



Colorado State Board of Education

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

November 9, 2017 Meeting Transcript - PART 1

BE IT REMEMBERED THAT on November 9, 2017,
the above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

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



1 MADAM CHAIR: Ms. Cordial. Ms. Cordial, there
2 you are. Would you please call the roll?

3 MS. CORDIAL: Board member Durham?

4 MR. DURHAM: Here.

5 MS. CORDIAL: Board member Flores?

6 MS. FLORES: Here.

7 MS. CORDIAL: Board member Goff?

8 MS. GOFF: Here.

9 MS. CORDIAL: Board member Mazanec?

10 MS. MAZANEC: Here.

11 MS. CORDIAL: Board member McClellan?

12 MS. MCCLELLAN: Here.

13 MS. CORDIAL: Board member Rankin?

14 MR. RANKIN: Here.

15 MS. CORDIAL: Board member Schroeder?

16 MADAM CHAIR: Here. First item on our agenda

17 today is an update on the graduation guidelines.

18 Commissioner.

19 MS. ATHENS: Yes, thank you. I'm going to
20 turn this over to Misti Ruthven to introduce our panel, but
21 I do want to say thank you very much for our panel for
22 coming. This is, uh, esteemed panel of business leaders, the
23 Press Colorado, and I appreciate them driving down this
24 morning and I am sorry for our late start. Ms. Ruthven.

25 MS. RUTHVEN: Thank you. Thank you,



1 Commissionaire. Good morning everyone. Good morning Madam
2 Chair. Good morning members of the State Board of Education.

3 So, I'm- I'm very pleased to be here with
4 five members of our business community today. You may
5 remember that you asked to speak with business folks for the
6 past few board meetings and we put the call out to some of
7 the business folks that have been part of the conversations
8 around what businesses would like to see from education
9 across our state, and we have a bounty of five volunteers
10 this morning that are here to speak with you.

11 So before we dive into the panel, the other
12 conversation for today from your request after the panel
13 will be the value of the high school diploma, the discussion
14 of civics, and then current and future graduation
15 requirements discussion.

16 These are items that you all had requested to
17 hear more about, and then after that is the potential
18 addition of high school equivalency to the graduation
19 guidelines menu and that discussion and then we'll be asking
20 you for your guidance around what you would like from staff
21 next.

22 So, with us today, to my left is Mr. Joel
23 Pennick. He's a senior Project Manager at JE Dunn. Followed
24 by Mr. John Fleck, with the Training Director at the Sheet
25 Metal Workers. Then Mr. Steve Grandchamp from Drud



1 Technology, IT Company. Mr. Mark Russell, President and
2 Chief Engineer of EDT Engineers. Then last but certainly not
3 least, Mr. David Eddy, the Colorado Site Director for
4 Boeing.

5 So they have been- they- they would like to
6 just give a brief introduction and tell you a little bit
7 about their industries, and what they do. They are prepared
8 today to have the discussion about in-demand skills, the
9 business needs in the Colorado landscape, the expectation of
10 entry level employees, as well as they have been provided
11 and some of them haven't been then provided- been part of
12 the discussion before regarding graduation guidelines. So,
13 Mr. Joe.

14 MR. PENNICK: Thank you. Well, good morning.
15 Thank you, to allow us to be here this morning. My name is
16 Joel Pennick with JE Dunn Construction Company.

17 So JE Dunn is a nationwide general
18 contracting company. We have offices in approximately 20
19 different cities, grossing \$3.2-billion of work a year.
20 However, here locally in Denver, we have our own business
21 unit which envelops Colorado Springs and Denver, and kind of
22 the front range area. We have approximately 325 employees
23 here, and always, you know, constantly growing as well as
24 we're -- forecast approximately a 10 year growth per year is
25 kind of our forecast and goal.



1 We have a diverse group of people that work
2 for us. As I said, general contractors, so we manage
3 projects and we perform work on projects. So we have people
4 on staff anywhere from Accountants, Human Resources, Legal,
5 Marketing, Business Development, Mechanical, Electrical,
6 Plumbing, Engineers, Quality Assurance, Quality Control
7 Personnel, Scheduling Specialists, Lean Specialist, Project
8 Administra -- Administration, Support Services, Estimating,
9 Field Labor, Carpenters, Laborers, Operators, Masons, Field
10 Supervision, so kind of the superintendent type level
11 running the job site, Project Managers, and then Safety
12 Professionals.

13 So right here in Denver, you know, like I
14 said, in the construction industry as a whole, I just wanted
15 to kind of paint that picture of really what that means to
16 me when I think about our business and our industry. Thank
17 you.

18 MS. RUTHVEN: Thank you.

19 MR. FLECK: Hi, my name is John Fleck. I'm
20 Training Director for the Colorado Sheet Metal Workers
21 Apprenticeship. So I do not represent business, but I do
22 represent the industry. We have -- my apprenticeship has
23 about 230 apprentices in it right now and that represents
24 about 85 com -- companies across the State. So we're
25 training in the sheet metal industry, mainly the HVAC, the



1 air conveyance, duct work and that sort of thing. But we
2 also do architectural, roofing, we do service work, some
3 specialty work. So the art museum down the street here was
4 skinned in titanium, that was us. So that kind of stuff.

5 If you ever go out to DIA, look at the column
6 covers, that's sheet metal work. That's what we do our
7 training in. So I'm an actual principal for a trade school.

8 MADAM CHAIR: Thank you.

9 MR. GRANDCHAMP: Good morning. My name is
10 Steven Grandchamp. I'm the CEO of a company called Drud
11 Technology. We are a new software startup. But I think our
12 company represents the software industry in general. I have
13 been in five different software startups here in Colorado.
14 I worked at Microsoft. We've -- we grow these businesses
15 basically depending on the needs of the software industry.
16 So we spawn lots of companies, lots of jobs.

17 Our focus is really technology related. We
18 are always, always, always in high demand for software
19 engineers. And for us -- I have been in this business, I'm
20 a Cherry Creek graduate. I put four kids through Littleton
21 high school here. So, I have a perspective on what the
22 skill sets are coming out of high school or what they
23 aren't, and not only can we not find software engineers, but
24 I've been able to hire one female software engineer in 40
25 years worth of work.



1 So it's really difficult to find women in the
2 engineering space and getting them involved at the high
3 school level in things like computer science, has not been
4 easy for us. So my focus I think is on -- there's two roles
5 that we struggle with hiring. Software engineers are one,
6 and would be great to find a way to have female software
7 engineers, but any software engineers, so we have to bring
8 them in from India. We have to outsource jobs because we
9 just can't find the talent here.

10 And the second is sales people, a sales
11 resource. Every business at this table is driven by
12 revenue. Revenue is driven by sales people. You cannot get
13 a degree or formal training in sales, and it's a science,
14 it's not an art. And any opportunity to sort of provide
15 that skill level, which really is based on people,
16 communications skills, would be super helpful to us.

17 So my view is, you know, related to the
18 technology piece, and these are all small technology
19 startups. I would say the largest we've gotten is about 125
20 people. Our current company is nine. But we've got 15 jobs
21 that I just -- I can't hire for. So, technology, software
22 related, and sales are the sort of my interest level and
23 discussing -- getting your perspective on that. Thank you.

24 MR. RUSSELL: Mark Russell. My company
25 Engineering Design and Testing, EDT Engineers, is a



1 nationwide firm. We do consulting across the United States.
2 We've got 80 office locations. We have -- my office and our
3 location is here in Denver.

4 Our work is technical advising to -- in the
5 space of analyzing failure. So when failures take place,
6 there are often technical questions that are needed to be
7 answered for those that are responding to that, that being
8 insurance companies, insurance industries, and sometimes it
9 goes into litigation. So, we are tactical advisers to
10 persons who need to take action based on things they can't
11 answer; questions they can't answer.

12 So we have to figure things out, but we also
13 have to be able to communicate them to others in written and
14 verbal form. Verbal communication becomes very important to
15 us.

16 Our skill sets. So we are hiring engineers
17 to do that work, and then in support of that, those
18 engineers, we also have a significant staff of
19 administrative support to assist with primarily what amounts
20 to quality assurance of the written product, so that in
21 addition to having appropriate technical content, they
22 assist us with a correctness, presentation and readability
23 understanding.

24 And so the upshot of all of that is there are
25 -- the problems we face are not cookie cutter problems.



1 There -- there is not like a class where you've got the same
2 type of word problem that everybody goes through, they're
3 what do you do when you've got this thing you've never seen
4 before and these people won't get along? There -- there's a
5 lot of what I would call soft skills that go into us
6 executing our technical work. And those -- that will be a
7 focus of my comments later is how people bring those.

8 And really for us, we struggle to find the
9 people that can get those to enter into our industry which
10 are not just high school graduates. So there's- there's
11 other education need. But that would be a summary for us,
12 soft skills and how we get them.

13 MR. EDDY: Thank you. Excited to be here.
14 David Eddy with Boeing. Majority of our individuals here in
15 Colorado support digital aviation. So these are the
16 Jeppesen folks that reside in the tech center. On the
17 defense side, we have offices in Aurora. We support
18 programs out of Buckley, Schriever, Peterson for our
19 national assets, and then we have field marketing and some
20 other sustainment activities down in Colorado Springs.

21 From my perspective, we're STEM obviously
22 focused, being an aerospace company. Colorado is the second
23 largest aerospace economy, and as we look to hire locally,
24 what we're finding is there -- there is a shortage of --
25 shortage of individuals and kids coming out of both high



1 school and post-secondary that don't have those STEM skills
2 and acumen that we really look for. And so unfortunately,
3 then we're forced to go abroad and hire and bring in
4 individuals from out of state. And we would certainly like
5 to hire more homegrown individuals. And so, as part of the
6 -- some of the things that we've been doing here locally in
7 supporting the legislation, I'm sure you're aware of that
8 passed last year that incentivized schools in the computer
9 sciences, and trade studies, those things I think are -- are
10 real excellent opportunities and a move in the right
11 direction. But we're looking forward to hearing some
12 additional things in the graduation guidelines where maybe
13 STEM could be more of a focus, and grow some more engineers
14 here locally in Colorado. Thank you.

15 MADAM CHAIR: Thank you. Misti, do you have
16 a second question?

17 MS. RUTHVEN: I do not. You all have, I know,
18 had several questions on the last two days and months. So
19 I'm happy to tee those up or if you have other questions
20 you'd like (indiscernible).

21 MADAM CHAIR: Well, go ahead with the que --
22 you know, we would like to know what are -- for each of you,
23 what are the -- some of the specific skills and then we need
24 to figure out how they relate to what we're trying to
25 identify both in our standards and also in our graduation



1 guidelines. So I would be grateful for that. And thank you
2 for your descriptions.

3 MS. RUTHVEN: And the other -- so the other
4 question that this body has asked --

5 UNIDENTIFIED VOICE: This one.

6 MS. RUTHVEN: Thank you. Thanks. Thanks for
7 that, sir. The other question that you all have asked is,
8 what are really the expectations of skills for entry level
9 employees? So that also translates to, you know, what is
10 reflected in the graduation guidelines that might be helpful
11 to the businesses right here in Colorado and how does that
12 look for students?

13 MADAM CHAIR: And what's missing perhaps.
14 Please.

15 UNIDENTIFIED VOICE: Yeah. So, I can start
16 with a couple of different thoughts that we have. We kind
17 of have bracketed the idea behind skills and competencies.
18 Maybe together so you could elaborate if there's something
19 that I'm missing in your question. But we kind of look at
20 it with a -- an academic component. And then with a -- what
21 we kind of have called personal effectiveness competencies
22 or I think kind of soft skills or it's kind of in that more
23 -- that vein of skill.

24 And so, one of the biggest things when we
25 look at academic competencies that we need for our hires is



1 reading, writing, mathematics, science, communication, both
2 visual and verbal. A lot of what we do in construction is
3 not just paper. It's presenting, it's communicating points
4 on boards and messaging, right?

5 And then also some of the notes I have are
6 basic computer skills. But I would say really computer
7 skills and beyond computer skills, technology, technology
8 skills. But beyond that, just being aware of how technology
9 works is very important for all of our workforce because if
10 you come into technology, if you come into our workforce and
11 expect my senior vice president to teach you the new
12 computer system, that we just rolled out, it's not going to
13 happen. You're going to have to figure it out and then
14 teach them. So that's kind of the world that we're in.

15 All of our trades in the field have iPads.
16 All of our drawings are electronic. The whole idea of Wi-
17 Fi, cloud-based servers, all of that information would be
18 baseline for all the workers that we would be hiring.
19 Regardless of where -- what they'd be going into.

20 The other thing that's kind of blends the
21 balance between academic and the personal effectiveness that
22 I talked about is attention to detail. You know, a lot of -
23 - if you're doing surveying and you're laying out a
24 building, it has -- it has to be right. You have to go that
25 extra decimal point of effort to make sure it's in the right



1 spot.

2 When you're writing up, doing forecasting,
3 doing budgeting, doing estimating, the attention to detail,
4 and the time and the understand that that's important, is a
5 baseline for us as well.

6 So taking that the next step further to, kind
7 of, the soft skills, resiliency, you know, there's a lot of,
8 you know, being able to accept failure, being able to push
9 forward, not get discouraged. It's kind of a -- a lot of
10 times depending on your role it can be a tough world out
11 there whether it's even physically resilient. It's cold
12 out, you have to do -- do your same work with gloves or you
13 just have cha -- challenges that you have to fight through.
14 Similar to what Mark's talking about that there's no
15 textbook for some of the challenges we run into on
16 construction projects. So, just being able to fight through
17 that really important for us.

18 Additionally, problem-solving, critical
19 thinking all those things tie back together with, you know,
20 on the job type of things that we encounter. And then
21 another one that we talked quite a bit about was kind of
22 self-advocacy.

23 You have to be able to want to stand up for
24 yourself and push forward when you see something that you
25 want. Talk to your co-workers, ask questions, want to



1 learn, want to be there. And ultimately, I think it all
2 balance -- everything that we see as successful basically is
3 someone that's passionate about what they're doing. If
4 you're passionate about what you're doing, you're going to
5 do a good job. If you don't want to be there, you're
6 probably not going to do a good job.

7 So anything that can get people that we know
8 want to be there, get the career -- I would say, awareness
9 exposure early. So by the time they show up it's not their
10 first time seeing it, we know they want to be there.
11 They're going to do a great job they're going to be
12 passionate, they're going to want to put forth the extra
13 effort. So those are my thoughts on that question.

14 UNIDENTIFIED VOICE: Yeah. Let me break it
15 down into three. One is teamwork. So, you know, Joel and I
16 come out of the same industry. You don't work by yourself
17 when you're on a construction site. You have to go across
18 crafts, you have to work within your own craft. So
19 exercises and teamwork as they're -- as they're doing
20 projects. We're -- we're experimenting with that with some
21 folks out at JeffCo right now.

22 The other thing is the computer skills is --
23 because what Joel was saying is true. We've scrapped all
24 the paper in my building and we've gone to tablets because
25 of the coordination software that these people are going to



1 have to endure if you will. So that all the tests,
2 everything we do is online now because I want our students
3 to not see an iPad for the first time. So those -- those --
4 those actual computer skills that he's talking about.

5 What I'm -- what I'm talking about is
6 Bluebeam. It's a construction coordination software. I'm
7 not saying that a students need to come out with Bluebeam
8 certificate, but exposure to -- to -- to that sort of thing.
9 And the other one is math. If you're going to come into the
10 trade, you're going to need math. And, you know, we teach
11 to about a 10th grade level so we're not -- and you know,
12 we'll show them the applied math as part of our technical
13 training. So I'm coming at it from a different lens as most
14 students are coming in.

15 So, those are the three basic things that I'm
16 looking for -- for a student coming in. And I've had fairly
17 decent luck lately with the high school kids getting coming
18 in and so.

19 MADAM CHAIR: Thank you.

20 UNIDENTIFIED VOICE: I would sort of second
21 what you're talking about, Joel. It's a blend of technology
22 and people skills for us. And technology, there's a couple
23 of different lenses. One is the specific.

24 So for us, we're -- we write software. So we
25 need people who have experience in sort of a modern software



1 language and they are dynamic and they change. I mean,
2 today, if you were to look at the top you'd say JavaScript,
3 Python, PHP, et cetera, et cetera, et cetera. And people
4 don't have to be experts. You wouldn't expect that. But you
5 would expect some exposure to sort of the current and the
6 modern set of tools that are out there.

7 When I was at Cherry Creek, I'm Class of
8 '75, Cherry Creek. In '71, we had an IBM 360 onsite. We
9 had a gigantic reader sorter and punch cards that I walked
10 out of there and I could write COBOL, Fortran and RPG when I
11 left high school.

12 That doesn't happen anymore. And I don't
13 know what happened, why it doesn't happen, but maybe it was
14 just a unique instance. But what that did for me was bred
15 the concepts of what programming and computer science were
16 about and it hooked me. And any -- that's tot -- totally
17 transferable over time.

18 So we don't see that really a lot with --
19 there's just not any exposure to it. The other thing I
20 would say is that the basic computer skills. In order to do
21 your job today in my world, you have to be able to learn
22 thing -- we -- wer -- we live in a world with Slack, Zoom,
23 GitHub, Google Hangouts, et cetera, et cetera, et cetera.
24 And there's a lot of people who have no idea what those
25 tools are. And they're not hard to figure out.



1 But you have to have a sort of a natural
2 curiosity or an instinct around that. So some exposure to
3 how that telecommuting world works today with those tools
4 would be really helpful, I think.

5 And then, so that's sort of the -- the
6 technical component. But then it is a very heavy people. I
7 mean, I was going to bring up team. I'm glad you brought up
8 team because people work in teams.

9 At -- at Microsoft, we had a saying there are
10 no jobs at Microsoft. None. There are tons of problems
11 that have to be solved and they're solved by small teams and
12 they're critical thinkers and small teams that solve
13 problems. That yields a job. But there are no jobs. And
14 so, getting people who are used to working in a team and
15 sure, you've got to use your phone or your iPad or whatever,
16 but you have to talk to human beings in a team to problem
17 solve together. And those skills, whether it's, I don't
18 know, exercises or just being exposed to those situations in
19 a controlled environment, I think it helped.

20 I mean, at -- at Microsoft Bill Gates would
21 tell you, you get paid to do one thing here to think. And
22 that has to translate then into sort of the business
23 problems. But, you know, the critical thinking skills are
24 just, you know, I'm glad to see they're number one on here.
25 But what I would say is we don't see those when we interview



1 a lot of people. They don't really come through.

2 So I would balance the technology, for us,
3 super heavy, be able to pick sort of the modern set of tools
4 that people use today. And then, you know, let's not forget
5 that it's still a people-driven world. People make people
6 decisions. People hire people, people fire people, people
7 sell to people. And, you know, with phones and whatever, it
8 seems like a telecommuting world, it's -- there's a lot of
9 disconnect. And I think there's a lack of people skills
10 when we sit down and interview young entry-level candidates.

11 It's very difficult for them to even look you
12 in the eye, right? It's difficult for them to give you a
13 direct answer to a question. They're not used to engaging
14 that way. So any help that we can get there I think would
15 be just really fabulous.

16 UNIDENTIFIED VOICE: Wow, that's amazing.

17 UNIDENTIFIED VOICE: So, I don't -- perhaps
18 you don't want solutions today, but I'm going to throw one
19 out at you.

20 UNIDENTIFIED VOICE: Oh yes, we do.

21 UNIDENTIFIED VOICE: So when I -- So I went
22 through the graduation guidelines engagement tool kit.
23 Looking at the materials here. And I spoke -- I alluded
24 earlier to the fact that you don't have well-defined
25 problems most of the time. Well-defined problems are



1 readily solved. It's in the -- people don't bring us those.
2 They bring us ones that are not so well-defined.

3 And in my experience, when you have projects,
4 when you have a thing that you're trying to accomplish,
5 you're trying to build a house, or you're trying to build
6 something in your backyard, or get along through a project
7 to go through your scouting program, if you have a project
8 you have a multitude of things that I think are a microcosm
9 for a -- for a job, where you got to get along with other
10 people, you've got to figure out what you need from them.
11 You have to understand what they need from you. You have to
12 be responsible and accountable to them so that they can
13 count on you.

14 And you learn the people that you work with
15 that you can count on and the ones that you cannot count on.
16 And you end up following up on the ones you can't count on
17 and then you waste a lot of time.

18 Well, it -- if -- if you -- if you had a
19 class, and you've had lectures, and you've studied, and you
20 have passed tests or you demonstrated competency as it
21 relates to English or math or other things, those are
22 important tools. Those are -- those are -- you need those
23 in your toolbox. But the way that you are impactful is that
24 you work in a team, and you maybe are a little stronger on
25 math and analysis and somebody else is better at figuring



1 out the special relationships of things. And you figure out
2 as a team, whoever -- however that team comes about, who's
3 going to do what.

4 Well, to Steve's point, if you can't talk to
5 people eye to eye, you can't communicate in a direct fashion
6 about what your problem is, so that someone else can
7 understand it and assist you in solving it, then you're
8 going to have friction and drag in terms your ability to be
9 effective as a team. And so -- so, in -- in my experience,
10 if you're going to get good written communication skills,
11 that's a different skill set, that takes some practice.

12 Verbal communication skills, you get a little
13 more opportunity to practice though because you talk with
14 people all the time. Being reliable and saying, okay, I
15 will do the following, because this is what's needed, and
16 I'll deliver it on time and it will be of acceptable
17 quality, demonstrating that capability makes you valuable
18 and you don't get that from a class.

19 As I see it, you get that from project-based
20 learning. And so -- so part of my background, I spent some
21 -- some time working with a group called Center for Gifted
22 Studies in Kentucky. I lived there for a while, we worked
23 with kids and the -- and the saying was hands on, minds on.
24 I want to give them projects, I want to give them something
25 that was not well-defined and allow them to struggle. And



1 allow them to have -- to be frustrated, and to get to the
2 point where they didn't think they could figure it out, and
3 not give them the answer, and throw them back as a team to
4 figure out what's going to make that work.

5 So I see somewhere in here persistence or
6 perseverance. Another word I like is gumption. It's kind of
7 homely word, but has the idea that I can make a difference,
8 I can do something. And so these are -- these are soft
9 skills where -- where we obviously as engineers who were
10 figuring out technical problems, they got to have the
11 technical foundations.

12 But the things -- the difference between the
13 hundred resumes that we see and the one person that we hire,
14 are the -- are all these other things. There's lots of
15 people who can solve a differential equation if you give it
16 to them. They can calculate stress on a beam and figure out
17 what the ignition temperature of an explosive gas is. They
18 can do all those things, but those are just tools in a tool
19 box. How do they get that higher level executive function
20 to say, I need this tool. I need to keep you informed
21 because you have a certain type of need for information.
22 You, on the other hand, prefer different type of
23 communication. I'm going to send an e-mail to you because
24 that's how you like to rec -- recognizing these things come
25 from what my brother calls the school of hard knocks, which



1 is you have to be in these projects, you have to have these
2 experiences, you have to fail, and then having done that,
3 you move forward.

4 So, as I see it, project-based learning gives
5 you the opportunity to do those things that happen in the
6 world in microcosm. And if it's really good, you accelerate
7 the learning in a safer space and then people have the
8 opportunity to take those skills out and to contribute.

9 So yeah, you got to have the skill sets but
10 it's -- it's these other things that get you working,
11 interacting with others that really make a difference.

12 UNIDENTIFIED VOICE: So I think they've
13 covered really very well what -- what the industry is
14 looking for. When I looked at the materials that you guys
15 had produced as far as the graduation guidelines, first of
16 all, let me applaud the fact that it's guidelines and not
17 requirements.

18 As older guys, except for Joel down at the
19 end, we've taught kids the same way for 150 years. Go to
20 school, sit in the classroom and we're going to talk at you.
21 And so the fact that Colorado's looking to make a change, I
22 think is -- is -- is really kind of moving along with
23 innovation.

24 If you look at innovation societies we've had
25 to deal with in our generation, the engineers that I hire



1 are nowhere close to the engineer that I was when I went to
2 the Boeing Company 29 years ago, and I've had to understand
3 that. And so, when I look at the guidelines and the changes
4 that -- that Colorado is making, I think I don't see a whole
5 lot missing.

6 I'm very excited about how that
7 implementation is going to take place. Once again, when we
8 look at the data and I think, Katy, were you up at the
9 workforce conference a couple of weeks ago? Forty percent
10 of the jobs that are going to exist in 2030 haven't even
11 been invented yet. So how do you prepare kids that are in K
12 through six right now for a job that hasn't even been
13 invented yet?

14 But being able to go competency-based, not
15 every kid learns very well sitting in a classroom having a
16 teacher talk at them, being able to be flexible on that, I
17 think we're definitely headed in the right direction in the
18 state of Colorado.

19 So in seeing the guidelines and the movement
20 there, I think we're headed in the right direction. The
21 implementation side of it is going to be tougher because
22 it's going to take money. My kids go to high school out in
23 Elizabeth. Coming from California seven years ago, my
24 elementary school had 800 kids in it. My kids go to high
25 school that had 800 kids in it, not 3,000. So, I interact



1 with the teachers and the administration at Elizabeth High
2 School. I just kind of say, well, why don't you have
3 computer science? There's a \$1,000 for every student you
4 could get. Could you really do -- use an additional \$30,000
5 dollars in Elizabeth High School District?

6 I -- I think you really could. You can't
7 even get enough money to fix the roof. So those changes
8 that are being made, I think, are a move in the right
9 direction from the board level.

10 What I'm hoping to see is some more resource
11 and availability to some of the schools that are not local,
12 to get them excited about, obviously STEM, because that's
13 kind of my focus. But in a guideline competency base, I
14 think definitely headed in the right direction. And the
15 implementation, I think, is where it's really going to take
16 hold and have big returns for the state of Colorado.

17 MADAM CHAIR: Yeah. Thank you. So in the
18 implementation piece, of course, we look for measures or we
19 look for activities. I'm interested in knowing from each of
20 you if even -- if you have had internships for students or
21 have some ideas on opportunities other than just classroom
22 projects. I -- I think we are reading a lot in the
23 literature that lots of teachers are using project based
24 learning in certain areas. Some of that's great, some of it
25 we -- we don't know because we're not sure of the measures.



1 But the whole notion of internships, I would think would be
2 something that would give you an opportunity to help us know
3 what we need to be looking for.

4 We can have these guidelines, but if we don't
5 know what -- some of these skills that you're talking about
6 are not test type- te -- test -- testable. Mr. Pennick, can
7 -- can I ask you?

8 MR. PENNICK: Yeah. So, the experiences that
9 we have traditionally for a lot of our workforce at the
10 management level is the traditional four-year summer
11 internship type of internship programs. So we have taken a
12 step back in the last couple years, which I'm sure you're
13 familiar with the Career Connect Program, and we've been
14 doing a lot of whether it's Career Connect or G-STEM, some
15 of the STEM programs in town or whether it's Junior
16 Achievement, and been doing job shadowing and career X type
17 of exploration tours to our job sites.

18 We actually just yesterday did a job tour for
19 McLean has a -- McLean High School has a type of, you know,
20 career readiness program focused on construction and
21 engineering that we had out for a job tour to see that
22 headquarters. So, that's one way that, that we -- I was
23 actually talking with Misti. I was like, well, should I
24 volunteer to take the board to a job site tour? Because
25 that's really the best way for me to show what happens on a



1 project site and the wide range of jobs that are there.

2 And so, for us, that's what we have found as
3 really impactful when it goes back to that 9th, 10th, 11th
4 grade career exploration trying to figure out what you want
5 to be when you grow up, and being able to share that
6 experience to a large group of people. So we've been doing
7 a lot of that in the last couple of years on our big
8 projects.

9 And we did have a summer internship from high
10 -- from I believe was East through the DPS Career Connect
11 program. We're con -- going to be continuing that program,
12 and also we've had students from Arrupe Jesuit come into our
13 ha -- program, and do different marketing, and all kinds of
14 different things. So that's I guess what our -- what our --
15 and -- and my favorite part of this document that we've been
16 looking at with the new standards is, I love all the ideas
17 of the readiness certificates, industry certificates because
18 that way, you know, a lot of companies like Jay Dunn help
19 pay for schooling for students. So, if you were to have a
20 high school student come in, they had training, they could
21 go to work immediately, and while they're going to work,
22 they could figure out what they want to do, begin to do
23 schooling, it would just allow so many options versus I hear
24 the students that go to college with a open enrollment
25 degree or something, and I'm like.



1 Now, I can't say much. I started in
2 engineering, and what really connected the dots for me with
3 all the books and all that was seeing construction, and
4 seeing it and putting my hands on it. That's what connected
5 schooling for me. I wish I would have done that before I
6 got a 1.9 GPA in my freshman semester at college, I was
7 like, wow, I've got to figure out what I can really connect
8 with and what -- and what I can -- what I can be successful
9 at and what -- how my brain works. So I wish that would
10 have happened sooner.

11 MADAM CHAIR: What's you -- what do -- what
12 do you -- yeah, I just wanted to go through that. Just --
13 just write it down. What are you -- before you -- we go on,
14 have you seen changes or are you comfortable with that? Do
15 you think it's a good idea, and is the capacity there? How
16 many of our 900,000 kids are -- I don't know how many those
17 are seniors, can you run through an internship program?

18 MR. PENNICK: Well, that's a -- that's a
19 great point, and what we have talked about in construction
20 through AGC is actually, we're starting a program of high
21 school navigators, where we take industry and pair them up
22 with high schools. So instead of always bringing them to
23 us, is we are going out to them.

24 MS. RUTHVEN: All right. Cool.

25 MR. PENNICK: And so, that's one thing we --



1 that's just like piloting right now. And so, it takes
2 industry, it takes construction people to go out and say,
3 hey, other construction businesses, hey other general co --
4 masons. Whoever's needing, come, and let's go do this
5 together. But it -- it takes industry driven, you know,
6 it's industry going to do it. So, that's where -- that's
7 where the rally is coming from right now.

8 MADAM CHAIR: Thank you. Thank you. Mr.
9 Fleck, we'll -- we'll get you involved --

10 MR. FLECK: Due -- due to time, I'm going to
11 pass.

12 MADAM CHAIR: Okay.

13 MR. FLECK: I don't do the internships at
14 all.

15 MS. RUTHVEN: Right, because you're -- you
16 are the --

17 MR. FLECK: Yeah.

18 MS. RUTHVEN: -- you are the internship,
19 sorry. Mr. Grandchamp?

20 MR. GRANDCHAMP: We would do a lot more
21 internships, but there has to be sort of a basic skill level
22 to have an internship be any -- of any value. And some of
23 that is just familiarity with the programming language.

24 MADAM CHAIR: Right.

25 MR. GRANDCHAMP: So if you don't have that



1 familiarity, I can't add any value to you. But I do agree
2 with Joel that we would be wide open to an outreach. I
3 think every single one of the engineers in our company would
4 spend time outbound in schools. But when we've reached out,
5 I can't even get a phone call that. Th -- There is just no
6 desire to have that --

7 MADAM CHAIR: I think you might -- might be -
8 - see a change in that if -- and I'd say in the last six
9 months, the attention has -- has really --

10 MR. GRANDCHAMP: So, we'd like to do more.

11 MADAM CHAIR: -- changed with these
12 guidelines.

13 MR. GRANDCHAMP: I'd love to do more, and I
14 think we need to be accountable to do more, and I think if
15 we were invited to do more, I think we would do more.

16 MADAM CHAIR: Okay. Do you have some
17 comments, Mr. Russel?

18 MR. RUSSELL: So, with respect to internships
19 as a practical matter, the type of hazards that we end up
20 being there, they're going to have to be out of high school,
21 so going to be -- but, college age, we are interested in and
22 that's initially done by pursuing.

23 MADAM CHAIR: Okay.

24 MR. RUSSELL: And that would -- that would be
25 a summer internship. In -- in the -- in contrast to



1 internships that were available to me when I went through
2 engineering school, they were primarily companies that
3 effectively wanted to try people out, and now in retrospect,
4 they were testing your soft skills, see if you'd show up and
5 could work with others, and then they would be interested in
6 hiring the people who worked out the best.

7 For us, none of the interns could be hired
8 because there's a post-education requirement for experience
9 before they're licensed and so they have to be licensed
10 professional engineers which requires five years, then they
11 could potentially be hired by us.

12 MADAM CHAIR: Okay.

13 MR. RUSSELL: But -- but I still believe it's
14 valuable because it's so hard right now for us to find the
15 people we need. We feel like perhaps we could plant some
16 seeds and expose persons in college to what this is about,
17 and then five or 10 years down the road when they're
18 thinking, wow, I think I'd like to do something else, what
19 about EDT engineers? They were actually pretty interesting
20 to work with. I'll call them up, see if they've got
21 something.

22 And so, for us, it's a 10-year investment
23 prospect in terms when that's likely to come back, but we
24 are interested in that.

25 In terms of outreach, we would be -- we would



1 be open to that, but that's not been something we have
2 pursued. So we would be happy to hear about that and engage
3 in that process, given the chance.

4 MADAM CHAIR: Mr. Eddy, I know you all have
5 done a lot of internships.

6 MR. EDDY: Yes. So, just this past year, in
7 working with CEI, we had both Lockheed and Boeing send
8 engineers to middle schools, and did an internship outreach
9 program to them, and they were able to participate in that.
10 At the high school level it's very tough for us, so we do a
11 lot of the summer exposure to aerospace companies to try to
12 get them excited about STEM. College level, we do an
13 extensive internship to thousands a year, not just in
14 Colorado, but across the Boeing enterprise.

15 MADAM CHAIR: Okay. Thank you. Okay.
16 Colleagues, I just want to make sure we got a couple of
17 those things addressed. Should we go down the line? Ms.
18 Goff, do you have some comments or questions?

19 MS. GOFF: You know, I do, but I -- I'm not
20 ready with -- I can't articulate it, I'm processing a lot of
21 what they said (indiscernible) but-

22 MADAM CHAIR: Okay. Ms. Mazanec?

23 MS. GOFF: -- if you could take someone else.

24 MS. MAZANEC: Well, thank you all for coming.

25 I think this is very valuable. Mr. Eddy, my -- my older



1 brother got an internship with Boeing, probably 30 years
2 ago, maybe more, showing my age, but -- and worked for
3 Boeing for a very long time.

4 One of -- one of the things I think I'm
5 hearing and I also I'm in the construction business, and
6 struggle to fi -- find good -- good workers at every level.
7 One of the things that I'm hearing is the soft skills are
8 such a big part of what our students seem to be missing, and
9 I've experienced that myself.

10 It seems to me that what you might be saying,
11 and please tell me if you agree, outside of the STEM skills
12 or the technical skills, the software skills, it sounds to
13 me like you're telling us that Colorado students need a lot
14 more of communication skills; writing, reading
15 comprehension, verbal, oral presentation skills, teamwork
16 skills.

17 I would -- It's my belief that we used to
18 produce a lot more students with those skills. What are we
19 doing differently? What did we do differently when we --
20 that used to be normal that our students would come out of
21 high school able to write, able to read, able to speak? I.

22 Know myself in high school in a small
23 northwest Kansas town, we not only had the basic courses, we
24 also had a lot of persuasive writing courses, debate, and
25 just oral presentation kind of classes. I'm wondering if



1 you're seeing students that have those kinds of backgrounds
2 in high school, and even in college. So, I would just like
3 to get your feedback on that.

4 Do you feel like -- am I seeing that right
5 that basically one of the biggest problems is they're not
6 coming out of high school and sometimes even college with
7 the communication skills they need?

8 MR. GRANDCHAMP: I would say it's maybe
9 communication's part of -- it's almost interaction, all
10 right? And sort of communication, that piece of
11 interacting, right? But so is eye contact, so is body
12 language, so is just perseverance, so is -- so you mentioned
13 project-based learning.

14 I mean, people have asked me what was
15 valuable in high school? And I say there's only three
16 classes that were of value to me in high school. I mean, I
17 can't remember maybe that far back, but the computer science
18 and the business study unbelievably valuable to me. And
19 that was because you taught but no one was talking to me,
20 right? You interacted with that computer, you failed. You
21 sort of figured it out and there was someone there to guide
22 you and help you, it's a controlled environment.

23 And there were other people with like
24 interests there, right? Keyboarding or typing back then was
25 totally, I mean, couldn't do anything without that skill,



1 right? And auto-mechanics, I mean, for God's sake, I've
2 rebuilt the engines of all of my parents' cars in school,
3 right?

4 So, those were all hands-on immersion. You
5 know, they had to be supplemented with math and writing
6 skills, and we did all of that stuff. I can't say I loved
7 all of that, but, you know, you need that. But I think it
8 was that sort of forcing you together as a team. You didn't
9 rebuild the motor by yourself, right? You didn't -- maybe
10 typing, you did by yourself, but you were competing, you
11 know, I can do more words in a minute or whatever, but it
12 was something where you were engaged, right?

13 And so that, I think, it's part of that
14 communication, a part of the soft skills, but I think the
15 development isn't the classroom thing, I think it's an
16 interaction thing. And I think my kids, all four of them
17 went through school, there was not much of that, you know,
18 just very little of that. If they did sports? Yeah. Of
19 course, things are being cut, they're not really academic,
20 et cetera, et cetera.

21 But I think that's where those skills are
22 happening now. And that's so structured that when they're
23 out of that structure today, they have trouble sort of
24 putting it together on their own. And so, I think
25 environments that are controlled that kind of forced them



1 through that process, we can use more of.

2 MS. MAZANEC: Right.

3 MADAM CHAIR: Board member -- are you
4 finished, Ms. Mazanec?

5 MR. GRANDCHAMP: I don't know if that
6 answered your question or not, but --

7 MS. MAZANEC: No, I was wondering if anybody
8 else --

9 MR. RUSSELL: So I think your observations
10 are right. I don't know that the way society and our
11 culture has moved to the non-verbal communication, I don't
12 know that we can fix that or change it, unfortunately. I
13 mean, my kids text me from the basement to talk to me
14 upstairs.

15 MS. MAZANEC: Is dinner ready?

16 MR. RUSSELL: I watch the mom and dad and
17 daughter go to dinner and all three of them just stood or
18 sat there and looked at their cell phone, there was no --
19 so, I don't know that the guidelines in high school are
20 going to be able to help that because it seems like the
21 students are finding their niches, but most of the form of
22 communication including teachers is through electronic
23 media, social media.

24 That's probably not an answer but I think
25 your observation is correct. I just -- we -- we -- we tend



1 to just leverage that then, we don't try to force the
2 engineer to come in and say, you need to have a -- an eye-
3 to-eye with your boss. If their preferred and effective
4 communication method is me, email, or text, or -- I'm not a
5 real -- a Twitter aficionado yet, but Boeing is definitely
6 going that way.

7 But I think your observation is correct, I
8 just don't know that we can get in front of that and say,
9 got these guidelines in high school are going to force you
10 to -- to get back to those fundamental skills.

11 MS. MAZANEC: Well, I think that we as a
12 state board can certainly encourage our high schools in
13 Colorado to bring some of those skills back to students,
14 because you're right that's not going to go away. The --
15 technology and the fact that people are doing instant
16 messaging all the time, but I know that Douglas County High
17 School had a survey recently, and sorry, not the high
18 school, the district. And what many of the students asked
19 for is we need more real life skills. We need to know how
20 to do a job interview, we need to know how to do a resume.
21 We need to know how to present ourselves. We need, you
22 know, and other like personal financial literacy. What's a
23 mortgage? How to figure that out.

24 So, I think students are recognizing that,
25 and I think that our -- our public school system could begin



1 to recognize that and offer to students more of those
2 personal soft skills to students they already have much of
3 the fast tech skills, so.

4 MR. GRANDCHAMP: John Naisbitt wrote a book
5 in 1980 called "Megatrends".

6 MS. MAZANEC: Yes.

7 MR. GRANDCHAMP: One of Megatrends is high
8 tech, high touch. The more high tech you go, the more high
9 touch you're going to need. And I think -- you can't change
10 it, but I think the development of the opposite side of that
11 is necessary.

12 MR. PENNICK: If -- I'm sorry, if I could add
13 one thing to the idea of the texting and the interaction is,
14 if you were to picture one of our typical job sites that has
15 150 workers on it, they are going to be locked in a room
16 together. They are going to not have chosen each other to
17 work with, and they will have to go figure out how to build
18 that \$60-million building together, on time and on budget.

19 And so, if you can do that in high school,
20 whether it's a smaller setting -- when we recruit out of
21 like, CSU or post secondary for construction managers, we
22 place a priority on those students who participate in the --
23 all the different competitions they do that are these real
24 world scenarios. They lock you in a room for 24 hours and
25 you present to judges like you're winning a project.



1 MS. MAZANEC: Right.

2 MR. PENNICK: That -- that type of stuff is
3 really important.

4 MR. GRANDCHAMP: And what -- we call them
5 Hackathons, it's exactly what they are.

6 MS. MAZANEC: Hackathons.

7 MR. GRANDCHAMP: That's exactly what they
8 are. And they could be done in high school.

9 MR. EDDY: So, to tie into -- to something
10 Steve said about rebuilding automobile engines and doing
11 that as part of a team. We put a pretty high premium on
12 people who come to us and somewhere on their resume the
13 engineer says maintenance, they were part of a maintenance
14 group, because what happ -- what do maintenance groups do?
15 Well, in --

16 MADAM CHAIR: They fix things.

17 MR. EDDY: -- the ideal world, they keep
18 everything not breaking down but in the real world, stuff
19 gets broken and it happens at 3:00 in the morning, and
20 you're there with whoever is there, and you don't get to
21 pick your teams a lot of times and there's pressure to get
22 it fixed and why is this broken? You're a maintenance guy.

23 And that is a great crucible for them to
24 learn skills that make them resilient. They're going to
25 have failures. They're going to be scratching their heads,



1 what the heck is going on here, I don't understand it. And
2 they come out of that with gumption.

3 And so, I -- when I'm looking at resumes, I -
4 - I love to see somebody who spend at least a couple of
5 years in some sort of maintenance function, because they
6 just -- they just in addition to figuring out how things
7 break and fail which is important to us, they've also
8 figured out how to interact with the other people in the
9 midst of those environments.

10 MR. GRANDCHAMP: Our business is support
11 because it's the same thing. If you want to see some
12 pressure, wait till email goes down. That is pressure in my
13 world. When a Cloud system breaks, I mean, seconds are
14 counted and they cost millions, so that problem-solving,
15 that interaction, that customer support, they got to know
16 who to call, right?

17 They got to rally a team. They've got to
18 figure out, okay this person is a structural guy, better
19 call him. Better get the IT or whatever. They got to know
20 that is very --

21 MR. PENNICK: And -- and the other thing
22 about that is, you -- you need people who are not going to
23 panic. Because if they -- if they panic in a crisis
24 situation, and there, the definition of panic is you cease
25 to be able to help yourself in the situation. Well, you



1 don't need people who are panicking even if it's a panicky
2 situation, you need to have been through enough stuff that
3 they can say, okay, I'm not going to panic, here's what we
4 need to do here. We're going to prioritize.

5 And maintenance in my -- in my field, support
6 definitely in your field, those are places where you get
7 that experience and how do you learn to not panic? Where do
8 you get -- where do you get that? So, I guess you got to be
9 in situations to go through stress. And again, as I see it,
10 projects are a great place for that because you got a
11 deadline. You're locked in a room for 24 hours until 8:00
12 a.m. tomorrow morning, you've got to have something. It may
13 not be perfect, but you've got to have what you're going to
14 have and you need to be ready.

15 UNIDENTIFIED VOICE: A lot of this management
16 training that you go through, it's not 24 hours, you've got
17 45 minutes. That can fit in a classroom scenario, right?
18 You can have the time box exercises with teams with that
19 pressure. And my God, they are running us through -- those
20 adults and management team people are paying thousands of
21 dollars for that effort, and it's not that. I think you
22 could add that kind of capability and exposure for kids to
23 learn, to experience it, and to grow. And that control, to
24 support it, to grow from that, I think that would be really
25 helpful.



1 MADAM CHAIR: Board Member McClellan.

2 MS. MCCLELLAN: Thank you so much for being
3 here and for your candor and for sharing what it is you're
4 looking for and what it is you're seeing that we need to
5 better develop. I'm the parent of a college sophomore and a
6 high school sophomore. Both Bruins, Cherry Creek Bruins.
7 And you're making me feel a whole lot better about having
8 served as a Destination Imagination team manager where
9 groups of kids are brought together starting --and I can't
10 remember if it was kindergarten or first grade, but it was
11 like herding cats, but within that setting, you're not
12 allowed to interfere with the teams. You have to let them
13 fail. So, if their idea about how to do a set with
14 something that looks like clouds is to nail muffins to a
15 sheet, you have to let -- you have to sit there and watch
16 them fail in that particular manner.

17 Yes, that happened. So, I -- I'm feeling a
18 lot better about all of the programs that we have. But I do
19 think we have to do a whole lot better that technology,
20 there's no stopping that train and that's a good thing. But
21 it's not just the face-to-face that I see challenges with.
22 They don't even like to get on the phone.

23 UNIDENTIFIED VOICE: Yeah.

24 MS. MCCLELLAN: My kids' generation, they are
25 very comfortable texting you, but they don't want to hear a



1 human voice on the phone because there's that right up in
2 your face intimacy that's becoming less familiar. And I
3 first became familiar with this when my daughter came home
4 from the first few days on the middle school bus when
5 everybody gets their mobile phone, you hear about it if
6 you're the last parent to let them have a mobile phone. And
7 then once they have the phone, they'll let you know that two
8 kids are literally sitting next to each other texting hey,
9 like hey, how are you instead of turning and facing and
10 saying, hey, how are you?.

11 UNIDENTIFIED VOICE: So.

12 MS. MCCLELLAN: Not an exaggeration.

13 UNIDENTIFIED VOICE: So, I wouldn't -- this
14 is going to maybe sound contradictory to what I've said, but
15 I -- that doesn't bother me because I can put -- I put
16 software engineers in a room. I require them to show up
17 into the office two days a week and I can tell you that is
18 the quietest room you will ever be in. They are on Slack in
19 the same room talking to each other that way. And that's an
20 attribute of how they think. That is an engineering, no
21 offense to any engineers in the room, but that is an
22 engineering sort of mindset. They're -- they're productive
23 that way when they feel the need to get out of it, but that
24 doesn't inhibit them.

25 Now, prohibits them from getting a job and in



1 the interview at a certain level but as long as they're
2 interacting with people like themselves that way, they get
3 that. I don't -- that doesn't really bother me that much.

4 UNIDENTIFIED VOICE: So, the counterpoint
5 would be you have to be able to go to other modalities when
6 it's --

7 UNIDENTIFIED VOICE: When it's appropriate.

8 UNIDENTIFIED VOICE: -- when it's
9 appropriate. So, I've had to counsel some of my engineers
10 that, you know, when you're on your seventh back and forth
11 email, maybe you need to pick up the phone and call.

12 UNIDENTIFIED VOICE: Fair enough.

13 UNIDENTIFIED VOICE: Because you're not
14 getting where you need to go.

15 UNIDENTIFIED VOICE: Well, first they need to
16 abandon email for Slack. I'm just saying. It's a lot more
17 (indiscernible).

18 UNIDENTIFIED VOICE: So, well, but anyway,
19 but -- but the point is that, you know, the email is
20 obviously very useful. I'm learning about Slack from my --
21 my friends. They're going to bring me --

22 UNIDENTIFIED VOICE: It will reduce your
23 email by 90%. I'm just saying.

24 UNIDENTIFIED VOICE: Okay. But again, the
25 reality is that you could have a third way of communicating



1 but you need to have the others as your -- as alternatives
2 that you can shift into, because there are times when you
3 need to shift. And the -- and the recognition of, okay, I'm
4 on my seventh email or maybe my seventh Slack back and forth
5 and we're not getting where we need to go, we need to have a
6 dialogue --

7 UNIDENTIFIED VOICE: Yeah.

8 UNIDENTIFIED VOICE: -- by phone or sometimes
9 ideally in person. And -- and recognizing that, okay, we
10 need to switch from one to the other. And again, college
11 educated accomplished professionals, and I have to have --
12 and I have to discuss this with them. Not all of them.
13 Some of them, they do it naturally, but it's a skill that I
14 would sure like to have.

15 UNIDENTIFIED VOICE: And you could drive that
16 down into the curriculum. I think you can. The proficiency
17 based, the project based, I think if the implementation at
18 the high school level was to drive down and put kids in
19 these situations, I think you would see them, quite a few of
20 them succeed.

21 UNIDENTIFIED VOICE: And it sounds like
22 communicating with our guidance counselors, that this is
23 something that's going to be desired later on down the road
24 and that this is the appropriate time to be developing those
25 skills through the extracurriculars or through whatever



1 avenue even if it's not in the classroom, sometimes the
2 guidance counselors can be a great source for letting kids
3 know they're going to be looking for this later.

4 My daughter is in the pre-med track and she's
5 told it doesn't -- if your MCAT score and your GPA is
6 perfect, you can get an interview and interview all around
7 the country and get zero acceptance letters if you don't
8 have the interpersonal -- if you can't look them in the eye
9 --.

10 UNIDENTIFIED VOICE: It's true.

11 UNIDENTIFIED VOICE: Because then you can't
12 interview the patient and get the information.

13 UNIDENTIFIED VOICE: You have to relate.

14 UNIDENTIFIED VOICE: Yeah. So it sounds like
15 -- and I'm glad to hear that you appreciate that it's
16 guidelines and not hard and fast rules because we have to
17 have that flexibility to avoid the unintended consequences
18 of a hard and fast rule that doesn't work.

19 MR. GRANDCHAMP: So and you just mentioned
20 another word that I think I said in this, I think you were
21 there, the CEO, former Brian Boyle who is a world renowned
22 economist and he talked about millennials as the new
23 workforce. And he basically was yelling at all of us people
24 here saying, you better get used to it because without them,
25 your businesses are going to fail. You've got no other.



1 That is your workforce of the future. And he had a couple
2 of interesting comments, he said they work different than we
3 do. Right?

4 And so, flexibility was such a key thing when
5 they come to work, when they go home from work. They work
6 24 hours a day, they sort of, you know, kind of maybe more
7 peak and valley, but they're -- and the reason they're doing
8 that is they're problem solving. Right? They're -- and
9 they're problem solving on their schedule with their teams
10 with their people doing it their way, but that's an
11 independent kind of thought process.

12 And so, the more we can drive that ability
13 for them to be self-directed that way, self-motivated. I
14 mean, the last thing I want to ever do, is have to provide
15 someone a list of 10 tasks that have to get done today.
16 What I need is to tell the team the 10 problems that have to
17 be solved and I need the team to come back to me with this
18 solution, that solution and then they'll sort of work
19 through it themselves. And they may not know right now.
20 Right?

21 So the ability to sort of do that and be
22 flexible and learn those skills and be able to communicate
23 to a boss, I need this time. You know, I need something to
24 be different. That is a -- that's kind of a give and take
25 that's way outside the range of the engineering skill, the



1 software programming skill. But it is so critical to the
2 pace at which businesses operate today.

3 I mean, we've got partners in Germany and
4 Australia, we operate around the clock. It's a 24, it's a
5 new cycle of work, right?

6 UNIDENTIFIED VOICE: Right.

7 UNIDENTIFIED VOICE: Things we do, they don't
8 stop. You don't go home at 5:00 in my world.

9 UNIDENTIFIED VOICE: Yeah.

10 UNIDENTIFIED VOICE: You know, you might
11 leave the office, but you're never offline in my world.

12 MS. MCCLELLAN: Well, it sounds like agility
13 is the order of the day and that we have to make sure that
14 our guidelines have enough flexibility, are plastic enough
15 to allow for the changes that are still evolving in the way
16 that people work and communicate.

17 UNIDENTIFIED VOICE: Yeah.

18 MS. MCCLELLAN: But it brings me back to a
19 point that Mr. Grandchamp touched on and also that I want to
20 hear from Mr. Fleck on as well. When I toured facilities
21 like the electrical workers outfit up in -- is it Brighton
22 or Denver? I think it's Denver. The point was driven home
23 for me that they've had a little bit of trouble interacting
24 with campuses to make sure that high school students are
25 aware that they can get trained through the trades on the



1 middle scales and then I also wanted to kind of get a sense,
2 I'm hoping that communication between the campuses and the
3 professionals that need the skilled workers can get better
4 and better. So, it was sad for me to hear that you had
5 trouble getting a call back and I was sorry to hear that.
6 But yeah, because it was such great jobs.

7 UNIDENTIFIED VOICE: Well, we'll email you or
8 Slack you, to see if (indiscernible).

9 I'm going to congratulate you guys seriously.
10 Most of my phone calls are coming from different high
11 schools, different school districts about CTE and, you
12 know, what we have to offer and stuff. And I'm happy to
13 hear that the general contractor is starting to let kids
14 onto the job site because that's the big problem in
15 construction. You have to be a certain age to even be out
16 there. So, now I'm hearing this middle school stuff GE Dunn
17 is not going to drag a bunch of middle school kids around
18 the job site. He may, but I'm just -- as an example,
19 general contractors are not really willing to have a bunch
20 of kids out there doing that.

21 In my apprenticeship, I drag people through
22 there all the time. So, I've had Cherry Creek the high
23 school counselors do their annual meeting in my building.
24 So, we're -- we're -- it's getting better and -- and -- and
25 I do mean it heartfelt. I've talked to CTE folks in Durango



1 via Skype one time just to talk to them about what
2 apprenticeships exactly are.

3 So, it is coming down, it is filtering down.
4 Whatever you guys are doing and telling the CTE folks in the
5 K12 system, it is filtering down to people like me in that
6 post secondary world. So it is working. I do have some
7 other comments to go off on.

8 MS. MCCLELLAN: Just very quickly, just
9 because we're talking about high school graduation
10 guidelines, how typical is it for you to get someone right
11 out of high school with zero college or is it a mix and how
12 -- are you having to do remedial training when they come to
13 you or are they fairly well prepared?

14 UNIDENTIFIED VOICE: No. Their -- the --
15 their math skills are fine. It's the teamwork, the other
16 stuff that we talked about that we have to, you know, walk
17 them through because they're being thrown into an adult
18 world in construction; construction's, you know, wild and
19 wooly still -- they are being thrown into a world of grown
20 men. You know, we do have women in the trades now. So there
21 are a lot of women, and people of color coming into the
22 trade. So we're doing a much better job at that level.

23 But no, their math skills and stuff are
24 adequate for what we need. We'll teach them the technical
25 math that they need. Ours is applied, so they get to



1 actually use their hands to do trigonometry.

2 When I was teaching second year, I told them,
3 welcome to trigonometry and they were just about crapped
4 themselves, but it was -- it was just showing them how to
5 figure out the length of angles and -- that's all it was and
6 degrees, but yeah, I wanted to mention to you guys, yes,
7 from my perspective in the construction industry, CTEs,
8 they're doing a lot of outreach. I actually sit on a couple
9 of CTEs boards around the Metro area and so.

10 MADAM CHAIR: Board member Rankin?

11 MS. RANKIN: Thank you for coming. And we
12 hear a lot of this in verbiage, but we never get to eyeball
13 the people that are on the front lines of this kind of work.
14 I think the uniform theme we have here is problem solving.
15 And yesterday we talked about standards for computer
16 science. Yesterday.

17 We're so far behind, we really are, and the
18 interaction between people, people skills, and problem
19 solving is in all of the businesses these days. My concern
20 is that you say 30 years from now they'll be doing different
21 things. Are we going to continue to get further and further
22 behind on our side of this table?

23 It's -- we're going at the speed of light on
24 your side of the table. We even have teachers now that are
25 teaching that have no basic knowledge of technology and



1 computers and it's going to take a lot more than soft
2 skills. So, the problem solving, I think that ball is in
3 our park here and it's very challenging at the education
4 level, at the parent level, and we have our work cut out for
5 us and I don't -- I don't care how many teams we put
6 together, it's a difficult problem to solve.

7 But, first of all, I appreciate you coming.
8 I -- we audio these and I think every teacher that's a math
9 or computer -- be teaching computer science now in our
10 schools, should have been at the table today or should be
11 able to hear what was discussed because it's remarkable.
12 It's remarkable what you do with what you have and what it's
13 going to be 10 years from now and thank you all for what you
14 do.

15 MADAM CHAIR: Thank you. Board member
16 Flores.

17 MS. FLORES: Thank you. I -- I do agree that
18 teachers need to work on problem solving case studies. I
19 think those are very important and those could be done in
20 elementary school. And those are done in elementary school,
21 in middle school. And I think that case studies and project
22 based studies that's how, you know, teachers should be
23 teaching.

24 I know back in -- when I went to high school,
25 there were shops for everything. I mean somehow, they got -



1 - people forgot that there were shops.

2 When I was -- first started teaching, I think
3 it was that shop that kept my 1953 Oldsmobile kind of
4 running between, you know, the shop, at school, and my dad.
5 Those were the people that kept it going, there were people
6 that -- that could do things, that could actually make
7 things and they made things then.

8 And I think that's one of the big problems
9 right now. I mean, we're getting into it, but people don't
10 make things. I think computers make things. And I'm -- I'm
11 glad, I wish I had, I mean, I have a 10 year old computer
12 that's been working on patches and such. And it -- it --
13 this morning, I just couldn't even get it to open up. So,
14 you know what I'm going to do this weekend?

15 UNIDENTIFIED VOICE: Buy a new computer.

16 MS. FLORES: Buy a new computer that's right.

17 UNIDENTIFIED VOICE: It's got to be cheaper.

18 MS. FLORES: That's right. And just shoot
19 it. I don't have a gun. Put it out of its misery maybe.
20 But -- but that's true.

21 And I think one of the things that when
22 you're talking about these kinds of things that need to go
23 in school is that they cost money. Project based is not
24 cheap. And I think that at the legislature, I think they
25 need to realize that we're going into a new era and that to



1 have case studies and project based studies and competency
2 based education, that is money. And somehow, we cannot be
3 48 out of 50 states in that area. We need -- teachers need
4 those tools in the classrooms in order to be able to teach -
5 - to teach kids.

6 And I know I, you know, I had a meeting when
7 I was running for this position. I said this story this
8 morning people are probably tired of my saying this, but I
9 had a -- they were engineers and they were very, very
10 concerned that they could not help their kids, their little
11 kids. You know, who are seven and eight years old, who
12 brought homework and these engineers could not figure out
13 the math. And so, I mean, now you're -- you're explaining
14 why that engineering has changed and maybe, you know,
15 because of what we're teaching, it's like that example you
16 give, one plus one equals, does it equal two?

17 So, I -- I think we are going in that
18 direction. I know I was flummoxed, what do you mean you
19 can't help them? You're engineers, you can -- you can do
20 this.

21 MADAM CHAIR: Board member Durham? Do you
22 have any questions or comments?

23 MR. DURHAM: Thank you, there are just a
24 couple of them. I think to some extent, we've gotten a
25 little mixed message, either we're not turning out students



1 who have hard skills. Apparently that there's a shortage of
2 those available to be hired and if we do turn them out,
3 they're apparently lacking in soft skills. Is that a fair -
4 - did I misinterpret something that was said here by any of
5 the panelists?

6 UNIDENTIFIED VOICE:: No.

7 MR. DURHAM: There's a shortage on both
8 sides. We're -- we're not turning out enough people with
9 hard skills and those that we do don't have the soft skills
10 to make it work? So --

11 UNIDENTIFIED VOICE: I don't know that those
12 are directly serial. I think there -- there is a shortage
13 on the technical side, but not every one of those that we do
14 get out technically are missing the soft skills. So --

15 MR. DURHAM: Not all of them, but --

16 UNIDENTIFIED VOICE: To one correlation, but
17 there are --

18 MR. DURHAM: But many are.

19 UNIDENTIFIED VOICE: Yes.

20 UNIDENTIFIED VOICE: Many are.

21 MR. DURHAM: So, I guess the question I have
22 particularly of Mr. Pennick, you talked about the importance
23 of your employees being able to deal with adversity and
24 shock and surprises and that sort of thing. So would you
25 view -- would you view colleges that promote safe space and



1 puppy hugging and -- and schools that trade ribbon days for
2 wellness days, would you view -- view those as particularly
3 helpful in producing the kind of skills you think are
4 necessary?

5 MR. PENNICK: That's an interesting question.
6 Thank you.

7 So, you know as I led off, we have a very
8 wide ranging group of people that we hire. And so, I would
9 say that I would have to look at one off, whether it's a
10 legal degree because we have in-house counsel, whether it's
11 a carpenter that's going to go day one and hang off the side
12 of a form system, or whether it's a project management
13 representative that's going to need to sit in an owners
14 meeting and be able to manage budgets and be able to
15 communicate issues. And those are all different skill sets
16 that are set up for different backgrounds.

17 However, we've also had really good success
18 with the right people that have the drive, the passion, the
19 pride, where just because you start out as a laborer doesn't
20 mean you can't be at the owner meeting talking with the
21 owner and communicating, running job sites. So, that's what
22 I -- I think I really like about construction is how wide
23 ranging it is and how much opportunity there is and there's
24 something for everybody. So, I would be -- I would struggle
25 to be able to really wrap my mind in a one size fits all



1 option and what's the best for the industry, but that's kind
2 of what I like about it, I guess.

3 MR. DURHAM: With all due respect Mr.
4 Pennick, that wasn't an answer to the question I asked. Do
5 you find shielding -- as a general rule, shielding school
6 age and college age children from controversy and
7 disappointment and upset and providing safe spaces, do you
8 think that's helpful in producing the kind of employee you
9 want to employ?

10 MR. PENNICK: I do not think that providing
11 safe spaces for people that I'm going to go hire would meet
12 the requirements that I would need for them and set them up
13 with the right expectation when they land on my -- on my
14 projects or with my company.

15 MR. DURHAM: Thank you very much.

16 MR. PENNICK: You're welcome.

17 MR. DURHAM: I think that's a -- that's a --
18 that's an answer that I think makes common sense and -- and
19 I guess the question I have for -- for you, you don't --
20 does your company donate to colleges that provide safe
21 spaces or have you decided to call up the president and say,
22 you know, until you get real we're maybe not sending any
23 money your way? Are you willing to go that far?

24 MR. PENNICK: That's an interesting question
25 as well. I'm not exactly sure which colleges or



1 universities you're referring to. We as a company donate a
2 lot of money to a lot of programs with a focus on workforce
3 development, in general. Whether that's a Junior
4 Achievement volunteering money and time. Volunteer effort -
5 - efforts for us are -- are very important as well as
6 financial support in the community. But without getting
7 more specific, I'm not sure what those universities would
8 be.

9 MR. DURHAM: Thank you. And then, Mr. Eddy,
10 you did -- you did say one thing though which I have been --
11 which I did agree and I've talked about here many times.
12 And that is that I think the graduates and the engineers
13 that came out of the previous generations and the kids have
14 graduated from high school in the '60s and '50s and maybe
15 even into the '70s were a lot more workforce ready than the
16 ones we're producing today, both in terms of hard skills and
17 soft skills. And I -- and I think there are a variety of
18 reasons for that.

19 One of them is -- one of them is that there
20 is not the same -- there's just not the same demand on -- on
21 kids today for -- for success at every level. And there are
22 plenty of if -- if they fail it's the teacher's fault.

23 I tried that on my father once and that
24 didn't work too well. So, there -- there's just -- we --
25 we've created an environment that I think outside of the



1 schools, I think and I -- I would just say this as an
2 admonition, we are asking -- and as Dr. Schroeder pointed
3 out yesterday, kids spend about 20% of their time in front
4 of a teacher. We're asking schools to do things that I'm
5 just not sure that these -- that they -- we're capable of
6 solving all these societal problems in schools. And we're
7 certainly -- my old granddaughter goes to a private
8 preschool where electronic devices are strictly prohibited
9 and parents are hardly encouraged not to allow any viewing
10 of video, no -- my wife violates that as a grandmother by
11 providing Peppa Pig, but -- at any rate, that there are
12 options out there if they could get some support.

13 Unfortunately, in the one-size-fits-all
14 government-run monopoly school, you're not going to have
15 alternatives that might produce better options. You're not
16 going to have the ban on -- on cellular devices, you're not
17 going to have significant parental discouragement of the use
18 of those -- of those devices. And I would hardly encourage
19 the business community to support those options, if for no
20 other reason, than to provide a test facility to see which
21 sy -- system ultimately produces the best product, the best
22 graduate, and the best citizen for -- for your employment.

23 And I -- I don't think that big companies
24 particularly who are so concerned about being politically
25 correct are doing what they need to do to ensure that



1 there's a diversity of opportunity in -- in education so
2 that you can -- you can have a values education. You can
3 have -- you can have a much less technological education at
4 least through the first four, five or six grades that you
5 don't have kids hooked on these videos an -- and I -- I
6 watch it and in one of my grandchildren and it's a
7 frightening -- it's a frightening thing to watch.

8 And you may say that we're going to have to
9 learn to live with minne -- these millennials, but if they
10 work like a lot of what I've seen, we're in real trouble.
11 Because they're not -- they -- they're incapable of
12 producing the same level of outcome, in my judgment, that --
13 that the generation that came out of the 60s produced.

14 So , and anyway that would -- hope all of you
15 would look at your responsibilities to try and ensure there
16 are sufficient options in society and that we are perhaps
17 discouraging some of the politically correct safe space and
18 wellness days, and all those things. So -- and that's my
19 comment. Thank you.

20 UNIDENTIFIED VOICE: If I may ask for
21 clarification. It sounds, Board Member Durham, that you're
22 you asking us to advocate into the school systems in a
23 particular way? Am I Interpreting that correctly?

24 MR. DURHAM: Well, I think if -- if you have
25 an opportunity -- if your company has an opportunity to make



1 donations, you -- you ought to look carefully at the
2 recipients to see if they are providing the kinds of things
3 that you have indicated today that you value. Because I
4 will tell you, I think most public colleges don't provide
5 those things.

6 When they provide safe spaces, they're not
7 helping. They're not helping a student deal with the real
8 world, I think as one of you mentioned. They're not helping
9 them deal with adversity and controversy and pressure.
10 They're helping them -- or they're leading them believe that
11 those are things you don't have to deal with. So, if you're
12 providing financial support for that institution, maybe you
13 want to find an institution that doesn't do that.

14 That you can modify public policy,
15 particularly companies the size of Boeing, by taking a
16 really hard look at what you do with your dollars. And if
17 you're just spreading them out in some politically correct
18 way, you're not helping yourself, you're not helping your
19 company, you're not helping your country.

20 UNIDENTIFIED VOICE: I Understand.

21 MR. DURHAM: Thank you.

22 MADAM CHAIR: Board member Goff.

23 MS. GOFF: Thank you. Thank you all very
24 much. I -- this is one of my favorite conversations either
25 on one-sided or not. I -- I live with someone who actually



1 could fit into any of your companies I think quite well. My
2 husband is a -- he's called a stationary engineer. And I
3 know I would expect that you'd be familiar with that term.

4 What it is is the -- another name for the
5 Building Maintenance Chief, Chief Engineer at a -- at a
6 physical structure. He's worked in the hotel industry, he's
7 worked in retail. He's done various other levels and types
8 of -- of jobs in that category. In addition to that,
9 because of his basic knowledge, skills, both hard and soft,
10 I have learned probably more from that one person combined
11 than I think I can say about anyone else in my life.

12 I totally appreciate what comes from that
13 kind of training, that kind of experience, the hands on.
14 This -- this is a very resourceful person. And for all that
15 are like that out there, who bring that just the right touch
16 combination to their life, it's such a benefit. So, I'm --
17 I've always been a real supporter of allowing our students
18 in schools to have the same types of opportunities and --
19 and awareness. If -- to start with, are they aware of the
20 kinds of things that -- that can come from, in all kinds of
21 alternative fashions, from choosing to start in some kind of
22 an outreach or an internship or spend time with job
23 shadowing exposure.

24 I taught high school French and Spanish for
25 35 years, and at the end of my career, I had the opportunity



1 to be outside of the classroom working with the District on
2 various other types of projects and teacher leadership
3 roles, and such as that. In my last couple of years, I had
4 a group -- we had what was called advisory commit -- or
5 advisory periods during that time at the high school level.
6 And after two or three weeks, three -- not in a row, not
7 consecutive, but two or three times of being gone to do my
8 other obligations, I came back to this classroom and
9 students would always, you know, in their own way, where
10 have you been this time? And I would tell them I was -- I
11 was at Warren Tech. And you may be familiar with Warren
12 Tech and others. The Bolin Center in Aurora, places like
13 that. And explained a little bit about what that was, what
14 my visit was about.

15 But students kept asking me, these are --
16 these are top level other academic content areas students.
17 These were -- the majority of them were advanced students.
18 And they would always ask me why don't we ever hear about
19 that? And I said, I don't know. That's a really good
20 question.

21 And so, the whole idea of opening up this
22 kind of awareness and potential to really have a hands-on
23 experience through it, I think it's something we are getting
24 better at. Personally, I'd like to see more of that
25 happening in a wide variety of fields. So whatever you are



1 doing now and initiating and taking up on your own to
2 encourage that, to involve students, and I'm not talking on
3 any one level in particular.

4 I think middle school age is -- there's
5 benefit there as well, but also, I -- I wonder how if you
6 have at this point, any interaction with parents of these
7 students or other adults that have -- have a role in these
8 kids lives, today, I've been struck by the thought that some
9 of the leaders -- student leadership groups that are in high
10 schools or are springing up in communities, this is a batch
11 of students that is, you know, you could say they are pretty
12 well rounded. They're pretty -- pretty versatile in -- in
13 where their issues, interests are. And their already
14 ability to bring folks together, their peers in particular,
15 and start talking about things, and discovering along the
16 way where they have a contribution to make and what kinds of
17 avenues they've already established that- that can get them
18 there. But, you know, in the ideal world as we envision it
19 on our pretty limited mindset that we have, if we don't know
20 what going to exist, it's pretty hard for any of us to
21 imagine that. But to- to- to really think about where the
22 outreach lies among the young people and to- to forget any
23 boundaries we may have established for ourselves about what
24 makes the most in the box lineup common sense about who- who
25 to communicate with. Because I think the potential among



1 young people is something I hope we all get better about
2 tapping and realizing what the- what the value of that
3 continues to be. But I- I really don't have a question. I'm
4 just appreciative of what you all do, what you represent,
5 who you- who you advocate for. And your interest in- in
6 young people is -- it's a big -- it's a big blessing to all
7 of us and to them as well. So, thank you very much.

8 MADAM CHAIR: Thank you. I would like to
9 reiterate that we are extremely fortunate that you came and
10 spoke to us in a completely different way than we normally
11 get from the education community and that's very, very
12 helpful. We will remember this conversation as we look at
13 potentially other graduation guidelines, but in particular,
14 as we look at the standards, we look at opportunities for
15 students to demonstrate what you have described for us.

16 So, your work today for us has been very,
17 very important and I want to thank you. You contributed a
18 lot of your time and excellent thoughts. I'm really
19 grateful to you. Thank you.

20 UNIDENTIFIED VOICE: Thank you.

21 MADAM CHAIR: So, I confess that we have run
22 out of time and considering there was more to -- or
23 something -- we were going to go on a different -- down a
24 different road, we can't go there today.

25 UNIDENTIFIED VOICE: We -- happy to table it



1 to -- until December at your pleasure. Thank you, madam
2 chair.

3 MADAM CHAIR: Thank you.

4 UNIDENTIFIED VOICE: Sorry guys. I just felt
5 like you have so much here.

6 MADAM CHAIR: Let's pretend like we can bring
7 this meeting back to order. You do not have to call the
8 roll. One, two, three. Okay. Everybody's here.

9 Colorado State Board of Education will now
10 conduct a public rulemaking hearing for the rules for the
11 administration of School Counselor Corps Grant Program. The
12 state board voted to approve the notice of rulemaking at its
13 September 13th, 2017 board meeting. A hearing to promulgate
14 these rules was made known through publication of a public
15 notice on October 10th, 2017 through the Colorado Register
16 and by state board notice on November 1, 2017. State board
17 is authorized to promulgate these rules pursuant to 22-2-
18 107(1)(c) CRS. Commission --

19 MS. CORDIAL: Hi, Misti.

20 MADAM CHAIR: Commissioner, is staff prepared
21 to provide an overview?

22 MS. ANTHES: Yes, we are. We just lined all
23 of Ms. Ruthven's -- it's so hard to say that Misti, your
24 last name.

25 MS. RUTHVEN: You can just call me Misti.



1 MS. ANTHES: Items all up together here, so
2 she's here to walk us through this first set of rules.

3 MADAM CHAIR: Okay. So try to top what you
4 did this last time.

5 MS. RUTHVEN: Okay. Well, I'm not sure if I
6 can do that, but I'm here to talk about the School Counsel
7 Corps Grant, which is related to the conversation that we
8 had previously around college and career readiness and post
9 secondary and workforce readiness. So as you know, there
10 was a bill from the last legislative session that added
11 elementary to School Counselor Corps grantees as a possible
12 grantee.

13 So we did not receive any remarks, any
14 comments, any feedback, or inputs from our outreach to
15 current grantees and other interested stakeholders. So the
16 rules in front of you are the same as what we've walked
17 through previously. It really, purely is the addition and
18 cross out of secondary and the addition of all schools and
19 elementary as potential grantees for the School Counselor
20 Corps Grant. I'm happy to add any other detail you all
21 would like to hear. But since nothing's changed since we
22 last spoke, I -- I'll take questions.

23 MADAM CHAIR: Thank you. We have no one
24 signed up to testify, so we can proceed with a motion
25 please.



1 UNIDENTIFIED VOICE: Can I ask her just one
2 question?

3 MADAM CHAIR: You can ask a question or you
4 can make a motion and ask questions, whichever you want to
5 do.

6 MS. MAZANEC: Like I put the motion, we can
7 still talk.

8 MADAM CHAIR: Okay.

9 MS. MAZANEC: This is 4.01.

10 MADAM CHAIR: Yes, yes it is.

11 MS. MAZANEC: I move to approve the rules for
12 the administration of the School Counselor Corps Grant
13 program 1 CCR 30174.

14 MADAM CHAIR: Thank you, Board Member
15 Mazanec. That's a proper motion. Is there a second to
16 approve?

17 MS. FLORES: Second.

18 MADAM CHAIR: Thank you, Board Member Flores.
19 Questions, comments?

20 UNIDENTIFIED VOICE: How much money is in
21 this grant program and is it given out yearly?

22 MS. RUTHVEN: So, it's a three-year grant and
23 it's \$10-million. So it's for the purpose of additional
24 school counselors in high needs schools, and its focus is on
25 college and career readiness.



1 MS. MAZANEC: And how long has this grant
2 been in effect when it was for the high school only?

3 MS. RUTHVEN: So, this is the ninth year of
4 the grant, and I believe the sixth cohort of schools that
5 have gone through. So about half of all school districts at
6 some point have participated in this grant. And so it's --
7 it's increasing its footprint every year.

8 MS. MAZANEC: And how many sh -- how many --
9 well, that's about half the students too then. What is the
10 feedback that you've gotten? I mean, what has happened that
11 didn't happen before that we -- now that we have these?

12 MS. RUTHVEN: So, when we look at the
13 evaluations and the information and the input in the
14 feedback is part of the unique -- uniqueness of the School
15 Counselor Corps Grant is the flexibility built in for school
16 leaders and district leaders, as well as school counselors
17 and teachers to really look at their school and how it's
18 promoting a positive college and career readiness culture.
19 And they look at their unique needs, really look deeply at
20 their data and information on graduation and dropout, et
21 cetera, et cetera. And then they look at how is that -- how
22 does that look for us uniquely as a school and district, and
23 then what are unique opportunities and solutions that we've
24 had to improve through adding school counselors within
25 really empowering folks to have college and career ready



1 conversations around. What does that really mean for our
2 students.

3 So we've seen increases in college
4 matriculation rates in the double digits of about 15% for
5 the schools and districts that have participated. We've
6 seen increases in graduation rates for these schools and
7 districts to the tune of about 8%-10% increases, and
8 reduction in the dropout rate of a few percentage points as
9 well.

10 MS. MAZANEC: So, in essence, what counselors
11 used to do as part of their job now has been given to the
12 people that have these grants specifically related to that
13 particular type of work or is it just an extension of
14 another counselor at the school?

15 MS. RUTHVEN: So it's an additional counselor
16 in the schools that apply for the grants, just the district
17 that apply through the grant, then they figure out, when
18 they apply, which schools, middles and high schools
19 currently and then they'll add their potential elementary
20 schools as well to the request.

21 MS. MAZANEC: And are the people that are
22 getting the grants the same ones they can apply every three
23 years and they -- or do they have to go to new people or how
24 does that work?

25 MS. RUTHVEN: So priority is given to schools



1 and those districts that have high needs, and high need is
2 defined by low college going rates, high dropout rates, low
3 graduation rates, et cetera. And as well as high -- higher
4 than average free and reduced lunch rates. So -- and sorry.
5 I know that's about five priority criteria. But the fifth
6 one is a high student counselor ratio. So, a lot of times,
7 this is the first counselor in high school that they may
8 have ever had. Sometimes, this is in addition to maybe they
9 have a student-counselor ratio of five or 600 students to
10 one counselor, and so those are some of the priority
11 criteria.

12 MS. MAZANEC: Thank you.

13 MADAM CHAIR: Any other questions. Board
14 member Flores.

15 MS. FLORES: How is it funded? I mean last
16 year, I think I read something that \$5 million that the
17 governor decided to give \$5 million for this?

18 MS. RUTHVEN: Thank you so much for your
19 question Dr. Flores. So this is there's -- there's
20 confusion and I know and thank you to Ms. Mazanec. It was
21 her recommendation to try to put the Counselor Corps Grant
22 and the School Health Professional Grant back to back to try
23 to help reduce confusion.

24 So the School Counselor Corps Grant is
25 specifically for college and career readiness. The School



1 Health Professional Grant is the one that has the additional
2 \$5 million that was added and that's up next.

3 MS. FLORES: Okay. Thank you. Forgive me.
4 I am sorry.

5 MS. RUTHVEN: It gets hard to --

6 UNIDENTIFIED VOICE: It's hard to keep
7 straight.

8 MS. RUTHVEN: -- stay straight. Thank you.

9 MADAM CHAIR: Ms. Cordial, would you call the
10 roll please?

11 MS. CORDIAL: Board member Durham.

12 MR. DURHAM: Yes.

13 MS. CORDIAL: Board Member Flores.

14 MS. FLORES: Yes.

15 MS. CORDIAL: Board member Goff.

16 MS. GOFF: Yes.

17 MS. CORDIAL: Board member Mazanec.

18 MS. MAZANEC: Yes.

19 MS. CORDIAL: Board member McClellan.

20 MS. MCCLELLAN: Yes.

21 MS. CORDIAL: Board member Rankin.

22 MS. RANKIN: Yes.

23 MS. CORDIAL: Board member Schroeder.

24 MADAM CHAIR: Yes.

25 MS. CORDIAL: That passes 7-0.



1 MS. SCHROEDER: Thank you. Since it's
2 unanimous, we will not have to bring it back. Thank you
3 very much. Oh, you can stay put and get one more.

4 MR. DURHAM: She's on a roll.

5 MS. SCHROEDER: Please introdu -- then go
6 ahead and do my part also and introduce the topic.

7 MS. RUTHVEN: All right. So, the next -- the
8 next item is the School Health Professional Grant. This is
9 an item that you all had a hearing on for the School Health
10 Professional Grant rules in October, and you all had decided
11 to bring the vote back here in November and for additional
12 discussion. So this is the School Health Professional
13 Grant, and it did receive an additional \$5 million, this
14 last legislative session to bring the total to a little less
15 than \$12 million.

16 Additionally, the rulemaking process was not
17 prompted by the additional dollars, but was prompted by the
18 addition of elementary as a potential grantee for the School
19 Health Professional Grant. The purpose of the School Health
20 Professional Grant is additional nurses, school
21 psychologists, counselors and social workers that focus on
22 substa -- substance abuse prevention and education in the
23 schools.

24 So again, this is not -- these rules are not
25 different from what we had discussed previously. It is



1 simply the addition of elementary, striking secondary, so
2 all levels of schools will be eligible to apply for the
3 grant.

4 MADAM CHAIR: Thank you. May I have a motion
5 for this please. Yes, please.

6 MS. RANKIN: I move to approve the rules for
7 the administration of the School Health Professional Grant
8 program 1 CCR 301497.

9 MADAM CHAIR: Thank you, board member Rankin
10 --.

11 MS. FLORES: I second that.

12 MADAM CHAIR: And thank you for seconding,
13 board member Flores. Ms. Mazanec, you had some questions.

14 MS. MAZANEC: Even though I wanted them back-
15 to-back I'm still confused about which is which. Was this
16 the -- was this the one that had, had as part of the
17 application, the participation in the Healthy Kids Survey?

18 MS. RUTHVEN: Thank you for the question.

19 MS. MAZANEC: Is that there or did we get rid
20 of it?

21 MS. RUTHVEN: Taken out.

22 MS. MAZANEC: We got rid of it, right?

23 MS. RUTHVEN: We took it out, correct. So
24 that has been struck. Yes.

25 MS. MAZANEC: Okay.



1 MADAM CHAIR: Any other question? Board
2 member Flores?

3 MS. FLORES: I had the question. It's on the
4 second page, page 2, and it's 2.012(e) and I just thought
5 asking to which the educator provider has increased
6 incidents of disciplinary actions for drug use or are
7 selling drugs; I thought this was self-serving, you know,
8 having the provider kind of -- wouldn't you want to have an
9 outside person to address this question instead of the
10 provider? I mean, the provider would want to get this, this
11 grant again would probably say, oh yeah, you know, I've seen
12 this and that, but I think there should be an outside
13 evaluator somehow to, you know, to ask this very important
14 question that, you know.

15 UNIDENTIFIED VOICE: Are you talking about
16 the self-reporting on how they've -- they've done? Is that
17 --

18 MS. FLORES: Yeah. Yes.

19 UNIDENTIFIED VOICE: Okay.

20 MS. FLORES: That's exactly what I'm saying.

21 MS. RUTHVEN: So, the recommendation is for
22 an outside evaluator at the school level or an outside
23 evaluator for the grant at the state level?

24 MS. FLORES: Well, I think grants need
25 outside evaluators, and the schools need to evaluate, you



1 know, whether it really is making any difference at all.
2 And so, there should be some kind of way instead of just
3 having the -- the person who's providing the service say,
4 yes, you know, I've seen this, I've seen that. That seems
5 to me self-serving, could be.

6 MS. RUTHVEN: Thank you for your question,
7 Dr. Flores. So we do have a evaluator here at CDE, but then
8 we also leverage an outside evaluator to take a look at the
9 results.

10 MS. FLORES: Very good. Thank you.

11 MADAM CHAIR: Thank you. Board Member
12 Rankin?

13 MS. RANKIN: On page three of the Department
14 of Education Rules Administration in 2016(a), in the
15 reporting 2016, the purposes of the program educated --
16 education provider that receives a grant through the program
17 shall report the following: Number one, the number of
18 health professionals hired using the grant moneys and a --
19 list an explanation of the services provided by the grant
20 money. So it's more than just an FTE, it's a -- it's a
21 program. How often do they report back, and do we get a
22 copy of that?

23 MS. RUTHVEN: Yeah -- yes. Thank you so
24 much, Ms. Rankin. So yes, you do get a copy of the
25 legislative report. It is annually submitted, and the



1 information provided about services and programs that might
2 be things, such as curriculum or program that folks use for
3 the substance abuse education prevention.

4 MS. RANKIN: And -- and do you -- have we
5 gotten some back we must have, when it's just been in the
6 high schools? This one?

7 MS. RUTHVEN: There was a report submitted
8 this spring. I'm happy to send that to you.

9 MS. RANKIN: Were -- I'm just curious, were
10 the -- the courses that they used, more uniform? I mean,
11 did -- did -- is there like one? I know none are a silver
12 bullet, but is one more acceptable or easier to -- to put
13 into place, or did -- did people tend to go in one
14 direction? I'm just curious if there is a program out there
15 for this specifically.

16 MS. RUTHVEN: So, there's a handful that are
17 about two or three that are primarily used by grantees and
18 across the state. There is one that has been shown to have
19 greater evidence-based results, and so that's addressed in
20 part of the report as well.

21 MS. RANKIN: And do you give those choices to
22 the -- the schools that get this grant? Like, here's some
23 of the ones, if the -- you get it?

24 MS. RUTHVEN: We do. And this -- this school
25 -- schools and districts certainly have flexibility to



1 choose, but it needs to be an evidence-based program.

2 MS. RANKIN: Thank you very much.

3 MS. RUTHVEN: Thank you.

4 MADAM CHAIR: Board Member Flores?

5 MS. FLORES: Is it life skills, because I've
6 been reading a lot about life skill programs, which deals
7 with, you know, decision-making and especially with the use
8 of drugs, and that they have found significant improvement
9 in -- in life skills programs than other. This is something,
10 I -- I don't know, I've gotten interested in because of the
11 problems we read everyday with the opioid addiction in -- in
12 this country.

13 MS. RUTHVEN: So, certainly, that's -- that's
14 one of the -- that's one of the ones the more popular ones
15 that districts are leveraging and utilizing.

16 MS. FLORES: Right. I'm -- I was very glad
17 that Denver Public Schools got rid of the -- of -- that say
18 no, or what -- what is that program called? Just Say No? It
19 -- DARE, yes, it got rid of DARE, and I think -- I hope it's
20 implementing, you know, this other one, which has been
21 effective. Or in research it's shown to be effective.
22 Thank you.

23 MADAM CHAIR: Could you call the vote,
24 please? Ms. Cordial.

25 MS. CORDIAL: Board member Durham?



1 MR. DURHAM: Yes.

2 MS. CORDIAL: Board Member Flores?

3 MS. MAZANEC: Yes.

4 MS. CORDIAL: Board Member Goff?

5 MS. GOFF: Yes.

6 MS. CORDIAL: Board Member Mazanec?

7 MS. MAZANEC: Yes.

8 MS. CORDIAL: Board Member McClellan?

9 MS. MCCLELLAN: Yes.

10 MS. CORDIAL: Board Member Rankin?

11 MS. RANKIN: Yes.

12 MS. CORDIAL: Board Member Schroeder?

13 MS. SCHROEDER: Yes.

14 MS. CORDIAL: Passes 7-0.

15 MADAM CHAIR: Thank you so much.

16 MS. RUTHVEN: Thank you.

17 MADAM CHAIR: We're going to miss you.

18 MS. RUTHVEN: Nice to spend the morning with

19 you.

20 MS. MAZANEC: We're going to miss you. Are

21 you leaving?

22 UNIDENTIFIED VOICE: You're not leaving.

23 MADAM CHAIR: Yes, she is not on the next

24 item.

25 UNIDENTIFIED VOICE: Okay.



1 UNIDENTIFIED VOICE: Next one. You're going
2 to see a new face.

3 MADAM CHAIR: Next item on our agenda is the
4 presentation of the administrative procedures for state
5 board accountability actions, Commissioner?

6 MS. ANTHES: Thank you, Madam Chair. This is
7 an item we're bringing back to you after we all went through
8 the accountability hearings last year. We thought we needed
9 to revisit our administrative procedures, and take some of
10 the feedback you guys have given us on that, so that as we
11 move forward we can continuously improve. So, I'm going to
12 turn this over to Dr. Brenda Bautsch and Alyssa Pearson, or
13 maybe just Brenda.

14 MS. BAUTSCH: And Julie.

15 UNIDENTIFIED VOICE: And Julie.

16 MS. BAUTSCH: Yes.

17 MS. ANTHES: And Julie, I'm sorry. They are
18 color coordinated.

19 UNIDENTIFIED VOICE: Really?

20 MS. BAUTSCH: Yes, thank you, Commissioner
21 Anthes and good morning members of the board. We are here
22 to discuss a proposed- proposed revisions for the
23 administrative procedures for accountability actions. So,
24 this did guide those hearings we had last spring. We had
25 about 10 of them. We should only have at most two hearings



1 this spring. So, it will be a reduced number, but we still
2 want to make sure that we're doing it in the most effective
3 way possible, and learning from the process that we had last
4 year.

5 So we reflected on the process. We had
6 discussions with members of the board, as well as with other
7 individuals and districts involved in the process, and we
8 came up with a list of ideas of how we could potentially
9 improve the process.

10 One of the most frustrating aspects or
11 challenging aspects of the hearings was the quasi-judicial
12 nature, and we can't change the fact that it is a quasi-
13 judicial proceeding. However, we have come up with some
14 adjustments that we believe will help alleviate some of
15 those challenges that we incurred last year. So, one of
16 those cha -- one of those recommendations is to allow the
17 board to receive information at any point in the process.
18 So if once you received the state review panel report, the
19 district plan, the commissioners information about a month
20 before the hearing, if you rev -- review that information
21 and you have follow up questions, or you see you want
22 additional information, you can go through the board office
23 and request of all parties that you receive that
24 information.

25 And so, we've outlined on the procedures, and



1 we think this way -- this -- you -- under this
2 recommendation that now you'll be able to answer questions
3 or get any information you want. That's a small -- smaller
4 change we've made. One of the bigger changes we're
5 proposing to make is to separate out the procedures for the
6 school versus the districts.

7 The reason we're proposing this, the
8 statutory language is actually a little different, because
9 the districts have that accreditation loss component. It's a
10 -- the statute implies a greater role for the department and
11 the commissioner than it does in a school hearing. School
12 doesn't have an accreditation most of it on the table. So
13 the way statute is worded, is that the state review panel
14 would issue a recommendation to the board, and you consider
15 that recommendation, and then you direct an action to the
16 school. And so if we separate those procedures, what we can
17 do is take the department out of being a formal party to the
18 hearing, and so it's one more of a one party procedure
19 between the board and the district. And then that way, CDE
20 staff can be advisory to the board, which means CDE staff
21 could to talk to board members throughout the process and
22 answer questions, or just talk with you and about the
23 hearing.

24 So that would alleviate at least that, and
25 you still would be in the ex parte communication with the



1 district itself for that school hearing. And what we've also
2 worked into the procedures under this proposed scenario, is
3 that you would still receive information from CDEs. So, we
4 can still give you all that factual information around the
5 data trends, the UIP, the history of grants and supports,
6 and we can still provide you with the rubric that responds
7 to the district plans.

8 If a district plan is innovation or
9 management, for example, we could do the rubric and give
10 that to the board and provide that as staff evaluation of
11 the plan. We just wouldn't be formally recommending a
12 pathway. We wouldn't be formally part of the hearing, so --
13 since we're not party to it. We would be available to
14 answer questions during the hearing along with legal counsel
15 and the district staff. So it is a shift from what we did
16 last year, but it would provide some more flexibility and
17 how staff could work with the board.

18 MS. FLORES: Is it just for schools or for
19 districts?

20 MS. BAUTSCH: Just for schools, correct. Yes,
21 just for schools.

22 MADAM CHAIR: Which is all we have this year?

23 MS. BAUTSCH: Which is all we have this year,
24 yes, and for many years to come -- no, I'm just kidding.
25 Yeah, just a couple of years ago. But that's the biggest



1 shift.

2 The memo that you have in your packets
3 outlines a couple other very minor changes around the
4 timeline. To kind of make the timelines be a little bit
5 more practical and to be able to -- with that follow up
6 hearing, we had the first hearing that was informational in
7 the second hearing where we voted on the final
8 determination.

9 There was some confusion whether or not the
10 districts could be asked questions during that. We went
11 ahead and allowed it, but it wasn't actually in the
12 procedures, so we wrote into the procedures that the board
13 could ask questions of the district, legal counsel, or city
14 staff if needed. You don't have to, but it's an option, so
15 again, another minor change. What's that?

16 MS. FLORES: And we go through our board
17 person?

18 MS. BAUTSCH: For this, it would be during --
19 this would be during the actual -- the second hearing where
20 we vote on the final written determination. This just
21 clarifies in the procedures that the board can ask questions
22 of the district, which wasn't in -- it wasn't in there
23 before.

24 MS. FLORES: That's true.

25 MS. BAUTSCH: So, we -- we did it anyways.



1 We're just adding it to the procedures so --

2 UNIDENTIFIED VOICE: Yeah.

3 MS. BAUTSCH: We're just here today to
4 discuss it and answer your questions, and Julie is here as
5 well to help answer questions from the legal side. So, if
6 there's no vote today, we will vote on this at another- at
7 subsequent meeting, if this is something we want to go
8 forward with. Thank you.

9 MADAM CHAIR: Is this a voting item? No, I
10 mean, is it a voting item ultimately? Do we vote on the
11 procedures or do we just --

12 UNIDENTIFIED VOICE: What? No. You all
13 formally adopted the procedures, so we will just ask for
14 your formal approval of the amendments, just so we know that
15 they reflect the board.

16 MADAM CHAIR: All right. So, we will do that
17 next time, but in the meantime, questions, comments?

18 UNIDENTIFIED VOICE: Can you --

19 MS. FLORES: I can't even freaking read my
20 notes.

21 MADAM CHAIR: Board member Rankin?

22 MS. RANKIN: Can you point out in the
23 document exactly where we fell short last year, that -- is
24 the major that would affect us? Is there a specific? I --
25 I'm looking at actually page five in the middle. And on



1 page seven at the top, being able to go through the office,
2 I mean the -- those are the ones I kind of picked out as a -
3 - where we really stumbled last year and had challenges.

4 MS. PEARSON: Yeah, I think that's me. We
5 noticed that that you all really wanted to be able to ask
6 questions and get additional feedback and we just -- there
7 wasn't a mechanism for us to be able to do that. So this
8 really resolves you being able to, that's when you would go
9 to a state board office, ask for additional information. It
10 would go out to all parties or everybody involved. Everybody
11 would provide feedback and everyone would get that
12 information.

13 MS. RANKIN: And, also, I notice on the first
14 page of the memo. It says, "As that the state board at its
15 sole discretion may ask questions of the district department
16 staff or legal counsel at that time." The word 'that',
17 exactly what time is that?

18 MS. BAUTSCH: That is at that second hearing,
19 the -- for the vote on the written final determination.

20 MS. RANKIN: So, when we get these, could we
21 have even a little timeline on the side that says, "Here --
22 here's where you are." I mean it could be a template every
23 time we get one just because it gets kind of confusing when
24 they're all there so it says okay, we're at this level or
25 this level of -- of each one as they come in.



1 UNIDENTIFIED VOICE: Yeah.

2 MS. RANKIN: Thank you.

3 MS. BAUTSCH: Yeah, no problem.

4 MADAM CHAIR: Other questions, comments,
5 folks?

6 UNIDENTIFIED VOICE: Madam Chair, I did want
7 to flag one thing, just for your attention as you're giving
8 input on these. I know because one of the questions was the
9 board's desire for information that it wasn't already
10 getting from the parties, and although this does provide a
11 mechanism where you'd go through the board office and she
12 could tell the parties the board would like to see x, y, and
13 z, if you have a sense of something that you know you want
14 to see in every case, then we can have a pretty good idea of
15 what that's going to look like, you know, sort of data,
16 maybe achievement growth data over time or whatever it may
17 be.

18 We've made an effort to sort of generally
19 outline that in here. Like you'll say, you know, the
20 district or institutes will have an opportunity to present a
21 report and it shall include. But take a look and if that
22 doesn't cover something that you know you're always going to
23 want to see, if you let us know now, we can just be sure in
24 every case because --

25 MADAM CHAIR: I could've let you know last



1 June. That's when all this was right smack fresh.

2 MS. MAZANEC: But then we're old.

3 MS. RANKIN: Yeah, I think I need some more
4 time to study this a little.

5 UNIDENTIFIED VOICE: Like any PTSD, it sort
6 of (indiscernible), it's going to come rushing back at you,
7 I'm sure.

8 MADAM CHAIR: Yeah, that will probably be the
9 whole of the night but that's okay.

10 UNIDENTIFIED VOICE: Yeah, it's true. Oh
11 yeah, now I remember. It's like the second time
12 (indiscernible).

13 MS. PEARSON: We have your old notes from
14 when we talked --

15 MADAM CHAIR: You have my old notes, yeah.

16 MS. PEARSON: -- with you about it and the
17 main thing that we heard because that was one of the
18 questions we asked you is what information was missing from
19 the commissioner's report. Main thing that I have written
20 down from that was that, Pam, you would ask to have more
21 information about what is the district and school already
22 tried, like what have they put into place, and how is that
23 gone so far, and kind of what they've done already, not just
24 their strategies from the UIP.

25 MS. MAZANEC: Right.



1 MS. PEARSON: So, we have that written down.
2 That's -- yeah, that's something the districts will need to
3 explain but or to provide more.

4 UNIDENTIFIED VOICE: That's currently -- so
5 that's on page five B(1). It's the first -- first paragraph
6 under B, is the districts would it -- to Alyssa's point.
7 Yes, articulate that.

8 MS. PEARSON: But when we talked with you
9 all, there wasn't -- we'll go back and double check our
10 notes but I -- nothing else jumped out at me of things that
11 you all said of -- of what we needed to put into our report
12 but if you all think of things --

13 MADAM CHAIR: I think I wanted a -- I found
14 myself going back and looking at their -- their UIP --
15 trying to get a bigger picture because it seemed like we
16 were getting a snapshot and I didn't have- where were they
17 before.

18 MS. FLORES: And the snapshot was all
19 throughout.

20 MS. PEARSON: On their UIP? Is that what
21 you're thinking?

22 MADAM CHAIR: No, I'm trying to remember now
23 what it was but I remember that I bugged you guys about
24 could we have this, this and this, so I didn't have to go --
25 we didn't have to go individually looking stuff up to get a



1 bigger, a broader picture about what's happened in this
2 school. Is this the school that's jumped on and off, and on
3 and off? I can't reme -- I can't remember the specific --

4 MS. PEARSON: Was that like for the di --
5 like if it was a district, that you wanted on the school
6 history in there as well?

7 MS. FLORES: Yes, together.

8 UNIDENTIFIED VOICE: Yes, and it was for a
9 school wanting the context of the district, so -- because I
10 remember requesting the state from the public school and
11 wanting to see the bigger picture.

12 MS. PEARSON: Okay.

13 MS. FLORES: Well, I remember that it was --
14 that it was not given at the beginning and then it was here
15 and it was there and it could have been at the very
16 beginning. You know, given all that information about the
17 district, the history though.

18 MS. PEARSON: Okay.

19 MS. FLORES: Yeah.

20 MADAM CHAIR: I remember also that the
21 commissioner's part was consistent --

22 MS. FLORES: Uh-huh.

23 MADAM CHAIR: -- and the information coming
24 this, this, this and this, and then we had some reports from
25 the districts that, honest to Pete, we kept bringing the



1 same things over and over but we didn't get to the --

2 UNIDENTIFIED VOICE: Right.

3 MS. FLORES: And a rubric would help for all
4 of them.

5 MADAM CHAIR: In fi -- in finding, yeah. So,
6 I don't want to constrain them to not saying what they want
7 to say, but maybe there's a -- I don't know. You might
8 think about what's the best way but there's some information
9 that I think we all want to look but we didn't want to look
10 for it on a few of them where they -- it was just voluminous
11 and it really felt like --

12 UNIDENTIFIED VOICE: Yeah.

13 MADAM CHAIR: -- we're being punished.

14 MS. RANKIN: Yeah, I want them to have a -- a
15 template --

16 UNIDENTIFIED VOICE: Yeah.

17 MS. RANKIN: -- that they all do -- do
18 provide it in this format, but if they want to have
19 additional information, that -- that's perfectly fine.

20 UNIDENTIFIED VOICE: That's perfectly fine.

21 MS. RANKIN: They can get it as much as they
22 want but at least this much --

23 MS. FLORES: They can put it in the appendix.

24 MS. RANKIN: This format.

25 MS. FLORES: Right.



1 MADAM CHAIR: Because it was all there, but I
2 was looking for it in there -- It was all there but I always
3 felt like I was being punished and being forced to --

4 MS. MAZANEC: Right.

5 MADAM CHAIR: -- go through the same
6 information two or three times before we got to the next
7 piece-

8 UNIDENTIFIED VOICE: Yeah.

9 MADAM CHAIR: -- and, of course, that's just
10 my paranoia that I was being punished. I'm sure --

11 UNIDENTIFIED VOICE: No, right, yeah.

12 MADAM CHAIR: -- they were trying to set the
13 stage for --

14 MS. BAUTSCH: We -- yes, we have put together
15 a template so we're asking districts to fill out at least
16 the key components in it in a consistent way. Although,
17 again, what we -- we'll only have one or two this year so --
18 but, hopefully, we can get the -- at least those to be where
19 you can find the key information in a quick upfront manner
20 so hopefully we can get that for you.

21 MADAM CHAIR: That's great. Board member
22 McClellan, did you have something you wanted to ask?

23 MS. MCCLELLAN: I just wanted to say thanks
24 for doing those post experienced debriefs. That was really
25 helpful and I kind of had city council flashbacks because



1 there were always certain things I'd look for in every land
2 use case and so, yeah. Same, same, same. I'm part of the
3 chorus here. It's great to be able to go, okay, where is
4 their community engagement? How is their teacher turnover?
5 How is their school leader turnover? If they are working
6 with a consultant firm, what's the track record there? And
7 how is the trajectory on their success? Are they on the
8 upswing? Do they keep having a pattern of up down, up down,
9 up down, with high turnover? So, yeah, exact same, same,
10 thanks.

11 MADAM CHAIR: Board member Goff?

12 MS. GOFF: Thank you. I am so grateful for
13 you putting this in. Thank you, thank you. I think it --
14 it really does answer what -- what were mine, I'm not the
15 only one, but my concerns throughout these questions are I
16 think which one's best to start with. Prior -- prior to
17 this last round of official accountability hearings, we had
18 pre-hearings.

19 So when somebody mentioned the word template
20 for those early visits, was it you? Where it was -- it was
21 clear what the districts were -- we -- CDE and the districts
22 both used the same template, answered the same with the
23 various information that they added on whatever else they
24 wanted to. I would ask if there's been thought given to
25 that happening again.



1 So even before we get to the actual hearing
2 time, depending on how many we have, is there thought about
3 doing the pre-session? We -- we did it in a way with
4 Aurora. Actually, that went on. It was like three years of
5 pre-sessioning.

6 That's okay but it did help that as far as I
7 -- my interplay with the whole thing. It helps set up a
8 pathway to -- a way to start looking at what was coming.
9 So, I'm just -- that's just a question that we thought about
10 that both for district level and for any school that we have
11 if it would work. The other -- oh, gosh. I hope I can
12 remember this. I -- as far as the approaching the state
13 board office, if we do have a question at some point in
14 here, would you recommend or what -- what would be the
15 thoughts on all of us being aware of a request by any one of
16 us or not? Is that necessary? Is that -- would that be
17 helpful or not?

18 I mean, I -- I just want to know where --
19 where you -- where you are on that. We have had -- we do
20 have something like that in our operating procedures as it -
21 - as it pertains to some other general business, exchanges
22 of information.

23 This would be something perhaps it would help
24 all of us. We wouldn't have to re-ask a question that's
25 already been put forth. But I -- I would -- I would kind of



1 encourage that to be the way but it's up to everybody so.

2 MS. BAUTSCH: Thank you, board member Goff.

3 I think it would be helpful to have something like that or
4 if you just send me a question I can first share it with the
5 full board and let them know that, let everybody know, the
6 board know that this question has been asked and then I'll
7 reach out to all of the parties and then provide the
8 information back to you all so that everybody -- so that
9 you're included in terms of making sure everybody knows what
10 questions have been asked what information has been provided
11 to help you prepare for the hearing.

12 MS. GOFF: Okay.

13 MS. BAUTSCH: Or I'm open to other options
14 too, just thinking out loud.

15 MS. GOFF: And then lastly, thinking down the
16 road a little bit, yesterday, we did talk a bit about
17 perhaps some changes coming to accountability law in
18 general. I guess this next round of hearings would be held
19 prior to the end of the session so you would still be
20 operating under the same law. But if in case at some point
21 some changes made to the state review panel existence or not
22 or how it's referred to or duties outlined, whatever, just
23 kind what I'm going to try to keep in mind that we could be
24 looking at having to come back and look at these again and
25 just be aware that that's a possibility. But thank you very



1 much. I -- I for one I'm very appreciative.

2 MADAM CHAIR: We feel heard.

3 MS. GOFF: Yes. I do.

4 MADAM CHAIR: Board member Flores.

5 MS. FLORES: So I heard Julie say that we
6 need to go through, busy, when we ask a question, is that --
7 did I hear correctly?

8 MADAM CHAIR: Yes, because the parties will
9 be receiving communications from the board office about all
10 aspects of submitting materials. So that would be the place
11 where the records are going to be maintained in.

12 MS. FLORES: Okay.

13 MADAM CHAIR: Yeah.

14 MS. FLORES: Thank you, I'm glad.

15 MADAM CHAIR: Any other questions? All
16 right. Bring her back. I heard Ms. Mazanec say she wants
17 to spend some time looking at it so I don't think we should
18 put on the consent agenda, I think we should make it a
19 voting item.

20 MS. MAZANEC: For next time.

21 MADAM CHAIR: Yeah.

22 MS. MAZANEC: You can go ahead and make it a
23 voting -- a -- a consent agenda.

24 MADAM CHAIR: Perfect.

25 MS. MAZANEC: I am assuming I like this, but



1 I would just honestly can (indiscernible).

2 UNIDENTIFIED VOICE: Yeah.

3 MADAM CHAIR: And it's --

4 UNIDENTIFIED VOICE: Well, we kind of wanted
5 to -- I mean, I read it, but I was still wanting, as you
6 said PS -- PTSD or whatever. I was having a hard time going
7 back to what it was that we had said. So I'm grateful that
8 you took notes and where I was most frustrated. I do
9 remember being frustrated. I do remember that we beat up on
10 Ms. Tolleson.

11 MADAM CHAIR: Yeah.

12 UNIDENTIFIED VOICE: Mercilessly.

13 UNIDENTIFIED VOICE: Well, I'm really sorry.

14 MADAM CHAIR: And the job description.

15 UNIDENTIFIED VOICE: And I'm so glad that you
16 made these changes because that we --

17 MADAM CHAIR: We'd like more but we realize
18 there's little problem with the law.

19 MS. GOFF: Can I -- I'm sorry.

20 MADAM CHAIR: Yes. Ms. Goff?

21 MS. GOFF: Sorry, I have one more.

22 Accountability clock hearings are a different situation than
23 appeal hearings?

24 MS. RANKIN: You mean charter appeals?

25 MS. GOFF: No.



1 MS. PEARSON: He had the district
2 determination --

3 MS. GOFF: Part of it what made last time
4 kind of hard for me was, all these points of the process.
5 So a flow chart or a timeline or a graphic of some kind
6 about where we are is a great idea. But I would wonder does
7 this apply legally to the appeal hearings. If we have an
8 accountability of grading appeal, is that the same as an
9 accountability clock hearing as far as administrative
10 procedures are concerned?

11 MS. RANKIN: Well, I don't know.

12 UNIDENTIFIED VOICE: Th -- these procedures
13 weren't written to apply to those appeals of accreditation
14 ratings but functionally, those will just invariably look a
15 lot like the accountability hearings for districts because
16 we've got the department saying this is what the rating
17 should be in participating as a party advocating for that
18 position and then the district on the other side. So it's
19 going to look a lot the same way but we would not be sending
20 them.

21 MADAM CHAIR: Who is our legal counsel and
22 then in that situation?

23 UNIDENTIFIED VOICE: In that situation, you
24 would -- if -- if there'd be one of two ways to go. I mean,
25 one is I don't have any involvement with staff in terms of



1 presenting the case on it and I'm just providing advice to
2 the board. But if it were one like we had last spring,
3 where a lot of the attack was legal in nature, and they sort
4 of came in with counsel, two guns blazing.

5 MADAM CHAIR: Yes.

6 UNIDENTIFIED VOICE: But then we would
7 probably work with staffing who needs conflicts counsel.

8 UNIDENTIFIED VOICE: That's fine.

9 MADAM CHAIR: The -- the appeals process, the
10 district appeals process is in and state board rules so
11 that's outlined there. And just to know, we don't have any
12 districts coming forward that are in that situation like we
13 had last year. There's no district at the end, that's going
14 to come forward for a clock hearing that could potentially
15 put in front of you. And I think you probably will not have
16 an appeal this year but we will know in 10 days.

17 UNIDENTIFIED VOICE: Thank you.

18 MADAM CHAIR: Thank you very much.

19 UNIDENTIFIED VOICE: Thank you very much.

20 UNIDENTIFIED VOICE: That's really good.

21 UNIDENTIFIED VOICE: We're good.

22 MADAM CHAIR: You didn't notice, right?

23 UNIDENTIFIED VOICE: We only have a half an
24 hour to lunch and we have a hearing.

25 MADAM CHAIR: Just go look at --



1 UNIDENTIFIED VOICE: If I could just --

2 MADAM CHAIR: Just please go ahead and take a
3 break whatever you need.

4 UNIDENTIFIED VOICE: Oh, just take a walk.

5 MADAM CHAIR: The Colorado State Board of
6 Education will now conduct a public rule making hearing for
7 the rules for the administrations of the waiver of statute
8 and rule 1 CCR 301-35.

9 UNIDENTIFIED VOICE: We always like bill.

10 MADAM CHAIR: The state board voted to
11 approve the notice of rule making as September 13th, 2017
12 board meeting. A hearing to promulgate these rules was made
13 known through publication of a public notice on October
14 10th, 2017 to the Colorado register by State Board notice on
15 November 1st, 2017. The state board is authorized to
16 promulgate these rules pursuant to 22-2-107(1)(c) CRS.
17 Commissioner, is staff prepared to provide an overview?

18 MS. ANTHERS: Yes, we are. I will turn this
19 over to Bill Kottenstette.

20 MADAM CHAIR: Oh yeah.

21 MS. KOTTENSTETTE: All right, well hello
22 everyone, it's good to see you today. I think this will be
23 a quick one, but I'll give you my details and see where we
24 go.

25 UNIDENTIFIED VOICE: Never say that.



1 MR. KOTTENSTETTE: So, the proposed rule
2 making is proposing technical edits following passage of
3 House Bill 1375. In that bill, there were some particular
4 areas around waivers and so it struck two waivers from the
5 automatic list for charter schools so that said that these
6 two cannot be automatic. That was one around competitive
7 bidding and one for receiving gifts, grants, and donations.
8 And in both of those circumstances, when charter schools
9 bring those waivers to the board, they're essentially saying
10 that in statute, it says that these are established at the
11 district level and we're asking to delegate that to the
12 school level.

13 So now, if charter schools seek that waiver,
14 they'll have to request it as a non-automatic and provide a
15 rationale and replacement plan. And then the statute also
16 clarifies that posting waivers or the requirement to post
17 waivers on a district or a school website cannot be waived.
18 And so the charter school or a district cannot come to the
19 board asking to waive that part of statute.

20 So we in September in Burlington, you all
21 approved notice for the rule making. There was no public
22 comment or feedback that we received. And so, we bring them
23 to you today and asking if you would approve. If you approve
24 today unanimous, then it will be adopted. If not it will
25 come back to you in December.



1 MADAM CHAIR: Thank you sir.

2 MR. KOTTENSTETTE: Thank you.

3 MADAM CHAIR: And I don't have anyone signed
4 up to testify. So I would entertain a motion please.

5 UNIDENTIFIED VOICE: I have some questions.

6 UNIDENTIFIED VOICE: Yes, all right yes.

7 MADAM CHAIR: Do I have a motioner, thank
8 you.

9 MS. RANKEN: I approve -- I move to approve
10 the rules for the administration of the waiver of statute
11 and rule 1 CCR 01-35.

12 MADAM CHAIR: Thank you, board member Rankin.
13 It's a proper motion, do I have a second?

14 MS. FLORES: I second.

15 MADAM CHAIR: Thank you, board member Flores.
16 Comments and questions?

17 UNIDENTIFIED VOICE: On Page 3, what is the
18 Colorado Special Education Advisory Committee? And then
19 there's I guess, it's point number 3, I think I would add --

20 MADAM CHAIR: Where are you, please?

21 UNIDENTIFIED VOICE: Oh, I am --

22 MADAM CHAIR: That's on the next page.

23 MR. KOTTENSTETTE: Oh this next line.

24 UNIDENTIFIED VOICE: So that was like we're
25 going to have a presentation next.



1 MS. FLORES: I'm sorry, I just go, you know,
2 what's next.

3 MADAM CHAIR: Board member Rankin.

4 UNIDENTIFIED VOICE: I'm so sorry.

5 MR. KOTTENSTETTE: No, no that's great.

6 MADAM CHAIR: It's only 11:30 and we are --

7 UNIDENTIFIED VOICE: Finished it.

8 MR. KOTTENSTETTE: We are moving so fast.

9 UNIDENTIFIED VOICE: Yeah, she was on
10 (indiscernible).

11 UNIDENTIFIED VOICE: Go ahead.

12 UNIDENTIFIED VOICE: I just need a
13 clarification.

14 MR. KOTTENSTETTE: Yeah.

15 UNIDENTIFIED VOICE: Is this for the new ones
16 or a renewable ones? I mean, if we've done it one way in
17 the past, do they have to come forward?

18 MR. KOTTENSTETTE: Yes, so the way that we
19 we're handling it is that when a school comes forward with a
20 new contract, we would be -- they -- they would need to come
21 forward with a request for what was previously automatic
22 that they would say, you are requesting these as not
23 automatic

24 UNIDENTIFIED VOICE: Okay. And then these
25 also have to be listed on their website, the school website.



1 MR. KOTTENSTETTE: Correct.

2 MADAM CHAIR: Okay. Thank you. Board member
3 Goff.

4 MS. GOFF: I don't -- I don't intend for this
5 to be a light question. Do we -- do we have school
6 districts without websites anymore?

7 MR. KOTTENSTETTE: That's a fair question
8 that I can't give you the answer to right now, but we could
9 look at it.

10 MADAM CHAIR: There are some really bad ones.

11 MR. KOTTENSTETTE: I would suspect that
12 school districts would probably have websites, but --

13 MS. GOFF: I think almost because there are a
14 whole series of requirements that require them to have like
15 the financial transparency on their website. So I believe
16 100% have, I could verify that, but I'm 98% sure.

17 MADAM CHAIR: Thank you. Please don't take a
18 lot of extra time.

19 UNIDENTIFIED VOICE: So, just starting,
20 looking into all of them up now.

21 MADAM CHAIR: Well, there is definitely a
22 topic that, if we ever went -- now that we really should be,
23 but the quality of websites is a big conversation. But I
24 don't know, I mean, the law doesn't say and/or other
25 available public.



1 MR. KOTTENSTETTE: Yeah.

2 UNIDENTIFIED VOICE: So we just have to
3 operate on what we have, just curious about that.

4 MR. KOTTENSTETTE: And one thing I can speak
5 to that I have experience with is that the districts have a
6 process for financial accreditation and as part of that
7 review, the review team will be looking to see do they have,
8 are they compliant with the posting requirements on that. So
9 I'm not going to be the right point person but I know
10 Jennifer's team, I could definitely follow-up and say, "Hey,
11 do you ever see that come up?"

12 UNIDENTIFIED VOICE: Okay. Thanks.

13 MR. KOTTENSTETTE: Yeah.

14 MADAM CHAIR: Any other questions?

15 UNIDENTIFIED VOICE: Do you need a different
16 second? It's okay.

17 UNIDENTIFIED VOICE: So, we'll take over.

18 UNIDENTIFIED VOICE: SPEAKERS: I support you,
19 Bill.

20 UNIDENTIFIED VOICE: This is so much.

21 UNIDENTIFIED VOICE: Ms. Cordial, would you
22 please call the roll.

23 MS. CORDIAL: Board member Durham.

24 MR. DURHAM: Yes.

25 MS. CORDIAL: Board member Flores.



1 MS. RANKIN: Yes.

2 MS. CORDIAL: Board Member Goff.

3 MS. GOFF: Yes.

4 MS. CORDIAL: Board member Mazanec.

5 MS. MAZANEC: Yes.

6 MS. CORDIAL: Board member McClellan.

7 MS. MCCLELLAN: Yes.

8 MS. CORDIAL: Board member Rankin.

9 MS. RANKIN: Yes.

10 MS. CORDIAL: Board member Schroeder.

11 MS. SCHROEDER: Yes.

12 MADAM CHAIR: Thank you.

13 MS. CORDIAL: That passes 7-0.

14 MR. KOTTENSTETTE: Thank you all so much.

15 MADAM CHAIR: Thank you, Mr. Kottenstette.

16 UNIDENTIFIED VOICE: It wasn't with the kiss

17 of death it turned out.

18 MS. MAZANEC: Somehow you didn't jinx it.

19 MR. KOTTENSTETTE: I'll announce -- this one

20 will be quick too.

21 MADAM CHAIR: So, I hate to say this, but

22 we're actually ahead of schedule. Wait a minute, if

23 everyone's here, let's do proceed but --

24 UNIDENTIFIED VOICE: Yeah, let's proceed.

25 UNIDENTIFIED VOICE: No wait, we did the one



1 item yesterday. What's that? Didn't we do the one item
2 yesterday that was --

3 UNIDENTIFIED VOICE: Yes, yes.

4 UNIDENTIFIED VOICE: Okay, I was -- sorry.

5 UNIDENTIFIED VOICE: The ICAP rules. Yeah.

6 MADAM CHAIR: Welcome, thank you for coming
7 early. It's a total fluke of who knows what, that we are
8 back on track after these 45 minutes so. But, we are glad
9 you're here. Thank you.

10 So the next item on our agenda is the annual
11 report from the Colorado Special Education Advisory
12 Committee, Commissioner.

13 MS. ANTHES: Yes, thank you. I'm going to
14 turn this over and also do a little introduction. I believe
15 this is Dr. Foster's first time in front of you. Dr. Foster
16 joined our team, was it September?

17 DR. FOSTER: September. Yes, ma'am.

18 UNIDENTIFIED VOICE: Is September, okay.
19 Time flies. And he is our Executive Director of our
20 Exceptional Student Services Unit. And Dr. Foster comes to
21 us from Texas. He has over 20 years of experience as a
22 director of special ed in both rural, urban, and suburban
23 Texas settings. He's been doing great work getting up to
24 speed on the Colorado landscape. And we've been hearing
25 great things about his support to districts across the



1 state. So, this is Dr. Foster's first time in front of you
2 and he will introduce the advisory team. That's with us.

3 MADAM CHAIR: So, welcome Dr. Foster.

4 DR. FOSTER: Thank you. Thank you,
5 Commissioner, Madam Chair, Board members, it's my pleasure
6 to introduce to you this morning the 16, 17 co-chairs for
7 the Colorado Special Education Advisory Committee, also
8 known as CSEAC. Ms. Katherine Raines is from Denver and has
9 served on CSEAC for five years. She has served as the
10 group's co-chair from 2015 to 2017 and in addition to that
11 she is- in addition to serving as the co-chair, Kat serves
12 as the District Charter School Representative on CSEAC.

13 Mr. Nainiskedin is from Colorado Springs and
14 has also served on CSEAC for five years. Renee will be
15 serving as the group's co-chair through 2018 and she is
16 also, also serves in the capacity of a parent of a student
17 with a disability on CSEAC.

18 CSEAC is made up of Colorado citizens who
19 volunteer their time each month to support CDE's efforts to
20 ensure that students with disabilities throughout the state
21 have access to a free and appropriate public education.
22 CSEAC is a state-level committee, which is mandated by both
23 federal and state law.

24 Members are appointed by the State Board of
25 Education and are highly interested in supporting high



1 quality educational programs for children and youth with
2 disabilities. CSEAC is made up of parents of children and
3 youth with disabilities, as well as individuals with
4 disabilities themselves, educational service providers,
5 administrators, and representatives from a variety of other
6 agencies.

7 In addition, board member McClellan serves as
8 the board liaison to CSEAC and we'd like to take this
9 opportunity to extend our thanks to her for serving in this
10 role. Participation in CSEAC is statewide and is
11 representative of individuals who are associated with a
12 variety of or diverse number of individuals with
13 disabilities.

14 Under federal law, CSEAC is expected to
15 advise CDE of potential unmet needs within the state,
16 provide comment on rules and regulations proposed by the
17 state, advise the state in developing evaluations, and
18 meeting reporting requirements to the office of Special
19 Education Programs, advising CDE in developing corrective
20 action plans when needed, and advise CDE in developing
21 policies for the coordination of services to children with
22 disabilities.

23 So, in an effort to meet these obligations,
24 CSEAC has developed a number of sub-committees to help them
25 focus their efforts and provide meaningful input to those of



1 us in the ESSA.

2 So, at this time, I'm going to turn the
3 remainder of the presentation over to Ms. Raines and Ms.
4 Niskanen, to provide you with information about the work
5 that CSEAC has done over the past year.

6 MS. NISKANEN: Thank you, and thank you guys
7 for this opportunity. As Dr. Foster mentioned, most of the
8 work that we do --

9 UNIDENTIFIED VOICE: Kindly turn, use our
10 microphone, we have -- it's a live streaming --

11 MS. NISKANEN: Thanks for the first time,
12 right?

13 UNIDENTIFIED VOICE: You know, that makes you
14 really want to talk.

15 MS. NISKANEN: So, as Dr. Foster previously
16 mentioned, much of the work that we do is through the sub-
17 committee work of our members.

18 There are currently four sub-committees:
19 Communications, Membership, Public Policy & Legislation, and
20 Student Outcomes. And then, as needed we do- the Chairs will
21 appoint members to ad hoc committees to deal with issues as
22 they arise outside of these four specific.

23 Over the past year, the Communications sub-
24 committee did work to fulfill its mission, which is to serve
25 mostly as a conduit between the constituents out across the



1 state that we represent and bring it -- the -- their input
2 and their voices back to our group that we can then work
3 with the ESSU and CDE on the unmet needs of the k -- of the
4 kids in the state.

5 So during the last year most of the work they
6 did was sort of towards working on a more -- a better
7 process for making sure that we are partnering well with our
8 parents and constituents out in the community. A lot of
9 work was done to update the registry we have, to make sure
10 that the contacts that we have across all the districts are
11 the appropriate ones with local CSEACs, as well as within
12 the districts themselves.

13 We conducted a workshop where members of the
14 Communications sub-committee went out and helped families
15 and other interested parties learn how to establish their
16 own local CSEACs, as well as just how to improve the ones
17 that they already have, existing ones, in their districts.
18 There was a non-CDE related closed Facebook page that was
19 created to improve communication among members themselves,
20 and they also really work to improve and update a Power of
21 Partnership Document, which is a, basically a user guide for
22 local CSEACs and interested people in the community to use
23 to work with and create local CSEACs at their level.

24 Next up, and I think probably one of the most
25 under-represented committees on CSEAC, is the Membership



1 Committee. They really work really hard to make sure that
2 CSEAC membership is a true representation of the state.
3 They post open positions every year that fall within the by-
4 laws and the requirements under statute, they review
5 applications, conduct over-phone interviews, and submit
6 recommendations to you for appointment to new members.

7 Along with that, this year they also piloted
8 a new mentorship program to make sure that all incoming
9 members are partnered with a seasoned member to sort of
10 figure out how CSEAC rolls because it can be kind of
11 confusing when you first come in. The other thing they did
12 was to work on developing a by-laws change that gave the
13 option for members who changed their position at work, like
14 they get a promotion and the position they were filling was
15 a different one, and their new job doesn't have that
16 qualification anymore, during the remainder of their two-
17 year cycle, it gives them a chance to see if there's another
18 vacancy that they can fit into, so that they are allowed to
19 compete this- complete the six years they have on the term.

20 Our next committee is a Public Policy and
21 Legislation Committee, and this committee is the one I
22 previously served on before chairing, and the activity of
23 this committee really depends on everything else going on in
24 the state within the legislative process. This past year,
25 most of what we did was working through Dr. Deborah



1 Sheffield, when she was here on the board, to get
2 information from her around things that might be coming our
3 way that impact the children that we represent.

4 We tracked and reported out to CSEAC anything
5 that we knew of going on, again, pending legislations or
6 things under discussion that could impact the kids that we
7 represent. And we also are developing a process to make
8 sure that CSEAC members are represented in the room at State
9 Board meetings and other meetings where the kids that we
10 represent are being discussed.

11 And then the last committee is the one that
12 works the closest with the ESSU and that's our Student
13 Outcomes Committee. Over the last few years, they've shifted
14 their focus to developing ways to improve family and school
15 partnerships between, obviously, the parents of kids with
16 disabilities and the staff members at the schools in which
17 they work. They've worked with the member of the ESSU that
18 is responsible for the Safe Systemic Improvement Plan and
19 she's come in many times as a result to sort of get our
20 feedback on things.

21 And they also conducted a survey within their
22 districts as members, to sort of find out what people think
23 is needed to better repres -- to better meet the need of
24 parents who are partnering. I'm going to turn the rest of
25 this over to Renee, so she can talk about the other works,



1 everything.

2 MS. RENEE: Hi. Thank you for having us. We
3 also provide input to CDE and some of the things that we
4 focused on this year were; the State Performance Plan and
5 that was the reason for the shift where the Student Outcomes
6 Committee. We wanted to provide information and support for
7 the family partnership, family-school partnership. Every
8 Student Succeeds Act, we've provided comment during the
9 public comment and then we also help to distribute it, so
10 people outside of the committee and other interested parties
11 knew that it was there and that we could, they could provide
12 public comment as well.

13 We updated the position statement that we had
14 for mental health and bullying. The last publication was on
15 2005 and so we needed to update the terminology and the
16 statistics for which things like that. And then, we also
17 have many of our members that are in other committees. And
18 so, one of our members was on the Graduation Guidelines and
19 the rollout committee. So she brought that information back
20 to us, then we were also able to provide information.

21 So in addition to our standard committees, we
22 also have areas of focus. Just last year, we did the part
23 partnership as Kat talked about, and that is really to
24 strengthen the local CX. We find that our constituents if
25 they have a local CX, it's much easier, much better to



1 facilitate what they, what their needs are and then come to
2 us, so we can better represent them.

3 We also focus on the final four. That is not
4 the special education document, it's a civil rights law and
5 there's confusion from -- from parents and even some
6 educators, that final four and IP are the same and they're
7 not. So we were going to develop differences document but
8 then the United States Department of Education published
9 something similar.

10 So that was great. So we just did a letter
11 and send it out and supported the -- and distributed the new
12 document. And then we also were refocused on charter
13 schools and if children with special needs can be served
14 through charter schools. And quite frankly, it's very
15 complicated. So we did a question answer kind of thing for
16 parents if they can be served at the charter schools, and
17 that's still work in progress, we're still working on that.

18 Again, it's very complicated and I think
19 parents know their kids best, so they can answer those
20 questions. And it's more of a guideline of whether that
21 school would be appropriate for your child and then whether
22 that child can be appropriate for the school as well. We
23 also had the previous year we talked a lot about bullying
24 and ment -- for the children with special needs.

25 We had a presentation, we had an additional



1 presentation this year. And so it was more of an update
2 from the previous year. And then again, the family and civil
3 partnerships were really trying to determine the unmet needs
4 from the parents and educators and our constituents.

5 And so we did that through ESSU. So, this
6 coming year, where there are -- we're going to focus on
7 other areas. We're going to focus on transitions for kids
8 with IP's as one of the committees, one of the documents
9 that we're going to produce. And that means that all
10 transitions, so from preschool to kindergarten, from
11 elementary to middle school.

12 And because most people think of transition
13 as just from high school into that three-year transition
14 period after high school, and transitions that happen at
15 each juncture. And so, we're going to focus on developing a
16 document that can help those transitions from both the
17 schools and the parents, and the kids.

18 The next thing is we're -- we're going to
19 develop sort of a toolbox if you will. Everybody, there are
20 many documents out there that say this is how an IP should
21 look. This is how you should transition to this or, and not
22 everybody's the same.

23 So we're going to develop a toolbox and that
24 people can take whatever tool is best for them. We'll
25 continue to develop the constituent documents based on these



1 topics. And we will also continue to have input to the
2 state performance plan through formal and informal feedback
3 in supporting the, the school-family partnership. And we
4 appreciate it very much the -- all of the work that we do at
5 CDE. We couldn't do our job if they didn't -- if we didn't
6 have them.

7 So we wanted to say that thank you very much
8 for that. We'll continue to support our constituents and
9 CDE, and thank you very much for being our representative
10 and we appreciate, appreciate that. And then we of course
11 will continue to support the results driven accountability
12 through the -- through tracking academics for kids with
13 special needs.

14 UNIDENTIFIED VOICE: Thank you very much.

15 UNIDENTIFIED VOICE: Thank you. I appreciate
16 it.

17 UNIDENTIFIED VOICE: Questions, comments?

18 UNIDENTIFIED VOICE: If I may, do you still
19 produce an annual report? I vaguely remember reading report
20 ye -- I thought yearly and I can't remember went to us or
21 went to the legislature or to who -- for whom it was
22 prepared.

23 UNIDENTIFIED VOICE: We did and we submitted
24 it back in July but because of the dockets and different
25 transitions this is us getting a chance to actually talk to



1 you about it.

2 UNIDENTIFIED VOICE: Okay.

3 UNIDENTIFIED VOICE: So, yeah, we did get
4 that finished up at the end of the year which is with the
5 school year, so we finished up in July.

6 UNIDENTIFIED VOICE: So --

7 UNIDENTIFIED VOICE: We submit and make sure
8 you guys get --

9 UNIDENTIFIED VOICE: Well, Ms. Cordial
10 probably has it and sent it.

11 UNIDENTIFIED VOICE: Yeah.

12 UNIDENTIFIED VOICE: I would be happy to
13 resend that to you.

14 UNIDENTIFIED VOICE: Okay.

15 UNIDENTIFIED VOICE: Yes.

16 UNIDENTIFIED VOICE: If not, I have -- I'm
17 happy to resubmit.

18 UNIDENTIFIED VOICE: I'm sure she has it, it
19 just probably got lost in that short vacation that I thought
20 I was going to have in July.

21 MADAM CHAIR: Board member Mazanec.

22 MS. MAZANEC: So, there are CX at local
23 school districts. Is it a district organization? Do you
24 have that in every district?

25 UNIDENTIFIED VOICE: Not many as we'd like.



1 They're not required at the district level like ours is
2 required under state law, the district ones are more based
3 on what the district is doing, and so they vary a lot more
4 as far as their make up, who's on them, how they're run,
5 that sort of stuff. The good thing is is we're getting more
6 requests on -- on a regular basis for different school
7 districts that are interested in saying, well, it's been
8 really nice experience.

9 MS. MAZANEC: So, they're looking to you for
10 help in setting those up?

11 UNIDENTIFIED VOICE: In our communications
12 committee is really great. In fact that's what they're
13 doing right now today, they doing a workshop.

14 UNIDENTIFIED VOICE: And so out of the --
15 what do we have a hundred and-

16 UNIDENTIFIED VOICE: Seventy-eight, sort of.

17 UNIDENTIFIED VOICE: -- 178 districts, and
18 how many do you estimate have their own CX?

19 UNIDENTIFIED VOICE: I don't know off the top
20 of my head. I think we could probably get our best estimate
21 and let you know.

22 UNIDENTIFIED VOICE: Yeah. Not -- not
23 crucial, but. Thank you so much. It sounds like you're --
24 you're going to be a valuable resource for a lot of
25 districts. So, thank you.



1 UNIDENTIFIED VOICE: There are -- but in some
2 cases there are BOCES rather than school districts that
3 provide the services. Do they --

4 UNIDENTIFIED VOICE: I sort of think of them
5 as light districts.

6 UNIDENTIFIED VOICE: Right. And do they
7 create them a parent organization instead of each district?
8 Do you know?

9 UNIDENTIFIED VOICE: I'm not quite sure if
10 the CX in those areas are attached to the BOCES or the
11 districts. I'll be honest, I don't know.

12 UNIDENTIFIED VOICE: Okay.

13 UNIDENTIFIED VOICE: But I understand that
14 sort of an interesting balancing act in those.

15 UNIDENTIFIED VOICE: Okay. Thank you. Board
16 member Goff.

17 MS. GOFF: That was my follow up, if you have
18 any idea how -- how many BOCES. What do we have eight, 10?

19 UNIDENTIFIED VOICE: Nineteen.

20 UNIDENTIFIED VOICE: Yes. Yeah.

21 UNIDENTIFIED VOICE: Nineteen BOCES, whoa.

22 UNIDENTIFIED VOICE: Okay. Yeah you're
23 right. That's a lot. How many of the BOCES have -- have a
24 BOCES wide? See, I appreciate your --

25 UNIDENTIFIED VOICE: We can get that.



1 UNIDENTIFIED VOICE: That would be good.

2 UNIDENTIFIED VOICE: Thank you.

3 UNIDENTIFIED VOICE: Board member Goff, I can
4 tell you that I know one exa -- one specific example, the
5 sign one BOCES has really tried to develop a CX that
6 basically sets on both sides of its boundaries, one in the
7 Cortez area and then another one that's in Bayfield. So, I
8 know that they're trying to reach out to parents and develop
9 that.

10 UNIDENTIFIED VOICE: So, it's about multi --
11 multi district. But --

12 UNIDENTIFIED VOICE: Yes, ma'am.

13 UNIDENTIFIED VOICE: Within the district?

14 UNIDENTIFIED VOICE: Yes.

15 UNIDENTIFIED VOICE: That makes sense. Board
16 member McClellan.

17 UNIDENTIFIED VOICE: I just want to say a
18 quick thank you very much for the work that you're doing and
19 for being here with us today. And this is a new role for me
20 and I'm very much looking forward to working with you.
21 Thank you.

22 UNIDENTIFIED VOICE: Thank you.

23 MADAM CHAIR: Board member Rankin?

24 MS. RANKIN: How many students are we talking
25 about here?



1 UNIDENTIFIED VOICE: In terms of special
2 education students?

3 UNIDENTIFIED VOICE: Yes.

4 UNIDENTIFIED VOICE: I think we're just a
5 little under 100,000 statewide.

6 UNIDENTIFIED VOICE: And how many members do
7 you have on your committee?

8 UNIDENTIFIED VOICE: It varies from year to
9 year, last year we had 26.

10 UNIDENTIFIED VOICE: And so your com --
11 subcommittees are pretty small?

12 UNIDENTIFIED VOICE: Five, seven depending on
13 that one. But yeah.

14 UNIDENTIFIED VOICE: Sure. Thank you very
15 much.

16 UNIDENTIFIED VOICE: Thank you very much for
17 coming. We really appreciate the report. And I will read
18 it now.

19 UNIDENTIFIED VOICE: Thank you very much for
20 having us.

21 MADAM CHAIR: So, Ms. Cordial, would you
22 please announce executive session?

23 MS. CORDIAL: Of course. The state board will
24 hold an executive session pursuant to 24-6-402(3)(b)(I) CRS
25 concerning the evaluation of the State Board of Education



1 employees who requested that the matter be addressed in
2 executive session, and to receive legal advice on specific
3 legal questions pursuant to 24-6-402(3)(a)(II) CRS on
4 matters that kept confidential by federal law rules or state
5 statutes pursuant to 24-6-402(e)(a)(II) CRS.

6 MADAM CHAIR: Thank you. Do I have a motion
7 to go into executive session?

8 UNIDENTIFIED VOICE: So moved.

9 MADAM CHAIR: Thank you. Motion pass -- no.
10 Anybody opposed? No objection. Thank you. We're on.

11 (Executive Session)

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C E R T I F I C A T E

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

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

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

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

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