to video. So I know
10 you all are discussing whether you want to move to video for
11 your meetings and that shouldn't really impact this item at
12 all, although the way it's phased we would have an
13 opportunity to make adjustments if it was. Just so you
14 know.

15 The nice thing about this item is it can be
16 broken down into components of cost and minutes. We love
17 that in budget. We had about a year of meetings that we
18 used to estimate. So we do need a larger population when we
19 issue the RFP, but we have a pretty good idea that the total
20 is going to be about \$145,000, and that's two pieces. One
21 will be a one-time cost to transcribe meetings going back to
22 fiscal year 2013-14, and then an ongoing cost to transcribe
23 meetings as we move forward, as well as any special requests
24 for meetings that may be available on audio prior to '13-
25 '14. That's as far back as we're planning on going now, but



1 we would allow for any special requests to address someone
2 calling and asking for something from 2007 or something like
3 that.

4 Those assumptions are based on, we took a
5 year of meetings and spoke with vendors who estimate about
6 \$5 per minute is what it will cost. And based on that year
7 of meetings we're looking at we think that the six years
8 would be about \$29,000 minutes, which is how we get to the
9 \$145,000. We'll have to do an RFP for this. It's big
10 enough that it will require a request for proposal, and
11 those final costs will depend on the total time for the
12 meetings, rather than the 12 months that we're basing our
13 assumptions on currently.

14 CHAIRMAN SCHROEDER: Any questions? Board
15 Member Goff.

16 MS. GOFF: So if somewhere down the line a
17 request is made for a certain date to be transcribed --
18 sorry. I'm sorry for my whatever, inarticulation. So the
19 cost would be -- there would be a cost for that, regardless
20 of who makes the request.

21 MR. BLANFORD: Yes. That is our assumption
22 currently. The vendors we've spoken to have indicated it's
23 about \$5 per recorded minute, and if someone were to call
24 and want the two days from, say, September of 2007, we would
25 have to incur the cost to transcribe that as well.



1 MS. GOFF: What if it's internally, a request
2 is made internally?

3 MR. BLANFORD: Since we don't have that
4 capability internally we would also have -- if we made that
5 choice it would cost us the same, yes.

6 MS. GOFF: Okay. I see.

7 CHAIRMAN SCHROEDER: Board Member Flores.

8 MS. FLORES: Yes. I was just wondering, why
9 would the Office of Civil Rights be interested in reading
10 transcripts? Is this required of all other states?

11 MR. BLANFORD: Actually, Bizy did some
12 research and other states already make this available. They
13 already transcribe or close-caption their meetings,
14 depending on whether they're audio or video. And I'm not
15 sure the Office of Civil Rights was so much concerned about
16 it. They were wanting to make it more accessible to the
17 public at large, specifically individuals who might be deaf
18 or hard-of-hearing. It's more about the Americans with
19 Disabilities Act and that requirement than their interest, I
20 think.

21 MS. FLORES: May I just make another comment?
22 I also think that, you know, when we're about
23 accountability, these meetings, I think, are very important
24 to the public, and yet I know I've said this before but
25 there's -- you know, the goings-on of board meetings, I've



1 been told they've been -- I really didn't make this up -- a
2 secret society, the board considered a secret society, and
3 that's not good. I mean, we should be -- let the sun shine
4 in and we should be more open about it.

5 UNIDENTIFIED VOICE: Absolutely.

6 MS. FLORES: And I think that we have some
7 issues here that if the public were able to hear about it
8 might be more apt to maybe provide more monies. We know
9 we've had school districts come before us who have gone
10 bankrupt, and I think if the public knew more about this
11 they'd be more concerned that, you know, we're nickel-and-
12 diming education here in our state. So this may be a
13 positive thing.

14 CHAIRMAN SCHROEDER: Board Member Rankin.

15 VICE-CHAIRMAN RANKIN: Mr. Blanford, when we
16 talk about \$5 a minute, is that a person that is
17 transcribing?

18 MR. BLANFORD: I don't know that for sure but
19 that would be my assumption.

20 VICE-CHAIRMAN RANKIN: That would be mine
21 too, and I know the way technology is going, and in the
22 interest of transparency I don't know why we haven't priced
23 out the video and the closed-caption, and there is software
24 that's available. It's not perfect but by the time we get
25 this passed it will be, I'm sure. And I believe that that



1 would be in our best interest, monetarily, to do something
2 like that, if it's just a matter of software that we can add
3 to some of our computers. I definitely would like to see
4 the bottom line of that. And it could go back and possibly
5 transcribe at any time and we wouldn't have to worry about a
6 third party with people doing this at \$5 a minute. A lot of
7 times I don't know what we say is worth \$5 for some of the
8 minutes.

9 UNIDENTIFIED VOICE: I'm curious. On what
10 basis have we made the decision to have X number of years on
11 our website? In other words, how did we get there?

12 COMMISSIONER ANTHERS: So it's based on what's
13 currently on our website. All audio --

14 UNIDENTIFIED VOICE: Yeah. But who decided
15 what is currently on our website?

16 COMMISSIONER ANTHERS: It was kind of a
17 collaborative effort. When this first came out, to avoid
18 trying to transcribe all audio records that we had on our
19 website, which we had from when we first started this in
20 September 2009 or around there, up to present, we had
21 initially decided, well, let's take down -- I spoke with
22 Dana and the communications office and we took down anything
23 prior to -- I think we had 2016 and '17. And then after we
24 took those down we realized we got a lot of requests for
25 audio recordings just for people to, you know, do some



1 research on what the board has done in the past or just any
2 questions they had. And so 2014 is kind of where that last
3 year -- where that ended. And so we decided to have 2014 to
4 present on BoardDocs, because -- or, I'm sorry, on our
5 website, just because it took away some staff time to go
6 back, make a link live, have it live for a little bit until
7 the person was done listening to the audio recording, and
8 then take it back off the website again. So it was kind of
9 our compromise of popularity of the audio recordings.

10 CHAIRMAN SCHROEDER: Board Member Goff, go
11 ahead.

12 MS. GOFF: Thank you. I still want to
13 clarify. Are there archives of prior live recordings prior
14 to what's on the website or that time frame?

15 COMMISSIONER ANTHERS: Mm-hmm.

16 MS. GOFF: Good, because I just think that
17 there are some historical, instrumentally vital to
18 policymaking that's gone on in Colorado that predates 2014.

19 COMMISSIONER ANTHERS: And we're required by
20 statute to maintain that indefinitely. So it's just we
21 don't have it published on our website but we do have it
22 housed here.

23 MS. GOFF: Permanently, indefinitely. There
24 would be sort of an earliest date when that whole technology
25 was invented. If we go back to 1951, which is the beginning



1 of the State Board --

2 COMMISSIONER ANTHERS: That might take a
3 little time.

4 CHAIRMAN SCHROEDER: Board Member Durham.

5 MR. DURHAM: Thank you, Madam Chair. So we
6 don't turn these over to the State Archives?

7 COMMISSIONER ANTHERS: We do as well. We
8 provide them with a copy, but --

9 MR. DURHAM: Is there any reason to maintain
10 them twice? I mean, once they're over at the Archives there
11 is a procedure, and it would seem to me that it may not cost
12 a lot but duplicating is unnecessary and I think we ought to
13 have a point at which they're essentially turned over to the
14 Archives. It may save some money, to get them out of our
15 hands and put people who are responsible for preserving that
16 and make sure that they actually have them and they have the
17 responsibility.

18 CHAIRMAN SCHROEDER: Board Member Mazanec.

19 MS. MAZANEC: So riding on what Director
20 Rankin said, so this RFP or this amount that you think the
21 \$5 a minute stands for is for a human transcription. Have
22 we even looked into -- what do they call it? -- voice
23 recognition software, or whatever that transcribes from?

24 UNIDENTIFIED VOICE: And it's very good.

25 MS. MAZANEC: So have we looked into that?



1 COMMISSIONER ANTHERS: If I can I'm going to
2 ask Dana Smith, our Chief Communication Officer to come up,
3 because she's been playing point on this for us.

4 MS. SMITH: Hi. Yeah, so it's a very good
5 question on the technology. It's evolving all the time and
6 getting better all the time. It's not quite ready yet. As
7 you might know from some of your own, your phone and some
8 other services you use, sometimes some pretty crazy things
9 come out of it. So it's not quite ready yet for an official
10 document of this type, but someday it probably will be. We
11 don't know when exactly that will be, though.

12 MS. MAZANEC: Well, I was wondering if, would
13 it -- I guess my first thought is would we be smart to use
14 that kind of software to begin with and use a human, at
15 \$5.00 a minute, for filling in whatever gaps. But I guess
16 you have to figure out where the gaps are.

17 MS. SMITH: Someone would -- a human would
18 still have to read everything and look and double-check, so
19 it's about the same as a human transcribing it as a human
20 checking everything and also listening at the same time.

21 CHAIRMAN SCHROEDER: Board Member Rankin.

22 VICE-CHAIRMAN RANKIN: What software have you
23 looked at for closed-caption?

24 MS. SMITH: I couldn't tell you off the top
25 of my head but I can get that to you and let you know what



1 technology we've looked at.

2 VICE-CHAIRMAN RANKIN: Do you know the price
3 of that?

4 MS. SMITH: We did look at some of the
5 pricing, but again, the decision point came down to was it
6 good enough, and none of the technologies were good enough,
7 as good as a human.

8 VICE-CHAIRMAN RANKIN: What does "good
9 enough" mean? I mean, I know there are some glitches in it,
10 but I think some of it -- I don't know of any that can't be
11 figured out, that someone could read and know what they were
12 talking about. And I'm curious as to the exact software
13 you've looked at, because I have seen some that's very good.
14 And I would like to have that and have the price with it
15 too. I'd like to see the comparable between that and a
16 human person, and if we say one way and it's human, I don't
17 know when we would get to the point where we would
18 transition it. And I think there's a lot of cost there, so
19 I'd like you to look into it.

20 MS. SMITH: I'm happy to follow up with you
21 on that.

22 VICE-CHAIRMAN RANKIN: Thank you.

23 CHAIRMAN SCHROEDER: Other questions or
24 comments?

25 UNIDENTIFIED VOICE: Are we just talking



1 about -- are we talking about the information management
2 services part?

3 CHAIRMAN SCHROEDER: Yeah. We're just going
4 to let Jeff continue. Go ahead.

5 MR. BLANFORD: Thank you, Madam Chair, and
6 how serendipitous. I'm about to turn it over to Marcia.
7 We're on to information management systems.

8 MS. BOHANNON: Thank you, Jeff. Good
9 morning, everybody. I've already talked to most of you
10 about this so I'm going to try to go through this relatively
11 fast, so I don't bore you. But I want you to ask any
12 questions you've got and feel free to jump in if there's
13 something that is not clear.

14 Before I start I want to kind of provide a
15 little bit of an analogy. This first slide talks about the
16 different kinds of services that we provide in the
17 Information Management Services Division. It mentions
18 maintenance and developing new systems and then kind of a
19 hybrid. Think of the maintenance part of this as, you know,
20 if you're having a house built you start with a foundation.
21 I mean, you actually start with digging a hole, but that's
22 not a good picture in your mind. So you start with a
23 foundation and then you do the framing, you do that kind of
24 thing. That is the sort of thing that when I'm talking
25 about system maintenance you have to build those structures



1 that underlie all the other technology that we have in play
2 here.

3 So things like, you know, you've got your
4 foundation, you've got electrical, you've got plumbing,
5 you've got all this stuff behind the walls and the things
6 that you don't actually see visibly. That all has to work
7 for you to live in the house. So we do that kind of stuff.
8 We do the foundation. We help build the walls. You don't,
9 you know, necessarily know what we're doing or see it
10 visibly. You know, you don't actually say, "I'm going to
11 meet you at the house with the crack in the foundation and
12 knob-and-tube electrical." You say, "I'm going to meet you
13 at the red house with white shutters," something like that.

14 So there's the piece that you see and you
15 feel that's more visible, and that's what the -- the other
16 folks at CDE lead those efforts, the educational programs.
17 We support all of that, so that that works. So when I talk
18 about maintenance and that kind of thing it's not something
19 that people necessarily can relate to immediately but I just
20 kind of want to put that in your head as we go through this.

21 So we do provide the maintenance of the
22 systems that we have in place, and we do provide some new
23 systems. Very little of that is what we do. We don't build
24 new systems unless we get some influx of money, either
25 through a legislative fiscal note or a decision item,



1 something like that. But we do enhance systems and try to
2 make them as -- work as effectively as possible, especially
3 to help the districts out. So we do kind of a combination.

4 We are funded primarily for maintenance.
5 Like I mentioned, we don't have -- there's not very much of
6 that money at the top that we can use for adding new systems
7 or building, so that's why we have to request specific money
8 either through a bill or through a decision item request
9 like that.

10 So it's broken into three areas. It's the
11 maintenance of the infrastructure, data reporting and
12 analysis -- and again, that's kind of the outward, the more
13 visible aspects. That's what we provide as deliverables.
14 So we help the CDE business units to produce the reports
15 that go out, the performance frameworks that you're going to
16 look at tomorrow. We are responsible for working with
17 Alyssa's team and Joyce's team to get those out. So we're
18 in the background but we're kind of in everything. And then
19 data privacy and information security support. You've seen
20 and heard me enough talk about that. In fact, that's what
21 you usually hear me talk about, so I probably don't have to
22 explain what that is.

23 But sort of the bottom line here is from a
24 maintenance point of view, and keeping our systems going,
25 right now we are able to do that, we can keep things going



1 sort of status quo, but as we move forward in time we're not
2 going to be able to because we don't have the funds to do
3 it. Very much like back to the house analogy, contractors
4 and the people that you would hire to fix things that go
5 wrong in your house, if you have an electrical problem you
6 have to hire an electrician. So you don't necessarily --
7 well, you might do it yourself, but I wouldn't, and I don't
8 think anybody would want me to. But you go to the people
9 who are experts at that particular service, and you hire
10 them, and they have a responsibility to stay up on the
11 technology and to understand, you know, what is new, what
12 have they learned, what can they do that makes your house
13 better.

14 So our vendors are the same way. They have a
15 responsibility to understand where risks might be in their
16 software. They understand the ins and outs of it. So if we
17 have a problem with an underlying system, we call the
18 vendors, and for that we pay a price. We pay every year,
19 and it goes up every year, about 5 percent. So again, it's
20 sort of like that analogy. We're paying for the experts to
21 help us because we can't have that expertise in every -- you
22 know, we've got, I think, a list of 34 vendors that we pay
23 maintenance to. So there's a lot of different systems and
24 vendors that we work with. So that's really where, you
25 know, from a maintenance point of view, and this is the



1 stuff that's really hidden that you don't see, but I just
2 wanted to put that into context for you.

3 So the services that we provide, I talked a
4 little bit about that, but we do have a lot of customers.
5 We're not just those people that come and fix your computer
6 when it breaks. I know a lot of people think about, you
7 know, when you're working on your computer in your office,
8 if you can't get it to work you call the Help Desk. So that
9 is a part of our operation, but it's just one part of it.
10 We provide a lot of other services as well.

11 I mentioned the reports. So we have quite a
12 few customers for those. We've got the 250-whatever LEAs,
13 all the districts and LEAs and BOCES, et cetera -- or,
14 sorry, the BOCES and AUs. We also help to provide the
15 reports that go to the public, so that they go to whoever
16 out there needs it, whether it's parents or advocacy groups
17 -- I never say that right -- but people that do research on
18 education issue and challenges, so that policy can be
19 improved.

20 And then we also do the privacy and security
21 programs, and if we don't do these things, all these things
22 are required by law. So if our systems fail or start to
23 diminish in their effectiveness then we do become
24 noncompliant with various laws and statutes. So it depends
25 on what it is, which statutes, but these three categories



1 that I've broken this into are three very important areas
2 that we provide support for the rest of CDE on.

3 And this is just a quick kind of visual,
4 trying to help explain all the different steps that go
5 through the data lifecycle. Essentially, what we do is we
6 collect the data from districts, we process it, store it,
7 clean it, do all that magical stuff, and then we provide the
8 information back in a format where people can actually read
9 it and make use of it, and we're working on doing that
10 better. But there are a lot of reports that go out. I
11 mean, sometimes it's just a spreadsheet with raw data.
12 Sometimes it's more of an interactive report. Sometimes
13 it's the performance frameworks. So there are a lot of
14 different uses for it.

15 Now this sort of busy picture is meant to
16 give you an idea of how the budget is distributed, just at a
17 very high level. The big yellow -- yeah, it's kind of
18 yellow and gold -- part of this is what I call the "lights
19 on" work, which is really -- all the things listed in there
20 are things that just help to keep systems running, you know,
21 status quo, the way they are today. It doesn't add new
22 functionality, it doesn't improve any of our applications,
23 but it does keep the computers running, it keeps the
24 collection system going, it keeps reports going. It
25 basically just keeps it static.



1 The blue part of this is the privacy and
2 information security piece of this. This is also -- it's
3 become a lights-on thing too. I mean, we have to have it.
4 We need to make sure that our data is secure and we can take
5 care of the student data and the educator data that we
6 handle, and we do handle a lot of data. So that's the
7 second part of the request. And then little green part at
8 the top is what we have left, and that's the money that we
9 can use for improving our reporting, for improving any
10 applications for the districts, making it more user
11 friendly. It's pretty much anything left over. That means
12 if we have to hire a new person for a particular skill set
13 and that salary range has gone up, that money comes out of
14 there. It's very slim. This is just to kind of give you a
15 proportional feel for where we are.

16 And I would add that part of the challenge
17 we've had in the last few years is with the new privacy
18 requirements. We have to do a lot more work to suppress the
19 data so that we're not revealing the identity of any of the
20 students or educators, and that's taken a lot more time and
21 a lot more work and a lot more skills. So we have to kind
22 of evolve along with the industry and along with the needs,
23 and that's an area where we've had to put a lot more time
24 and effort into with no increase in budget.

25 And I got some questions from some folks when



1 I was talking through with you in our individual meetings
2 about the discretionary funds and what that term really
3 means, and I know it kind of sounds like it's money we do
4 whatever we want with. It's basically that little piece
5 that's left, and as our vendor bills increase over time,
6 that's all we've got to draw from. And actually I have that
7 kind of a chart coming up. As the vendor costs go up, which
8 is the orange line, we have to pull that money from
9 somewhere. And our discretionary fund, which is the blue
10 line, it's going the wrong way. It's going down because
11 we're pulling money from our static amount of discretionary
12 funds.

13 So I just wanted to sort of explain that
14 "discretionary" may not be the right term. That's just what
15 we tend to call it. But it's the money that we've got left
16 to apply to any additional needs we have. So whether it's
17 vendor increases or increased skill levels that we need for
18 the different kinds of reports, just increase in volume of
19 reporting that we have to do, or making Data Pipeline, which
20 is our collection system, a little bit easier for the
21 districts, all of that comes out of that same pot.

22 So if you'll see, in this chart, those lines
23 are coming together and within a year we're going to be
24 pretty much out of our discretionary funding. That's not
25 where we want to be. I'll step back a little bit. This one



1 is just another way to view how much of that discretionary
2 area we've got left, and as you'll notice it's a little bit
3 of the cream at the top. So we're trying to get -- what we
4 need to do is get some kind of regular influx of funds to
5 cover the increase in the cost that just happens. That's
6 the way the industry works and it's not uncommon at all.
7 But are just budgeted in such a way that we don't get any
8 increases regularly.

9 UNIDENTIFIED VOICE: Excuse me.

10 CHAIRMAN SCHROEDER: Board Member Flores,
11 yes.

12 MS. FLORES: Is that something that could go
13 in the budget, that we could ask?

14 MS. BOHANNON: Yeah, and that's actually what
15 we're hoping to do here is go forward and request that
16 money. We'll get to the numbers here in a minute but that's
17 exactly what we would like to do, and so we wanted your
18 approval to do that.

19 So the next one is kind of a -- it's sort of
20 a worst case scenario but I just want to give you kind of
21 some ideas of options. So if we don't get additional
22 funding things will stop working. I can't tell you exactly
23 when or, you know, what will go first. Because what happens
24 when you don't pay your maintenance, your support fees to
25 vendors is you don't get -- it's like when you log into your



1 computer at home you're working with your phone. You'll get
2 a little message periodically that says, "There's an upgrade
3 available. Click here to download that into your phone."
4 And if you don't do that then you're -- well, they get
5 really nasty with you and basically make you do it. But if
6 you don't do that you're opening up vulnerabilities in the
7 system, so your security could be compromised. Sometimes
8 it's a new functionality, but usually it's not very much new
9 functionality, because you have to pay for that. But it's
10 very important to keep things up to date, and that's what we
11 pay for when we work with our vendors and the price goes up.

12 What would happen if we stopped paying those
13 bills, eventually we'll get to a point where we would call
14 and, you know, since we haven't paid they would not be there
15 to help us fix the system. So we'd be on our own and we
16 would definitely open up the systems to risk, especially
17 with security risks affecting the data that we take care of
18 and just the viability of the system itself.

19 So some of the options, you know, if it gets
20 to that point we can stop our data collection system. Of
21 course, we don't have the data that we need to report on
22 that way. I mean, it does give us back money but we still
23 have legal requirements to collect the data and then report
24 that information back out.

25 The second one is stopping the central



1 management of data, and what I'm referring to there is leave
2 it up to the CDE units to do their own collection and
3 reporting, which would save IMS a ton of money and most
4 likely cost all of CDE a whole lot more, because then they
5 would have to be -- yeah, Katie looks scared. Yeah, it's
6 not a great option but, you know, I mean, some of the units
7 already do some of their own collection and some of their
8 own reporting.

9 Generally, over time, over the last 30 years,
10 we've gone away from that in every industry because it just
11 doesn't make sense. You want to centralize it and make sure
12 you've got consistent practices, and also just do it once.
13 You don't need to do it six different times. But that's
14 probably what would happen. If we could no longer do it
15 internally there would be, you know, pockets of CDE that
16 would -- they would do their best because that's what the
17 law requires us to do.

18 And then there's the continue as is, and then
19 that's kind of what I just mentioned. The systems would
20 start to deteriorate, and some would break and we couldn't
21 recover, and there are so many different components that go
22 into this. It's back to the house. We actually have
23 probably 10 times as many things than the average foundation
24 has in the house, but there are a lot of little pieces that
25 if they go wrong underneath it then everything gets messed



1 up on the visible part and the part of it that you're trying
2 to actually live in and work in.

3 Does that make a little bit of sense?

4 The budget request itself is split according
5 to these numbers here. We were able to bring down the
6 numbers some, from what we talked about in June. We
7 sharpened our pencils a bit and worked out some ways that we
8 could reduce the FTE request and just the straight dollar
9 request, because partly it has to do with how much we can
10 actually do at one time, and partly we just worked out some
11 other ways, some other money that we could use for it. So
12 we're trying to do everything we can to keep it as low as
13 possible, as far as additional funding, and work with what
14 we've got.

15 So for the maintenance and infrastructure
16 piece there \$524,000, which is -- I'm calling it a catch-up
17 and it's basically because we're kind of behind on this.
18 And I should probably explain a little bit about how we've
19 been able to last this long. We used to get, from 2008 was
20 when the grant money came in, to about '14 or '15, we were
21 able to get federal funding through a couple of grants, \$21
22 million worth of federal funding. So over that time period,
23 with that additional money, we were able to spend those on
24 quite a few projects and also on infrastructure
25 improvements, because that was all part of the grant rules.



1 We could actually do that because the infrastructure has to
2 be at a certain level to be able to support the new projects
3 that we were building. So we were able to defer any
4 requests for more money because we had those federal funds.

5 And I think we used it into maybe the
6 beginning of '15, and then since then there haven't been any
7 more of those funds, and there doesn't seem to be any in the
8 foreseeable future. I mean, we can't tell for sure but the
9 environment is different, and you know how that works. It's
10 kind of up and down. And that focus was on some pretty
11 major system development, and the focus really isn't on that
12 so much anymore. But it did allow us to make good use of
13 the money for a lot of different reasons, and so we were
14 able to maintain and improve our systems without having to
15 come back to the legislature and ask for money. So that was
16 a good thing. Unfortunately, we can't keep doing that.

17 So you see the kind of quantities we're
18 looking for. The data privacy and security is around \$1
19 million, and I had shared with you a document that kind of
20 breaks down the specifics. That's in your packet, so if you
21 want to talk about any of those we can. But one of the
22 examples that we're looking at doing for the security piece
23 is -- I did a de-monitorization in here, which is a fancy
24 way of saying more security when you log into systems.

25 So it would be similar to like logging into



1 your bank when you're doing online banking. They either
2 have like two rounds of questions that they ask you, or they
3 might send you a PIN number to your cell phone and then you
4 put that in. It's that kind of thing. We want to add that
5 additional level of access kind of security, so that we're
6 sure that the right people are logging into the systems.
7 And again, that's to protect the data and to protect the
8 student and the educator information that we deal with on a
9 day-to-day basis. So that's one example of something that
10 we're doing in that category.

11 And the last one is improved data reporting,
12 and that one, you know, we've talked a little bit about the
13 reports. We are getting requests for a lot more
14 sophisticated reporting, and it's not -- I mean, this is the
15 way the market and the industry is going. And what we're
16 finding is that we have a lot of data out there on our
17 website but it's really hard to make sense of it, because
18 it's just that. It's a lot of spreadsheets and we have a
19 lot of static reports. And so we're hoping to do that,
20 focus it a bit more, and actually provide information that
21 people really are looking for, so it's easier for them to
22 find it. And then if they need more information about that
23 they can drill into it, so it's a little bit more
24 interactive reporting method, rather than just putting
25 everything out there. Because we hear a lot that it's very



1 difficult for people to use the data on our website, so
2 that's part of it.

3 And then the security of those reports.
4 Because we're dealing with such sensitive data we've got
5 challenges in finding the right tools and putting the right
6 infrastructure together to actually provide that reporting
7 service in a secure way. It costs a bit of money to do that
8 but I think we're getting to that point, where we don't have
9 a choice, because we need to provide the information, and we
10 need it to be in a form that they can use but it's got to be
11 secure as well.

12 So that kind of breaks down what we're asking
13 for. I think we kind of talked about the big green triangle
14 probably enough, with the exception of I will add one. One
15 additional piece that I put in here is some money to do a
16 feasibility study, and that down in the category of
17 improving CDE apps, under new student info system. There's
18 been a lot of talk and requests from districts for a state-
19 run student information system which they feel will make it
20 easier for them, take the burden off them for all the data
21 collection, so they don't have to do as much of the actual
22 work to actually submit data to us.

23 There are pros and cons. Right now we
24 have a data collection system that they all submit their
25 data through. Potentially we do a state-run system where



1 it's more efficient for them and we can actually pull the
2 data from the system. They don't have to do as much hands-
3 on work themselves. But like I said, there are a lot of
4 pros and cons.

5 And so what I'm recommending is that we
6 spend some money doing a feasibility study and sort of look
7 at is this really going to be worth it, because this kind of
8 a system is going to be multimillion dollars. So let alone
9 the fact that we would have to come back and figure out how
10 to pay for that, I don't really want to go there until we've
11 decided if it's worth it and if we are going to get the
12 value out of it. So that is added into the data analysis
13 and reporting piece, and it's \$120,000 for that particular
14 study. We would have to do a formal solicitation, so that's
15 our estimate at that point. It could be a little more or it
16 could be a little bit less, but that's roughly what
17 something like that would run. So that is also added to the
18 total on that side of it.

19 This is just sort of trying to depict that
20 assuming we get some money at this point, we can't walk away
21 and not ever come back. I'll be back here again, maybe next
22 year, asking for more, just because it's the nature of the
23 business. If we can get the \$80,000 ongoing then that will
24 help a lot because that is what allows us to pay our bills
25 to the vendors, which we just don't have any choice about.



1 So that's part of this request, is to keep that amount
2 coming to us each year. But recognizing that as we add more
3 systems and add more services that we're required to
4 provide, that \$80,000 will go up. But it would go a long
5 way to help us out.

6 So this is really just saying we'll probably
7 come back, at strategic points. For example, if we decided
8 -- if everybody decided to do student information system, we
9 would probably have to have discussions about that, about
10 how to fund it. We did do a decision item three years ago,
11 I think. That's the only one we've done for probably, I
12 don't know, 10 or 15 years. And we got money to do a major
13 back-end -- when I say "back-end" it's like underlying -- I
14 mean, this is like at the bottom of the infrastructure part
15 of it. Like it's at the very bottom of the house. But we
16 needed to beef up our storage and our speed for our data
17 collection system. So we did get that money and that's going
18 to have to be refreshed in a few years. Although it feels
19 like it was recent, you know, that's what happens.

20 So anyway, this is just to kind of show you
21 that we'll probably be back but this would go a long way to
22 keep us away for as long as possible.

23 Any questions that I can answer?

24 CHAIRMAN SCHROEDER: Board Member Mazanec.

25 MS. MAZANEC: So what you're talking about



1 largely here is paying vendors and refreshes on programs
2 that you have?

3 MS. BOHANNON: That's a big part of it, yes.

4 MS. MAZANEC: And possibly some FTE.

5 MS. BOHANNON: Yeah. The FTE are largely in
6 the security area, because we have a lot of the tools that
7 we need to update at least some of our infrastructure. We
8 just don't have the right people to do it and we don't have
9 enough people to do it.

10 MS. MAZANEC: What do you mean by "people"?
11 I guess I'm trying to understand why the software programs
12 that you're using now, why does that require more humans?
13 We've seen that if there are good softwares and you're
14 paying a lot of money for these programs and you're updating
15 them, refreshing them, I'm trying to figure out how much
16 human capital you need to deal with that.

17 MS. BOHANNON: I mean, it's hard to actually
18 quantify that, but as the systems get more technical you
19 need more people. I mean, we have to have people monitoring
20 the systems all the time. We tune them to make them work at
21 their peak efficiency. You can't just turn it on and walk
22 away. And the environment -- I mean, we have 300 servers.
23 We've got, you know, 15 to 20 applications that we provide
24 for district us. It's a big operation. Right now we only
25 have 25 people, which is pretty small considering the



1 magnitude of what we're managing. I mean, I could give you
2 some information on specifically what people are doing, if
3 that might help. It's kind of hard to say exactly how many
4 it takes.

5 MS. MAZANEC: Yeah. I don't know if I'm --

6 UNIDENTIFIED VOICE: Do you have an example?

7 MS. MAZANEC: -- maybe only one, because it
8 does --

9 UNIDENTIFIED VOICE: I think the examples
10 work if you have a straightforward, simple example of a
11 particular system. I mean, what I'm visualizing is a
12 factory full of robots. You know, just turn them on.
13 You've got lots of people walking around checking, and
14 getting indicators. But, you know, there's a certain
15 tolerance, and once there's an indication that it's gone
16 beyond the tolerance there has to be immediate intervention
17 on the part of the mechanic or whomever, to make sure that
18 the factory keeps going.

19 I don't know if that a -- that's kind of what
20 I'm visualizing as you're saying that. But if you have a
21 solid example that can help us understand. We are not --
22 well, most of us are not technos here.

23 MS. BOHANNON: Well, I can walk you through -
24 - to run our data collection system I can kind of give you a
25 feel for the numbers of people and what they do.



1 So, for example, when a district needs to
2 submit data, we've got people that actually -- they have the
3 system that we built to do it but they have to go in and
4 open -- and you're not going to understand the terms, but
5 basically turn it on so they can submit their data. That
6 person also works directly with the district to help them
7 figure out what data and how to submit it. There is a
8 certain period of time, a couple of weeks or whatever, that
9 they have to submit it. And then the person on my team then
10 stops that, closes that collection. That then gets sent to
11 our data warehouse team, and we've got somebody that has to
12 load data, and when I say load data it goes from one system
13 to another. It's not all automated.

14 MS. MAZANEC: Someone has to do that?

15 MS. BOHANNON: Someone sets up, does the
16 programming to actually move the data from one system to
17 another. It's not just a press the button and it all goes
18 through. So they do that, and then those people will work
19 with the CDE business units to work out exactly what we need
20 to do with the data, at the back side, or maybe at the front
21 side, depending on your perspective, for reporting. So
22 there's a lot of interaction there, so there's a few people
23 working on that.

24 While all this is going on we've got people
25 maintaining the underlying system, so making sure that the



1 database is running. We've got a database administrator
2 that looks at that. The network has to stay running so that
3 the information can flow between districts and CDE, and that
4 takes monitoring. I mean, it's sort of like the factory
5 floor only it's a little bit more the brainpower side of it.
6 It's not just the, you know, keeping it running and all.

7 You know, we can walk away and the system
8 will run for a while but we can't actually collect data.
9 It'll be running but we actually have to manage those
10 individual collections, and there's quite a few of those.

11 Yeah, so there's manual intervention
12 required, at least manual monitoring required. We have
13 automated alarms that will tell us when something is wrong,
14 but when something is wrong then we actually have to go in
15 and look at it and see what has to be done about it. So
16 we're just not at the point where it's totally automated,
17 and I don't know that, in what we do, if we ever will get to
18 that point.

19 UNIDENTIFIED VOICE: Twenty-five people.

20 CHAIRMAN SCHROEDER: Board Member McClellan.

21 MS. McCLELLAN: Thank you. So I have a
22 little bit of interaction with my niece to help me
23 understand this, and she's a data security analyst at NASA.
24 Apparently even astronauts and rocket scientists are not
25 experts in IT security. It's just a whole different kind of



1 tech. But they're not on autopilot either with respect to
2 their use of security software.

3 So I just wanted to thank you so much for
4 bringing this forward to us, proactively, and not in the
5 wake of a breach. I really appreciate that we are having
6 this conversation about data security and privacy, and
7 fortifying our security and our protocols, and talking about
8 getting the right people to help make sure that that's
9 happening ongoing before something bad has happened. And I
10 hope that we keep it that way, and thank you for bringing
11 this discussion up before -- yes, knock on wood or Formica
12 or whatever this is. Thank you very much.

13 MS. BOHANNON: Thank you.

14 CHAIRMAN SCHROEDER: Board Member Flores.

15 MS. FLORES: I find this very fascinating, I
16 think possibly because Colorado is seen kind of in the
17 forefront of this, that a documentary -- I mean, I can see a
18 documentary in this. That would be very fascinating for
19 people.

20 MS. BOHANNON: I never thought of that.

21 MS. FLORES: And you, Marcia, would be the
22 person, yeah --

23 MS. BOHANNON: That could be scary. No, I'm
24 kidding.

25 MS. FLORES: No. I think it would be -- and



1 you're talking about doing this study, you know, and, boy,
2 all of that could go in there. We could even make some
3 money. I would pay to go watch it.

4 UNIDENTIFIED VOICE: I think I would have to
5 be your co-star. I think you'd have to run with it.

6 UNIDENTIFIED VOICE: If I may I've got a
7 couple of worries, one of which is that you're working
8 really hard to explain this to us, and we're working really
9 hard to understand it, but this is not obvious, which makes
10 it a challenge So the same challenge is going to happen if
11 we bring this across the street. I'm wondering if it would
12 help -- well, I'm just going to say it anyway. I want to
13 tell you what my priorities are for an information system,
14 and then I have to trust you that that's what we
15 collectively come up with, that that's our priority.

16 So data privacy and security is a very high
17 order for me, and I'll wait to hear from my colleagues.
18 Reducing the amount of data reporting, collection, et
19 cetera, at the district level, so that staff at the district
20 level can be working on educating our kids. I hear over and
21 over and over complaints that there's too much work that has
22 to be done at the district level with data. Big districts
23 just hire to somebody to do it. Small districts just simply
24 struggle, to the extent that there's a system that can be
25 built where they record information once and then there's a



1 safe way to pull that information, massage that information
2 for the various federal reports, state reports.

3 I'm worried, on your doomsday list, that
4 there are reports that we read, to inform ourselves as a
5 board, in terms of preschool programs and how well is that
6 doing. That's one of the things I was reading for the
7 council that I'm on. The stuff that's required to go to the
8 legislature. The stuff that's supposed to go to the public,
9 particularly the stuff that we want to have go to parents.
10 So it's a real high priority to me that districts are not
11 the worker bees on getting meaningful information out there
12 to an awful lot of different users. I find that really
13 critical.

14 CHAIRMAN SCHROEDER: Board Member Rankin.

15 VICE-CHAIRMAN RANKIN: I agree with
16 everything you said, but in the past I've asked for a third
17 party to come in and analyze what we have, and I think there
18 are businesses out there that can do that. I wouldn't cost
19 as much as what we're asking for to have that done. I think
20 we'd have a clearer picture of this house that needs
21 electrical help, but if needs a new roof and it needs
22 electrical and it needs water and it needs sewage sometimes
23 it's better just to scrape and burn and move on to something
24 else. I'm not suggesting we do that but I am suggesting we
25 don't know enough to determine what we need right now, and



1 we're not understanding all the complications of what we
2 have currently.

3 One of my real concerns is personally
4 identifiable information. Colorado Judicial Department
5 exposed 620,945 names and Social Security numbers recently.
6 Of that, 23,879 were in Pueblo and Rio Grande counties,
7 which are in my district. There are adults. That doesn't
8 make it any less important, in fact, than what we have with
9 students. It's just a matter of time, unless we have the
10 best system there is, and flexible enough to turn with
11 whatever is happening in our system.

12 I think a third party that specializes in
13 this kind of thing can look at our system and say how much
14 of a Band-Aid we need, how much of an overhaul, how much
15 specific input we need to have from our districts to make
16 sure it's easier for them. There are a lot of moving parts
17 here.

18 I'm going to be a no vote today, just because
19 this is too important. I know it will go across the street,
20 but I just want you to know that we need to know more about
21 this than what we're getting today.

22 CHAIRMAN SCHROEDER: Board Member Rankin, I'd
23 like to ask you, are you suggesting that that's where we go
24 first, and if that's the case can you respond to that, to
25 have an overall evaluation done of our whole IT system.



1 VICE-CHAIRMAN RANKIN: Absolutely. I lost
2 that. I've suggested that in the past and it hasn't been
3 done. That's why I feel we need it now.

4 CHAIRMAN SCHROEDER: Have you considered
5 that, Ms. Bohannon?

6 MS. BOHANNON: We can certainly do that. We
7 would miss the timeline for this year's budget request but
8 we could do that.

9 CHAIRMAN SCHROEDER: I thought it was
10 November 1st, the budget request.

11 MS. BOHANNON: It starts earlier than that.
12 Jeff can give you the details.

13 CHAIRMAN SCHROEDER: Please.

14 MR. BLANFORD: Yes. These items are actually
15 due to the Office of State Planning and Budgeting this
16 month, and the budget's largely final before November. So,
17 yeah, we've already hit the deadlines that these can be
18 submitted. It's easy to reduce your request, but by about
19 the beginning of September the governor's office has the
20 budget largely set and moving pieces would affect things in
21 other agencies, and stuff like that. So we're at our
22 deadline now for this year's budget submission.

23 CHAIRMAN SCHROEDER: Commissioner?

24 COMMISSIONER ANTHERS: Yeah. I think we can
25 certainly do that for some of the top tier items. If you



1 remember, the pyramid. Some of these items are just more
2 straightforward, in terms of costs coming in to update
3 current systems. So when Marcia was talking about, you
4 know, that new licensing fees come up and upgrades come up,
5 for just systems we already have, we just know those are
6 fixed costs, and so I'm not sure a third party -- you know,
7 I mean, they would include that but it's just we know how
8 much those systems cost and we know how much they cost to
9 upgrade, to make sure that security patches are on there,
10 and all of those pieces.

11 So those are a little more consistent. I'm
12 not sure a third party is going to tell you anything
13 differently than that major piece that we're asking for. I
14 think for the bigger pieces that we're talking about, in
15 terms of if we want to upgrade systems for, you know, better
16 data reporting or a statewide information system, that would
17 be more -- I think that's more of the study that Marcia's
18 talking about, in terms of the feasibility. How much would
19 it cost? What would it take?

20 So, I mean, that's just something for your
21 consideration. Some of these are just straight maintenance
22 costs and upgrade for the security of our new environment.

23 VICE-CHAIRMAN RANKIN: But do we have a
24 breakdown of that? You were talking about the \$80,000 going
25 forward.



1 UNIDENTIFIED VOICE: Yeah. We've got the
2 breakdown by color on page --

3 VICE-CHAIRMAN RANKIN: It would be best to --

4 UNIDENTIFIED VOICE: -- 15? The bottom of
5 the pyramid.

6 CHAIRMAN SCHROEDER: Board Member Durham.

7 MR. DURHAM: Thank you, Madam Chair. I think
8 we're all aware of how technology-adverse I personally am,
9 but that's why we have everything printed for me. But I
10 always, particularly when it comes to capital investments,
11 had the philosophy that you can pay me now or you can pay me
12 a lot more later, and while I'm sure that there may be some
13 questions about this particular submittal, there will be
14 very close scrutiny in the governor's office with the IT
15 department, which I have to say it's not an organization I
16 necessarily have a lot of confidence in. They tend to
17 always want to do it themselves and I seriously question
18 whether they can do, or fully understand our needs for
19 privacy and some of those things. So I really hope that we
20 don't get it turned over to them. But there will be, I
21 think, significant scrutiny at the governor's office and the
22 Joint Budget Committee level.

23 So I think some of the reviews that are being
24 requested are very likely to take place kind of in the
25 normal course of the review of this. I want to vote for it



1 to move it forward, recognizing that it may not be perfect
2 but to delay a significant period of time I think is likely
3 to increase the cost rather than decrease, presuming we
4 don't make any foolish mistakes, which I doubt that we'd
5 make. We have plenty of chance, I think, to comment on this
6 and work with OSPB and with the Joint Budget Committee. So
7 I'll move the request.

8 CHAIRMAN SCHROEDER: Do you want to state a
9 motion? We can still keep talking.

10 MR. DURHAM: Yeah. Is it just these two
11 items, because I do have a whole nother write-up here on --
12 where is it?

13 UNIDENTIFIED VOICE: Yes. Just those two
14 items that we want to move forward.

15 MR. DURHAM: So what about the --

16 CHAIRMAN SCHROEDER: We'll continue speaking.
17 We'll move to that next.

18 MR. DURHAM: Okay.

19 MS. BOHANNON: This was the only action item
20 --

21 MR. DURHAM: Oh, okay.

22 MS. BOHANNON: -- and then we'll move to that
23 other one of the discussions.

24 MR. DURHAM: Okay. All right.

25 CHAIRMAN SCHROEDER: Mr. Durham, do you want



1 to make a motion?

2 MR. DURHAM: Yeah. I'll move that we approve
3 forwarding this budget request to the OSPB.

4 UNIDENTIFIED VOICE: Second.

5 CHAIRMAN SCHROEDER: Thank you. Any -- oh,
6 we didn't have a vote. Sorry. Yeah, we should still have
7 discussion. I can't remember. Do we wait to vote? Okay.
8 Discussion.

9 Board Member McClellan, my apologies.

10 MS. McCLELLAN: Thank you, Madam Chairwoman.
11 I just wanted to touch on Ms. Rankin's concern regarding
12 going across the street. I think with respect to especially
13 the section on data privacy and security, in the event of a
14 breach I don't believe that any other department would take
15 responsibility for us. I think that that public judgment
16 would fall squarely on the shoulders of the Department of
17 Education and on this board. And so keeping control and not
18 allowing for any passivity, at least for the area that
19 covers data privacy and security, is of paramount importance
20 for us, because we can't divorce ourselves from the
21 responsibility so we have to take control. So I will be a
22 yes vote on this. Thank you.

23 CHAIRMAN SCHROEDER: Other discussion?

24 [No audible response.]

25 CHAIRMAN SCHROEDER: I will say that I do



1 agree with having some kind of a, if we can afford it, an
2 outside organization coming in and looking at where we are.
3 I don't know what kind of expertise it would take to know
4 everything that's out there, that's available to us, and I'm
5 going back to the discussion about the \$145,000
6 transcription cost, you know, where are we in terms of the
7 level of technology, what's the best way to do it. This is
8 a really difficult area, because it changes literally daily.
9 Right? I just bought a new phone and I know that it is
10 outdated because I have it now and the next day there was
11 something else new that's come through. And I've already
12 gotten the updates, which I used to ignore, and I learned
13 that lesson.

14 Board Member Mazanec.

15 MS. MAZANEC: I'd just like to say that I,
16 too, would like to see some sort of third-eye look. This is
17 obviously very sensitive information and we need to be
18 careful. We need to ensure that privacy is private. And I
19 also -- \$23 million over the last seven years concerns me
20 that we have a high expense for all of these systems,
21 developing them, maintaining them, all of that stuff, which
22 may be completely legitimate. I would just like to get
23 someone else looking at this to make sure that we're doing
24 this as efficiently as possible for the taxpayers.

25 CHAIRMAN SCHROEDER: Board Member Durham.



1 MR. DURHAM: Thank you, Madam Chair. I do
2 have one quick question. When we get a fiscal note request
3 on a bill that requires that we do data or analysis or
4 create a report, do we generally price that back to
5 Legislative Council on a marginal cost basis or do we try
6 and do a full cost allocation, up to and including
7 additional strain on a system that's already strained? How
8 do we value that in a fiscal note request?

9 MS. BOHANNON: We don't try to cover anything
10 else. We just keep it at what are they asking us to add, as
11 far as the work required.

12 MR. DURHAM: So it's a marginal cost,
13 essentially.

14 MS. BOHANNON: Yes. Right.

15 MR. DURHAM: I would suggest that given the
16 fact that we ought to probably be a little more cautious in
17 responding to fiscal notes and try and include, because
18 sooner or later it's these marginal additions that adds
19 dramatic cost as it strains your overall capacity, and I
20 think we probably ought to be building that into fiscal note
21 requests. And my guess is most of the state government
22 should be doing that and they probably don't, which I think
23 has created a number of crises, whether it's been with the
24 social services management system that we've never quite
25 gotten to work, and some of those. They've just failed.



1 And I don't want us to get in a situation where, you know,
2 you can spend \$100 million, as I think we spent one time,
3 for a system that was a complete failure.

4 MS. BOHANNON: Yeah, I agree, and actually
5 there are a couple of agencies that I've talked to that do
6 that. They add some additional. We just have not had a lot
7 of luck getting any fiscal notes for technology in the last
8 couple of years.

9 MR. DURHAM: Well, I think we ought to --

10 MS. BOHANNON: But we're trying.

11 MR. DURHAM: -- maybe work that. To presume
12 it's free is -- I mean, the legislature likes to presume
13 that things are free sometimes.

14 MS. BOHANNON: Yeah. It would be nice.

15 CHAIRMAN SCHROEDER: Board Member Flores.

16 MS. FLORES: I just looked over this 2017
17 legislative implementation document and it's all these bills
18 that we're going to have to provide policy for. And the
19 fiscal notes, all of them were -- there was one for \$7,000.
20 All the others were zero, zero, zero. And I was thinking,
21 how much is this going to cost, you know, for people within
22 -- just people. And then you add onto that technology and
23 such and it's just -- I mean, just dollar signs kept
24 floating and yet the legislature thinks it's zero, fiscal
25 note for all of this stuff is zero. So I agree with you,



1 Board Member Durham. I think we need to be more careful in
2 this, because this is fantasy, pure, simple fantasy, that
3 it's not going to cost money, and, you know, it's not going
4 to be, or need technology to do the work as well.

5 CHAIRMAN SCHROEDER: Are we ready for a vote,
6 folks?

7 UNIDENTIFIED VOICE: Please.

8 MS. CORDIAL: Board Member Durham.

9 MR. DURHAM: Yes.

10 CHAIRMAN SCHROEDER: Board Member Flores.

11 MS. FLORES: Yes.

12 MS. CORDIAL: Board Member Goff.

13 MS. GOFF: Yes.

14 MS. CORDIAL: Board Member Mazanec.

15 MS. MAZANEC: Yes, but I would still like to
16 have an outside consultant look at this. Is that something
17 that requires a separate motion, added to the next agenda?

18 CHAIRMAN SCHROEDER: I'll be happy to discuss
19 that but let's get the vote through.

20 MS. MAZANEC: Okay.

21 MS. CORDIAL: Board Member McClellan.

22 MS. McCLELLAN: Yes.

23 MS. CORDIAL: Board Member Rankin.

24 VICE-CHAIRMAN RANKIN: No.

25 MS. CORDIAL: Board Member Schroeder.



1 CHAIRMAN SCHROEDER: Yes.

2 Board Member Mazanec, how about if Ms. Rankin
3 and I speak with Marcia and we sort of come up with a
4 proposal on what, when, how much?

5 MS. MAZANEC: [Speaking off microphone.]

6 CHAIRMAN SCHROEDER: And what?

7 MS. MAZANEC: And if we have the money.

8 CHAIRMAN SCHROEDER: Well, we've got to get
9 that far in order to figure out whether we have the money or
10 whether we have to make a supplemental request. Does that
11 sound like what you're looking for?

12 MS. MAZANEC: Yeah. I mean, I think --

13 CHAIRMAN SCHROEDER: Do you want to be in on
14 it?

15 MS. MAZANEC: I recognize that that can be an
16 expensive proposition. I'm just -- I'm wondering if that
17 might be worth it, and as I said, they already spent \$23
18 million, right, over the last -- that was the grant funds.

19 CHAIRMAN SCHROEDER: Yeah, but that had a
20 particular purpose and it dealt with other agencies.

21 MS. MAZANEC: Right. But the point is this
22 is an expensive operation --

23 CHAIRMAN SCHROEDER: This is expensive, yes.

24 MS. MAZANEC: -- and it's expected to be
25 expensive going forward. You're telling us that it



1 requires, you know, a lot of human capital. I think it
2 would be a good idea for us to find out if we're making the
3 most of that.

4 CHAIRMAN SCHROEDER: Do you want to be a part
5 of it?

6 MS. MAZANEC: Of the committee?

7 CHAIRMAN SCHROEDER: Planning? Yeah.

8 MS. MAZANEC: Oh. Well, you can sure talk to
9 me but I'm no expert on technology.

10 MR. DURHAM: You're an expert by comparison.

11 MS. MAZANEC: By comparison. I know that I
12 have programs that I use in my business and, you know, I
13 mean --

14 CHAIRMAN SCHROEDER: So you do know.

15 MS. MAZANEC: I understand that, you know, at
16 times you go, wait, that report isn't right. Why isn't it
17 right? I get that part. You need to, you know, make sure
18 that information is being input correctly and you need to
19 make sure that the technology is doing what you want it to
20 do. But you need to look for efficiencies across all of
21 those programs, so that's what I'm interested in. I'm not
22 on your level at all, as far as what this department is
23 using, but I think it's worth it.

24 CHAIRMAN SCHROEDER: Board Member Goff.

25 Okay. I agree.



1 MS. GOFF: Yeah. Thank you. I would inquire
2 of members going to be on this planning committee for this
3 conversation if we could please be informed about what your
4 purpose is. I mean, what are you going to line up the
5 purpose of a third-eye overview. What are they going to do?
6 What are they going to look for? What are you thinking they
7 should be looking for, and basically how that would relate
8 to a cost. I guess I just need to see some dots connected
9 here about what we're doing and why, and after that I guess
10 we'll see. But for our staff's sake and also for the sake
11 of whoever is going to be the vendor to do this work, I want
12 to know what the purpose is.

13 UNIDENTIFIED VOICE: Marcia, may I --

14 UNIDENTIFIED VOICE: I'm sorry. I'm sorry.

15 UNIDENTIFIED VOICE: You know, we are --

16 UNIDENTIFIED VOICE: I know.

17 UNIDENTIFIED VOICE: I just wanted to go and

18 --

19 MS. GOFF: If I were to come up with like a
20 filmmaker, and -- because -- I think on the part of
21 accountability I know a couple of filmmakers that I think
22 this would be a fascinating.

23 CHAIRMAN SCHROEDER: It's a great discussion
24 offline. We really, really --

25 MS. GOFF: I'll talk to you. There we go.



1 CHAIRMAN SCHROEDER: Ms. Pearson, I think
2 you're next. Am I right?

3 MS. PEARSON: You are right. I will be very
4 quick and brief, as we're getting the PowerPoint up. Today
5 we just really wanted to close the loop with the
6 conversation we had with you all in June. In June we talked
7 about what needs and where we're seeing ourselves in terms
8 of being able to support schools and districts, both in
9 terms of overall system support and also specifics like
10 dropout and student re-engagement and graduation.

11 You asked us to go give you a little bit more
12 detail. We wanted to go do some more work to figure out
13 where we can leverage or possibly reallocate funds. We've
14 done some of that. We want to just kind of give you a quick
15 updated on where we're at with that work. We will talk more
16 about that as we go. We don't need to make any decisions
17 today or anything like that. We just wanted to kind of give
18 you the quick, quick update of where we're at. So that's
19 what I'm going to try and do. This is just, again, follow-
20 up from the June board meeting.

21 In June, we talked about how SI [ph]
22 identifies schools, versus how we identify in the state.
23 With theoretical 2016 data, which is not what things will be
24 -- we will have 2017 in the next month, probably -- we know
25 there's probably going to be some mismatch of schools that



1 are identified under ESSA that are not identified under the
2 state system, likewise schools that are identified under our
3 state accountability system that are not identified under
4 ESSA.

5 Where that becomes a challenge is the funding
6 and the resources we have for school support is primarily
7 federal. That's where it's really coming from. So when we
8 have schools that we identify as a state for priority
9 improvement or turnaround that are not federally identified
10 we have very, very limited resources available to be able to
11 support them.

12 Additionally, with the supports we currently
13 are offering we are at capacity with our staff right now, so
14 we can't really take on more. So that's kind of our current
15 state, why we wanted to dig in and figure out what we could
16 do internally and with the resources we have to be able to
17 better support more schools or be more efficient in what
18 we're doing.

19 Again, last year, last winter we shared with
20 you, on the 2016 results, we saw some early indicators that
21 our supports might be accelerating the rate of improvement
22 for our struggling schools, for Turnaround Network and for
23 Connect for Success." We will have 2017 ratings soon.
24 People are madly trying to validate right now, and as soon
25 as we have those new ratings and the new data we are ready



1 to run impact on our different supports so we can see if
2 that's continued or where we are and what we learned from
3 there. So we're all sitting around, crossing our fingers,
4 waiting to see what that is, and we will share with you as
5 soon as we have that.

6 So what we've done this summer is we really
7 looked at what do we need and where are we at currently. We
8 know one of the things that we want to do better here and
9 that we can really leverage is making better connections
10 across the department, because we know we have some really
11 wonderful supports going on across the department but we are
12 not always as connected with each other as we could be. One
13 example in an area that we've really seen that we can bring
14 together is our Turnaround Supports and our Dropout
15 Prevention Unit. The Dropout Prevention has developed a lot
16 of strategies and work and tools for high schools, to help
17 individual students and help those schools put systems in
18 place, to prevent dropouts, help students get to graduation.
19 We think that we can be more impactful in our supports to
20 districts that we're bringing our dropout prevention and
21 turnaround support together, so that's a high priority for
22 us that we're really trying to bring our people together at
23 the department, and we think by doing that we'll be able to
24 expand our reach and be more efficient and effective in our
25 support for schools and districts. So we are working on



1 that there.

2 The other thing is we've really analyzed our
3 load of schools and CDE staff. Right now we have four
4 turnaround support managers. They have 39 schools. We are
5 really at the max. In order to build those relationships,
6 working with the schools and the districts that we think is
7 what's the key to some of the support and some of the
8 improvements we're seeing, we really don't want to put more
9 schools on a turnaround support manager. We just think
10 that's going to stretch things too far. So if we want to
11 support additional schools we need additional turnaround
12 support managers, if we want to continue in that kind of
13 support capacity. So we've done some analysis on that.

14 Right now, for the network schools, they're
15 getting about \$54,000-ish for a grant for them to be able to
16 implement from their strategy. So not a huge amount of
17 money. You all have seen, over history, some of the federal
18 tiered intervention grants, like those we're giving away a
19 million dollars, huge. We're giving away small grants to
20 the network and see that as just a bit of money to be able
21 to implement, but we're not thinking that it could take a
22 tremendous amount right here. Again, we're just starting to
23 learn about what we're doing and what's having an impact.

24 We got a little bit more detail because we
25 heard very clearly that you all would like to know what



1 specifically are we looking for resources around. Some of
2 it is funding to distribute to districts in support of
3 systems improvements, along with that kind of hand-in-hand
4 support, and we've budgeted about \$50,000 per school for
5 that. And then its FTE to support more schools. Again, we
6 think a key component of our supports are those
7 relationships between kind of this outside partner, CDE
8 staff, or Connect for Success as an outside consultant that
9 they hire, that's working one-on-one with the schools to
10 help them with their implementation. It's that kind of
11 outside set of eyes that's really helping them move forward.
12 So it's FTE for that, for both turnaround support managers
13 and also continued dropout and graduation support. We have
14 supports in place for dropout and graduation right now.
15 That's the way the funding is working, as we're having some
16 challenges. That funding will not be available in the
17 future so we're looking to be able to continue that.

18 And then one component that we really want to
19 build in is resources to support program evaluation. You
20 hear me say, well, we think this and we think that, we don't
21 know for sure. We do not have those resources right now to
22 be able to really deeply, or even somewhat deeply evaluate
23 what it is, what are those components that are leading to
24 the outcomes that we're seeing. And we would like to really
25 understand that so that we can figure out, well, if it's



1 about support or if it's about this amount of money or if
2 it's about whatever component it is, that we replicate that
3 and ensure that's focused on, and if there are areas of
4 things that we're doing that are not as impactful that we
5 don't put our resources there. So we really want to make
6 sure we have some ways to learn about what we're doing and
7 knowing what's most impactful for everybody.

8 So that's kind of the more details of what
9 we're looking at. We did out by the number of schools, on
10 average, that we'd want to support, because I think that's
11 an important conversation. We know there are limited
12 resources in our state. So it's thinking about how much do
13 we want to be able to expand the schools that we're working
14 with, and how many more schools we want to be able to offer
15 supports to.

16 So our next steps. We've thought about this
17 a lot and the reason why this isn't a decision item today is
18 looking at where these needs are coming from, they're really
19 policy based. We have an accountability statute that says
20 CDE supports people where they can, but then we have these
21 accountability consequences, and you all know that very
22 well. You just went through all of this. But I think it's
23 a policy conversation to figure out where, as a state, do we
24 value investment in supports. If we have accountability
25 consequences do we, as a state, want to be providing more



1 support ahead of time than what we're currently able to
2 offer. So we really think this is kind of a policy pathway
3 for the decision.

4 We do think there are things that we can do
5 to leverage existing resources at CDE more, and that's what
6 we're going to work on internally. We've also identified
7 some areas that we could probably reallocate our existing
8 resources, due to shifting needs, from the field and
9 internally. And so we're working to not only pull all that
10 together about what we could do to reallocate, and that
11 could potentially give us enough to support another 5 to 7
12 to 10 schools. But if we want to go beyond that we may need
13 to ask for more money. So again, it's this kind of policy
14 conversation about where we want to invest our limited
15 resources as a state.

16 We will keep talking with you all about that
17 and we'll need direction from you and from the legislature
18 about where we want to go and what you all want to do for
19 that. But we're just pulling together the possibilities so
20 that people can get a sense of where you want to go.

21 Our next steps are to review the impact from
22 2017 as soon as we get our performance data all together and
23 really get more specific about these opportunities, have
24 some conversations with people to see if these are paths
25 forward that you would like us to take or not, and in which



1 direction you'd want to go with it.

2 And then what I didn't write under next steps
3 that I should have is that we're really doing that hard
4 internal work of we've got our supports kind of set and
5 pretty strong across the department but then how do we bring
6 them together. So we are working on figuring out how do we
7 do that better, and kind of multiply our power by being a
8 little more coordinated internally.

9 So that's the really fast high-level update
10 of where we're at, so thank you all.

11 CHAIRMAN SCHROEDER: Questions? Comments?
12 Board Member Rankin.

13 VICE-CHAIRMAN RANKIN: On page 3, where it
14 says "the lowest-performing 5 percent," how much money do we
15 put into the lowest-performing 5 percent?

16 MS. PEARSON: ESSA is here. We have about
17 \$9.5 million for school improvement activity. Okay.

18 VICE-CHAIRMAN RANKIN: Yep.

19 MS. PEARSON: And that will be split between
20 the lowest 5 percent, the comprehensive low-graduation
21 schools, which are schools that have a graduation rate below
22 67 percent, and the targeted support schools as well, that
23 are schools that are identified for individual disaggregated
24 groups that are struggling. Based on our approximate number
25 runs from 2016 data -- again, it will change when we



1 official do it -- that's about 200 schools, and those are
2 the schools that are eligible for that \$9.5 million.

3 VICE-CHAIRMAN RANKIN: When you come back to
4 us I'd like to know what you would like, even though you
5 don't have that. Like "it might be \$9.5 but we would like
6 to get \$850 million" or something. I'm sure it'll be like
7 that.

8 MS. PEARSON: We are realistic about what
9 available in our state budget.

10 VICE-CHAIRMAN RANKIN: Also, on page 3, do
11 you see where you have the ESSA-identified schools in the
12 yellow circle and then Colorado Accountability System in
13 blue?

14 MS. PEARSON: Yeah.

15 VICE-CHAIRMAN RANKIN: Is that overlapping
16 area there part of that 67 percent and 5 percent?

17 MS. PEARSON: Yes. This is getting weedy --
18 I'm sorry. All the 5 percent are in the overlapping, all of
19 them are there. There's like 36 schools. They're all in
20 the overlap. The 67, the low-grad ones, they are mixed.
21 Some of them are already identified as priority improvement
22 or turnaround and some of them are not.

23 VICE-CHAIRMAN RANKIN: Okay. But the two
24 circles together would be 67 percent?

25 MS. PEARSON: Sorry. The 67 percent is



1 around the graduation rate. It's how we identify the low-
2 graduation-rate schools. So if they have a graduation rate
3 under 67 percent then they get identified.

4 VICE-CHAIRMAN RANKIN: So if we add the two
5 circles together what do we get?

6 MS. PEARSON: How many schools do we get? We
7 get 270, and then there's more. I can't do my math.

8 VICE-CHAIRMAN RANKIN: That's all right.
9 Just an approximate percentage of the students.

10 MS. PEARSON: Of all of our schools in the
11 state?

12 VICE-CHAIRMAN RANKIN: Yeah, yeah. Students,
13 not schools.

14 MS. PEARSON: Oh, students. I've got to look
15 that up, Joyce. I don't have that. Because some of the
16 schools are really small and some are large.

17 VICE-CHAIRMAN RANKIN: Yeah.

18 MS. PEARSON: But when we have the final
19 numbers we will make sure we have the number of students.

20 VICE-CHAIRMAN RANKIN: And I'd like the
21 numbers attached to those too -- I mean, the cost numbers.
22 I'd appreciate that.

23 MS. PEARSON: Okay.

24 VICE-CHAIRMAN RANKIN: Thank you very much
25 for that report, too, and I just want to put a plug in for



1 Mr. Sherman. He has done a great job in my district. I
2 appreciate your work.

3 CHAIRMAN SCHROEDER: Board Member Manzanec.

4 MS. MAZANEC: With this turnaround supports,
5 I just want to make the request that we make sure that we
6 are helping all of the schools that are in that 5 percent
7 struggling. Point taken. We've had an accountability
8 process. We care about making sure that these schools
9 perform better, better outcomes for kids. So that has to
10 include all of our schools, and specifically I want to make
11 sure that we are serving our multidistrict online schools.
12 I know they're not typical neighborhood schools, charter
13 schools, where there is a building and a principal. It's
14 not typical. It's different. They still need the support.

15 MS. PEARSON: And that's one thing, as we've
16 been reflecting that \$9.5 million and what supports and what
17 will be available, is trying to figure out ways that if
18 schools and districts don't fit that model of support we
19 have created how do we get them resources so they can get
20 the supports they need.

21 MS. MAZANEC: Yes.

22 CHAIRMAN SCHROEDER: Board Member Durham.

23 MR. DURHAM: Thank you. Can I have a quick
24 nickel version of why there are 70 schools that we would
25 identify that are not eligible for federal and why the feds



1 would have 200 schools that we don't catch? Is that a
2 difference in criteria?

3 MS. PEARSON: Yep.

4 MR. DURHAM: So why don't we have one
5 criteria?

6 UNIDENTIFIED VOICE: We have two
7 accountability systems, again, Mr. Durham. This is a big
8 discussion that we really need to have.

9 MR. DURHAM: We have two accountability
10 systems?

11 UNIDENTIFIED VOICE: We now are back to
12 having differences in accountability systems between 163 and
13 ESSA.

14 COMMISSIONER ANTHERS: Can I try and give you
15 the nickel version?

16 MR. DURHAM: Yeah. Just give me a nickel
17 version.

18 COMMISSIONER ANTHERS: State system, we look
19 at comprehensive performance for the school. We have the
20 achievement and growth and all those indicators. We have it
21 all roll up to a number. We look at our schools. At the
22 state, our level of concern is above the 5 percent. We have
23 more than 36 schools, which is Title I 5 percent, that we're
24 concerned about. We have about 180. So our level of
25 concern -- we have a greater percentage of schools that are



1 lower performing overall, that we care about as a state.
2 That's where we've chosen to prioritize.

3 What ESSA says is we care -- so here's all
4 the schools --

5 MR. DURHAM: We, by law?

6 COMMISSIONER ANTHERS: By law and board
7 policy, and history.

8 MR. DURHAM: How many schools are there in
9 the state.

10 COMMISSIONER ANTHERS: There's about 1,800
11 schools in the state.

12 MR. DURHAM: So 5 percent of that is 90?

13 COMMISSIONER ANTHERS: The federal, it's 5
14 percent of Title I schools. So we have about 700 Title I
15 schools.

16 MR. DURHAM: But the state law doesn't
17 discriminate between Title I and --

18 COMMISSIONER ANTHERS: No.

19 MR. DURHAM: Okay. Thank you. I think I get
20 it.

21 COMMISSIONER ANTHERS: And then the federal
22 has these other criteria that are not about the whole
23 picture of performance but it's just focused on grad rate,
24 or just focused on a desegregated group. So you can have
25 those issues in schools that overall aren't that, you know -



1 -

2 MR. DURHAM: Thank you.

3 CHAIRMAN SCHROEDER: Anyone else? Any other
4 questions?

5 [No audible response.]

6 CHAIRMAN SCHROEDER: Thank you very much. I
7 appreciate your work.

8 The next item on the agenda is the
9 consideration of Denver Public Schools innovation
10 application, on behalf of Inspire Elementary School and
11 Morey Middle School. Commissioner?

12 MS. FLORES: Thank you, Madam Chair. I'm
13 going to take this opportunity to introduce Bill
14 Kottenstette who has joined our team. I think he met some
15 of you up at the CASE conference. But he is our new CDE
16 Director of School Choice office, and I'm just going to take
17 a moment just to introduce you to him. He was the past
18 Executive Director of Compass Montessori in JeffCo. He grew
19 up in Colorado. He has experience as a teacher,
20 administrator, and also has worked in government on a number
21 of issues. He's also steeped in policy and politics. He
22 used to work for U.S. Congressman Bob Beauprez and
23 Lieutenant Governor Jane Norton early on and has worked in
24 DPS at the innovation school level and other charter
25 schools. So he has a breadth of experience and we're really



1 excited to have him on board.

2 He's just going to give us a thumbnail of why
3 you're seeing this not on your consent agenda item, because
4 the innovation law and waiver law has changed, per the bill
5 that went through. So I'll turn it over to Mr.
6 Kottenstette.

7 MR. KOTTENSTETTE: Thank you so much. Hi,
8 everyone. So as I get more comfortable with this I'll be a
9 little more on the fly, but I prepared some remarks so I'm
10 just going to go over those first. I'd like to briefly
11 introduce the next item on your agenda, approval of the
12 innovation applications for Inspire Elementary and Morey
13 Middle School. Staff and Denver Public Schools is here to
14 present to you. But before we hear from them I wanted to
15 quickly note that the board's standard of review for
16 innovation applications has changed since you last met.

17 With the passage of House Bill 17-1271, the
18 Innovation Schools Act, now requires that the State Board
19 approve an innovation plan if the board determines that the
20 plan (1) is likely to enhance educational opportunities,
21 standards, and quality within the innovation schools or
22 innovation school zones; and (2) is fiscally feasible. This
23 is in contrast to the previous standard which required the
24 board to approve an application unless it was likely to
25 result in a decrease in academic achievement and was not



1 fiscally feasible.

2 This new standard of review became effective
3 August 9th, so very recently. All of the other requirements
4 of the law have remained the same, and I'm happy to answer
5 any questions that you have. Otherwise, I will turn the
6 presentation over to Denver Public Schools.

7 CHAIRMAN SCHROEDER: We'll have questions but
8 please make your presentation first.

9 MR. HATCHER: I'll start with introductions,
10 Madam Chairwoman. Gregory Hatcher, Denver Public Schools
11 Director of Government Affairs, and I apologize for being
12 dressed down today. It's not normal. We had our big RDPS
13 [ph] day today so some professional development time for
14 staff, so I'm a little dressed down.

15 MS. LAGANA: Maya Lagana, Senior Director of
16 Portfolio Management, and I oversee the team that does the
17 review of innovation plans and makes the recommendations to
18 our school board about their quality.

19 MR. AMUNDSEN: Thank you for having me, Dr.
20 Flores. My name is Joe Amundsen and I support the schools
21 that are going through an innovation planning process. So I
22 coordinate supports to them, if they want to go see schools
23 I take them on school visits, make sure their plan is
24 quality, that it goes through multiple levels of iteration
25 of support from staff input, parent input, to different



1 departments in the district that review the plan, and give
2 input before we finalize any plans, and give them to Maya's
3 team, who ultimately evaluates them.

4 MS. LAGANA: I'm just going to give a very
5 brief overview of the process we've already gone through
6 with these plans and then turn it over to Joe for any
7 questions more specific to the individual school plans.

8 At DPS, we, in alignment with the statute,
9 deeply believe that innovation status can be a tool to
10 increase educational outcomes for all children, and we
11 really encourage our schools and believe our schools should
12 start with a strategic planning process about what's right
13 for their school communities and then determine what, if
14 any, waivers are needed to implement that plan, and if there
15 are needed waivers, seek innovation status.

16 Both of schools have spent months and months
17 working with a wide range of stakeholders in order to
18 develop the plans in response to the needs of their students
19 and communities. Once they've done that we run a rigorous
20 internal process with representatives from departments
21 across the district -- HR, finance, curriculum, and
22 instruction -- to ensure that it meets a quality bar that we
23 believe will lead to strong student outcomes. Our board
24 then has the opportunity to hear both from staff as well as
25 from the schools themselves about the plans and why they



1 believe they will improve student outcomes, before they make
2 their decision.

3 The plans have also been vetted by CDE staff
4 to show that they meet statutory requirements, and then are
5 approved by our board. Both of these plans were approved by
6 our board in June of this year.

7 MR. AMUNDSEN: All right. Well, I'll keep it
8 brief but I'm definitely excited to talk about these schools
9 and the work that they've put forward, and I apologize
10 they're not here. I'm here to speak on behalf of them.
11 They're getting excited about starting their school year.
12 So if there are questions I can bring back or suggestions
13 I'm happy to do that.

14 So high level, both of these schools are
15 trying to do things that are more innovative to try to
16 improve student performance. I think that is the intention
17 of the innovation schools. Actually, it's the intention of
18 everything we do in school planning.

19 Both of these schools are unique in the
20 amount of work and time and commitment that people have put
21 into these school plans. For example, Morey spent nine
22 months meeting with a design team, community members,
23 surveying students on a weekly basis, as well as community
24 meetings on a regular basis, in the end, through that
25 process, generating tremendous support and buy-in into the



1 new vision of the school really around personalized
2 learning. They will be sharing this campus with the Denver
3 School of Innovation and Sustainable Design beginning this
4 year, which is one of our highest-growth and one of our
5 highest-performing high school in Denver. We're really
6 excited about that partnership. And they're a personalized,
7 competency-based high school and what Morey is trying to do
8 is become a true feeder within that facility to the school,
9 and aligning around what personalization looks like using
10 the Summit Schools models across two campuses. So that's
11 really their intention. Through the process they got 100
12 percent of support from their staff and their admin and
13 their CSC, who are all engaged in that process.

14 Inspire Elementary School is another school
15 we're talking about, with a really extensive involvement of
16 community. Family members designed this school. This is a
17 school in Stapleton. It's opening right now. We spent two
18 years with the principal fully released to design this
19 school and engage the community in the school design, really
20 modeling off of the successful programs of High Tech
21 Elementary School, the Stanford School in California, and
22 Stanley British Primary is really being the focus of how
23 they're trying to design this really strong personal
24 project-based learning school.

25 And again, similarly, the staff had the



1 opportunity to provide input. We had over 300 community
2 members throughout the process that engaged in the design
3 work with the school, extensive review from our team, and
4 input from multiple people. Got to visit lots of schools
5 with Marisol [ph] and her leadership team and some of the
6 founding staff and family members to work on the design.
7 And, similarly, 100 percent support of their admin,
8 teachers, and CSC, as well as our board.

9 So I'm happy to take questions or talk more
10 about the plans, but I just wanted to give you that kind of
11 high-level, here's why we're here with these two schools,
12 and we're really excited to bring that to you.

13 CHAIRMAN SCHROEDER: Questions. Board Member
14 Flores.

15 MS. FLORES: On the issue of project-based,
16 is that competency-based, Benjamin Bloom?

17 MR. AMUNDSEN: Like Bloom's taxonomy focus?
18 Is that what you're talking about?

19 MS. FLORES: No. I mean, Benjamin Bloom did
20 project-based and then was -- basically, you know, I mean
21 you talked about project-based and competency-based you
22 fulfill a project.

23 MR. AMUNDSEN: So we went back and forth with
24 the community, and especially, this has been something
25 they've been grappling with, the design involved, over the



1 last two years, quite a bit. We started with thinking about
2 multi-age, multi-grade classrooms and totally integrated
3 content, and we did a lot of research on that, and I think
4 there's a ton of promise, but we weren't ready to go that
5 fast, that deep, that innovative. I think that's something
6 they're interested in but that's not what this plan is.

7 MS. FLORES: So it's technology.

8 MR. AMUNDSEN: So at a high level, what
9 they're talking about is separating the day into kind of two
10 different chunks. One is really more of a traditional focus
11 on the basics. You have your math, science, social studies
12 -- what am I missing? -- literacy, and then the second piece
13 is this idea of passion projects and students really
14 designing their own learning path, based on how they're
15 doing in their core content. So the teachers then regroup
16 students for part of the day to be able to do these
17 integrated units and cross-curricular projects with kids,
18 based on their own individual skills and interests. At a
19 high level, that's what they're trying to do.

20 MS. FLORES: And they would, of course,
21 include the standards.

22 MR. AMUNDSEN: Of course. Yeah. And so even
23 those passion projects, they're designing units of inquiry
24 around the standards. So the standards are taught kind of
25 in two different ways, one, through a more traditional



1 coursework -- we're using DPS Scope and Sequence as part of
2 their regular but through the passion projects, using the
3 standards to design individualized, unique projects for
4 kids. But that is really where you have your science, your
5 social studies, experts working together to design projects
6 for kids. Thank you.

7 MR. HATCHER: Just really quick, Madam
8 Chairwoman, as Joe was saying, Dr. Flores, Inspire is just
9 beginning and so their first day of school is coming up in a
10 few days, Monday, and we'd love to have you come out and
11 visit. So we can follow up with you, so you can come out
12 and visit. They are in a temporary site while their new
13 facility is being built in Northfield Stapleton.

14 MS. FLORES: I think one of the issues that,
15 of course, I have, with the project, or with Inspire, with
16 all of them, is the nature of the teachers you're going to
17 hire and the resources that they bring, or the academic
18 training that they have or do not have. I mean, you are
19 going to basically hire people that will have a degree in
20 teaching, that will have a degree but they will not have
21 training. They will not be trained as teachers.

22 MR. AMUNDSEN: They will. So I just want to
23 be clear, we are going to hire --

24 CHAIRMAN SCHROEDER: Talk to us about that,
25 the waiver that you've asked for for licensure.



1 MR. AMUNDSEN: So a couple of things. First
2 of all, can I try to answer two questions?

3 CHAIRMAN SCHROEDER: Please.

4 MR. AMUNDSEN: One is all core teachers, so
5 all grade-level teachers have to be highly qualified.
6 There's no waiver from --

7 CHAIRMAN SCHROEDER: What's a core teacher?

8 MR. AMUNDSEN: A core teacher is a grade-
9 level teacher in elementary school, so somebody who is
10 instructing kids. What we're talking about, the waiver that
11 we have is from non-core classes. So really with schools
12 like Morey and Inspire, and actually every innovation
13 school, I believe, that's come before you, has this waiver
14 where we're requesting to be able to hire people who are
15 experts in their field to do elective type courses or to do
16 projects with courses. So potentially we'd be able to bring
17 in somebody who wants to do a yoga class but doesn't have to
18 be a teacher but could come in and do that once a week or
19 once in a while, with kids. It's not a core content
20 teacher. I just want to be really clear. We recognize the
21 value of teachers and we want to bring in the best.

22 So the second point I would make is part of
23 why they want innovation is because they want to be able to
24 hire those teachers early and provide additional
25 professional development around some of the additional



1 resources and supports and scheduling that they can do
2 through innovation. Because we recognize that not all
3 teachers that come through a traditional route, or even
4 successful teachers are going to be experts in this model.
5 So we need to be able to hire the best early and be able to
6 make sure they have the right level of support and training
7 to do this well.

8 MS. FLORES: But again, you have teachers
9 that are going to -- these core teachers, are they the ones
10 that are going to be hired for one year? They'll get a
11 contract for one year, and one year only.

12 MR. AMUNDSEN: So there's a difference
13 between the two schools. Morey is continuing with the
14 traditional teacher non-probationary and probationary
15 status, which is what we do with all district schools. With
16 Inspire, they are electing, and their staff have voted and
17 are supportive of having an annual contract that
18 automatically renews based on their end-of-the-year
19 evaluation.

20 MS. FLORES: I'm just wondering how many
21 teachers out there, if they are truly, you know, wanting to
22 go into a profession, would go -- and I'm sure you can find
23 people for a year. But these people would be trained.
24 They'd have the training.

25 MR. AMUNDSEN: Yes.



1 MS. FLORES: They'd have the 30-whatever
2 hours.

3 MR. AMUNDSEN: Yes. They have to be
4 teachers, just like in any school.

5 MS. FLORES: Okay. And they'd be certified.

6 MR. AMUNDSEN: Yes.

7 MS. FLORES: Okay. And so what you're
8 talking about mainly are these, what I would call
9 consultants that would come in.

10 MR. AMUNDSEN: Yes. And I think we're maybe
11 thinking of this as bigger than what we're really trying to
12 do. This is really trying to make sure that if there is
13 some way that we can get teachers a little bit of additional
14 planning time, to have somebody come in and do something
15 really innovative with them, that we don't have to bring in
16 a full teaching position to do something like that to expand
17 planning time and to give kids opportunities around things
18 like programming at Morey is one of the things that they're
19 looking at.

20 UNIDENTIFIED VOICE: If we approve that
21 innovation without that waiver, what else could you do to
22 bring in expertise? That might even be a question to you.
23 We have so many different options for how to get in the
24 classroom in our state.

25 MR. HATCHER: Yeah. We reviewed this and one



1 thing I will say is our review indicates that you can't
2 decline particular waivers for innovation schools. And so
3 the vote presented to you is to either approve the plan or
4 to reject the plan. But individual waivers can't be
5 identified and isolated.

6 UNIDENTIFIED VOICE: What? Run me by that
7 again, please.

8 MR. HATCHER: So innovation schools, the
9 statute on it specifies that you can either accept or reject
10 the plan. For charter schools you do have the authority to
11 either identify individual statues that could be waived or
12 not waived, but on innovation plans its either accept the
13 plan or not accept the plan.

14 UNIDENTIFIED VOICE: You mean individual
15 waivers?

16 UNIDENTIFIED VOICE: So there's a request for
17 a waiver from licensure.

18 MR. HATCHER: Yes.

19 UNIDENTIFIED VOICE: We have to accept that?

20 MR. HATCHER: In the innovation plan there's
21 a request for a variety of state statutes that they're
22 requesting. One of them is for licensure, and on the
23 licensure waiver we provide further analysis.

24 UNIDENTIFIED VOICE: I read it. Yeah.

25 MR. HATCHER: But the question to the board



1 is to either accept or reject the plan and the waivers.

2 UNIDENTIFIED VOICE: Well, if we rejected
3 them will you come back with a different one? I mean, I'm
4 trying to figure out what you're saying to me.

5 UNIDENTIFIED VOICE: They're starting in
6 September.

7 UNIDENTIFIED VOICE: In three days.

8 UNIDENTIFIED VOICE: So, you know, I just
9 read an article that told me that Colorado has the highest
10 level of teachers not certified. Colorado has the highest
11 number, highest percentage of teachers that are not
12 certified, and that concerns me. When I listened to Board
13 Member Durham talk about the lack of progress that our kids
14 are making over time, I reflect on the notion that, oh, gee,
15 the most important factor for kids is to have a highly
16 effective teacher in front of them. Are we sabotaging that
17 by virtue of the fact that we don't -- we are not as
18 diligent about requiring certified, licensed teachers as
19 other states? That worries me, and that's where I'm coming
20 from.

21 So please don't take this personally. I
22 really worry about what we're doing by constantly lowering
23 the bar for who comes before us. You know, just because a
24 doctor has a license doesn't mean they're great but it kind
25 of helps give us some assurances. Same with lawyers and a



1 whole lot of other licenses. And we just keep lowering the
2 bar for who can come before us, before our children. And so
3 that's why I'm kind of pushing back. I don't want to stand
4 in the way of the philosophical piece that you have here,
5 but I'm trying to figure out, isn't there a way to do this
6 without having this kind of waiver? Because I'm not going
7 to be in your school to figure out who is in front of the
8 kids.

9 I also have a concern about the security of
10 our teachers. We, every month, look at the licenses,
11 license revocations of what my colleagues call "naughty
12 teachers," and when they're not licensed we actually don't
13 know for sure whether the district finds out when they get
14 involved in some sort of criminal activity.

15 So I'm just kind of really frustrated with
16 where this board has been going over time, and where the
17 state has been going over time. We give 100 different ways
18 to get non-licensed teachers in front of kids anyway.

19 My soap box. Did you have a comment, Board
20 Member Durham?

21 MR. DURHAM: Yes. Well, I think we should
22 have a discussion offline about this, because I think you
23 and I participated in a discussion on this issue and I think
24 it revolved around some different questions, when we were
25 working on this legislation.



1 UNIDENTIFIED VOICE: Right. But it's about
2 raising the bar. I mean, we now can expert --

3 MR. DURHAM: No, I don't --

4 UNIDENTIFIED VOICE: -- a school of
5 innovation to be better.

6 MR. DURHAM: I don't think this was about
7 raising the -- the discussion we had was about raising the
8 bar, and, I mean, if you want a personal reaction I'm not
9 personally convinced licensure is a guarantee of any level
10 of competency whatsoever, other than you have another seed
11 time to probably -- to get through something, and I
12 certainly go back to my personal circumstance. I had a
13 license and I'm not sure I should have been in the
14 classroom.

15 So I think the description of this, since
16 it's for non-core, you're really not exactly talking about
17 teachers per se. I mean, some of them could be teaching
18 specialties, which, frankly, I think is oftentimes done by -
19 - if I had somebody teaching business law I would frankly
20 prefer it being an attorney, or may or may not have teaching
21 certification. But I think they may be much more qualified
22 to teach business law, and I think we don't take advantage
23 of that. And certainly in physics, for somebody to be
24 teaching physics, you know, a Ph.D. physicist without a
25 teaching certificate could easily be a much more qualified



1 instructor than someone who has a bachelor's degree and a
2 teaching certificate.

3 But I think, as I understand this, this is
4 relatively limited to kind of those things, and the
5 kindergarten teacher is going to be licensed and certified.
6 So I think we're dealing with more specialty, and I don't
7 view this particular waiver in the way it's stated as really
8 even putting unlicensed people in front of classrooms. And,
9 you know, I know you read that article, but it's a little
10 bit like the article that said that Colorado was last in
11 athlete safety, which was completely nonsensical. The
12 article was completely baseless. I don't know if this one
13 is any better. I'd be willing to look at it. But that
14 article, and that rating that was given to the oversight of
15 Colorado's athletic programs was completely false.

16 So I just don't think that this is the kind
17 of threat that you've been concerned about. So I'd move the
18 granting of the waivers to --

19 CHAIRMAN SCHROEDER: Oh. Are you finished?

20 MR. DURHAM: Yeah. Well, I'll just move the
21 granting of the waiver to Inspire Elementary and Morey
22 Elementary School.

23 UNIDENTIFIED VOICE: I wanted to speak before
24 that. Go ahead.

25 CHAIRMAN SCHROEDER: Board Member Flores.



1 MS. FLORES: One of the things I'm worried
2 about, and we know that there are children -- we have more
3 children that are coming into schools that are having
4 issues, problems, that are not ready, you know, to sit down
5 and learn, and there are issues that may have -- they come
6 in from home and so teachers are having more problems. And
7 we heard from the studies, you know, that are going on, and
8 the surveys that are taking on, especially, our Commissioner
9 reported this morning about that, and that it's harder for
10 teachers.

11 And I think that schools, especially with
12 young kids, need stability. They need stability, especially
13 if there's chaos in their life. And when you're not ready
14 to build that, at least for three years, when you're not
15 ready to commit, as a school, to take someone for three
16 years, which is, you know, what a licensed person who comes
17 to a school, and devote, at the very least, and give that
18 person a chance for three years, then we're not adding much
19 to that stability that is so needed in our elementary
20 schools. And I think that's a big problem. This business
21 of closing schools -- I think that that has a lot to do with
22 why our kids are not learning. I mean, we need that
23 stability. And when we have that churn, you know, that is
24 so important, especially to your district, who works on
25 churning it up, I think that we get into problems.



1 So I have big concerns about that, and
2 especially with a one-year, where you're not ready to
3 commit. I think that you're not ready to commit to give
4 that person, or to make that commitment, not just to the
5 person but to the system, to the school, to the entity, that
6 basically is needed. You cannot, you know, just turn
7 around, a one-year teacher is not what you need. Maybe in
8 Stapleton that might be, and you're looking for something
9 there, but I think, even so, I think we find that these
10 kids, it's not just coming from a certain socioeconomic. I
11 think that the instability and the chaos that we have comes
12 from all levels of --

13 CHAIRMAN SCHROEDER: Board Member Goff.

14 MS. GOFF: Thank you. I didn't think this
15 was a concrete question when I first formulated it, but
16 perhaps it really is. Your definition, or the outlook of
17 the school, on using core classes, is that the same thing as
18 academic?

19 MR. AMUNDSEN: We use the definition from
20 highly qualified, which came up in conversations with CDE
21 staff. So academic, and it's specifically laid out on
22 highly gifted, so grade level, science, social studies,
23 math, music, physical education, Spanish, foreign language -
24 - those are all core. Those are things that we can't touch.

25 MS. GOFF: Thank you, because I wanted to do



1 a little bit of a cross-index, cross-walk between what is
2 outlined in our statutes pertaining to standards, pertaining
3 to all of the statutory language that talks about that
4 topic, what's core and so on. And, frankly, graduation
5 requirements can fetter into there a little bit too. I
6 wanted to know that.

7 So, to clarify and for whomever may be
8 listening today, your teachers will be licensed. If they
9 are being employed to take over one of those mentioned
10 topics, that specifically, so we can all rely on good
11 communication with both, that when we talk core subject
12 areas such as that, and how an innovation school might
13 approach filling that expectation, I just wanted to be real
14 clear about that.

15 So your extracurricular, elective-type thing,
16 are people going to be really -- will they be clear on what
17 those options might look like? So if a parent or, you know,
18 someone who is interested in teaching at your schools, are
19 they real clear about what an extracurricular course is and
20 what that means, and who is qualified or who is considered
21 qualified to teach it?

22 MR. AMUNDSEN: So the schools that we worked
23 with --

24 MS. GOFF: How is that explained?

25 MR. AMUNDSEN: -- is actually part of the



1 design process with families in saying we actually want this
2 yoga class and we want this programming class. That's where
3 we're at right now. And then just to be clear, also, like,
4 so arts is also an area where you have to be licensed as a
5 teacher. Music is also an area. So we're really talking
6 about these kind of like really unique things that are 21st
7 century skills that our schools are thinking about.

8 MS. LAGANA: To go back to the safety
9 question, there clearly are still background checks
10 requirements for all people who work in our schools,
11 regardless of the licensure requirements, and we do get
12 those records, as a district.

13 UNIDENTIFIED VOICE: So I really do
14 appreciate Ms. Goff's question because my notion of core was
15 four subjects. So is it safe to say, and it would help us -
16 - I mean, I don't think it's anybody's fault here -- it
17 would help us if we defined it -- if you actually put in the
18 definition of what is core. And it sounds to me like it's
19 an area where we have Colorado standards that need to be
20 met. Does that sound right?

21 MR. AMUNDSEN: We put it in our placement
22 policy in the plan. So if you want to open up to the
23 specific content areas I can share that with you.

24 UNIDENTIFIED VOICE: You know, I'm going to
25 trust you to tell me the truth, so don't worry about that.



1 MR. AMUNDSEN: I'm going to tell you the
2 truth.

3 UNIDENTIFIED VOICE: It's just that core,
4 there are some folks that look at core as being math and
5 language arts, period. There are some that have four
6 subjects. And so I really appreciate that you asked that
7 because I was certainly confused.

8 MS. FLORES: May I just add --

9 UNIDENTIFIED VOICE: Short, please, madam.

10 MS. FLORES: I just wanted to say that I
11 think you were so concerned about the laws and acts and such
12 that you really didn't explain and give kind of a
13 definition, or a clear view of what you wanted to do. And I
14 think it would have been easier had you said, "Yes, there is
15 this law that tells you that you can do this." But if you
16 had given a description of what you wanted to do, right off
17 the bat, you know. And I worried so much about the laws
18 that it could have been easier for us to understand.

19 UNIDENTIFIED VOICE: Lesson learned. It's
20 fine.

21 MR. DURHAM: Madam Chair, I hope there's no
22 lesson learned here and I hope staff doesn't acquiesce to
23 going beyond what the requirements of the statutes are,
24 which is that, you know, they can request broad waivers, any
25 district, and any district that wishes to request a broad



1 waiver should do so. The whole idea of innovation is that
2 it's something different, and to have the same old-same old
3 doesn't move the ball forward, because when I talk about
4 lack of progress in test scores, I'm not attributing that to
5 any particular thing except a lack of diverse thought in how
6 to better deliver education.

7 And so I'm hoping that the Chair is not
8 trying to stifle future applications for innovation status
9 and put them in some sort of box about licensure, because
10 I'll say what I really shouldn't say, but I'll say it
11 anyway. We used to have a saying around the legislature
12 that licensure is for dogs, and it doesn't guarantee any
13 professional competency. So you may think it means
14 something, and, you know, it means you can check a box, but
15 I think that's about all it means.

16 CHAIRMAN SCHROEDER: I don't agree with that
17 description. There's Society S [ph] for licensure for
18 certain reasons. It does serve a purpose. It is not a
19 guarantee. I completely agree with you on that. But that
20 is not what I was attempting to do. I misunderstood what
21 core subjects were, and that's all. And I think given that
22 we are just a citizen board it would be helpful just to have
23 the definition. That's all I was saying, that it would have
24 been more helpful. That's all.

25 MR. DURHAM: Are you asking staff to put that



1 in?

2 CHAIRMAN SCHROEDER: Well, the next time they
3 won't have to because I'll just assume that if they say
4 "core" that there is a definition that exists that I was
5 unaware of, that's based on former highly qualified.

6 MR. DURHAM: I don't know that there's a
7 definition. Is there a definition?

8 MR. HATCHER: Well, what I can do is I can
9 offer that as feedback to schools that are applying, and so
10 if they reference the term "core," to get clarification as
11 to their meaning of core.

12 MS. LAGANA: In the previous federal law
13 there was a definition and we've continued to use that one,
14 of what we meant by core. So the places where there were
15 federally defined, highly qualified requirements.

16 MS. FLORES: And what I was doing was
17 suggesting how it would make it easier for us to understand
18 if a description of what the school might look like. We
19 know that we have all these -- well, I know that we have all
20 these laws and such, and they matter, but a little
21 description of what this school looks like would have made
22 it so much easier. It's like, well --

23 UNIDENTIFIED VOICE: Can we vote?

24 CHAIRMAN SCHROEDER: Board Member Rankin.

25 VICE-CHAIRMAN RANKIN: I move to affirm the



1 innovation school application from Denver Public Schools on
2 behalf of Inspire --

3 UNIDENTIFIED VOICE: This is a clarification.
4 He said waiver.

5 MS. FLORES: I move to affirm the innovation
6 school application from Denver Public Schools on behalf of
7 Inspire Elementary School and Morey Middle School.

8 UNIDENTIFIED VOICE: I second it.

9 CHAIRMAN SCHROEDER: Any objection?

10 [No audible response.]

11 CHAIRMAN SCHROEDER: Thank you, folks. I
12 apologize if we sort of ran you through ringer.

13 UNIDENTIFIED VOICE: I'd just like to remind
14 everybody that charter schools have teachers without license
15 and they're not all failures.

16 CHAIRMAN SCHROEDER: That's not the point.
17 You're not --

18 MR. DURHAM: I think they're slightly more
19 successful.

20 UNIDENTIFIED VOICE: You were concerned about
21 whether they were licensed teachers in front of students.

22 UNIDENTIFIED VOICE: But if they're licensed
23 they stay longer.

24 UNIDENTIFIED VOICE: It's just not fair.

25 [Simultaneous speaking.]



1 UNIDENTIFIED VOICE: They do stay longer.

2 MR. DURHAM: Where are we?

3 CHAIRMAN SCHROEDER: Where are we?

4 MR. DURHAM: 12.02.

5 [Pause.]

6 CHAIRMAN SCHROEDER: So, folks, I need a
7 motion, please, to convene into Exec Session.

8 MR. DURHAM: So are we going to skip -- are
9 we going to come back then to 12.02?

10 CHAIRMAN SCHROEDER: Yes, we will.

11 MR. DURHAM: Okay.

12 CHAIRMAN SCHROEDER: Do I have a motion,
13 please, to go into Exec Session.

14 MR. DURHAM: So moved.

15 CHAIRMAN SCHROEDER: Do I have a second?

16 UNIDENTIFIED VOICE: Okay, a second.

17 MS. CORDIAL: An Executive Session has been
18 noticed for today's State Board meeting in conformance with
19 24-6-402(3)(a) CRS, to receive legal advice on specific
20 legal questions pursuant to 24-6-402(3)(a)(II) CRS on
21 matters required to be kept confidential by federal laws or
22 rules or state statute, pursuant to 24-6-402(3)(a)(III) CRS.

23 (Meeting adjourned)

24

25



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

C E R T I F I C A T E

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

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

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of October, 2018.

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

Verbatim Reporting & Transcription, LLC
1322 Space Park Drive, Suite C165
Houston, Texas 77058
281.724.8600