



**COLORADO**  
Department of Education

Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
August 13, 2014, Part 1

BE IT REMEMBERED THAT on August 13, 2014,  
the above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board  
Members:

Paul Lundeen (R), Chairman  
Marcia Neal (R), Vice Chairman  
Elaine Gantz Berman (D)  
Jane Goff (D)  
Pam Mazanec (R)  
Debora Scheffel (R)  
Angelika Schroeder (D)



1 CHAIRMAN LUNDEEN: State Board will come  
2 back to order, please. We are all together. Staff,  
3 please call the roll.

4 MS. MARKEL: Elaine Gantz Berman?

5 MS. BERMAN: Here.

6 MS. MARKEL: Jane Goff?

7 MS. GOFF: Here.

8 MS. MARKEL: Paul Lundeen?

9 CHAIRMAN LUNDEEN: Good morning.

10 MS. MARKEL: Pam Mazanec?

11 MS. MAZANEC: Here.

12 MS. MARKEL: Marcia Neal?

13 MS. NEAL: Here.

14 MS. MARKEL: Dr. Scheffel?

15 MS. SCHEFFEL: Here.

16 MS. MARKEL: Dr. Schroeder?

17 MS. SCHROEDER: Here.

18 CHAIRMAN LUNDEEN: Who would like to lead us  
19 in the Pledge of Alliance?

20 MS. NEAL: I will do that.

21 CHAIRMAN LUNDEEN: Well, there we go. Vice  
22 Chair, please.

23 MS. NEAL: I will volunteer.

24 ALL: I pledge allegiance to the Flag of the  
25 United States of America and to the Republic for which it



1 stands. One Nation under God, indivisible, with liberty and  
2 justice for all.

3 CHAIRMAN LUNDEEN: Thank you. Is there a  
4 motion to approve the agenda?

5 MS. NEAL: I so move.

6 UNIDENTIFIED VOICE: I second.

7 CHAIRMAN LUNDEEN: It's been seconded -- an  
8 objections? Motion carries. Before moving into the content --  
9 the consent agenda, I would like to mention important work that  
10 the State Board does, which because it is most often in the  
11 consent agenda, doesn't receive much notice.

12 Of the 50,000 plus teachers in Colorado, there  
13 are a small subset that for a variety of reasons are not fit to  
14 hold Colorado teaching licenses. So while I want to recognize  
15 the work of the Department and the State Board in revoking or  
16 denying educator licenses, it does not reflect upon the  
17 thousands and thousands of great teachers in Colorado.

18 With that being said, over the last year, I  
19 would like to highlight some of the work the State Board has  
20 done in helping to maintain the safety of Colorado classrooms.  
21 The State Board has revoked licenses, or denied applications,  
22 of ten individuals who were convicted of felony theft or  
23 similar crimes. It has revoked the licenses of 14 individuals,  
24 eight of whom had felony convictions involving sexual assault  
25 or sexual exploitation of children. And of that group of 14,



1 six individuals were involved in inappropriate relations with  
2 students. Thank you to the educator licensing staff who worked  
3 in this area, and thank you to my colleagues on the Board.

4 And with that, we'll move on to the consent  
5 agenda. Do I have a motion to place on the consent?

6 MR. NEAL: Mr. Chairman, I move to place the  
7 following items on the consent agenda: 14.06; regarding  
8 disciplinary proceedings concerning an application charge,  
9 number 2012 EC 200; instruct department staff and the State  
10 Attorney General's Office to prepare the documents necessary to  
11 dismiss the charge. 14.07; regarding disciplinary proceedings  
12 concerning an application charge, number 2012 EC 1082; instruct  
13 department staff to issue a notice of denial and appeal rights  
14 to the applicant pursuant to 24-4-104 CRS. 14.08; regarding  
15 disciplinary proceedings concerning a license charge, number  
16 2011 EC 1562; instruct department staff and the State Attorney  
17 General's Office to prepare the documents necessary to request  
18 a formal hearing for the revocation of the license holders  
19 license pursuant to 24-4-104 CRS.

20 14.09; regarding disciplinary proceeding  
21 concerning an application charge, number 2012 EC 3246; instruct  
22 department staff to issue a notice of denial and appeal rights  
23 to the applicant pursuant to 24-4-104 CRS. Regarding  
24 disciplinary proceedings concerning an application charge,  
25 number 2012 EC 3256; instruct department staff to issue a



1 notice of denial and appeal rights to the applicant pursuant to  
2 24-4-104 CRS. 14.11; regarding disciplinary proceedings  
3 concerning an application charge number 2012 EC 3258; instruct  
4 department staff to issue a notice of denial and appeal rights  
5 to the applicant pursuant to 24-4-104 CRS. 14.12; regarding  
6 disciplinary proceedings concerning an application charge  
7 number 2012 EC 3261; instruct department staff to issue a  
8 notice of denial and appeal rights to the applicant pursuant to  
9 24-4-104 CRS. 14.13; regarding disciplinary proceedings  
10 concerning an application charge number 2012 EC 324; instruct  
11 department staff to issue a notice of denial and appeal rights  
12 to the applicant pursuant to 24-4-104 CRS.

13 14.14; regarding disciplinary proceedings  
14 concerning the license charge number 2013 EC 1116; instruct  
15 department staff and the State Attorney General's office to  
16 prepare the documents necessary to request a formal hearing for  
17 the irrevocation of the license holders -- lost my place --  
18 license pursuant to 24-4-104 CRS. 14.15; approve four initial  
19 emergency authorizations as set forth in a published agenda.  
20 14.16; approve Cherry Creek Academy's Teacher Induction Program  
21 as set forth in the published agenda. 14.17; approve DSST  
22 Public Schools Teacher Induction Program as set forth in the  
23 published agenda. 14.18; approve Wiggins School District RE50J  
24 Teacher Induction Program as set forth in the published agenda.  
25 14.19; approve Windsor Charter Academy Teacher's Induction



1 Program, as set forth in the published agenda.

2 14.20; approve Colorado Christian University  
3 as a designated agency for alternative teacher preparation as  
4 set forth in the published agenda. 15.01; approve Denver  
5 Public School's innovation application on behalf of Oakland  
6 Elementary School, as set forth in the published agenda.

7 15.02; approve the Charter School Institute's request for  
8 waivers on behalf of Frontier Charter Academy, as set forth in  
9 the published agenda. 15.03; approve Denver Public School's  
10 request for waivers on behalf of Highline Academy Northeast, to  
11 set forth in the published agenda. 15.04; approve Adams 12  
12 Five-Star School District's request for waivers on behalf of  
13 Prospect Ridge Academy, as set forth in the published agenda.  
14 15.05; approve the Charter School Institute's request for  
15 waivers on behalf of Youth and Family Academy as set forth in  
16 the published agenda.

17 15.06; approve the Charter School Institute's  
18 request for waivers on behalf of Animus High School as set  
19 forth in the published agenda. 15.07; approve Mesa Valley  
20 School District 51's request for waivers on behalf of Mesa  
21 Valley Community School, as set forth in the published agenda.  
22 Losing it -- oh, we're getting there.

23 15.08; approve Adams Five -- 12 Five Star  
24 School's request for waivers on behalf of Strategic Charter  
25 School as set forth in the published agenda. 15.09; approve



1 Denver Public School's request for waivers on behalf of Strive  
2 Prep, Ruby Hill, is set forth in the published agenda. 15.10;  
3 approve Roaring Fork School District RE1's request for waivers  
4 on behalf of Carbondale Community School, as set forth in the  
5 published agenda. 15.11; approve Denver Public School's  
6 request for waivers on behalf of Denver Schools of Science and  
7 Technology, Conservative Green Middle School, and as set forth  
8 in the published agenda. 15.12; approve Denver Public School's  
9 request for waivers on behalf of Denver School's of Science and  
10 Technology Cole High School, as set forth in the published  
11 agenda.

12 15.13; approve Denver Public School's request  
13 for waivers on behalf of Girl's Athletic Leadership School High  
14 School, as set forth in the published agenda. 16.01; approve  
15 the following appointments to the State Advisory Council for  
16 parent involvement in education for a three-year term: Becky  
17 Barnes, Chris Johnson, Jane Lewis-Johnson, and Jamenda Sagas  
18 (ph). 16.02; approve the list of alternative education  
19 campuses for the 2014-'15 school year as set forth in the  
20 published agenda. 16.03; approve the distribution of payments  
21 to administrative units for gifted education under the  
22 Exceptional Children's Educational Act as set forth in the  
23 published agenda. 17.01; approve Michael Porter to serve on  
24 the Education Data Advisory Committee as an individual with  
25 information for technology expertise -- are you --?



1 CHAIRMAN LUNDEEN: And then an abundance of  
2 caution to make sure we read these into the record also.

3 MS. NEAL: Thank you very much. 14.01;  
4 regarding disciplinary proceedings concerning an application  
5 charge number 2012 EC 20; instruct department staff to issue a  
6 notice of denial and appeal rights to the applicant pursuant to  
7 24-4-104 CRS. 14.02; regarding disciplinary proceedings  
8 concerning a license charge number 2011 EC 33; instruct the  
9 commissioner to sign the settlement agreement. 14.03; regarding  
10 disciplinary proceedings concerning an application charge  
11 number 2011 EC 323; instruct department staff to issue a notice  
12 of denial and appeal rights to the applicant pursuant to 24-4-  
13 104 CRS. 14.04; regarding disciplinary proceedings concerning  
14 an application charge number 2011 EC 342; instruct department  
15 staff to issue a notice of denial and appeal rights to the  
16 applicant pursuant to 24-4-104 CRS.

17 14.05; regarding disciplinary proceedings  
18 concerning a license charge number 2011 EC 526; instruct  
19 department staff and the State Attorney General's Office to  
20 prepare the documents necessary to request a formal hearing for  
21 the revocation of the license holder's license pursuant to 24-  
22 4-104 CRS. This is the end of the consent agenda.

23 CHAIRMAN LUNDEEN: Indeed it is.

24 MS. NEAL: Thank God.

25 CHAIRMAN LUNDEEN: That is a proper motion;





1 two months' worth of business. Is there a second? Second?  
2 Dr. Scheffel? Any discussion? Without objection it carries.

3 MS. NEAL: I just read what they put in front  
4 of me.

5 CHAIRMAN LUNDEEN: At this point, I will turn  
6 to the Policy Analyst and State Board liaison, and ask for a  
7 report.

8 MS. MARKEL: Good morning, Mr. Chair and  
9 members of the Board, Mr. Commissioner. In your packets, you  
10 have a number of items. We have included the expense report,  
11 including a year-end description of all of the expenses from --  
12 from this past fiscal year. You also have this current fiscal  
13 year's reports. You have a copy of the events calendar.  
14 Under Section 7, you have a copy of the Council Corps of Rules  
15 for the rulemaking hearing that will take place shortly. In  
16 Section 8, you have information pertaining to the Early  
17 Childhood and School Readiness Legislative Commission and  
18 (indiscernible) task force, and the online task force, which  
19 Jennifer Mello will be briefing you on later this morning.

20 Section 8.02, you have information concerning  
21 the impact of (indiscernible) in the K-2 -- the K-12 suite  
22 State and Board financial data, along with information  
23 pertaining to the School Truth (indiscernible). In Section 9,  
24 you have a copy of the CMAS (indiscernible) performance level  
25 descriptors for the discussion around that first action item



1 following the rulemaking hearing this morning.

2 In Section 10, you have a copy of the  
3 Emergency Online Rules; we'll be conducting several emergency  
4 rulemaking (indiscernible) today. In Section 13, you have a  
5 copy of the materials submitted by Summit RE1 in support of  
6 it's request to you for its exclusive chartering  
7 (indiscernible).

8 In Section 15, you have a number of items that  
9 relate to the waivers that have been requested by different  
10 public schools on behalf of a number of schools: Frontier  
11 Academy, Highline Academy, Prospect Ridge, Youth and Family  
12 Academy and you also have (indiscernible) High School waiver  
13 materials, Mesa Valley Community School waiver materials,  
14 Stargate School waiver materials, Strive Prep waiver materials,  
15 Carbondale Community School waiver materials, Conservatory  
16 Green Middle School, Coal High School and Brook Athletic  
17 Leadership waiver materials. All of these were submitted to  
18 you in support of their various waiver requests.

19 In Section 15.14 and Section 15.15, you have  
20 copies of the rules for the instruction in cardio pulmonary  
21 resuscitation in public schools grant program, and the  
22 requirement for certification of Compass School Athletic  
23 coaches to be certified in CPR. In Sections 15.16 and 15.17,  
24 you have copies of the rules for the school health and  
25 professional grant program. You will be conducting emergency



1 rules -- emergency rule making hearing for both of sets of  
2 rules, and then being asked if there's been notice of permanent  
3 rulemaking for each of those sets of rules. That's the  
4 parallel notations there.

5 In Section 16, you have copies of the  
6 application materials that were submitted for the applicants to  
7 the State Advisory Council for Parent Involvement in Education.  
8 In 16.02, you have a copy of the 2014-15 turn of AEC  
9 application status. In Section 16.03 you have the gifted  
10 education administrative unit distribution (indiscernible).

11 In Section 17, you have educational data  
12 advisory (indiscernible) proposed membership and a CB for  
13 Michael Porter. In Section 18, you have, as an information  
14 item that we do every year, proposed meeting dates for the  
15 coming year. And we have done our best to avoid conflicts, but  
16 if you're aware of any days that -- that we haven't identified  
17 that conflict with our proposed meeting dates, if you would let  
18 us know and we will make those adjustments for your action in  
19 September.

20 Tomorrow, the meeting materials that you have  
21 -- you have a copy of the response to questions regarding CMAS  
22 blueprint related issues. We have a copy of the PARCC  
23 assessment blueprints and test specifications. You have a copy  
24 of the preliminary report and themes from the first  
25 administration of science and social studies assessments, and



1 the PARCC field testing for the spring of this past year --  
2 spring of 2014. And you also have a PowerPoint Assessment  
3 Implementation Study Phase 2 findings.

4 Finally, you have a copy of PowerPoint on the  
5 Chinese foreign language endorsements and in section -- so one  
6 for tomorrow's meeting, you have a 2014 Colorado Student  
7 Assessment and Growth Results for the TCAP discussion. And in  
8 Section 7, you have the proposed [unintelligible] resolution.  
9 I would like to also bring to your attention, you have an  
10 updated CMAS and science and social studies PET score  
11 recommendations PowerPoint that is on the -- in front of you on  
12 the -- and then you also have an updated letter from Dr. Fred  
13 Anderson from UC Boulder. He caught some typos and being a  
14 professor is concerned about those typos, and provided an  
15 updated copy, which its content to substantively the same, he  
16 just --

17 UNIDENTIFIED VOICE: (indiscernible) determine  
18 the grade.

19 CHAIRMAN LUNDEEN: I had already marked it up.

20 MS. MARKEL: And later this morning, we will  
21 be providing you a copy of a letter from Larry Kreger (ph);  
22 once we receive copies of that. But I forwarded that to you  
23 via email. And that is the end of my report unless someone has  
24 questions?

25 UNIDENTIFIED VOICE: Will you forward the --



1 Larry Kreger's?

2 MS. MARKEL: Yes, I just did. And Bizy will  
3 hand them out right now so you can have them.

4 CHAIRMAN LUNDEEN: And that's end of day  
5 tomorrow, that's when we'd get to all of that. But it's nice  
6 to have it for a little bit of extra time.

7 MS. MARKEL: And again, this is the end of my  
8 report, unless there are other questions.

9 CHAIRMAN LUNDEEN: Questions of Carey? Thanks  
10 for -- for that. And thanks for everyone -- staff, in catching  
11 us up on the little hiatus we took there in July, provides a  
12 little bit of extra work today. Thank -- thank you everyone  
13 for bringing -- bringing it to us in good form.

14 So the next item on the agenda is regarding  
15 the conducting of a public rulemaking hearing for the rules for  
16 the Counselor Corps Program on CCR at 301-74. The State Board  
17 approved the notice of rulemaking at its June 11<sup>th</sup>, 2014  
18 meeting. The hearing to promulgate these rules was made known  
19 through publication of a public notice on June 25<sup>th</sup>, 2014,  
20 through the Colorado Register, and by State Board notice on  
21 August 6<sup>th</sup> of this year. The State Board was authorized to  
22 promulgate these rules pursuant to Article 9, Section 1,  
23 Colorado Constitution, and Sections 22-2-106 (1)(a) and (c),  
24 and 22-2-107 (1)(c), 22-7-4091.5 and 22-91-101 of the Colorado  
25 revised statutes.



1 Commissioner, is staff prepared to provide an  
2 overview?

3 MR. HAMMOND: Yes, and this in accordance with  
4 (indiscernible) 14.150 that was passed last year, that required  
5 the Department to issue these rules. And these rules are in  
6 accordance with the statute. And Ms. Misti Ruthven will just  
7 give you a brief presentation. If you're comfortable, you can  
8 approve those today, but this is a first notice of rulemaking.

9 MS. RUTHVEN: Thank you, Mr. Commissioner and  
10 good morning Mr. Chair, Madam Vice Chair, and Members of the  
11 Board. As you may remember from June, the passage of Senate  
12 Bill 14.150 is what has prompted this rulemaking update for the  
13 School Counselor Corps Grant Program, such as expansion of the  
14 grant program itself, the increase in annual dollar amount, and  
15 the expanded criteria for schools and districts that are within  
16 the program. Approximately one-third of all districts are  
17 participating in the School Counselor Corps Grant Program.

18 So these rules were vetted with all current  
19 and past grantees of the School Counselor Corps Grant Program.  
20 BOCES, CASB, CAES, the World Council, Higher Education, the  
21 Colorado Community College System, the Colorado Council on High  
22 School and College Relations, and the Colorado School  
23 Counselors Association, who -- that is a professional  
24 organization whose membership represents two-third of all  
25 school counselors in Colorado.



1 We did receive comments from the Colorado  
2 Community College System, as well as CASB. CASB submitted a  
3 very small technical amendment to the update, and the Colorado  
4 Community College system primarily submitted best practices,  
5 many which we are unable to incorporate within the rules  
6 themselves, because there is not a statutory basis for those.  
7 Were there questions?

8 CHAIRMAN LUNDEEN: Madam Vice Chair?

9 MS. NEAL: Is this a -- is this an update? I  
10 mean we have these rules, and you are updating them, right?

11 MS. RUTHVEN: You -- I believe so. Yes. So  
12 you should have --

13 MS. NEAL: Oh, I've got them, I just was  
14 curious if it was a new endeavor or whatever we were updating.

15 MS. RUTHVEN: No, no, this is an update. Yes,  
16 thank you.

17 CHAIRMAN LUNDEEN: Dr. Scheffel?

18 MS. SCHEFFEL: Thank you for the summary. So  
19 we had a notice of rulemaking, this is the first iteration of  
20 the rules and we see them twice more? Is that --?

21 MR. HAMMOND: If you want.

22 MS. RUTHVEN: If I may, Mr. Chair?

23 CHAIRMAN LUNDEEN: Please.

24 MS. RUTHVEN: The notice of rulemaking was the  
25 (indiscernible) versus the rulemaking hearing. There are no



1 other rulemaking hearings scheduled, but if there are questions  
2 (indiscernible) is not ready to proceed, then we could  
3 (indiscernible) and the vote would occur at the next Board  
4 Meeting.

5 MS. SCHEFFEL: So we have to have to have a  
6 unanimous vote now to pass them? Otherwise --

7 MS. RUTHVEN: That's -- that's correct.

8 MS. SCHEFFEL: -- we will see them again.

9 Okay, could I -- is this a good time to ask some questions --

10 CHAIRMAN LUNDEEN: Please.

11 MS. SCHEFFEL: -- about the language? So if  
12 we look at 2.00(6), recipient secondary school, it says:  
13 Increase the number of counselors, or otherwise raise the level  
14 of school counseling provided. Can you speak to what that  
15 means? Raise the level of school counseling provided?  
16 2.00(6).

17 MS. RUTHVEN: (6) So the recipient is  
18 secondary school? Is that what --?

19 MS. SCHEFFEL: Yes.

20 MS. RUTHVEN: So this is language directly  
21 from statute, and -- so a secondary school, for these purposes  
22 is -- oh, I'm sorry, Mr. Chair.

23 CHAIRMAN LUNDEEN: Please, go ahead.

24 MS. RUTHVEN: Thank you. A secondary school  
25 is defined as 6<sup>th</sup> through 12<sup>th</sup>, so it would be a secondary





1 school that then meets the criteria that is outlined in --  
2 later in the rules. There is a criteria listed within those,  
3 such as probably free and reduced lunch, geographic isolation,  
4 et cetera.

5 MS. SCHEFFEL: I'm just trying to figure out  
6 what it means to "raise the level of school counseling". Are  
7 you saying grade levels? Are you saying the level of  
8 intensity? Number of hours? Number -- I mean, what does it  
9 mean to "raise the level"?

10 MS. RUTHVEN: Thank you. So as you may  
11 remember that we briefly discussed in June, the initial statute  
12 for the establishing the School Counselor Corps Grant, outlined  
13 that one of the goals of the grant is to reduce the student and  
14 counselor ratio across the state. So that's what that is  
15 referring to, is essentially that student/counselor ratio.

16 MS. SCHEFFEL: Okay. And then I had another  
17 question. 2.01(2)(c), where it says: We'll implement a  
18 comprehensive counseling model, including social, emotional  
19 counseling. And I just didn't know what are the features of a  
20 model? Are there six features, or is there some -- is that a  
21 term of (indiscernible) in this sector where one would look up  
22 "models" and there would be certain aspects of a model?

23 MS. RUTHVEN: Mr. Chair?

24 CHAIRMAN LUNDEEN: Please, proceed.

25 MS. RUTHVEN: So yeah -- so there are three



1 primary outlines of the career piece of the model. There is  
2 social/emotional piece, as well as a college and career  
3 preparation. So academic counseling, social/emotional and  
4 college and career preparation. So within those, I'm happy to  
5 share with you, and send with you -- send to you the specifics  
6 of the model itself and there is an opportunity for Colorado to  
7 then dive deeper into a Colorado Counseling Standards Model as  
8 well.

9 MS. SCHEFFEL: So I'm just raising this  
10 because it's been an issue with parents that (indiscernible) is  
11 on their radar, looking at the social/emotional piece, what  
12 features make that up. I mean, I just -- the model has three  
13 aspects and this is one of the aspects, what goes in there?  
14 And I guess that would be in the RFP, right? The specifics of  
15 it and how it would be rated and ranked or --

16 MS. RUTHVEN: Correct. So the various  
17 supports for students -- that would be social/emotional  
18 supports, in addition to their academic supports. Research has  
19 found that there definitely is a link toward a student's  
20 ability to be focused in a classroom and succeed academically  
21 as they have stabilized within their social/emotional  
22 parameters. So such as bullying, those types of things.

23 MS. SCHEFFEL: So if the parents are concerned  
24 about what the social/emotional aspect of the model would look  
25 like, would we -- would the Board have any input on that with



1 respect to the RFP and the rubric that identifies that for the  
2 recipients of this -- these funds? Or how would people get  
3 input on this model? This arm of it?

4 MS. RUTHVEN: Mr. Chair?

5 CHAIRMAN LUNDEEN: Please.

6 MS. RUTHVEN: So the model is based on  
7 evidence-based practices, according to the American School of  
8 Counseling Association. We do have an opportunity within the  
9 state to look at a Colorado school counselor-based model that  
10 is referenced in the rules, and prompted from Senate Bill  
11 14.150. So as -- as is explored, we would be happy to provide  
12 additional information.

13 MS. SCHEFFEL: Okay, thank you.

14 CHAIRMAN LUNDEEN: Pam?

15 MS. MAZANEC: Did you say the American School  
16 Counselors association? It's a best practices model. So can  
17 we find that somewhere on the web?

18 MS. RUTHVEN: Mr. Chair? So certainly, I'm  
19 also happy to provide you a synopsis of that, that would  
20 outline the three tenants that we discussed, as well as the sub  
21 pieces that we have mentioned as well.

22 MS. MAZANEC: Okay, that would be great.

23 CHAIRMAN LUNDEEN: Just let me bring it back  
24 to a general question: In terms of transparency for parents  
25 who are interested in understanding what this looks like, would



1 that be best place for them to go to understand what the model  
2 looks like?

3 MS. RUTHVEN: Yes, Mr. Chair. So we -- we do  
4 have that posted on the School Counselor Corps website as well,  
5 and we're (indiscernible) to the Board.

6 CHAIRMAN LUNDEEN: Excellent. Dr. Scheffel,  
7 please go ahead.

8 MS. SCHEFFEL: I just had one follow-up with  
9 you. So I think it's an important piece because I think school  
10 counselors will become increasingly important, particularly  
11 with the two-tiered high school graduation -- the diploma, the  
12 two types. And it's a huge initiative to have more counselors  
13 in the schools, and of course on the radar, parents, to figure  
14 out what those models look like, what the plans look like, what  
15 the detail looks like. So I just think it's important that we  
16 understand that.

17 CHAIRMAN LUNDEEN: Okay, other questions?  
18 Angelika? And then I will come back to you, Jane.

19 MS. SCHROEDER: So just trying to follow this  
20 conversation. I'm trying to figure out, is it not a school or  
21 district decision to some extent on the -- I mean, how much of  
22 this is actually top-down, and how much of this is what is the  
23 program within the school district, or within a particularly  
24 school? I'm referring to parents finding out. I would think  
25 parents would be looking -- asking at their particular school,



1       rather than at our level. But I'm getting to wonder whether  
2       that is the case.

3                               UNIDENTIFIED VOICE: So I'm thinking that the  
4       -- the RFP though, if it's driven from the Department of Ed,  
5       then whoever gets funded, and the specifics of the request for  
6       proposals will be identified at CDE level, which puts it our  
7       court.

8                               CHAIRMAN LUNDEEN: Puts it in the Department's  
9       court.

10                              MS. SCHEFFEL: And then do we monitor it?

11                              MS. RUTHVEN: Mr. Chair?

12                              CHAIRMAN LUNDEEN: Please, go ahead.

13                              MS. RUTHVEN: So the process that grantees  
14       follow is in a partnership, and the Department really acts as a  
15       support for implementation of the grant outline. So as we look  
16       at supporting districts in their journey, they have the  
17       opportunity to really explore their needs. So what do they  
18       need most? As well as conduct an environmental scan, outline  
19       their Smart Goals -- so what are the goals that are measurable  
20       that they can accomplish within the four year period. And then  
21       what are the evidence-based interventions based on what they  
22       need most in order to best support their students as they  
23       determine? So that is the process that is outlined for the  
24       School Counselor Corps grantees.

25                              The Department does provide significant



1 supports, multiple trainings throughout the year, as well as  
2 monthly webinars, in addition to site visits in order to assist  
3 counselors and principals as well as district administrators  
4 within this process.

5 MS. SCHROEDER: Thank you.

6 CHAIRMAN LUNDEEN: Jane? Please, go ahead.

7 MS. GOFF: Thank you. Good morning. Thank  
8 you. I did have a question come in to me, and it concerns -- I  
9 don't know, it's on the -- it's not the last page, it's about  
10 the middle, it's 2.03(d) and (e). 2.03(d) and (e), and it has  
11 to do with -- with the data available that will provide the  
12 information about the after high school, post-secondary  
13 enrollment rates. The two years after high school. So the  
14 question was around the idea is, if this is a district -- if  
15 the districts need to show this as part of meeting the criteria  
16 for grant money, is that solely a district responsibility?  
17 Does the gathering of this data, and the keeping of this data  
18 need to be done by the district, or is there some tie-in to  
19 other data that we as -- either as a department or as  
20 available. A comment was made in the question that the  
21 Department of Labor -- this is another topic, but it is related  
22 to -- the Department of Labor is not -- doesn't have that. If  
23 they can't take that data, keep that data, assemble it, then  
24 how can districts do that without knowing -- without knowing or  
25 being aware ahead of time that they will be responsible for



1 that data in order to qualify for a grant?

2 MS. RUTHVEN: Mr. Chair?

3 CHAIRMAN LUNDEEN: Please, go ahead.

4 MS. RUTHVEN: So as you may be familiar, that  
5 the Colorado Department of Education does have a partnership  
6 and a data agreement with the Department of Higher Education,  
7 and they do publicly provide by high school the matriculation  
8 data for -- for education beyond high school, within students  
9 that enroll anywhere across the United States. So within those  
10 data sets, we do have the ability to assist high schools in --  
11 and do provide that in partnership with them. We don't ask  
12 them for data where that we either currently have, or that we  
13 have access to in the Department - with the Department of  
14 Higher Education. So that is something that we would certainly  
15 make them aware of, but not ask them for data that we already  
16 have.

17 MS. GOFF: And that includes, as we have been  
18 working on, and hearing about for a couple of years now, or  
19 more, the remediation rate. So the criteria that you're able  
20 to include, or you have -- the criteria for the grant is that  
21 there is an identified rate of remediation, and that ties in  
22 with the post-secondary enrollment rates and the outcomes of  
23 that. But that is part of our agreement with higher ed, as I  
24 understand it.

25 MS. RUTHVEN: Mr. Chair?



1 CHAIRMAN LUNDEEN: Please, proceed.

2 MS. RUTHVEN: So remediation rates, in  
3 addition to matriculation and continuation rates of enrollment  
4 in higher education are all -- those are all data that the  
5 Department Of Higher Education has available by high school.

6 MS. GOFF: Thank you.

7 CHAIRMAN LUNDEEN: Any other questions of  
8 staff? Pam?

9 MS. MAZANEC: When will we see the model that  
10 you were talking about? Will that be forwarded to us soon?  
11 The Counselors -- the American Association --

12 UNIDENTIFIED VOICE: Oh, yes.

13 (indiscernible - multiple speakers)

14 MS. MAZANEC: That was like five minutes ago,  
15 I know it was a long time ago, right?

16 MS. RUTHVEN: So I'm -- I'm -- I'm happy to  
17 provide -- provide that you today.

18 MS. MAZANEC: Oh, that would be great, thank  
19 you.

20 CHAIRMAN LUNDEEN: Excellent. So if there are  
21 no other questions of staff, staff (indiscernible), we do have  
22 one individual signed up to testify, and I would ask if there  
23 are other individuals who are interested in testifying, they  
24 are certainly welcome. It went in -- when I call your name,  
25 please step to the microphone, state your name for the record





1 and your organization, if any you represent. We'll let you  
2 testimony for three minutes, and Ms. Markle over here will keep  
3 track of time for you. And with that, I will call -- invite  
4 anyone else who might be interested to be preparing to speak.  
5 And I will call Samantha Haviland (ph) to the microphone at  
6 this time.

7 MS. HAVILAND: How are you doing today?

8 CHAIRMAN LUNDEEN: Good, (indiscernible).

9 MS. HAVILAND: Good, thank you. I'm Samantha  
10 Haviland, I am a school counselor by practice, the Director of  
11 Counseling for Denver Public Schools. And the past president  
12 for Colorado School Counselor Association, so this topic is  
13 near and dear to my heart. We represent in Colorado School  
14 Counselor Association -- about two-thirds of the school  
15 counselors in this state are members of ours, but we advocate  
16 for all of them. And this program has been a national model  
17 for school counseling across the nation, which right now is hot  
18 topic for college and career readiness. The things that we  
19 have seen in our districts -- and I'm a rural counselor by  
20 nature, came to the city recently -- but have been the -- the  
21 impacts are incredible. Speaking to the national model, what I  
22 love about that, there is a lot of confusion about it. Isn't  
23 the nation telling what school counseling needs to look at in  
24 the school districts, but instead enforces and teachers the  
25 school counselor to use school level data, student feedback,



1 parent feedback, needs assessments, attendance, behavior, and  
2 creating the interventions that the school needs, that is  
3 individualized to the school itself so that they can make goals  
4 and -- and concrete steps towards improvement every year. And  
5 the national model encourages school counselors to re-look at  
6 that every year. So it's phenomenal. I can share that  
7 information.

8                   The social/emotional piece in school  
9 counseling, we work in three different aspects. The academics is  
10 a huge part of it. We try to teach kids time organization  
11 management, study skills, all of that. The social/emotional,  
12 there is a lot of research that talks about self-efficacy and  
13 resiliency and that our kids who are resilient, which is a  
14 learnable trait in a lot of ways, are kids who are graduating and  
15 going to college, so it's really impactful stuff. As well as the  
16 college and career, and I can't tell you how many students I have  
17 who have improved their behavior, by helping them see the  
18 relevancy of the academics in the school, based off of their  
19 career passions that they were interested in.

20                   The program at a state level is really focused  
21 on the low income students. We've seen a great decrease in drop-  
22 out rates, and a great increase in college matriculation and  
23 graduation rates, and I can speak to some of my schools in  
24 Denver, for example. South High School has seen somewhere around  
25 a 19 percent increase in graduation rates, and decreased their



1 drop-out rate by almost half because of this program. And the  
2 administrator actually has been on record to say that. So really  
3 for the program, let me know if I can help in any way, or answer  
4 any questions as well.

5 CHAIRMAN LUNDEEN: Any comments? Questions?  
6 Anyone else desiring to testify?

7 MS. NEAL: (indiscernible).

8 CHAIRMAN LUNDEEN: If not, that concludes the  
9 rulemaking hearing for rules for the Counselor Corps Program. Is  
10 there further discussion?

11 UNIDENTIFIED VOICE: Well, I'm assuming that -  
12 - I mean, I guess we could try to take a vote, but it sounds like  
13 -- I'm prepared to take a vote today.

14 CHAIRMAN LUNDEEN: Okay, for -- yeah,  
15 procedurally, if we're unanimous, we can vote at 3:00 today. If  
16 not, it comes back in 30 days and we can take another bite of the  
17 apple if we like it. Jane?

18 MS. GOFF: I would ask -- maybe Ms. Markel can  
19 help us out here -- it might be a good idea to clarify why we are  
20 doing these as emergency rules, in the timing --

21 CHAIRMAN LUNDEEN: This one is not an  
22 emergency rule --

23 MS. GOFF: -- why is the timing necessary,  
24 rather than --

25 CHAIRMAN LUNDEEN: Carey, go ahead and set us



1 up here.

2 MS. MARKEL: It is actually noticed in June,  
3 so these are all the rules you have today, these are the only  
4 ones that are not (indiscernible) --

5 MS. GOFF: Oh, excuse me. That would help.  
6 Thanks. Thank you.

7 CHAIRMAN LUNDEEN: So no further discussion?  
8 Is the Board --

9 UNIDENTIFIED VOICE: I would prefer to have  
10 some time to look at the model, I guess.

11 CHAIRMAN LUNDEEN: Okay. So then --

12 UNIDENTIFIED VOICE: I agree.

13 CHAIRMAN LUNDEEN: Given the fact that we are  
14 not obviously unanimous, we will hold it over for next month.  
15 Thank you for your presentation and I believe that concludes our  
16 activity on this item for today.

17 MS. RUTHVEN: Thank you.

18 MS. NEAL: Thank you.

19 UNIDENTIFIED VOICE: Thank you.

20 CHAIRMAN LUNDEEN: Before we move into the  
21 Commissioner's Report, I would like to note that the Vice Chair,  
22 Marcia Neal, received the 2014 CASSA Educational Leader Award  
23 from the Colorado Association of Senior School Administrators, at  
24 their 45<sup>th</sup> Annual CAES Convention, on Thursday, July 24<sup>th</sup>, for her  
25 work in support of educators. I also see that Van Schoales from



1 A Plus Denver is here. Welcome Van. And I believe that A Plus  
2 Denver would also like to recognize Vice Chair Marcia Neal.

3 Welcome, Van, and please step forward to the microphone. Jesus?

4 UNIDENTIFIED VOICE: (indiscernible) Jesus  
5 Salazar.

6 CHAIRMAN LUNDEEN: Jesus Salazar? Please, if  
7 you would step forward with the reinforcement from the peanut  
8 gallery of Van Schoales.

9 MR. SALAZAR: I do, I have my support over  
10 here. Well, good morning everybody, my name is Jesus Salazar. I  
11 am Co-Chair of the A Plus Denver Board of Directors. And on  
12 behalf of A Plus Board of Directors, we want -- it is my pleasure  
13 to award Marcia Neal with our 2013 Game Changer's Award. Each  
14 year, we recognize game changers who have led efforts to  
15 dramatically improve Denver schools. We recognize individuals  
16 that stood up against all odds, sometimes took unpopular stances  
17 to retain a focus on kids, and ultimately led the groundwork for  
18 future educators and policymakers.

19 This year as we witnessed, Marcia broke from a  
20 number of party line votes to stand up for district  
21 accountability in the interest of low income and students of  
22 color. She's always been a consistent and strong voice for high  
23 standards, ensuring that Colorado students are prepared for work,  
24 college and life. The more people we can get in positions to do  
25 this, the better, in our mind. And because of that, I would like



1 to thank you, Marcia, for your leadership and give you this award  
2 today.

3 (Applause)

4 CHAIRMAN LUNDEEN: Excellent. So let's have -  
5 - if Jesus and Van and their additional colleague here would like  
6 to come forward to present this to Marcia. Why don't we take a  
7 picture of this in front of the (indiscernible).

8 (indiscernible - multiple speakers)

9 MS. NEAL: Now if I get to make a comment,  
10 first it would be that not everybody here thinks that I  
11 (indiscernible) broke from the group is a good idea.

12 UNIDENTIFIED VOICE: Fair enough.

13 MS. NEAL: Thank you, guys.

14 UNIDENTIFIED VOICE: Thank you.

15 MS. NEAL: I appreciate it and I'm very  
16 honored. Oh, I get to keep this.

17 UNIDENTIFIED VOICE: Yeah, keep that.

18 MS. NEAL: I'll prop this up here so you can  
19 all remember and respect me today. Thank you so much.

20 CHAIRMAN LUNDEEN: Thanks, Jesus.

21 UNIDENTIFIED VOICE: Thank you.

22 CHAIRMAN LUNDEEN: Madam Vice Chair, would you  
23 like to make a comment? Would you like to expand beyond your  
24 comments (indiscernible)?

25 MS. NEAL: I -- I -- I just -- I appreciate it.



1 I'm rather surprised sometimes, you know? And -- but I do think  
2 it reflects the fact that I've been in the classroom for 25  
3 years; perhaps that might have something to do with it.

4 CHAIRMAN LUNDEEN: And you are still teaching  
5 me today.

6 MS. NEAL: I -- I -- I try to.

7 UNIDENTIFIED VOICE: The question is whether  
8 you're learning.

9 CHAIRMAN LUNDEEN: I'm one of those students  
10 who should maybe spend some more time with the counselors. I  
11 don't know. Excellent. Well, thank you all very much. And with  
12 that, we'll turn our attention back from the sublime to the  
13 routine, and offer the Commissioner an opportunity to report.

14 MR. HAMMOND: Thank you, Mr. Chair. I would  
15 like to call Jennifer Mello up, and she has a report on -- we  
16 have three ongoing task force committees -- kind of what's  
17 happening in those committees right now. And so -- are you  
18 ready, Jennifer?

19 MS. MELLO: Good morning.

20 ALL: Good morning.

21 MS. MELLO: Nice to see you all. So the focus  
22 of today's report, as the commissioner mentioned, is about the  
23 kind of task forces or interim committees that are meeting over  
24 the summer and into the fall. There are three that I want to  
25 talk to you about today. They are all a little bit different, so



1 these things come about in a different ways. Sometimes a bill  
2 gets passed, sometimes the legislature decides, through a  
3 legislative process, but not necessarily a bill making process,  
4 to establish a task force. So there is a variety of ways they  
5 come about. Sometimes they are exclusively composed of  
6 legislatures, sometimes they don't have any legislatures on them,  
7 and we are kind of all over the gamut with these three I'm going  
8 to talk to you about today.

9                   The first one, and I know you all are very  
10 familiar with this, is the task force that was created by House  
11 Bill 1202, which is called the Standards and Assessment Task  
12 Force. It is composed of 15 members who were appointed by the  
13 Speaker of the House, the House Minority Leader, the Senate  
14 President, the Senate Minority Leader, and Chairman Lundeen.

15                   The first meeting of the 1202 Task Force took  
16 place on July 15<sup>th</sup>. At that meeting, Dan Snowberger (ph) from the  
17 Durango School District, was elected by the members of the task  
18 force to be the Chair. They hired facilitator for the task force  
19 is Laura Lefkowitz (ph) and in your packet, you have a list of  
20 all of the appointees, and a list of all of the meetings. Not  
21 that you need to go to the meetings -- you are certainly welcomed  
22 to if you want, but we will obviously be covering those, and  
23 continue to report in.

24                   The next meeting is next Monday. The agenda  
25 includes a presentation from CDE staff, who will responding to





1 questions from task force members about the current assessment  
2 system.

3                               So at the first meeting, CDE staff gave some  
4 presentations to provide just some factual information about, you  
5 know, what's happening right now. Some of the task force members  
6 have questions about that material now that they have had a  
7 chance to absorb it, so we'll be there for that. Additionally,  
8 Sheila Arondo -- Arondondo (ph)? Excuse me, from WestEd, will  
9 present the results of their study. During lunch, the group is  
10 going to discuss the scope of work for the research to be done by  
11 the contracted research firm that's part of the --

12                               CHAIRMAN LUNDEEN: I'm sorry to interrupt,  
13 Jennifer, WestEd is back when?

14                               MS. MELLO: WestEd will be presenting to this  
15 group on August 18<sup>th</sup>.

16                               CHAIRMAN LUNDEEN: The next meeting?

17                               MS. MELLO: Yes, yes.

18                               CHAIRMAN LUNDEEN: Okay, thank you.

19                               MS. MELLO: Then the task force is going to  
20 form subgroups. They are going to have a discussion about which  
21 subgroups they need, form those subgroups, break into them, have  
22 initial conversations, and then kind of come back together and  
23 report on that process. So they are definitely starting to move  
24 more fully into the substance of the issue, but they are still  
25 doing some organizational tasks as well. Just as a reminder, the



1 task force is required to issue a report back to the general  
2 assembly in the kind of December, early January timeframe.

3                   The second one - and this is one we haven't  
4 discussed, I don't think at all, is the early childhood and  
5 school readiness legislative commission. This is an official  
6 legislative interim committee, so it's staffed by the folks over  
7 there at the capital and the voting members are legislatures.  
8 Again, you have in your packet a list of those members, and a  
9 list of the meetings. Because they are an official interim  
10 committee, they have the ability to propose legislation, and any  
11 bill that comes out of that committee, if as a legislature you  
12 carry that bill, it doesn't count toward the limit on your bill  
13 titles. So legislatures are limited to five bills -- it's a  
14 little bit of a soft limit, but technically that's the case. But  
15 if you have an interim committee bill, that doesn't count toward  
16 your five. So that's one of the benefits to having interim  
17 committees, from a legislative perspective.

18                   Let's see -- that commission has met twice  
19 already. The next full meeting is scheduled for September 2<sup>nd</sup>.  
20 They have five working groups. These include the quality of --  
21 the early childhood workforce, the early childhood collaborative  
22 funding, family support, kindergarten and school readiness, and  
23 mental, physical and behavioral health. These working groups are  
24 meeting throughout August. We are attending, monitoring, paying  
25 attention to all of them. So far the only concrete proposals



1 that have come forward are a plan by Representative Jim Wilson to  
2 fund full-day kindergarten, and a plan to provide 2.5 million  
3 dollars to Family Resource Centers within the Department of Human  
4 Services. Now those are just ideas that have been put on the  
5 table at this point. The commission has not taken any formal  
6 action in terms of deciding whether to recommend those or not.  
7 But those are specific things that have been discussed.

8 MS. SCHROEDER: Can we ask questions?

9 CHAIRMAN LUNDEEN: Please, go ahead. Go  
10 ahead, Angelika.

11 MS. SCHROEDER: So hopefully I didn't space  
12 this out, but did you explain why their -- number one, this Early  
13 Childhood Interim Committee is just for this year, right? This  
14 is not a continuation of a prior -- ?

15 MS. MELLO: Mr. Chair, Dr. Schroeder, actually  
16 it is an ongoing committee.

17 MS. SCHROEDER: It is an ongoing?

18 MS. MELLO: It is.

19 MS. SCHROEDER: That's what I was trying to  
20 figure out.

21 MS. MELLO: And last year it was staffed in a  
22 much less formal way, which honestly made it really challenging  
23 for those of us out here to track it and figure out what was  
24 going on. So the new chairperson of that committee has really  
25 made an effort to be, I think, just much more visible and



1 transparent about what they are doing so that we don't all feel  
2 like, wait, huh, who, what was meeting over there? It was a  
3 little confusing last summer. So it is an ongoing committee and  
4 it now has formal support from the legislative staff.

5 MS. SCHROEDER: And what is its mandate?

6 MS. MELLO: I don't have that in front of me.  
7 It's rather broad. They call it the Early Childhood and School  
8 Readiness. So from the conversations I've seen, they are all  
9 over the place. I mean, it's a very broad mandate in that kind  
10 of -- I would say -- two, three year old, up to -- and there has  
11 been discussion about that early childhood be considered through  
12 age eight. So I would be happy to get you the official  
13 legislative mandate, if that would be helpful.

14 MS. SCHROEDER: Well, or just sort of a sense  
15 of what it is they are looking for. To expand early childhood  
16 offerings? To set criteria for early childhood offerings? I  
17 mean, from a legislative point of view, I'm a little curious  
18 whether it's about funding or criteria or anything else.

19 CHAIRMAN LUNDEEN: Please, go ahead.

20 MS. MELLO: Mr. Chair, Dr. Schroeder, I think  
21 it's about all of the above. And I think they haven't settled  
22 yet on what it's about. They are starting very broad and I think  
23 that will narrow pretty quickly here. I would say there is a  
24 sentiment from many of the committee members, they have expressed  
25 that they would absolutely like to expand access to early



1 childhood care. There is cost issues associated with that that -  
2 - and in the context of state budget, can be challenging.

3 MS. SCHROEDER: You don't need to go further,  
4 I get it. I think I get it.

5 MS. MELLO: Great.

6 MS. NEAL: Thank you, Jennifer, and my  
7 question sort of expands on Angelika -- and most of you have  
8 heard my comments frequently about the idea that -- and it seems  
9 as if it is -- isn't right that this commission for the most part  
10 is based on the fact that they should provide additional  
11 preschool and early childhood. Is there any discussion about the  
12 fact -- do we really need early childhood and preschool for all?  
13 When I hear Representative Wilson, his proposal to fund -- it --  
14 it seems to me that they're moving ahead with the premise that  
15 yes, this is a good idea. And I'm just wondering, is there any -  
16 - any part of this that any -- that puts the opposite discussion  
17 forward?

18 MS. MELLO: Mr. Chair, Vice Chairman Neal,  
19 there is some diversity of opinion represented, I would say,  
20 within the people who have been appointed to the commission. So  
21 there has been some conversation about -- not exactly the point  
22 you raised, but related to that. So yes, although maybe not to  
23 the extent that would satisfy you.

24 MS. NEAL: Thank you. I know Elaine tells me  
25 the train has already left the station.



1 MS. BERMAN: I just told her not to mention  
2 that (indiscernible).

3 MS. NEAL: But I do -- I mean, it seems to me  
4 -- it just amazes me that we have so many arguments and  
5 disagreements about so much and yet, this particular program  
6 seems to be moving forward without any real discussion about the  
7 necessity. Both the necessity for children, the necessity to pay  
8 for it, all of those things. You know, they just seem to be kind  
9 of moving ahead with that premise. And so one of these days  
10 we're going to get a bill and there will not have been no back  
11 discussion. That's just an editorial comment, Jennifer, you  
12 don't have to --

13 CHAIRMAN LUNDEEN: And Elaine, (indiscernible)  
14 --

15 MS. BERMAN: I will not say anything about  
16 that.

17 MS. NEAL: No trains.

18 CHAIRMAN LUNDEEN: Please let me recognize  
19 Board Member Gantz.

20 MS. BERMAN: Berman.

21 CHAIRMAN LUNDEEN: Berman.

22 MS. BERMAN: You know, I think it would be  
23 helpful maybe to arrange a meeting, unless other Board Members  
24 are interested, on this topic. Because I know it's of interest  
25 to you. On the opposite side of my interest on it, since I'm a



1 big believer in early childhood. But there's a tremendous amount  
2 of research on this also. There's a lot of community and  
3 business support in Colorado for expanded early childhood  
4 education. So maybe it would be helpful for us to arrange -- the  
5 Commissioner to arrange, or people in the community, so we can  
6 sit down and talk about it. Because there's a lot of research on  
7 this.

8 MS. NEAL: Well, remember that there's --  
9 oops, excuse me.

10 CHAIRMAN LUNDEEN: Please, go ahead.

11 MS. NEAL: There is research on both sides of  
12 the question.

13 MS. BERMAN: Sure, sure, but I think it's  
14 worth it to have a conversation.

15 MS. NEAL: Yeah.

16 CHAIRMAN LUNDEEN: And I guess I would just  
17 join the conversation and say I completely agree, I think it is  
18 worthy of the conversation, and I would encourage that if it has  
19 in any sense formality or association with the Board, I would  
20 like both parts of that conversation. The literature that says,  
21 yes, great idea, and the literature that says, not such a great  
22 idea -- both be represented in that conversation.

23 UNIDENTIFIED VOICE: Same topic?

24 UNIDENTIFIED VOICE: Same topic.

25 CHAIRMAN LUNDEEN: Same topic, please, go



1 ahead.

2 UNIDENTIFIED VOICE: So I just thought I'd  
3 mention, I think it's a good point and I think there is a lot of  
4 common support for early childhood education. The question is,  
5 who funds it? Who regulates it? Who orchestrates it? And what  
6 is the quality look like? And I think there is a lot of  
7 difference in that respect.

8 CHAIRMAN LUNDEEN: Sounds like a discussion in  
9 October.

10 MS. NEAL: Yes.

11 CHAIRMAN LUNDEEN: Could we perhaps --?

12 UNIDENTIFIED VOICE: Well, I guess the  
13 question is whether you want to have it at the Board level, or  
14 whether we just arrange a separate meeting and all those that  
15 want to attend can attend it?

16 CHAIRMAN LUNDEEN: So let me do this: How  
17 about if I take it off (indiscernible), kind of bat it around a  
18 little bit, and then come back with it. A suggestion.

19 UNIDENTIFIED VOICE: And Marcia, you might  
20 want to suggest -- or, Deb, you know, people that you would like  
21 to be there and I -- I certainly know a lot of people -- and I  
22 don't -- this shouldn't be a cast of thousands, but just a real  
23 good conversation, because I know you keep bringing it up. So we  
24 should address it.

25 MS. NEAL: I do keep bringing it up, yes.





1                   CHAIRMAN LUNDEEN: So let me just kind of  
2 propose -- so I'll talk with staff, we'll work something out,  
3 perhaps if it's an informal gathering we'll at least get a report  
4 back to the Board of the gathering and the net result of it.  
5 With that, we'll return to Ms. Mello.

6                   MS. NEAL: Yes.

7                   MS. MELLO: Thank you, Mr. Chair.

8                   CHAIRMAN LUNDEEN: I think you said you had  
9 three things, right?

10                  MS. MELLO: I do. So the final interim task  
11 force commission I want to talk to you about is -- was created by  
12 House Bill 1382, which was carried by Representatives Young and  
13 Wilson, and Senators Kerr and Roberts. It created a task force  
14 on online education to review best practices and policies for  
15 authorizing and administering multidistrict online schools. The  
16 task force is also to recommend quality standards and practices  
17 and make suggestions as to regulatory or statutory changes  
18 necessary to certify authorizers of multidistrict online schools.

19                  And I'm not going to go into a ton of detail.  
20 This one requires just a little bit of the backstory in order to  
21 make sense of it. During the 2014 session, legislatures, the  
22 ones I mentioned, convened an informal commission. Among other  
23 things, the commission recommended that instead of having the  
24 State Board and the Department authorize multidistrict online  
25 schools, the State Board and the Department should move to a role



1 of authorizing the authorizers and then you hold the authorizers  
2 accountable for whatever, you know, you need to. The express  
3 belief was that this policy change would give the Department the  
4 means to directly address quality of online education. However,  
5 there was a lot of controversy about that idea. And the  
6 legislatures recognized that there are several issues that come  
7 up, and really needed more discussion and more time that was --  
8 that just simply wasn't available in April at the State Capital.

9                   So the task force is 15 members. The statute  
10 dictated that they would be appointed by the commissioner. The  
11 first meeting of that entity is scheduled for August 28<sup>th</sup> from  
12 1:00 to 5:00. The Department is in the process of hiring a  
13 facilitator, which the legislation specified that we do. So  
14 those are the three topics that are kind of out there in an  
15 official interim capacity. We have standards and assessments,  
16 early childhood, and online. Although the online one is I think  
17 a little bit more narrowly targeted. It's not the whole issue of  
18 online education, it's a specific -- you know, this concept of,  
19 does it make sense to authorize the authorizers or keep with the  
20 current system, is really the focus of that online task forcer's  
21 work.

22                   MS. NEAL: Mr. Chair?

23                   CHAIRMAN LUNDEEN: (Indiscernible - talking  
24 over).

25                   MS. NEAL: Since this the -- I have an



1 editorial comment I would like to make, which refers to  
2 legislation, not specifically. Is this -- would it be  
3 appropriate for me to do that at this time?

4 CHAIRMAN LUNDEEN: Sure.

5 MS. NEAL: I have -- my watch word for the  
6 week and the month, and the year, is "unintended consequences".  
7 I attended -- at CAES, I attended the financial reporting session  
8 that Leeanne (indiscernible) so ably conducted. And frankly, we  
9 had a lot of very unhappy administrators and superintendents who  
10 were not happy. They were very nice to her; Leeann does a great  
11 job, but they made it clear they didn't blame her. But it mostly  
12 had to do with legislation that had been passed by both parties,  
13 that created for them an immense amount of work, and I'm sure  
14 Robert could -- they talked about a couple of them, particularly,  
15 one of them was the financial transparency bill. And that that  
16 they had a problem with financial transparency, it was the  
17 legislation around it, creating a different way of doing things,  
18 creating across the Board that it would be the same. And they  
19 just talked about how difficult it was -- how much time, which  
20 relates to money -- how much time. You know, it was just -- they  
21 were not happy about that because it was created for them a whole  
22 lot more time and work outside of the classroom. We always talk  
23 about how we need to focus those dollars on the classroom, but  
24 these were not being focused on the classroom.

25 The other one that they were equally as



1 unhappy about, was the Healthy Foods Act. And the fact that it  
2 creates the food --

3 UNIDENTIFIED VOICE: Oh no.

4 MS. NEAL: The food costs go up, the families  
5 are paying more money, families are paying more money for the  
6 kids' lunches. You know, it's very expensive. Whether you like  
7 it or not, it's very expensive. My point here is, that one of  
8 those was a Republican bill, and one of them was a Democratic  
9 bill, but both of them created problems for the administrators  
10 not in what they asked them to do, but in the amount of paperwork  
11 and money, et cetera.

12 So I just -- these are on the way, and I'm not  
13 suggesting we change any of them, but whoever happens to sit on  
14 the Board next year in January when we do our legislative agenda,  
15 I think a really good question to add would be, "Is it  
16 necessary?" You know, people get elected -- "Oh, I've got to  
17 have a bill, I've got to go do something, I've got to make a  
18 bill." You know? I just think that we -- whoever the  
19 legislative liaison's and the Board are, they should always be  
20 considering, is this a really necessary bill? And advancing, you  
21 know, the classroom activities. That's my little editorial  
22 comment. But I just -- you know, I thought that was very  
23 striking that they were -- they were not happy, and they were --  
24 and it didn't have to do with the political view. It had to do  
25 with the amount of work that went along with it.



1                   By the way, I have to admit, one of the other  
2 things that they were not happy about was breakfast after the  
3 bell. Because it was an unintended consequence of local control,  
4 and as you recall, I spoke about that a few times. But I just  
5 wanted to make that comment for whoever is doing this in January.  
6 Thank you, Jennifer, for listening.

7                   CHAIRMAN LUNDEEN: Elaine? Elaine?

8                   MS. BERMAN: And -- and I agree, and we bring  
9 this up every year, multiple times a year. And I'm not sure that  
10 --

11                  MS. NEAL: It's not on our --

12                  MS. BERMAN: -- Jennifer can help us too much  
13 with that. You know, what we might want to do, Marcia, is wait  
14 till after the November election and see who is the legislature,  
15 see who is on the State Board, and maybe meet with members of the  
16 Education Committee once they are appointed, before the session  
17 starts.

18                  MS. NEAL: No, that's fine, and that's why I  
19 mentioned it now.

20                  MS. BERMAN: Maybe between November and  
21 December, but I think it's a Board legislative conversation, not  
22 -- I don't think Jennifer can do much about it.

23                  MS. NEAL: I wasn't saying it to Jennifer, I  
24 was saying it to you guys.

25                  MS. BERMAN: But I think we should be more



1 proactive about that. That we say it every year, we've said it  
2 to the JVC every year. As you well pointed out, they are elected  
3 to pass and introduce legislation --

4 MS. NEAL: And -- and they really --

5 MS. BERMAN: If they don't have five bills,  
6 they feel they are going to be failure. And one of those people  
7 is sitting next to you. So you might want to ask him what bills  
8 he's thinking about for next year.

9 MS. NEAL: I don't think anybody ever  
10 campaigns. If you send me to the capital, I will promise not to  
11 pass the bill.

12 CHAIRMAN LUNDEEN: Oh, Marcia, you have not  
13 been listening to my campaign speeches.

14 (indiscernible - multiple speakers at once)

15 CHAIRMAN LUNDEEN: Is there further reportage?

16 MS. NEAL: Sorry.

17 UNIDENTIFIED VOICE: Start rolling some back.

18 MS. NEAL: I -- I -- it is just for the  
19 future, to keep in mind.

20 MS. MELLO: Mr. Chair, I have nothing else to  
21 share, although I'm happy to answer any questions or -- or  
22 continue to listen to your perspective.

23 MS. NEAL: And I have nothing else to  
24 (indiscernible), Jennifer.

25 CHAIRMAN LUNDEEN: So I had a question and



1 I'll try to make it brief because it kind of falls off into this  
2 conceptual conversation; allied with what we were just talking  
3 about. You in your second point, talking about the early  
4 childhood commission and it's previous informality, you said you  
5 were kind of caught flat-footed. You know, we the lobbyists, the  
6 members of the association, the people folks who really know  
7 what's going on in the capital, were caught flat-footed. I was  
8 in a meeting last evening with members of the public, and they  
9 feel like they are constantly caught flat-footed.

10                   The question I have is -- and obviously I'll  
11 need to do more research on this and understand more about this,  
12 but what is the requirement for a visibility transparency, and  
13 availability of unelected members, people who get appointed to  
14 these various commissions and task force? Is there anything that  
15 says, if you're willing to sign up to be on a task force, you  
16 have to make an email public so that the public can interact with  
17 you? Is there anything of that nature that's envisioned in these  
18 conversations currently?

19                   MS. MELLO: Mr. Chair, I'm not aware of any  
20 specific requirement like that. When you have legislation that  
21 creates tasks force, the most common language I see in there is  
22 about compensation for serving on a task force. And typically it  
23 says you don't get any.

24                   CHAIRMAN LUNDEEN: Right, you're right.

25                   MS. MELLO: So but I have not seen -- it -- I



1 mean, this is just my experience. I have not seen in legislation  
2 anything about that. That doesn't mean there aren't kind of  
3 established background rules about that, and I would be happy to  
4 talk with Leg Council and they would be the appropriate folks,  
5 and get some information (indiscernible).

6 CHAIRMAN LUNDEEN: Yeah, and I think that  
7 level of transparency, that -- that definition of being willing  
8 to interact with the public, as you're willing to interact with  
9 policy, I think would be a really good indicator. So maybe  
10 that's something I would take offline and understand more as I  
11 kind of progress in my effort to understand it and engage with  
12 policy more effectively as I move forward. So thanks for that.  
13 Is that it for Ms. Mello?

14 UNIDENTIFIED VOICE: Yes.

15 CHAIRMAN LUNDEEN: Okay, thank you very much,  
16 Jennifer. Appreciate your report.

17 MS. NEAL: Thank you, Jennifer.

18 MS. MELLO: Thank you all.

19 CHAIRMAN LUNDEEN: You're continuing on with a  
20 class report, or --? Vice Chair Neal has a report on the  
21 National Children's Land Alliance Supporting School, or known  
22 more simply as CLASS, and the conference held recently. Looks  
23 like former Board Member (indiscernible) was also there.

24 MS. NEAL: Yes, she was. You've all got in  
25 your packet also the charts and went along with the -- this





1 report. Yes, I did attend the -- and it's actually a two-part  
2 conference. CLASS, but CLASS meets jointly with the land  
3 commissioner. So it basically was a land -- you know, State Land  
4 Commissioner meeting in Bismarck, North Dakota. I had never been  
5 to North Dakota. And they meet jointly with CLASS -- the  
6 Children's Land Alliance Supporting Schools, which we have a  
7 state and a -- I say "National", but it's basically western  
8 regional, because there's very little east of the Mississippi.  
9 And as you see here, I went, (indiscernible), who is now a  
10 representative of the PTA, because she kind of had to give up the  
11 other part, but Evie's always been very connected with PTA and  
12 she is a PTA rep. And Katherine Sagama (ph) who is a wonderful  
13 gal from Western Energy Alliance, who recently joined, and we are  
14 all on the -- the governing board of the CLASS group.

15                   So we -- and Tobin Fallenwinder (ph), if any  
16 of you -- I love Tobin's last name. He was the Colorado -- he's  
17 not the Land Commissioner, Bill Ryan, of course is, but Tobin is  
18 an associate and he was a representative from Colorado. Most of  
19 the conference focuses on how the various State Land Board raise  
20 their income, and if you look -- of course they are wildly  
21 different in their amounts. Many of them have more resources  
22 than we do. And so most of that -- of the handout -- are just  
23 things to look through that are interesting, but not necessarily  
24 to talk about. I will come back though to this first chart,  
25 which you have, and many of you have seen before. It's recently



1 updated. The impact at Best.

2 I came out of this with some definite ideas  
3 that I really wanted to handle and that's why I asked to be able  
4 to do this report. This chart shows the impact of Best  
5 legislation upon our state land funds, our state land income, and  
6 I think it's a crucial chart, it explains a lot of things. As we  
7 all know, the Best legislation passed in 2007, and so it would be  
8 implemented in 2008. If you look at the chart, the School Trust  
9 Revenues, the money that we make out of our school trust lands,  
10 is the top part, and in 2008, for instance, it was 103 million.  
11 The bottom part talks about the school trust uses. So this money  
12 that is -- and I sent you all a copy of the northwest ordinance  
13 of 1787, a little history lesson. And many people -- and I won't  
14 go into that, but that's where the school trust land issue came  
15 from. Thomas Jefferson, George Washington, saying, we will -- in  
16 each township, we will set aside one section for the use of  
17 school children. They didn't say the use of the School Board or  
18 anything. And then of course when it crossed the Mississippi,  
19 they went to two, because of the land that is so much larger. So  
20 we have two and a few states have different. And that money was  
21 to be used for the school children. And if you'll notice on my  
22 report, protect the future for those who cannot speak. This is  
23 to take care of school children eternally, I guess.

24 Anyway, so most of you know I'm not a big fan  
25 of the Best legislation, and I'll get into the reasons, and I



1 think most of you know what they are. But this shows the impact  
2 of Best legislation upon our school trust lands. I went  
3 yesterday to the Colorado History Museum and met with an  
4 assistant there, because I have long maintained, and still do,  
5 most people don't know anything about school trust lands. They  
6 don't know what they are, they don't know where they are, they  
7 don't know why they are there. And that has allowed us -- the  
8 misinformation has allowed a whole lot of things to happen,  
9 because people don't understand. And I talked to a very nice  
10 lady there, and they deal a lot with third graders and fourth  
11 graders, and we talked about how, you know, they could actually  
12 look and see where the land was, and learn about how it was --  
13 came about. And -- and one of the things -- minor side things  
14 that drives me crazy about (indiscernible) is that nobody knows  
15 where that money comes from. They just don't. And so they have  
16 to do their bond issue there and they are very proud of that, as  
17 they should be. But nobody has any understanding where the rest  
18 of the money came from. Sorry, got off -- I didn't mean to get  
19 off on my soap box.

20                               So anyway, you look and you see, and then down  
21 below the school trust land uses, for the first time in 2008,  
22 there was no money deposited into the permanent fund. And that  
23 was because of the Best legislation. Best legislation, as most  
24 of you know, requires them -- they received a legal opinion. The  
25 legal opinion said, in spite of the fact that our Constitution



1 says these funds shall remain forever in (indiscernible), if you  
2 take the funds before they are deposited, that makes it legal.  
3 That was their opinion. I liken it to robbing a Brinks truck and  
4 saying that's okay because the money wasn't in the bank yet, so  
5 it doesn't really count. But that's just me.

6 CHAIRMAN LUNDEEN: That's a good point.

7 MS. NEAL: But -- and what happened, because  
8 of this legislation, which was that the legislatures who were in  
9 a very tight time, looked at that and said, oh, so we can do that  
10 too. And they did. So Best swept -- Best took 50 percent, the  
11 legislatures swept the other 50 percent and we deposited no money  
12 into that fund. In 2008, 2009, 2010; there were three years  
13 there that fund did not grow. Many of the other states have  
14 funds that are well over billions -- you know, two-three billion  
15 dollars in their state funds. We didn't grow at all. In 2011,  
16 they put some money in there and so we grew a little bit. And  
17 last year -- and 2013, and you'll notice that this is estimated,  
18 Leeanne twisted a few arms and got this. We did not have these  
19 figures until she got these, so they are guesstimated. Last year  
20 though we are -- we will probably deposit 84 million. That's the  
21 first time, which will give us for the first time, 725 million.  
22 So that's been a concern of mine. I think it should continue to  
23 be a concern. Best is very popular, and I understand that.  
24 Building these new schools and everybody loves it. And no way --  
25 if I were a school district and new money was out there, I would



1 be asking for the money too. So it's no reflection, it's just  
2 that there is so little understanding of what -- how it came  
3 about and what went into it. But it's very popular and so nobody  
4 really wants to talk about it.

5 UNIDENTIFIED VOICE: Marcia, can I ask you a  
6 question?

7 MS. NEAL: Sure.

8 UNIDENTIFIED VOICE: So with the new marijuana  
9 legislation and having the first 40 million go into school  
10 construction, how is that reflected here?

11 MS. NEAL: It doesn't come into -- it doesn't  
12 go into this. It doesn't go into the school; does it, Lianne?  
13 I thought it went into the school --

14 UNIDENTIFIED VOICE: (Indiscernible).

15 MS. NEAL: Thank you, my backup lady here.

16 UNIDENTIFIED VOICE: Thank you. The first \$40  
17 million of the excise tax on an annual basis would be deposited  
18 into the Capital Construction fund. It does not go into the  
19 permanent fund. So the Capital Construction fund, also known as  
20 Best. So but does it offset the money that would go into Best --  
21 if Best has a certain goal, does that offset money from the  
22 school trust?

23 UNIDENTIFIED VOICE: Thank you. Not at this  
24 point. There's not enough money coming in from the excise tax to  
25 even think about off-setting the amount of funds that are coming



1 in from the state land.

2 UNIDENTIFIED VOICE: But is there any  
3 consideration that that might happen?

4 UNIDENTIFIED VOICE: Thank you.

5 MS. NEAL: And I -- it's my sort of  
6 understanding and I haven't done it -- it's not going to be a  
7 significant amount. I mean, even if it offsets it a little bit.

8 UNIDENTIFIED VOICE: They were down last time,  
9 weren't they? (indiscernible)

10 ((Indiscernible -- multiple speakers at once))

11 MS. NEAL: Go, marijuana.

12 CHAIRMAN LUNDEEN: Angelika?

13 MS. SCHROEDER: Well, on what basis does the  
14 Best allocation keep going up? It's more than doubled since  
15 2008?

16 MS. NEAL: Okay. I hadn't quite finished yet.

17 MS. SCHROEDER: Oh, I'm sorry, go ahead and  
18 finish.

19 MS. NEAL: That's all right. No, that is  
20 fine. I get off track here. Yes, if you look at another --  
21 things they didn't take into account when they did this  
22 legislation, first of all, when they -- as I said, when they did  
23 the legislation, they didn't assume that the legislature would  
24 take the other 50 percent. They thought 50 percent would still  
25 be going in. The legislature took the other 50 percent, and



1 that's why none of it went in there at all. But if you look at  
2 the -- you know, the first two years there of the revenue were  
3 103, 94, and then it jumped. The next two years we had really  
4 good years and they didn't take that into consideration either.  
5 If they had said the 50 percent remaining -- you know, about that  
6 same amount -- but they didn't, so the 50 percent becomes much  
7 more as did the sweep. So it -- they didn't take into account  
8 that at all.

9 UNIDENTIFIED VOICE: That's where the number  
10 comes from, 50 percent. Including one time payments. That's  
11 what you've been telling us. Now I (indiscernible).

12 MS. NEAL: Yeah, so that -- that was half of  
13 it. So anyway, we ended up, we got this -- we have these  
14 problems, I think, and I don't know whether everybody else of  
15 them or not, but -- I'm trying to think which one of these to put  
16 first. There is a problem of Best, and also as most of you know,  
17 we are not building now new schools because of the bonding  
18 capacity. And so all of the money is going into the capital  
19 needs fund -- most all of it, right? I mean, you have to put  
20 that bonding money aside, but then the rest of it goes into the  
21 capital, which has become -- and again, no implication that the  
22 school districts are (indiscernible) -- it's become to me this  
23 gigantic slush fund. Everybody in the state goes to that capital  
24 needs to get the roofs fixed, to get a new -- furnace or  
25 whatever. And again, no consideration that maybe that money



1 should be -- you know, it just was not -- and I understand, I  
2 mean, we're all good at hindsight. I'm not really blaming  
3 anybody there. But I just -- I would really like to see --  
4 number one, this may well at some point be challenged, because I  
5 still think that the premise that -- taking the money before it  
6 went in, makes it acceptable. That may still be challenged at  
7 some time. I would like to see some action taken to limit the  
8 amount, so that when you have these big, great years, that you're  
9 not getting this huge infusion into the capital construction.  
10 Instead, it's going into the permanent fund. There are a lot of  
11 things that could be done with this, and I would like to see them  
12 done.

13                                   The other one last thing that I have on there  
14 is the chart that shows the income that we're making from the  
15 actual fund, which is -- I don't know if we have these numbers --  
16 this very last chart -- how well was \$61 billion invested? This  
17 is the actual funds that we make from the fund, and look at that  
18 chart, people. Look at that chart. And we are -- we're the  
19 small -- rather small amount of money that we have in the fund is  
20 -- we are not earning good earnings on it. And again, this is in  
21 no way connected to the office of the Treasurer not doing a good  
22 job. They are operating under the rules that they have. But  
23 many of these that are making more money, we talked about that,  
24 how does that happen? And they had kind of a general suggestion  
25 -- I talked about it a little bit to Dr. Hammond this morning.





1 Is to form some sort of -- I love the word "committee", really  
2 good -- but a task force. Maybe somebody from the government,  
3 from CDE, one of the legislature. People like Pat Steadman  
4 really get this, you know? They are really good at it. And it  
5 was mainly due to Pat that they stopped the sweep. But the fact  
6 that they stopped the sweep -- if we have some more financial  
7 troubles, it's not protected in any way. They legislature can  
8 sweep the rest of that any time they want. I think it should be  
9 protected in some way. I would like to see -- not other people  
10 do legislation, I'm not proposing legis --

11 UNIDENTIFIED VOICE: Has there ever been an  
12 interim committee around this topic?

13 MS. NEAL: No, no. And so -- but and -- they  
14 could discuss, do we want to have it professional managed for --  
15 to make money? And then come back and probably would require  
16 some legislation or something because as I say, it's not that the  
17 Treasurer's Office is not doing this right, it's just that they  
18 are operating under certain rules that would probably -- if we  
19 want to make more money from the fund, we should consider that  
20 and perhaps if you get a chance to talk about that and come back  
21 with some ideas about it next month or something, that would be  
22 good. Yes, questions? I rambled too long, sorry. It was five  
23 minutes.

24 UNIDENTIFIED VOICE: Did you want to say  
25 something first, Robert?



1 MR. HAMMOND: No, and in our discussion this  
2 morning, as an option, you do your legislative platform, you can  
3 encourage either a task force or encourage a motive or a  
4 direction that you want to go in this area. Because it's really  
5 two-fold. It's how the fund is managed, okay? And what rules,  
6 regulations and laws pertain to how that is invested. The second  
7 one is preventing (indiscernible) so type of sweep and various --  
8 how you want to define that. That could either be a piece of  
9 legislation that you encourage, or you could have an interim  
10 committee -- encourage that. But that would be the way to handle  
11 the legislation at this point. Because right now it wouldn't be  
12 an interim committee between now and a legislative  
13 (indiscernible) -- it's too late. But that certainly could be a  
14 strong part of the platform.

15 MS. NEAL: Thank you and that's another reason  
16 why as I say, who knows who is going to be here next year. I  
17 would like to see some sort of action going to tighten that up,  
18 and to protect those funds. Because as it is now, they have the  
19 option of sweeping them all. Taking them all every time without  
20 getting any restrictions.

21 MR. HAMMOND: In fact, if the board is okay,  
22 when we present the additional platform to you, we'll craft some  
23 language around something like that. Start getting your teeth  
24 into it.

25 MS. NEAL: I think that would be good.



1 UNIDENTIFIED VOICE: It seems like -- it seems  
2 to me, from my observation -- thank you, by the way for this  
3 introduction, because I think it's excellent to give some  
4 information to reflect. The 604 million that's been the  
5 royalties and bonus payments, the fact that that one time money  
6 has been distributed, is what's so problematic in the way you  
7 look at this. And so developing a requirement that the interest  
8 from that money can be used, but not the 604 -- in this case, 604  
9 million over six years. That would dramatic -- that would  
10 drastically change the money that's available, and that would in  
11 fact help maintain this fund. I mean, that's where we get in  
12 trouble, because bonus payments and royalties are gone. There's  
13 no recurrence.

14 CHAIRMAN LUNDEEN: And they were used to lever  
15 and expand the base upon which (indiscernible) was taken.

16 UNIDENTIFIED VOICE: Right, right. I just  
17 lost my second train of thought.

18 CHAIRMAN LUNDEEN: We're out of time, so maybe  
19 that's fortuitous.

20 UNIDENTIFIED VOICE: (indiscernible) the train  
21 left the station.

22 MS. NEAL: And this is, as you all know, a  
23 passion of mine, should you have any questions. Email me, talk  
24 to me, something you think of later. I will happy -- believe me,  
25 I will be glad to expound upon it. I thank you for your time.



1                   CHAIRMAN LUNDEEN: Thank you, Madame Vice  
2 Chair, and I would say from Thomas Jefferson to Marcia Neal, a  
3 concerned -- I'm serious -- a concern not only for today's school  
4 children, but the children of the children who are in school  
5 today. And the management of funds that were trusted to them  
6 back in 18 -- I mean, 17 --

7                   MS. NEAL: --87.

8                   CHAIRMAN LUNDEEN: 87. You know, section 16  
9 and 36 of every township. So thanks for being such a steadfast  
10 Marcia voice on this. And thank you for staying with -- with it.  
11 I think it was important. Because it is critical to the future  
12 of school children. So thanks for your efforts.

13                  MS. NEAL: Well, one other rule thing -- I'm  
14 sorry, I'll do it really fast. The class group itself in  
15 Colorado has just -- it's not -- it's become unimportant. Nobody  
16 comes to the meetings. And again, it's sort of the side effect -  
17 - why go to the meetings when all you are going to talk about is  
18 what we did with the Best money. So both Linda and John -- Linda  
19 Burnett and I and Evie and I, at the conference, talked about the  
20 fact that we need to rejuvenate the class group and have a number  
21 one, producing these kind of charts and talking about what --  
22 what we can do in that area, instead of just finding out who got  
23 to lay this (indiscernible).

24                  CHAIRMAN LUNDEEN: Final comment?

25                  UNIDENTIFIED VOICE: Marcia you noted that all



1 of the state lands are now west of the Mississippi. Did all of  
2 those other states east of the Mississippi basically use up?

3 MS. NEAL: They wasted them and traded them,  
4 they gave them away --

5 CHAIRMAN LUNDEEN: And some west coast as  
6 well. California has no money left.

7 UNIDENTIFIED VOICE: Yeah, I saw California  
8 was (indiscernible) --

9 MS. NEAL: And California gave their school  
10 trust lands to the Teacher's Unions. That's why they have no  
11 money.

12 CHAIRMAN LUNDEEN: Which is a whole other  
13 discussion. So we'll tie it off. We're going to take a very  
14 brief break, because the next agenda item is budgeted for an  
15 hour, so back in two minutes, please.

16 (Meeting adjourned)

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C E R T I F I C A T E

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

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

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of April, 2019.

/s/ Kimberly C. McCright

Kimberly C. McCright

Certified Vendor and Notary Public

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