



Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
May 13, 2015, Part 3

BE IT REMEMBERED THAT on May 13, 2015, the  
above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board  
Members:

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



1                   MADAM CHAIR: Everybody's back again. The  
2 Colorado State Board of Education will now conduct a Public  
3 Rulemaking Hearing for rules for food and nutrition  
4 services, 1 CCR 301-3.

5                   The State Board approved the Notice of  
6 Rulemaking at its March 11th, 2015 meeting. The hearing to  
7 promulgate these rules was made known through publication  
8 of a Public Notice on March 25th, 2015 through the Colorado  
9 Register, and by State Board Notice on May 6, 2015. The  
10 State Board is authorized to promulgate these rules  
11 pursuant to 22-2-107 1 CCRS.

12                   Commissioner, is the staff prepared to  
13 provide an overview?

14                   UNIDENTIFIED VOICE: Yes, and I'll turn this  
15 over to (inaudible). This has been noticed, and this is in  
16 (inaudible).

17                   UNIDENTIFIED VOICE: Yes. Thank you Madam  
18 Chair, Members of the Board. Sorry, I -- I wanted to be  
19 sure that I wasn't being told to do something.

20                   Thank you, yes. And with me today is  
21 Jennifer Okes, the director of school finance, and also  
22 Jane Brand, our director of nutrition services to kickoff  
23 the -- the points about these two interrelated rulemaking  
24 hearings, but we will take the food and nutrition rules  
25 first, so, thank you.



1 MS. OKES: Okay. Thank you. Again,  
2 Jennifer Okes. And just as a reminder about our discussion  
3 with you all back in March about these rules, we had  
4 stakeholder outreach for over a year now. We've included  
5 nutrition directors, business managers, CFO, accountant  
6 types in the districts.

7 We hold -- held over a dozen stakeholder  
8 meetings to -- to prepare the rules, and during that  
9 process we were always mindful to -- to make sure that we  
10 were looking towards consolidation, clarification,  
11 streamlining the rules, basically make it easier for  
12 districts and make sure that everything makes sense. As a  
13 result of that effort, and that thing in the back of our  
14 minds, we proposed the rule changes that are before you.

15 And with the food and nutrition services,  
16 they were really basically three types of changes that  
17 we're -- we're recommending or we presented is moving the  
18 rules related to the Food Service Fund, because those are  
19 accounting type stuff. Move those from the nutrition,  
20 food, and nutrition services, move them over to the  
21 accounting. You know, keep the accounting with the  
22 accounting stuff, and the nutrition stuff with the  
23 nutrition stuff.

24 We also removed several redundancies in the  
25 rules, and then clarified some language that in working



1 with the districts it wasn't worded as clearly as it could.

2                   Since the Notice of Rulemaking we received  
3 three comments in support of the rules. Those covered  
4 representatives from both the programmatic, the nutrition  
5 side of the house, as well as the operational or financial  
6 side of the house. And then in your Board packets there's  
7 a summary of those comments, and the individual, the actual  
8 letters that you received.

9                   Based upon those, we're not recommending any  
10 changes to the rules based upon the feedback we received.  
11 No, the comments didn't identify any recommended changes,  
12 and so therefore we're not recommending any.

13                   MADAM CHAIR: This the time for me to ask  
14 for testimony then? Is there anyone present to testify?  
15 And since I happen to know there is, Theresa Haffner (ph).  
16 Theresa, where did you go? There she is. And we use the  
17 three minute rule here.

18                   MS. HAFFNER: Okay. Do I stand here?

19                   MADAM CHAIR: Yes, that's fine. Thank you.

20                   UNIDENTIFIED VOICE: And speak into the  
21 microphone.

22                   MS. HAFFNER: Speak into the little holes,  
23 right?

24                   Good afternoon. Thank you Members of the  
25 Colorado State Board of Education for the opportunity to



1 speak today. My name is Theresa Haffner, and I'm the  
2 executive director of Enterprise Management, which includes  
3 food services for Denver Public Schools.

4 I'm here today to advocate for retaining the  
5 30 minutes non-compete window before and after meal service  
6 for any area of school campuses that are accessible to  
7 students. We feel strongly this time buffer is necessary  
8 to maintain the nutritional integrity of the school meals  
9 program.

10 Sales of snack foods right up to meal times  
11 undermines the SFA, School Food Authority's ability to  
12 provide complete meals for children, because children will  
13 not be as hungry for a complete meal after receiving a  
14 recent snack, or they might not even purchase a complete  
15 meal if they know a fun snack is available right afterward.

16 It is highly unlikely that smart snacks sold  
17 will be fruits, vegetables, or proteins, rather they will  
18 probably be grains, because these are cheaper than fruits,  
19 vegetables, and proteins. Our complete balanced meals  
20 provide all the components with the most optimal choices.

21 Smart snacks might be healthy, but they  
22 cannot substitute for a meal, they're still snacks. SFA,  
23 School Food Authorities are making investments in scratch,  
24 cooking, and in fresh fruits and vegetables. These are  
25 required, and not inexpensive components of reimbursable



1 meals. However, they are very -- there's a very real risk  
2 that consumption of these foods will decline if meals are  
3 not safeguarded.

4                   Finally, the LEA is responsible for ensuring  
5 the nutritional integrity of the smart snacks that are not  
6 sold by an SFA, and they're not staffed to be able to do  
7 this. There isn't any good system for an LEA to evaluate  
8 the nutritional content of snacks. Therefore, without the  
9 staff and systems in place, non-nutritive snacks will be  
10 sold right until meals are available.

11                   This directly compromises the important and  
12 good work that's being done to feed children nutritious  
13 school meals. And as a parent, I know I have numerous  
14 times said, "No, you can't have a snack right, now because  
15 we're too close to breakfast, lunch, dinner, and you will  
16 not be hungry for the nutritious meal I've made." Thank  
17 you.

18                   MADAM CHAIR: Thank you. And, Mona  
19 Martinez. Mona Martinez.

20                   UNIDENTIFIED VOICE: (Inaudible).

21                   MADAM CHAIR: Thank you.

22                   UNIDENTIFIED VOICE: Thank you.

23                   MS. MARTINEZ-BROSH: Thank you. Thank you  
24 Members of the Colorado State Board of Education for the  
25 opportunity to speak today. My name is Mona Martinez-



1 Brosh, and I am the director of nutrition services for  
2 Aurora Public Schools, and I'm also a registered dietician.

3 My colleague from Denver Public Schools, as  
4 you just heard we -- we split up the business here. She  
5 talked about the nutrition aspect, I'm going to talk about  
6 the financial integrity of the program. And we want to  
7 express our views on the food and nutrition services, 201-  
8 202 regulates competitive food sales 30 minutes before to  
9 30 minutes after each scheduled meal service on any area of  
10 school campus that is accessible to students.

11 We feel strongly that the rule needs to  
12 remain in order to maintain the financial viability, and  
13 nutritional integrity of the School Meals Program. When  
14 this protection is not in place at 30 minutes before,  
15 during, and 30 minutes after the meal service programs.  
16 When this protection is not -- sorry, school meals programs  
17 are impacted financially, and have potential to be utilized  
18 only by those qualifying for free and reduced priced meals,  
19 rather than being a nutrition program for all students.

20 I understand and appreciate the concept of a  
21 free and open market as -- as it is the American way, but  
22 unfortunately our heavily regulated meals program hinders  
23 our ability to compete fairly with every school  
24 organization that wants to make money for their worthy  
25 cause.



1                   We acknowledge a unified need for a definite  
2 time separation and sale times in order to pervade  
3 competitive food sales with the School Breakfast and  
4 National School Lunch Programs. And Regulation 201-02  
5 failed in protection of the district's general fund for the  
6 potential transfers to offset bad debt to the child  
7 nutrition programs that can be caused for competitive  
8 vendors in marking items to the students. Thank you.

9                   MADAM CHAIR: Thank you. Is there anyone  
10 else who wishes to testify? Is there any further  
11 discussion? If so -- if there's no more discussion, I  
12 would have recognize a motion to approve the rules for  
13 fruit and nutrition. Angelica.

14                   MS. SCHROEDER: (Inaudible) rules for fruit  
15 and nutrition (inaudible).

16                   MADAM CHAIR: Is there a second?

17                   UNIDENTIFIED VOICE: I second.

18                   UNIDENTIFIED VOICE: I second.

19                   MADAM CHAIR: Val, seconds?

20                   MS. FLORES: Yes.

21                   MADAM CHAIR: Any discussion? All in favor  
22 say aye.

23                   UNIDENTIFIED VOICE: Aye.

24                   UNIDENTIFIED VOICE: Aye.

25                   MADAM CHAIR: Aye. Aye, aye, aye?





1 UNIDENTIFIED VOICE: Aye, aye, aye.

2 MADAM CHAIR: Therefore the rules are  
3 approved. That was really difficult. I wish all of -- I  
4 wish all of our discussions went through that easily.

5 UNIDENTIFIED VOICE: Thank you.

6 UNIDENTIFIED VOICE: Thank you.

7 UNIDENTIFIED VOICE: Thank you.

8 MADAM CHAIR: Thank you.

9 UNIDENTIFIED VOICE: Marcia, I'll just  
10 mention there was a great article in my local paper about  
11 our district purchasing a food truck, and actually  
12 providing quality district meals at the high school with  
13 their food truck in attempt --

14 UNIDENTIFIED VOICE: (Inaudible).

15 UNIDENTIFIED VOICE: I read that article.

16 UNIDENTIFIED VOICE: No, it's not disguised.

17 It wasn't about disguising --

18 UNIDENTIFIED VOICE: (inaudible) kind of  
19 like (inaudible) --

20 UNIDENTIFIED VOICE: Okay. Okay.

21 UNIDENTIFIED VOICE: You've got a pretty  
22 negative thing about districts.

23 UNIDENTIFIED VOICE: Not about (inaudible).

24 UNIDENTIFIED VOICE: It's about -- it's  
25 about offering alternatives that are still within the



1 guidelines as opposed to what they're preparing that day in  
2 the school. So they've got actually a menu of options in  
3 the food truck that they can manage.

4 UNIDENTIFIED VOICE: (Inaudible).

5 MADAM CHAIR: There was an article in our  
6 newspaper, which had a -- a picture of the students tray  
7 when they were returning to back, and -- and the only thing  
8 they'd eaten on the tray was an apple. Everything else was  
9 intact.

10 UNIDENTIFIED VOICE: Well, at least they had  
11 that (inaudible).

12 MADAM CHAIR: But they cut that apple.  
13 That's all that mattered.

14 UNIDENTIFIED VOICE: And apples are very  
15 (inaudible).

16 UNIDENTIFIED VOICE: An apple a day.

17 MADAM CHAIR: Apple a day. Colorado State  
18 Board of Education will now conduct a Public Rulemaking  
19 Hearing for rural (inaudible) accounting and reporting.  
20 State Board approved a Notice of Rulemaking on its -- in  
21 its March 11th, 2015 Board Meeting. A hearing to  
22 promulgate these rules was made known through publication  
23 of a public notice on March 25th, 2015 through the Colorado  
24 Register, and by State Board Notice on May 6, 2015.

25 The State Board is authorized to promulgate



1 these rules pursuant to 22-45-101 though 103 22-30.5104,  
2 22-30.5.503, 22-2-107(i)(c), 22-30.5-603, and 22-44-206  
3 CRS.

4 Commissioner, is staff prepared to provide  
5 an overview?

6 UNIDENTIFIED VOICE: Yes, they are, and  
7 (inaudible).

8 UNIDENTIFIED VOICE: That was nasty.

9 UNIDENTIFIED VOICE: And actually all  
10 (inaudible).

11 UNIDENTIFIED VOICE: Yes, thank you. And  
12 these are just about the most boring set of rules that  
13 you'll ever have to deal with, but I'll turn it over to Ms.  
14 Okes again. Thank you.

15 MADAM CHAIR: And you're going to read them  
16 all to us, right?

17 UNIDENTIFIED VOICE: No.

18 MS. OKES: No.

19 UNIDENTIFIED VOICE: No.

20 MS. OKES: I'd put you to sleep, especially  
21 right after lunch. So again, they were to streamline, and  
22 many of these rules we took from anything related to the  
23 food service fund. We lifted them from the prior rules,  
24 and then placed them into the accounting and reporting  
25 rules where they -- we felt they were more appropriate.



1                   There were three kind of substantive changes  
2 other than those clarifications that we discussed. Just  
3 updating the fund treatment, and that was decided after  
4 consultation with CPAs, the Office of the State Auditor had  
5 a representative there, business managers from districts,  
6 CFOs looked at that, and there was agreement that changing  
7 and updating the fund treatment is appropriate.

8                   It more appropriately accounts for the  
9 activities of a nutrition program as a special revenue  
10 fund. And it also decreases the complexity and the  
11 accounting for districts, because a special revenue fund  
12 accounting is more like the normal governmental general  
13 fund type accounting. And so it -- it's not only more  
14 appropriate, but it's simpler. And those are both good  
15 things.

16                   We also are removing an indirect cost  
17 restriction, and that just removes an outdated provision  
18 related to when districts can, if they choose a charge  
19 indirect costs to the program. It's no longer relevant,  
20 because of a statute change in 2001, I believe. And then  
21 it provides more flexibility for districts in how to manage  
22 their funds locally. And so we think that that's a good  
23 thing.

24                   There's also a clarification of defining  
25 what the operating year is, and that's in response to a



1 recommendation by the Office of the State Auditor. And so  
2 we're clarifying that it's a nine month operating year, the  
3 school year. And again, we chose that to provide districts  
4 with the most flexibility.

5           So those are sort of the substantive, a very  
6 high level of the substantive changes that are being  
7 proposed. We did receive four comments related to these  
8 rules during the rulemaking process, and there were two  
9 recommendations in those comments for additional wording  
10 changes. And both of those are very technical, kind of  
11 clarifying changes, and CDE staff we support, and would  
12 recommend making those changes. Those changes are included  
13 in your packet in the -- the -- we tried to not only give  
14 you the redline of the changes, but a little rationale.

15           So they're the highlighted green ones, and  
16 again, they're very technical. The comments, again, we  
17 were happy to see came both from the programmatic side of  
18 things, and the financial operational side, and your Board  
19 packets do have the detailed recommendations.

20           MADAM CHAIR: Thank you. There's no one  
21 signed up to testify, so we're not having the public  
22 testimony, unless there anyone in the audience that wants  
23 to jump up and testify about these. Any discussion?  
24 Angelica?

25           MS. SCHROEDER: So there's a separate food



1 fund, and it's a -- it's like a profit making. Do we  
2 include the federal funds in that?

3 UNIDENTIFIED VOICE: Yes.

4 MS. SCHROEDER: And if it's on a nine month  
5 calendar, how does a district that provides food over the  
6 summer pay for that or is that somehow a separate -- yet a  
7 separate fund again?

8 MS. GOFF: Madam Chair.

9 MADAM CHAIR: Jane.

10 MS. GOFF: The nine month operating is only  
11 in regard to the calculation of how much cash they can have  
12 on hand. So it doesn't -- it doesn't mean that they only  
13 operate their program for nine year -- for nine months of  
14 the year. It's just a calculation on how much cash on hand  
15 they can have.

16 MS. SCHROEDER: Thank you.

17 MADAM CHAIR: Any other questions? Deb.

18 MS. SCHEFFEL: Thank you. Is this correct  
19 then that the changes to the rules for accounting and  
20 reporting are mostly to embed the food and nutrition  
21 services rules within the larger set of rules for  
22 accounting and reporting? Is that right?

23 UNIDENTIFIED VOICE: Seems to be right.

24 UNIDENTIFIED VOICE: Madam Chair.

25 MADAM CHAIR: Yes.



1 UNIDENTIFIED VOICE: Madam Chair.

2 UNIDENTIFIED VOICE: Yes, that is correct.

3 MS. SCHEFFEL: Okay. Then I just have one  
4 followup question. When's the -- when the board reviews  
5 the budget for CDE, which is coming up (inaudible).

6 UNIDENTIFIED VOICE: That's (inaudible).

7 MS. SCHEFFEL: That's me. When I look at  
8 all these types of funds, pupil activity, building,  
9 enterprise, internal service, fiduciary, private purpose,  
10 permanent foundations for -- so forth. All of these types  
11 of funds, are they broken out when we look at the CDE  
12 budget? And -- and with respect to the sources of funding  
13 and rules around them. It seems to me when I remember  
14 looking at the budget, the last several years that it's  
15 been very high, you know.

16 UNIDENTIFIED VOICE: It's very difficult  
17 (inaudible), very difficult (inaudible).

18 MS. SCHEFFEL: But this is -- these are  
19 rules for school districts.

20 UNIDENTIFIED VOICE: Yeah.

21 MS. SCHEFFEL: Not for CD.

22 UNIDENTIFIED VOICE: Yeah.

23 MS. SCHEFFEL: Thank you.

24 UNIDENTIFIED VOICE: That was (inaudible).

25 I thought -- I thought, okay -- (inaudible)



1 MS. SCHEFFEL: So we don't break out those  
2 same funds at CDE?

3 UNIDENTIFIED VOICE: We don't even have  
4 food.

5 MS. SCHEFFEL: We don't have those funds.

6 UNIDENTIFIED VOICE: We don't have food.

7 MS. SCHEFFEL: Oh, I know, but I mean some  
8 of those types of funds, because they feed the districts.

9 UNIDENTIFIED VOICE: True, it's in the  
10 (inaudible)

11 MS. SCHEFFEL: Is that right?

12 MADAM CHAIR: Commissioner.

13 MR. DURHAM: What you'll receive in June is  
14 any decision letters.

15 UNIDENTIFIED VOICE: Yes.

16 MR. DURHAM: That's all. What you'll also  
17 receive and we're working on (inaudible), and we'll go into  
18 greater detail next month is a much more detailed report  
19 (inaudible) you can still make changes that really breaks  
20 things down instead of giving you probably the five inches  
21 of -- what -- what we bring forward to you (inaudible)  
22 decision items, which is middle (inaudible). And then  
23 we'll bring back in August (inaudible) that we're trying to  
24 work together a special document (inaudible) share a lot of  
25 details in a kind of a summary format that you can





1 (inaudible).

2 UNIDENTIFIED VOICE: Great, Thank you.

3 UNIDENTIFIED VOICE: Okay.

4 MADAM CHAIR: Any other comments? Thank  
5 you very much. This concludes our discussion rulemaking  
6 hearing. And do I have a motion to approve?

7 MS. MAZANEC: I move that we approve the  
8 rules.

9 MADAM CHAIR: Pam moves that we approve.

10 UNIDENTIFIED VOICE: Second.

11 MADAM CHAIR: Angelica, any discussion? All  
12 in favor say aye.

13 MR. DURHAM: Aye.

14 UNIDENTIFIED VOICE: Aye.

15 UNIDENTIFIED VOICE: Aye.

16 MR. DURHAM: (Inaudible) clarification.

17 MADAM CHAIR: You may make a clarification.  
18 Commissioner.

19 MR. DURHAM: Dr. Scheffel, (inaudible) we're  
20 talking about the decision starting today (inaudible)  
21 detail we're able to put together (inaudible).

22 UNIDENTIFIED VOICE: (Inaudible) thank you.

23 UNIDENTIFIED VOICE: Thank you.

24 MADAM CHAIR: Thank you.

25 UNIDENTIFIED VOICE: Great.



1 UNIDENTIFIED VOICE: Thank you.

2 MADAM CHAIR: Okay. What are we doing?

3 Educator (inaudible). I don't have anything to say here,  
4 but I just say it? Action 14, educator licensenture. I  
5 don't' have anything (inaudible).

6 UNIDENTIFIED VOICE: (Inaudible).

7 MADAM CHAIR: Oh, okay. All right. So this  
8 isn't anything?

9 UNIDENTIFIED VOICE: It's just the  
10 (inaudible).

11 MADAM CHAIR: Okay. All right. (Inaudible)  
12 Okay. At the request of former State Board member John  
13 Evans, we will hear a brief presentation regarding the --  
14 this agenda item, which is the School Leaders for America.

15 The School Leaders for America authorization  
16 request to serve as a designated agency for a one year  
17 alternative teacher preparation program named as Dr. Cal  
18 Frazier, teacher, fellow program. I'm -- I'm skimming  
19 through here. Welcome John. Where are you, John?

20 MR. EVANS: (Inaudible) right here.  
21 (Inaudible).

22 MADAM CHAIR: We appreciate your being here,  
23 and look forward to hearing from you. And because we have  
24 a time chart -- oh, no, we don't anymore. We changed this  
25 around.



1 UNIDENTIFIED VOICE: No, we don't.

2 MADAM CHAIR: Try to keep your presentation  
3 at 15 minutes.

4 MR. EVANS: I certainly will.

5 MADAM CHAIR: All right.

6 MR. EVANS: But I like to have Jean, Ann,  
7 and Pat Frazier come up and sit right here, if they -- if  
8 that's all right with you and --

9 MADAM CHAIR: That is just fine.

10 MR. EVANS: Could you come up, please? Jean  
11 is daughter, Pat is daughter-in-law, and, of course, this  
12 lovely lady, Jean here is the wife of Cal Frazier.

13 MADAM CHAIR: (Inaudible).

14 MR. EVANS: And for 14 years Cal Frazier  
15 serves as your Commissioner of Education.

16 MADAM CHAIR: Okay.

17 MR. EVANS: So I'd like to -- please have a  
18 seat, Jean. You can sit down right here. Thank you. I  
19 don't know, had you ever had an appearance in front of the  
20 State Board in those 14 years?

21 UNIDENTIFIED VOICE: No, not really.

22 MADAM CHAIR: Oh, you don't know what you've  
23 missed.

24 MR. EVANS: One other person I like to have  
25 come up and that is -- is Lieutenant Colonel David



1 Hammershock (ph). He could take that chair right there.  
2 Where Pat Hayes, my Board chairman, and for six years  
3 served as chairman of the State Board of Education, sends  
4 his regrets.

5 MADAM CHAIR: When was that?

6 MR. EVANS: Pat Hayes.

7 MADAM CHAIR: In the '80s?

8 MR. EVANS: It was in, no, it's the '90s.

9 UNIDENTIFIED VOICE: Nineties.

10 MADAM CHAIR: Oh.

11 MR. EVANS: Ninety-six to '90 -- 2000.

12 MADAM CHAIR: Okay. I (inaudible).

13 MR. EVANS: So she served as chairman of the  
14 State Board, and she sends her regrets. She has a very bad  
15 back. It really was bad for her today, but she wanted to  
16 assure the members of the -- of the Board that I am not the  
17 cause of her back pain. I may have been when I was on  
18 State Board, but not today.

19 So I do appreciate your time and  
20 opportunity. We have, thanks to your opportunity, in 2006  
21 we were approved to operate an alternative licensure  
22 program for principals and assistant principals. And what  
23 -- it was part of a program that Cal Frazier originally  
24 help start.

25 In 2002 as a member of the state Senate, I



1 sponsored, and Cal Frazier, and several other members of  
2 the education community put together what we call the --  
3 the New Licensure Program for teachers and principals. We  
4 moved from a certificate program to a performance based  
5 program for the training of principals and teachers in the  
6 state of Colorado. We are one of the first states in the  
7 union to adopt that performance based method of -- of -- of  
8 education.

9                   And so as the result of that legislation, we  
10 began also looking at alternative licensure as -- as an  
11 alternative way to bring more people into the (inaudible).  
12 Because at that time, and as this time there was a  
13 tremendous need for more teachers, for more of an effective  
14 principals. And so Cal recognizing that, Cal Frazier  
15 recognizing that, started School Leaders for America as a  
16 alternative program. And we were the first alternative  
17 program in the state to offer alternative education in the  
18 state. I like to think we're still the best.

19                   But, anyhow, I wanted to have an opportunity  
20 to come to you and present our program, our new program,  
21 because we're -- we're expanding our program for the  
22 military. And as I said, in 2006 we started with an  
23 alternative program for principals and teachers to have a  
24 teacher to principal program.

25                   Then in 2002, we began moving toward a



1 Troops to Principals Program to help military individuals  
2 who -- who are coming out of the military, transition into  
3 education and leadership positions. We have a working  
4 agreement with the School District 11, where they provide  
5 opportunities for our -- our individuals to become intern  
6 principals in their school district. And they spend a -- a  
7 year there and -- and then they are -- they have an  
8 opportunity to gain their alternative principal's license.  
9 And at the end of the program they receive their  
10 professional principal's license.

11                     And well, I can report today, and -- and  
12 I'm going to let Dr. Carl Hammershock address you in a  
13 second, they graduate and they become school principals.  
14 So I'm going to have Dr. Hammershock talk to you a little  
15 bit about the Troops to Principal Program. Thank you,  
16 doctor.

17                     MR. HAMMERSHOCK: Thank you very much, and  
18 good afternoon everyone. Lieutenant Colonel David  
19 Hammershock. I am a director of economics, and instructor  
20 economics at the Air Force Academy. And last summer I made  
21 the decision I was going to retire after -- it'll be 24  
22 years this -- this July 1st.

23                     And when I decided what to do next it was  
24 going to be -- I've just served in the Air Force, I decided  
25 I wanted to start serving children. And I didn't know what



1 was possible until I went to Transition Assistance Program,  
2 and at the end of one day they mentioned the Troops to  
3 Principals Program. Within a month I started classes with  
4 John here.

5                   Didn't realize what I was getting myself  
6 into. I didn't realize the mountain I was trying to  
7 overcome. And thankfully a couple of weeks ago Rocky  
8 Mountain Classical Academy in District 49 hired me to be a  
9 principal in or to be a head of school starting in July.

10                   So I just want to thank you very much for  
11 allowing folks like myself to -- to transition, and I -- I  
12 hope you'll hear some amazing things coming out of our  
13 school in the near future. So thank you all very much.

14                   UNIDENTIFIED VOICE: Thank you.

15                   MR. EVANS: Thank you, Colonel. The other  
16 program, the program's you're approving today is the Dr.  
17 Cal Frasier Teacher Fellows Program. And I'd like to take  
18 a second to -- it's -- it's -- it's named in honor of -- of  
19 Dr. Frazier. But I -- I hope you'll permit me just to  
20 take a second, and, Jane, I hope you'll forgive me for  
21 reading a little bit about Cal's biography a second here,  
22 because it's important I think we appreciate and understand  
23 that a tremendous contributions that he made to public  
24 education.

25                   Until his timely death Dr. Frazier was



1 completing a three year assignment with the Rose Community  
2 Foundation for Denver Public Schools. He was in the  
3 development of a new performance pay -- base pay system for  
4 the teachers in Denver Public Schools. He started serving  
5 also as a distinguished fellow for the Education Commission  
6 of the states. He began his work in Washington State, and  
7 served for ten years as an elementary and secondary  
8 teacher, principal, and director of special education.

9                   He received his doctorate from the  
10 University of Oregon, and came to Colorado as a professor  
11 of school administration at the University of Colorado in  
12 Boulder. Five years after receiving tenure, he returned to  
13 public education as a deputy school superintendent in  
14 District 11. Nice kind of circular path back.

15                   Five years later, he accepted the  
16 appointment as Commissioner of Education, and he held that  
17 point for 14 years. He returned to higher education at the  
18 University of Denver in the Administrative Preparation  
19 Program. He retired after six years.

20                   He consulted with John Goodlad Institute for  
21 Educational Inquiry, National Network of Educational  
22 Renewal, Education Commission of the States. He received  
23 the Distinguished Service Award at the University of  
24 Colorado, and the American Association of School  
25 Administrators highest awards. And the program that we're





1 talking about today, the Cal Frazier Teacher Fellows  
2 Program is primarily designed and named in honor of him.

3           The program essentially takes individuals  
4 that are very much like Colonel Hammershock on the process  
5 of -- of coming out of the military. Many of the  
6 individuals have -- have five to ten years of teaching  
7 experience in the military. I don't know if you know this  
8 or not, but the military uses the public school model for  
9 training in their own -- for training their own.

10           What they don't have is the pedagogical  
11 background and experiences that are essential for being an  
12 effective teacher. And that's what the troops to -- Troops  
13 to Teachers Program, primarily like Dr. Cal Frazier  
14 Teachers Fellows Program does.

15           We received a nice \$75,000 grant from the  
16 (inaudible) Foundation to help push the program, and reduce  
17 the cost of tuition for the program. And they've  
18 challenged me to -- to raise the other money necessary to  
19 make sure that the program is -- is low cost and as free as  
20 much as possible to the individual members of the military  
21 coming out of the military, and wanting to become teachers.

22           We work very closely with the Troops to  
23 Teachers Program at the federal level, and the Department  
24 of Defense. In fact, Joe Morgan is a member of our Board  
25 of Directors, and we're very proud to have him on our



1 Board. The -- the program is a very special program, and I  
2 think CDE and staff can talk to the special arrangements of  
3 the program much better than I can.

4                   Only -- only to say that -- that to qualify  
5 for a program you have to have a bachelor's degree from a  
6 higher education regionally accredited institution. The  
7 interesting thing is all of our candidates are coming with  
8 two master's degrees. One in a content area, in a stem  
9 content area, science, math, engineering, or -- or any of  
10 the other stem areas, and in or languages, foreign  
11 languages. So we're getting stem candidates in content  
12 here.

13                   And then in addition they have their second  
14 master's degree, which is usually in administration or  
15 business management or any other field. And the reason for  
16 that is very simple on that is for promotion Boards, love  
17 master's degrees. And so, the more master's degrees you  
18 have, the better off you -- you move up the line for  
19 promotion.

20                   But we're taking advantage of that wonderful  
21 background in education. So even though your requirements  
22 require a bachelor's degrees, we're finding our people are  
23 coming to us with two master's degrees.

24                   They cannot have completed any other teacher  
25 education program anywhere, and they don't. They don't



1 have a teacher's license, but they do, like I said, all of  
2 us -- all of them have an excellent background in teaching.

3                   What we do is we then provide them with the  
4 background and necessary. They're employed by the  
5 district. They work in the district, and then we train, we  
6 work with them, we provide the mentors and coaches all  
7 throughout the program.

8                   So that's in an essence what our program is  
9 about. And, of course we've complied with your standards  
10 that you've to put in place for teacher education,  
11 recognizing that the -- the importance of -- of teaching,  
12 and -- and the importance of raising high standards for  
13 individuals to meet in order to get their principal --  
14 their teacher's license, and to come into the teaching  
15 profession.

16                   For that I thank you for your -- your hard  
17 work, and I know a little bit about that hard work. But I  
18 want to say to you all that thank you very much for your  
19 time today. I'd like to have maybe Jean say a word. Would  
20 you like to say something on Cal's behalf, Jean, today?

21                   UNIDENTIFIED VOICE: I loved him. He's  
22 great. And it's been almost 28 years. Let's see at your  
23 job.

24                   MR. EVANS: Thank you, Jean.

25                   UNIDENTIFIED VOICE: Thank you.



1 MR. EVANS: Thank you very much.

2 UNIDENTIFIED VOICE: I heard beautiful  
3 things about him.

4 MR. EVANS: But anyhow, that's -- that  
5 concludes my presentation, except to introduce two other  
6 people, and if I don't, I'll be in trouble. That is my  
7 assistant, and the registrar for our program, Dixie Weiss.  
8 She's over there, and, of course, my wife Mary Anne. Now,  
9 I cannot -- I can tell you I know two things about our --  
10 our -- our -- our -- our marriage. I know the wedding  
11 date, which is August 1st, and her birthday. But I know  
12 we've been married 30 some years, but I can't -- 32 years,  
13 okay. She's on that.

14 So anyhow, but thank you all very much, and  
15 thank you for your time. I know you're really pressed  
16 today for time, and if you have any questions, I'd be happy  
17 to answer them. And anybody else around here, be happy to  
18 answer about the Troops to Principals Program. David be  
19 happy to answer about the classes.

20 Our classes are held at the University of  
21 Northern Colorado Center in Colorado Springs. It's a  
22 wonderful facility that's made available to us by the  
23 University of Northern Colorado and/or we can do -- have a  
24 place -- we can hold classes in Parker. We choose to do  
25 so, but the facility in Colorado Springs is so beautiful,



1 we usually hold all of our courses there. We have two  
2 classrooms, very high tech classrooms that we hold our  
3 courses there. And, of course, the Intern Program at the  
4 school districts themselves.

5 MADAM CHAIR: Did you want to say something?

6 UNIDENTIFIED VOICE: Yeah. I was fortunate  
7 enough to get to work with Dr. Frazier in the Alliance for  
8 Quality Teaching for a number of years, which I believe he  
9 began, and can't remember how many years we lasted, but we  
10 lasted long enough to get a whole lot of the changes made  
11 in -- in teacher education programs. I have a couple of  
12 questions.

13 One of them is about -- I got the impression  
14 that you took all your classes and now you're going to be a  
15 principal as opposed to the simultaneous (inaudible) and --

16 MR. EVANS: It's simultaneous.

17 UNIDENTIFIED VOICE: It is simultaneous?

18 MR. EVANS: Yes, ma'am.

19 UNIDENTIFIED VOICE: So you'll be  
20 continuing?

21 MR. EVANS: Yeah, I have two more classes --

22 UNIDENTIFIED VOICE: Okay.

23 MR. EVANS: -- at this point.

24 UNIDENTIFIED VOICE: Okay.

25 MR. EVANS: Okay.



1 UNIDENTIFIED VOICE: I'm interested in both  
2 in this program, and the -- the new program, the mentoring  
3 process. So it's one thing to be taking classes every  
4 other week, but, on the job --

5 UNIDENTIFIED VOICE: So Paul Hammershock  
6 interns, at --

7 UNIDENTIFIED VOICE: Yeah.

8 UNIDENTIFIED VOICE: -- all of our -- yeah,  
9 pretty amazing. I first interview I had was for an  
10 assistant principal at Lewis Palmer High School, and they  
11 did not hire me, but I was grateful that she offered to --  
12 to be my principal mentor, principal Sandy Randall there.  
13 So I'm actually (inaudible) --

14 UNIDENTIFIED VOICE: So you do have a mentor  
15 as you move 80 forward?

16 UNIDENTIFIED VOICE: Yes, I'm doing my 180  
17 hours of mentorships with, you know, she's amazing, and I'm  
18 amazingly impressed, and getting really good hands on at  
19 the school, at the high school level.

20 UNIDENTIFIED VOICE: So, Dr. Evans, when  
21 let's say, Jeffco hires one of the -- one of the Cal  
22 Frazier teachers.

23 MR. EVANS: Correct.

24 UNIDENTIFIED VOICE: Does -- does Jeffco  
25 then also provide the mentor? Do you choose the mentor?



1 Do you provide the mentor?

2 MR. EVANS: So, yeah --

3 UNIDENTIFIED VOICE: Do you have that worked  
4 out (inaudible)?

5 MR. EVANS: -- well, in -- in talking to  
6 Jeffco, and some of the others District 11, for example,  
7 the mentor will come from the school.

8 UNIDENTIFIED VOICE: From the school itself.  
9 Okay.

10 MR. EVANS: And you -- and the school  
11 itself. At -- at -- at Palmer High School in -- in  
12 District 11 we had two candidates that are in that program,  
13 and Laura Disney serves as their mentor, who's the  
14 principal of that school right now, for their internship.  
15 So that we also have a coach we provide as well, and the  
16 coach also is usually one of the faculty members that we  
17 have we specialize.

18 All of our faculty members are graduates of  
19 our program. We have over 135 graduates of our program  
20 over the last few years, so we try to bring them back as --  
21 as faculty members, and as coaches. They're all either  
22 principals, or assistant principals, or -- or curriculum  
23 directors or -- or other positions in public schools right  
24 now.

25 UNIDENTIFIED VOICE: And then in terms of



1 what is your process of evaluating to see how your teacher  
2 is coming along? Is that the responsibility of the  
3 principal who hires your candidate or are you participating  
4 in that process as well? Not necessarily you personally,  
5 but --

6 MR. EVANS: Well, the teacher is an employee  
7 of the district --

8 UNIDENTIFIED VOICE: Right.

9 MR. EVANS: -- so naturally they're 191 all  
10 the way. But we also have a separate evaluation system  
11 that -- that we have submitted to CDE in terms of the  
12 class. They actually take a class while they're teaching -  
13 -

14 UNIDENTIFIED VOICE: Right.

15 MR. EVANS: -- performance -- performance  
16 class. And -- and we have a very rigid -- they put  
17 together a portfolio to demonstrate that they met the  
18 standards, that they know can do and understand the  
19 standards that you have established. They have a Portfolio  
20 Review Committee that they have to go in front of when they  
21 complete their program, and defend their portfolio to make  
22 sure that it has met all of the standards as well.

23 UNIDENTIFIED VOICE: So this is a lot like  
24 the university program?

25 MR. EVANS: Very similar.





1 UNIDENTIFIED VOICE: Very similar in -- in  
2 the kind of -- in the controls and the expectations?

3 MR. EVANS: Yes, it is. Uh, and maybe  
4 that's because I used to be a professor at San Jose State  
5 University.

6 UNIDENTIFIED VOICE: I see that. I didn't  
7 realize that you had been one, but --

8 MR. EVANS: So I -- I stole a lot of ideas  
9 from them too.

10 UNIDENTIFIED VOICE: That's fine. They're  
11 free. Thank you.

12 MADAM CHAIR: Anyone else? Thank you, Mr.  
13 Evans. That was great and wonderful of you to take the  
14 time do the presentation, and bring these -- all these fine  
15 people with us, and we'll be waiting to hear all about your  
16 success.

17 MR. EVANS: Thank you.

18 MADAM CHAIR: Thank you so much all of you  
19 for coming today. We really appreciate it.

20 UNIDENTIFIED VOICE: Thank you very much.

21 UNIDENTIFIED VOICE: And thank you all very  
22 much.

23 UNIDENTIFIED VOICE: Thank you.

24 UNIDENTIFIED VOICE: Are we going to vote?

25 I'll make a motion.



1 MADAM CHAIR: Oh, I'm sorry, I (inaudible).

2 UNIDENTIFIED VOICE: Marcia?

3 MADAM CHAIR: Yes, go ahead.

4 UNIDENTIFIED VOICE: I move to approve the  
5 school leaders for America Inc. Authorization Request to  
6 serve as a designated agency for one year Alternative  
7 Teacher Preparation Program named as the Dr. Cal Frazier  
8 Teacher Fellowship Program.

9 MADAM CHAIR: Is there a second?

10 UNIDENTIFIED VOICE: I second.

11 UNIDENTIFIED VOICE: Yeah.

12 MADAM CHAIR: Any discussion? All in favor  
13 say aye.

14 UNIDENTIFIED VOICE: Aye.

15 UNIDENTIFIED VOICE: Aye.

16 MADAM CHAIR: Okay.

17 (Meeting adjourned)

18

19

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1 C E R T I F I C A T E

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

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

10 IN WITNESS WHEREOF, I have hereunto set my hand  
11 and seal this 22nd day of January, 2019.

12

13 /s/ Kimberly C. McCright

14 Kimberly C. McCright

15 Certified Vendor and Notary Public

16

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