



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
September 10, 2014, Part 1

BE IT REMEMBERED THAT on September 10, 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: Okay. State Board will
2 come back to order. Staff, please call the roll.

3 MS. MARKEL: Elaine Gantz Berman?

4 MS. BERMAN: Here.

5 MS. MARKEL: Jane Goff?

6 MS. GOFF: Here.

7 MS. MARKEL: Paul Lundeen?

8 CHAIRMAN LUNDEEN: Good morning.

9 MS. MARKEL: Pam Mazanec?

10 CHAIRMAN LUNDEEN: She is on the road in
11 tight traffic, but headed this way.

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: Excellent. Please
19 stand for the Pledge of Allegiance. Ms. Neal, would you
20 like to lead us?

21 ALL: I pledge allegiance to the Flag of
22 the United States of America and to the Republic for
23 which it stands. One Nation under God, indivisible, with
24 liberty and justice for all.

25 CHAIRMAN LUNDEEN: Thank you. Is there a



1 motion to approve the agenda?

2 MS. NEAL: I move to approve the agenda as
3 published.

4 CHAIRMAN LUNDEEN: And a second? There's
5 a second, any discussion? We've got multiple seconds.
6 Hearing no discussion and without objection, that motion
7 carries. And let's move on to the consent agenda.

8 MS. NEAL: Mr. Chair, I move to place the
9 following matters on the consent agenda:

10 12.01, regarding disciplinary proceedings
11 concerning an application, Charge No. 2011EC481, instruct
12 the Department staff to issue a notice of denial and
13 appeal rights to the applicant pursuant to 24-4-104CRS;

14 12.02, regarding disciplinary proceedings
15 concerning an application, Charge No. 2012EC255, instruct
16 Department staff to issue a notice of denial and appeal
17 rights to the applicant pursuant to 24-4-104CRS;

18 12.03, regarding disciplinary proceedings
19 concerning a license, Charge No. 2012EC1534, instruct the
20 Commissioner to sign the settlement agreement;

21 12.04, regarding disciplinary proceedings
22 concerning an application, Charge No. 2012EC3244,
23 instruct Department staff to issue a notice of denial and
24 appeal right to the applicant pursuant to 24-4-104CRS;

25 12.05, regarding disciplinary proceedings



1 concerning a license, Charge No. 212EC3265, instruct
2 Department staff and the State Attorney's Office to
3 prepare the documents necessary to request a formal
4 hearing for the revocation of the license holder's
5 license, pursuant to 24-4-104CRS;

6 12.06, regarding disciplinary proceedings
7 concerning a license, Charge No. 2013EC06, instruct
8 Department staff and the State Attorney General's Office
9 to prepare the documents necessary to request a formal
10 hearing for the revocation of the license holder's
11 license, pursuant to 24-4-104CRS;

12 12.07, regarding disciplinary proceedings
13 concerning an application, Charge No. 2014EC968, instruct
14 Department staff to issue a notice of denial and appeal
15 rights to the applicant, pursuant to 24-4-104;

16 12.09, approve 13 initial emergency
17 authorizations as set forth in the published agenda;

18 12.10, approve Mt. Evan's BOCES special
19 service provider induction program as set forth in the
20 published agenda;

21 12.11, approve authorization of Colorado
22 Mesa University to offer a culturally and linguistically
23 diverse education endorsement program;

24 14.01, approve -- appoint Natalie Moran of
25 the Cheyenne Mountain School District to serve on the



1 Education Data Advisory Committee;

2 15.05, appoint Karen Bellerose (ph) of
3 Congressional District 3, to serve on the Gifted
4 Education State Advisory Committee;

5 15.06, appoint Kirstin Jabbernick (ph) of
6 Canyon City Schools to serve on the Special Education
7 Fiscal Advisory Committee;

8 16.01, appoint Cindy Wright, Sheridan
9 School District's Director of Facilities and
10 Transportation, to serve on the Public School Capital
11 Construction Assistance Board;

12 16.02, certify payments to school
13 districts for the Public School Finance Act of 1994 as
14 amended; state's share of PELL program for July through
15 November 2014 in the monthly amount of \$329,475,500.37.

16 This is the end of the consent agenda.

17 CHAIRMAN LUNDEEN: Proper motion. Is
18 there a second? Dr. Scheffel second. Any objection?
19 Motion shall carry. No objections, motion carries.

20 MS. MARKELE: Good morning, Mr. Chair,
21 (indiscernible).

22 CHAIRMAN LUNDEEN: Ms. Markel, please.

23 MS. MARKELE: (indiscernible) good to see
24 you this rainy September. In your packets today we have
25 proposed resolution concerning September as Attendance



1 Awareness Month, which (indiscernible) of Advanced
2 Learning will be bringing to you their report. We have a
3 copy of the updated events calendar and a copy of your
4 expense reports.

5 Under Section 9, we have a copy of the
6 State Assessment PowerPoint and a fact sheet concerning
7 statutory exceptions and (indiscernible) the statewide
8 assessment system.

9 Under Section 10, you have the school
10 ready (indiscernible) assessment menu (indiscernible) in
11 PowerPoint form.

12 Section 13, you have a number of sets of
13 rules. We have rules for the administration's
14 certification and publicized online programs. Rules for
15 the administration of the (indiscernible) Literacy Grant
16 Program. Rules for the administration of the School
17 Counselor Report Grant Program. Rules for the
18 administration of a (indiscernible) of statute and rule.

19 Section 14, you have a list of current
20 members of the Education Data Advisory Committee.

21 Section 15, you have a copy of two sets of
22 rules: You have rules for the administration of an
23 English Language Proficiency Act, also you have the copy
24 of the rules for the administration of the School
25 Turnaround Leaders Development Program. You have copies



1 of the (indiscernible) in support of her application to
2 the (indiscernible) Education Advisory Committee and
3 (indiscernible) in support for appointment to the Special
4 Ed Fiscal Advisory Committee.

5 In Section 16, you have a copy of the
6 rules governing the renewable energy and energy
7 efficiency (indiscernible).

8 And finally, in Section 17, you have a
9 copy of the (indiscernible) and I will just point out to
10 that the February Board Meeting date is (indiscernible)
11 the issue that will be up for discussion, and I think
12 that all the other dates (indiscernible) concern or
13 discussion on if we need to change the February 14th date
14 is the one that needs to be discussed today.

15 And that's the end of my report, unless
16 there are (indiscernible).

17 CHAIRMAN LUNDEEN: Questions of Ms.
18 Markel? Thank you very much. We shall press on. The
19 next item on the agenda is the legislative update -- Mr.
20 Commissioner?

21 MR. HAMMOND: Thank you, Mr. Chair. I
22 would like to call up Ms. Jennifer Mello for her monthly
23 report and as we now are heading toward the legislative
24 session, I'm sure we'll see more activity. So Jennifer?

25 MS. MELLO: Thank you, Mr. Chair and Mr.



1 Commissioner. So again, we talked last meeting about the
2 three taskforces/interim committees that are working on
3 K-12 related -- I should say P-12 related issues over the
4 interim. So I'm going to give you some additional
5 updates on that work.

6 The taskforce created by House Bill 1202,
7 as you know, is called the Standards and Assessments
8 Taskforce. Since we last met, they have had another
9 meeting. It was on August 18th, it happens to be my
10 birthday, in case anyone wanted to know how I got to
11 spend my birthday this year. They are also scheduled to
12 meet on September 15th. At the August 18th meeting, the
13 taskforce received answers to several questions they had
14 submitted to the Department. They also got a briefing on
15 the history of standards and testing in Colorado.

16 The individuals from the firm of
17 Agumblick, (ph) Paylick (ph) and Associates, also known as
18 APA, who will be working for the taskforce for present.
19 They had kind of a back and forth dialogue between the
20 taskforce and the contractors about scope of work and all
21 of that. Those conversations continued after that
22 meeting, and I believe at this meeting coming up next
23 week in September, they will finalize that scope of work
24 officially as a task force.

25 Let's see here -- the other main thing



1 they did at the August 18th meeting was to agree to inform
2 working sub-groups. They formed three groups -- one
3 focusing on state assessments, one focusing on local
4 assessments, and the other focusing on system
5 considerations. As you all know, our state assessments
6 play into lots of other components of the K-12 system, so
7 they have a working group just to make sure that people
8 understand those interactions and interplays.

9 They also had a good discussion about how
10 to best receive public input on the work of the
11 taskforce. Everyone reiterated that receiving that
12 public input, hearing it was very important to them. So
13 what they decided to do was create an email address to
14 which comments can be submitted. They agree that any
15 written comments submitted through that email address
16 will be shared at every task force meeting, and will be
17 posted on our website. They also intend to hold a public
18 hearing, but they have not yet set the date for that. So
19 that --

20 CHAIRMAN LUNDEEN: What is the email
21 address?

22 MS. MELLO: I will have to look it up for
23 you, Mr. Chair, I apologize, I don't have that handy, but
24 I'm happy to do that.

25 CHAIRMAN LUNDEEN: And can we make that



1 visible on our website also, so that people that want to
2 interact know how to get to that?

3 MR. MELLO: The email address that the
4 taskforce has set up to receive written public comment.

5 UNIDENTIFIED VOICE: (Indiscernible)

6 CHAIRMAN LUNDEEN: Oh, it's already up on
7 our page. Good. Okay, thank you very much for doing
8 that.

9 MS. MELLO: So that's the update on the
10 standards and assessments test. First I'll pause just
11 briefly to see if anyone has any questions about that
12 particular body of work.

13 MS. MAZANEC: They are supposed to have
14 something together by January, including the study?

15 MS. MELLO: Mr. Chair and Board Member
16 Mazanec -- it's a mouthful.

17 MS. MAZANEC: Good job.

18 MS. MELLO: Yes, that is the statutory
19 expectation, is that they will have a report prepared by
20 the end of January. Okay?

21 CHAIRMAN LUNDEEN: Please proceed.

22 MS. MELLO: Proceeding. So the other
23 interim taskforce that we discussed last time was the
24 early childhood and school readiness legislative
25 commission. They have made a lot of progress with their



1 work. They are working to have their efforts wrapped up
2 by the end of September, so they've been moving fairly
3 quickly. At their September 2nd meeting, they agreed to
4 draft several bills that include tax credits for early
5 childhood providers, increased funding for family
6 resource centers, which are within the Department of
7 Human Service, and increase in the number of CPP slot and
8 funding for scholarships for early childhood educators.

9 So the way this process works is they talk
10 about these things in concept. They take a vote as to
11 whether they want to move forward with the concept. And
12 between that meeting, which was on September 2nd, and the
13 next meeting, which is on the 22nd. Those things will get
14 written down. And that's when it -- you know, the rubber
15 kind of hits the road, right? Because then we can
16 actually see in writing what people are talking about.
17 We have not seen any draft bills yet, we're waiting for
18 those to come out and obviously we'll stay very close to
19 that work, and be reviewing those drafts and seeing if
20 there's any concerns, comments -- some of it really is
21 not directly related to the work of the Department, so
22 some of it we won't -- we'll just kind of look at for
23 background. But the stuff that really direct impacts our
24 work, we'll be paying close attention to.

25 Let's see -- finally, the Online Education



1 Task Force, which was established by legislation in 2014,
2 held its first meeting late in August. The meeting was
3 largely organizational in nature, you know, talking about
4 how they are going to do their work and all of that.
5 They discuss their schedule of meetings, reviewed the
6 responsibilities and talked about how they would make
7 decisions. The next meeting for that group is scheduled
8 for Friday, September 12th.

9 Again, any questions about -- I know I
10 just did two in one breath. No?

11 CHAIRMAN LUNDEEN: Okay, no questions.

12 MS. MELLO: So obviously we will continue
13 to monitor these, report back to you, you know, as the
14 work proceeds.

15 The final thing I wanted to note is, as
16 the commissioner remarked upon, we're getting closer to
17 the 2015 legislative session, so at next month's meeting,
18 the plan is to start the conversation about your
19 legislative priorities. So kind of using the same
20 procedure we used last year, we will circulate the 2014
21 priorities to you all within the next week or two. And
22 then we can use that as a point of departure to see what
23 changes you want to make, if any. That concludes my
24 report.

25 MS. MAZANEC: Thank you.



1 CHAIRMAN LUNDEEN: Wow. Way too succinct.

2 MS. MELLO: Did I surprise you by not
3 talking very long? My apologies. I could sing and
4 dance, wave my hands a little bit?

5 CHAIRMAN LUNDEEN: No, that's all good.
6 No, the upcoming legislative priorities discussion will
7 be good, I look forward to that. Thank you very much.

8 MS. MELLO: Thank you.

9 CHAIRMAN LUNDEEN: Mr. Commissioner?

10 MR. HAMMOND: Mr. Chair? Jennifer, just a
11 question: You said you would --

12 MS. MELLO: My apologizes.

13 MR. HAMMOND: - that will go out to Carey
14 for the Board in approximately -- you said, two weeks?

15 MS. MELLO: Well, I mean, we can talk
16 about -- we can -- I mean, it's the document you agreed
17 to last year, so it's not like we have to do anything to
18 it to distribute it. So we can get it out as soon as
19 people want.

20 MS. HAMMOND: What I would like to do,
21 let's send that out to you so you'll have it again. Note
22 anything on there. It's kind of like we did last year;
23 things that you may want to change. We'll collect that -
24 - Carey will -- and kind of go through the process. It
25 gives us a point of departure for our next meeting.



1 Would that be all right?

2 MS. NEAL: That's good.

3 MR. HAMMOND: And Mr. Chair, we don't --
4 we are in a dead air space, because --

5 CHAIRMAN LUNDEEN: We are way ahead of the
6 curve.

7 MR. HAMMOND: Yeah, we've tried to allow
8 more time on the agenda. Now we have a lot more time on
9 the agenda today. We can --

10 CHAIRMAN LUNDEEN: As -- as -- as
11 uncomfortable as this feels, this was actually
12 intentional. We were trying to give ourselves room to
13 breathe, think, and interact. So next item is a public
14 comment, which is scheduled for 10:00 a.m. specifically,
15 which is a new concept, to give people an opportunity to
16 speak, but since those people who might want to speak are
17 not aware that we're 30 minutes ahead of schedule, we --

18 MS. BERMAN: Do you want an idea of
19 something to do?

20 CHAIRMAN LUNDEEN: We are not going to do
21 yoga, Elaine.

22 MS. BERMAN: No, no, I was going to --

23 UNIDENTIFIED VOICE: It's too early for
24 drinks.

25 MS. BERMAN: -- suggest we do the



1 resolution and get that done. I don't know if there's
2 something else.

3 CHAIRMAN LUNDEEN: I haven't had a chance
4 to look at it and I wanted to look at it, but we could
5 certainly -- let's do that.

6 UNIDENTIFIED VOICE: Where is the
7 resolution? I haven't seen it.

8 MS. BERMAN: It hasn't been passed out
9 yet.

10 UNIDENTIFIED VOICE: Oh.

11 MS. NEAL: Resolution concerning...?

12 UNIDENTIFIED VOICE: Attendance, I think?

13 MR. HAMMOND: Can I have a copy?

14 MS. NEAL: No, no, Robert, sorry, you
15 can't have that.

16 MR. HAMMOND: Thank you.

17 UNIDENTIFIED VOICE: Don't we have
18 anything else that's 30 minutes long we could do?

19 CHAIRMAN LUNDEEN: Well, the assessment
20 session is technical not timed, so we could move to that.
21 But let's -- let's just take this space --

22 MS. BERMAN: Well, I feel -- I know that
23 no one's read it, so that puts -- so let me give you a
24 little background. September is National Attendance
25 Month and this is basically a resolution that State Board



1 of Education -- and just to remind everybody about what
2 our protocol is, if we have a unanimous vote, then we can
3 pass the resolution on the first go-around. If not, it
4 would get delayed until October. It's not -- it wouldn't
5 be awful if it was delayed till October, except for the
6 fact that September is -- is National Attendance
7 Awareness Month.

8 MS. NEAL: Which is a month late now that
9 we all started school in August anyway.

10 MS. BERMAN: That's right, that's right.

11 UNIDENTIFIED VOICE: Hopefully attendance
12 isn't --

13 MS. BERMAN: There's been more and more
14 attention paid to the fact that -- and this is very
15 intuitive that if you don't attend school, it's going to
16 be hard to learn and keep up and so forth, and there's
17 actually a new organization that is just focused -- and
18 nationally -- that's just focusing on chronic absenteeism
19 and just the overall importance of attending regularly.

20 So why don't -- should I go ahead and read
21 it, Chair Lundeen?

22 CHAIRMAN LUNDEEN: Sure.

23 MS. BERMAN: And I know we're kind of --
24 no one's read it before, so I apologize, this was -- this
25 was written pretty quickly in the last, I think, 48



1 hours, actually, and edited and so forth.

2 Okay, "Resolution recognizing September
3 2014 as Attendance Awareness Month."

4 CHAIRMAN LUNDEEN: Who -- incidentally,
5 who is the national body (indiscernible)?

6 MS. BERMAN: Well, this wasn't done by a
7 national body --

8 CHAIRMAN LUNDEEN: No, I understand, but
9 who --

10 MS. BERMAN: It's a non-profit.

11 CHAIRMAN LUNDEEN: Okay, so --

12 MS. BERMAN: It's called Attendance
13 Matters.

14 CHAIRMAN LUNDEEN: And so it's a matter of
15 just raising public awareness?

16 MS. BERMAN: Yes.

17 CHAIRMAN LUNDEEN: This group has said:
18 September, by golly, that's the month we're going to --

19 MS. BERMAN: Oh, I don't even know who
20 decided that September should be -- I don't know. I
21 don't have a clue, sorry, Paul.

22 Okay, "Whereas good attendance matters for
23 school success and developing the habit of attendance,
24 prepares students for success in college and career and
25 in life. Whereas chronic absence, defined as missing ten



1 percent or more of school for any reason, is a proven
2 predictor of poor lower third grade reading proficiency,
3 course failure, and a leading indicator of students
4 dropping out. Whereas in Colorado, the rate of
5 unexcused/excused absences is increasing, and ten percent
6 of students are classified as habitually truant. Results
7 from the 2013 Colorado Healthy Kids Survey, which was a
8 survey of..." and I might need a little bit of help from
9 someone in the audience, of -- was it about 23,000
10 students? The Healthy --

11 UNIDENTIFIED VOICE: Kids survey.

12 MS. BERMAN: Healthy Kids Survey?

13 UNIDENTIFIED VOICE: Over 30,000 students.

14 MS. BERMAN: Over 30,000. So it's self-
15 reporting from kids. Thirty thousand is a very large
16 number, it's the biggest number we've ever had, and the
17 data was released, I believe, on Friday. So it's -- it's
18 -- it's very fresh.

19 "So results from the 2013 Colorado Healthy
20 Kids Survey show that 23,000 of high school students skip
21 school one or more days within a four day -- four week
22 period. Whereas low income students are more likely to
23 be chronically absent and face systemic barriers to
24 getting school such as unreliable transportation, chronic
25 health issues, and poor nutrition."



1 And I'm going to stop there, because I --
2 just yesterday I was riding up the elevator with a
3 student and I said, "I'm late for my meeting." I was
4 five minutes late. And he said, "I'm late for school."
5 I said, "Oh, how late are you?" And he was two hours
6 late. And I said, "Oh, what happened?" And he said, "I
7 overslept."

8 "Whereas, mental health and
9 social/emotional problems and other health issues, as
10 indicated in the 2013 Healthy Kids Colorado Survey
11 negatively impact school attendance. School health
12 professionals play a key role in addressing chronic
13 absenteeism. Current Colorado ratios of school nurses,
14 counselors and psychologists, however, do not meet the
15 nationally recommended student to staff ratios. Whereas
16 effective strategies for improving attendance include
17 monitoring attendance data, partnering with students and
18 families, and deploying resources that address health and
19 nutrition, safety, transportation and other issues that
20 may cause a student to repeatedly miss school.

21 Now therefore, be it resolved that the
22 Colorado State Board of Education recognizes September as
23 Attendance Awareness Month. Be it resolved that Colorado
24 State Board of Education recognizes that good attendance
25 is essential to student achievement and graduation, and



1 greater attention is needed to improve student attendance
2 and reduce chronic absenteeism in Colorado schools. Be
3 it resolved that the Colorado State Board of Education
4 encourages every school district to set tenant's goals,
5 monitor absences, and partner with families and
6 communities to address barriers to attendance. Be it
7 resolved that the Colorado State Board of Education
8 encourages school districts and communities to join
9 together in reducing chronic absenteeism and ensure an
10 equitable opportunity for children to learn, grow, and
11 thrive. Any comments, or --

12 CHAIRMAN LUNDEEN: Comments? Thoughts?

13 MR. HAMMOND: I have a couple, but let
14 others speak first.

15 MS. BERMAN: And if you want a staff
16 person to address this, Rebecca Holmes is -- this is her
17 area.

18 CHAIRMAN LUNDEEN: Angelika?

19 MS. SCHROEDER: Well, I think this is
20 great. I wish I'd thought about it when I came back in,
21 what? March? And reported on exactly this issue that
22 was discussed several times at (indiscernible), that this
23 is a -- particularly the chronic absences. And you're
24 talking about being able to identify in first grade,
25 students that are unlikely to graduate because it's that



1 chronic absenteeism so early on, that makes a big
2 difference.

3 Since then, I've asked a couple of the
4 school districts that I represent, when I visited with
5 them, since I know that this is a local issue and that's
6 why we have this resolution and don't go any further than
7 that. And they did report to me that they in fact do
8 watch this very carefully. I don't know if they have a
9 School Board policy per se with procedures, et cetera,
10 but definitely the principals and the schools are
11 differentiating an absence from and identifying chronic
12 absenteeism, knowing what this resolution does. So this
13 is beginning to enter the awareness at some school
14 district level. I don't know how many. So I think this
15 will be helpful. I hope this will be helpful.

16 CHAIRMAN LUNDEEN: Marcia?

17 MS. NEAL: I agree with you, but I also
18 think that most districts, there is a growing awareness
19 of how important it is. Even when I was on the local
20 board, we had -- and they still have -- not enough -- but
21 schools -- we have three or four high schools and
22 generally divide the district up in those four, that each
23 one of those had a special person -- I've forgotten what
24 the name was, but there job was to work with the low-
25 income, at-risk kids. And this would include getting



1 attendance reports, calling them, in some cases going to
2 get them and take them to school. Now, it's probably not
3 enough, but they -- I think there is an awareness of how
4 important that is, and some effort, but we surely should
5 encourage more efforts. I know we're asking schools to
6 do one more thing, but having those kids there is very
7 important.

8 UNIDENTIFIED VOICE: We call them
9 retrieval officers.

10 MS. NEAL: I don't remember what we called
11 them.

12 UNIDENTIFIED VOICE: However, I think
13 what's critical here is understanding that kindergarten,
14 first grade, second grade is where we've got to really
15 start going after the kids.

16 MS. NEAL; No, I didn't mean that this was
17 --I meant that our district is divided -- we generally
18 divide them into the four areas according to the --
19 because of course, most of their work is with the younger
20 kids and --

21 UNIDENTIFIED VOICE: (Indiscernible).

22 MS. NEAL: (Indiscernible)

23 CHAIRMAN LUNDEEN: Jane?

24 MS. GOFF: Yes. Ditto -- (clears throat),
25 pardon me, ditto what our colleagues said on the



1 importance of paying attention to this. Also of late, a
2 lot of you have probably noticed the commentary and the
3 reporting on time of -- the preferred start time,
4 especially for high school students, or teenagers. So a
5 lot of this, when Elaine is talking about the young man
6 in the elevator, a lot of that tardiness or non-
7 appearance at school or other obligations is really --
8 could be attributed to the sleep pattern adjustment for
9 kids, especially older students. I know when I was
10 teaching, that was often -- that was something that was
11 part of the reality. Occasionally a young student who
12 started class at 7:30 -- and if they happened to also
13 have a part time job, or two, or were responsible for
14 things at home with other siblings and such, it was hard
15 to dispute that. To -- it's part of reality for a lot of
16 kids. So at some point, maybe we would have an
17 opportunity to look at how that kind of policymaking can
18 tie in -- either supplement or reinforce some other
19 things, but as far as a resolution itself is concerned,
20 yes, it is of high national attention among a lot of
21 states. And several states are in process of looking at
22 how they might set policy for that as well. So I
23 appreciate the resolution.

24 CHAIRMAN LUNDEEN: Deb?

25 MS. SCHEFFEL: Yeah, I -- I think it's



1 certainly an important thing for attendance, and so it's
2 a -- the resolution makes sense. I object to the fifth
3 "whereas" however, because the conclusion, based on the
4 data, isn't a clear a path. And so I would offer a
5 friendly (indiscernible) to resolution for the fifth
6 "whereas".

7 MS. BERMAN: Can you speak more -- I mean,
8 there's a lot of research about mental health issues
9 keeping kids home, Deb, what are you thinking of?

10 MS. SCHEFFEL: I just think it implies
11 that we need to hire more counselors, nurses and
12 psychologists who would address this issue, and I don't
13 know that's the best approach to addressing the issue. I
14 mean, I think it's a presumption. I guess I don't think
15 -- I don't agree with the presumption. I think it's an
16 important issue, obviously, attendance --

17 MS. BERMAN: Okay, I don't want to get
18 into a big debate with you on it, but how else would
19 kids' mental health issues get addressed, if it wasn't
20 from health professionals? Or should we not address
21 mental health issues of kids?

22 MS. SCHEFFEL: Oh, we should, I just don't
23 know that we can go into it here as far as what other
24 solutions might be. But I don't know that I would agree
25 with the link between this report of 13 Healthy Kids



1 Colorado Survey and the presumption that we should be
2 hiring more nurses, counselors and psychologists. But
3 maybe other Board Members have some thoughts on that.

4 UNIDENTIFIED VOICE: I think she makes a
5 good point. I don't know -- maybe someone can explain to
6 me that (indiscernible) behind this resolution for the
7 State Board. What does this mean?

8 UNIDENTIFIED VOICE: Not much. I don't
9 think it's a resolution we pass has much gravitas to be
10 perfectly honest. Since we have very little authority,
11 this is one of the ways we make public statements and
12 then this particular instance, we're making a public
13 statement that attendance is important. Which is kind of
14 a basic part of public education. I think.

15 UNIDENTIFIED VOICE: I'm wondering, the
16 statement "current Colorado ratios of school nurses,
17 counselors and psychologists however, do not meet the
18 nationally recommended student to staff ratios." Who is
19 the national recommender? To whom do we attribute that
20 statement?

21 UNIDENTIFIED VOICE: Commissioner, would
22 it be okay if we asked Rebecca Holmes to address this?
23 Is that okay?

24 MR. HAMMOND: If she knows the answer.

25 MS. NEAL: Do you know the answer,



1 Rebecca?

2 CHAIRMAN LUNDEEN: Please, go ahead.

3 MS. HOLMES: Mr. Chair, thank you. In
4 each case, there are national associations of those
5 professionals. For example, a National Association of
6 School Nurses, who based on their research, recommend
7 school staff to student ratios. For example, the school
8 nurse ratio that they have recommended for a number of
9 years is 1 to 750. The school nurse ratio to students in
10 Colorado is 1 to 1700.

11 CHAIRMAN LUNDEEN: So -- go ahead.

12 MS. BERMAN: No, I was just going to say,
13 can you address any of the questions that Board Member
14 Scheffel has brought up in terms of the link between
15 mental health and other social/emotional problems and
16 attendance?

17 MS. HOLMES: Mr. Chair?

18 UNIDENTIFIED VOICE: I don't think that
19 was quite her point.

20 CHAIRMAN LUNDEEN: Go ahead, I'll redirect

21 --

22 UNIDENTIFIED VOICE: I'm sorry, Deb, why
23 don't you say it again, so that --

24 MS. SCHEFFEL: (Indiscernible) this is
25 awareness month, so if this resolution provides



1 awareness, I just think that the fifth "whereas" implies
2 a solution and I don't think we have enough information
3 to suggest that that's the solution; to hire more folks.
4 I'm familiar with the study and the methodology and I
5 just think that applying in this resolution, which is
6 designed to raise awareness, is beyond what
7 (indiscernible), I think we should raise awareness, I
8 just don't think we should insert the solution, based on
9 the linkage of that (indiscernible) or necessarily -- I
10 mean, it's a longer discussion to figure out what do we
11 do about it. It's really not in our purview as a
12 resolution.

13 CHAIRMAN LUNDEEN: And so what I'd
14 propose, and I agree, I think the agencies the bodies
15 were looking to, to validate this particular clause, have
16 a vested interest in expanding their ranks. And so if we
17 could just drop that clause and keep it focused on
18 attendance, I think that would be significant. Elaine,
19 are you willing to do that?

20 MS. BERMAN: I am willing to delete the
21 last sentence.

22 CHAIRMAN LUNDEEN: "The current Colorado
23 ratios..." et cetera?

24 MS. BERMAN: But I think the first
25 sentence is -- is, we are not giving a solution, we are



1 making a comment, which I think if you would like Rebecca
2 to talk about the research with us, there is a ton --

3 CHAIRMAN LUNDEEN: Yeah, there's --
4 there's two or three premises in that which are vague
5 premises. You comfortable letting -- just dropping the
6 last sentence, Deb, and moving forward?

7 MS. BERMAN: Does it start with "School
8 health professionals..."?

9 CHAIRMAN LUNDEEN: No, "Currently..." The
10 next sentence down.

11 UNIDENTIFIED VOICE: "Currently
12 Colorado..."

13 CHAIRMAN LUNDEEN: Currently Colorado
14 ratios."

15 MS. BERMAN: I would feel comfortable
16 dropping from "School health professionals" to "ratios"
17 and leave the first part. "Negatively impacts school
18 attendance." Delete that -- those last two sentences.

19 CHAIRMAN LUNDEEN: So drop the last two?
20 It kind of comes back to the point -- I agree that there
21 are several premises that border on conclusion embedded
22 in that.

23 MS. NEAL: And I agree, and partially
24 because it's just a general statement in that particular
25 sentence. Provides (indiscernible) --



1 CHAIRMAN LUNDEEN: Are you okay, Elaine,
2 just dropping from "school health" and down?

3 MS. BERMAN: Sure.

4 CHAIRMAN LUNDEEN: Okay. So then I would
5 offer a friendly amendment also, if there aren't others
6 who have comments? Your next "whereas" clause where you
7 acknowledge families and then again in the conclusions,
8 the results, you acknowledge families. I would like to
9 amplify that. And I just insert, you know, "and
10 deploying resource...", I'm sorry, "data partnering with
11 students, parents, grandparents, guardians and other
12 family members." I just like to amplify the fact that
13 mom and dad and grandma and grandpa, whoever else might
14 be in the picture, that's really a significant and
15 important part of this equation.

16 MS. BERMAN: I'm fine.

17 CHAIRMAN LUNDEEN: Comfortable with that?

18 MS. BERMAN: Yeah.

19 CHAIRMAN LUNDEEN: Okay.

20 MR. HAMMOND: Which statement?

21 CHAIRMAN LUNDEEN: So in the final
22 "whereas", following "students". With "students,
23 parents, grandparents, guardians and other family
24 members, and deploying resources", et cetera. Just as an
25 amplification to the fact that the family unit is intact in



1 many, many places, and should be acknowledged for the
2 role that it plays.

3 MS. NEAL: Jane.

4 CHAIRMAN LUNDEEN: Jane?

5 MS. GOFF: Well, I -- have no problem with
6 that.

7 MS. NEAL: Oh, I thought you were waving
8 your hand.

9 MS. GOFF: In fact, no, I think the other
10 resources allows for the role of school health workers as
11 well. So if you are accepting of that, that we know, we
12 are the ones passing or not this resolution, that when
13 other resources is used as a clause, it encompasses
14 people like school health workers. Counselors and such.

15 CHAIRMAN LUNDEEN: Okay, Marcia?

16 MS. NEAL: Could I -- my vast experience -
17 - just a word of caution, because I'm continually going
18 "been there, done that"; several years ago -- ten, twelve
19 years ago when I was on the local board, we undertook a
20 study which showed exactly what you said. And having
21 taught high school where my kids were all sleeping
22 through the first hour of class, I totally agreed. And
23 so we embarked on this plan to switch the schedules so
24 that the elementary kids would come first and high school
25 kids would come second. And we just hit this wall mainly



1 because high school kids have to come first, because then
2 they get out at 3:00, and then we have football or --

3 UNIDENTIFIED VOICE: Or (indiscernible).

4 MS. NEAL: I mean, I have -- I've rarely
5 been to so many meetings that were so packed with people
6 who were opposed to the plan. Not for the reasons that
7 you give. So you just know that you're going to run into
8 -- talk about unintended consequences, unintended
9 responses. But I have no problem, I totally agree and I
10 said, I used to see my kids sleeping away through first
11 hour. Or missing because they didn't get up.

12 CHAIRMAN LUNDEEN: So I believe we have --

13 MS. BERMAN: Well, I'm not sure -- Jane
14 was your comment addressed? Did you want to add that in
15 here?

16 MS. GOFF: No, I'm just saying that by
17 accepting that phrase, that it can be construed -- and I
18 think it should be -- that other resources includes
19 school health --

20 MS. BERMAN: But you are not suggesting a
21 wording change?

22 MS. GOFF: No, no.

23 CHAIRMAN LUNDEEN: Yeah, I think it's
24 significant -- you know, adequately vague to meet
25 everybody's --



1 MS. BERMAN: Can we vote on it without
2 rereading it? Do we all -- so we are going to delete on
3 the --

4 CHAIRMAN LUNDEEN: In the fifth "whereas"
5 from "school health professionals and beyond..."

6 MS. BERMAN: We are going to delete that.

7 CHAIRMAN LUNDEEN: Is -- is deleted.

8 MS. BERMAN: So there is going to be one
9 sentence in that one, that's "mental health and
10 social/emotional (indiscernible) as indicated negatively
11 impacts school attendance." And then the sixth "whereas"
12 we're going to add "students, families..."

13 CHAIRMAN LUNDEEN: No, students, parents,
14 grandparents, guardians and other family members and
15 deploy, et cetera."

16 UNIDENTIFIED VOICE: Instead of "and
17 families"?

18 CHAIRMAN LUNDEEN: Did I just make a mush
19 of your --

20 UNIDENTIFIED VOICE: That's okay.

21 CHAIRMAN LUNDEEN: -- grammar?

22 MS. BERMAN: No, go for it, so now --

23 CHAIRMAN LUNDEEN: You're acceptable?

24 MS. BERMAN: I'm acceptable.

25 CHAIRMAN LUNDEEN: Okay, and then beyond



1 that -- so we have an amended resolution and the sponsor
2 of this has accepted the amendments?

3 MS. BERMAN: Yes, I have.

4 CHAIRMAN LUNDEEN: So I guess I would ask
5 for a motion to advance this resolution as amended.

6 UNIDENTIFIED VOICE: So moved.

7 CHAIRMAN LUNDEEN: So moved? Is there a
8 second?

9 MS. MAZANEC: I second.

10 CHAIRMAN LUNDEEN: And there's a second.

11 UNIDENTIFIED VOICE: Pam seconded it.

12 CHAIRMAN LUNDEEN: Pam seconded. Is there
13 any objection? Hearing none, the resolution passes
14 unanimously. Thanks for bringing that, Elaine.

15 MS. BERMAN: Thanks, Chair.

16 CHAIRMAN LUNDEEN: And with that, I
17 believe we'll take a brief break while we are waiting for
18 our appointed public comment time to begin.

19 (BREAK)

20 CHAIRMAN LUNDEEN: State Board will come
21 back to order. So we are pushing forward with an
22 experiment here. That is, we've broken the public
23 comments timeframe into two sections, actually. We were
24 discovering that the afternoon comment happened to
25 coincide with the (indiscernible) carpool lane, and that



1 was not giving people an opportunity who might otherwise
2 have liked to present before us, the opportunity to do
3 so. So we're trying this morning to give a 10:00 a.m.
4 opportunity to speak. We will have a second section of
5 public comment this afternoon. It looks like we've got
6 11 people signed up. We've got a 30 minute window.

7 So if everybody gets to the microphone
8 quickly, holds themselves to the three minute limit that
9 we put on you, we might actually make it in the
10 timeframe. But I do want to call out, that if anybody
11 wants to come back and speak later this afternoon, that's
12 certainly -- and doesn't speak this morning -- one bite
13 at the apple here. But if you'd rather speak this
14 afternoon, that would be an opportunity as well.

15 So if you would please step to the
16 microphone when we call your name. State your name and
17 where you're from, if you represent an organization,
18 please acknowledge that. And limit yourself to three
19 minutes. I think Carey has got a timer ready to go. And
20 the first person is Anton Skulski (ph), I think, and
21 correct me on the pronunciation.

22 MR. SKULSKI: That's correct.

23 CHAIRMAN LUNDEEN: Well, Anton Skulski,
24 we're glad to have you here today.

25 MR. SKULSKI: Thank you. My name is Anton



1 Skulski, and I am from Colorado Springs. And I represent
2 the National Council for the Social Studies.

3 Good morning, I'm a veteran teacher;
4 veteran social studies teacher, I'm sorry -- National
5 Council for the Social Studies. Does that help better?

6 CHAIRMAN LUNDEEN: Yep, perfect.

7 MR. SKULSKI: Okay, thank you. I'm a
8 veteran teacher -- veteran social studies teacher, 32
9 years, from Colorado Springs. I'm here as a teacher as
10 well as a member of both the Colorado Council of Social
11 Studies as well as NCSS. And also for today, I'm also
12 our school's Advanced Placement Coordinator.

13 I've come today to express my concern with
14 the CDE's proposals -- proposed resolution on the
15 Advanced Placement U.S. History. While the textbook
16 curriculum guide, or set of state standards were a
17 framework for the new (indiscernible) is perfect, there
18 is a world of difference between debating the political
19 impact of the election of 1898 and an APUSH curriculum
20 that quote "reflects a radically revisionist view of
21 American history".

22 The study of history in the United States
23 should be a cacophony of sound and a myriad of sights
24 that weave the story of our varied peoples. There should
25 be vigorous debate regarding the impact of the great



1 awakening of the Declaration of Independence. We should
2 examine with a critical eye the impact of the Civil
3 Rights Movement and results to the great society of just
4 social problems during the '50s and '60s. There should
5 be reading and discussion about the role of the Reagan
6 Administration and the Cold War. We need to look
7 carefully at the rise of entrepreneurs who helped fuel
8 the rise of the industrial powerhouse and became a beacon
9 of freedom and capitalism across the globe, but we should
10 also examine the workers that made the steel as well as
11 the labor unrest in places like Ludlow, nearly 100 years
12 ago.

13 This is what the revised APUSH curriculum
14 attempts to do, and frankly, much more. Now, it's been
15 suggested that perhaps the new APUSH framework is not
16 compatible with the CDE standards. Yet, the CDE
17 standards list three concepts or skills that a student
18 must master in history. The new APUSH framework embraces
19 those skills moving from teaching history as rote
20 memorization to the concept of actually doing history.
21 The student history now requires attention to context,
22 change over time, includes greater use of primary sources
23 and yes, the ability to recess traditional narratives.
24 All of this engages students in the critical idea of
25 historical thinking. These are the very cornerstones of



1 the new APUSH framework.

2 Now it should be noted that the new
3 framework places a great deal of emphasis on America's
4 founding documents and their critical role in our
5 history. The framework addresses American
6 exceptionalism, and points out correctly that the United
7 States developed the world's first modern mass democracy.
8 Students should be exposed to the writings of William F.
9 Buckley and Howard Zin (ph). They should be challenged
10 with difficult historical documents that allow students
11 to read about a variety of viewpoints about slavery, war,
12 peace, democracy, business, labor, and civil rights for
13 all.

14 I asked a colleague of mine, an APUSH
15 teacher, who describes herself as a Texas-born and raised
16 rock-ribbed Christian conservative Republican, what she
17 thought of the new APUSH framework and released test
18 items. She examined both and felt that they presented a
19 balanced approach to the history of the United States,
20 and could not quite understand why the Colorado School
21 Board had chosen to produce a resolution asking for a
22 delay in implementation.

23 Students will have trained professionals
24 who will instruct students -- I'm sorry -- students will
25 have trained professionals who will instruct those



1 students about the important milestones of our
2 democracies and yes, perhaps missteps along the way.
3 Teachers should, and in fact, must have the
4 (indiscernible) deliver a fair, balanced and thorough
5 APUSH curriculum, taught with fidelity, to both the AP
6 framework and the Colorado State Standards.

7 I trust the State School Board of
8 Education will allow teachers to do what they do best:
9 To teach, to guide, and to make decisions that are best
10 for the students that greet them every day in the APUSH
11 classrooms across Colorado. But they should be allowed
12 to do so -- to do all of that free from the political
13 distractions made in an election year. I would ask this
14 board to table the proposed resolution. Thank you.

15 CHAIRMAN LUNDEEN: Thank you, Anton.
16 Paula Noonan?

17 MS. NOONAN: I'm Dr. Paula Noonan from
18 South Jefferson County. I represented the south -- the
19 south area on the Jefferson County School Board for four
20 years. Over that time, I've had many opportunities to
21 review Jeff Co's K-12 annual assessment results and think
22 about the impact of assessments on our schools. Every
23 year, the data showed some improvement at some grade
24 level and some subject, and some decline at some grade
25 level and some other subject. One area went up a bit



1 based on focused and effort from that year, and something
2 went -- else went down. And after a while, I understood
3 we didn't have the resources to sustain improvement in
4 all subjects for all grades at the same time every year.

5 Anyone can figure that pattern out,
6 looking at three or four years of results. Every year I
7 ask the superintendent and members of her cabinet what it
8 would take in resources, time, and money, and people, to
9 sustain improvement at every grade and every tested
10 subject. I never could get an answer to that question
11 other than: It doesn't matter, we don't have the
12 resources. I would press: Pretend we could get the
13 resources, what would it take? No answer.

14 We have now conducted two studies on
15 standardized assessment, and we're about to conduct a
16 third. The West Ed Study, as I'm sure you noticed,
17 placed our annual standardized testing system in the low
18 value, high burden quartile. That's the lower right
19 corner. Essentially, this testing system is failing to
20 provide accurate, current, comprehensive, actionable
21 information for educators. What it does do is take a
22 huge amount of time, money, and other resources. This
23 needs to stop. We shouldn't put our kids at a failing
24 system. It's not good modeling, and it's not good
25 education.



1 What we should do is figure out what
2 resources we need in people, dollars, tools, time, and
3 content, to get every kid that can possibly get there up
4 to proficiency in reading, writing and math, at every
5 grade. We don't need incessant standardized summative
6 tests such as TCAP or PARCC to determine which kids need
7 the support. Interim formative tests and observation,
8 provide the data. What we need is commitment from the
9 State Board of Education to make this happen. That
10 commitment would go a long way to move the legislature in
11 a more productive direction and to give our kids the
12 skills they need for the three C's -- good citizenship,
13 good college, good careers. Thank you.

14 CHAIRMAN LUNDEEN: Thank you very much.
15 Shawna Henry?

16 MS. HENRY: Well, I'm here in support of
17 the Counseling Core rules. My name is Shawna Henry, and
18 I work for Denver Public Schools. I was the Counseling
19 Core Grant Manager, and now I'm the Gear Up Grant Manager
20 for our district. And I really just wanted to come and
21 share three highlights of this wonderful program and what
22 I've seen it do in our district.

23 First, it's really dropped the case load
24 sizes for our counselors. So we went from 1 to 600
25 students, to 1 to 300 students. So the counselors had



1 more time to be proactive, instead of reactive with our
2 kids. It allowed us to really get to know our kids for
3 who they are, and help them figure out their individual
4 career and academic plan, and then get them the resources
5 that they need to really reach those goals. We do a
6 career fair in our district, so it also allowed us to get
7 the students ready for the career fair, and figure out
8 what they want to do and go and get the information at
9 the career fair that they need for that.

10 The second highlight is around parent
11 engagement. A counseling core grant really allowed the
12 counselors to focus more on the parents in our district.
13 It's really hard to get them involved and get them into
14 our schools, so it allowed us to provide parent nights at
15 different times so that parents can come who are working
16 during the day or working at night. It allowed us to set
17 up workshops to give them information around their
18 students and their goals, and what we're doing with them
19 in the schools. It allowed us to bring parents to
20 college visits and also allowed us to do some home visits
21 where we shared the student's individual career and
22 academic plan with the families, so we could get them to
23 partner with us in supporting their student, to reach
24 their goals.

25 And then my last highlight is: I've been a



1 part of the district for six years and we have been in
2 both the first and second cohort of the Counseling Core
3 Grant, and I have had the privilege of watching the
4 Counseling Core Grant actually change our district as a
5 whole. The departments that aren't a part of the
6 Counseling Core Grant have really learned and grown from
7 the Counseling Core Departments -- Counseling Department,
8 so it's really changed not just the students at those
9 individual school's lives, but across our district,
10 really changed counseling as a whole. Thanks.

11 CHAIRMAN LUNDEEN: Thanks, Shawna. Becky
12 Gibbs.

13 MS. GIBBS: Hi, Becky Gibbs, and I'm here
14 in support of the School Counselor Core Grant. I'm a
15 native of Colorado, a school counselor at Fort Morgan
16 High School, home of the Mustangs.

17 Working as a counselor in a rural area, we
18 have to be generalists, or a jack of all trades. We have
19 to be prepared for everything, we do not have addictions
20 counselors, mental health counselors, or social workers
21 as members of our staff. We wear the hats of the
22 personnel that we do not have access to within our school
23 and our community. Essentially, we are seen as the go-to
24 people for everything: School supplies, assistance with
25 a (indiscernible) application, clothing, food, prom



1 dresses, and sometimes a warm place to sleep. Sometimes
2 the BETRA (ph) applicant could be the very person who is
3 homeless and needs lunch, and basic supplies to get him
4 or her through the day.

5 You see, many rural communities have
6 significant poverty and we are no different. Meeting the
7 basic needs of our students increases school engagement,
8 which leads to increased resources on every level.
9 Personally, academically, emotionally, and socially,
10 which often means being a gateway between the four years
11 after high school. The lack of resources, shoestring
12 budgets, and the unique dynamics of the rural cultured,
13 requires us to become increasingly more creative as we
14 seek to find ways to meet the needs of our students. So
15 two years ago, when my co-counselor and I, Andrea Leroux
16 (ph) were serving 850 students, and we heard about the
17 School Counselor Core Grant, we took the opportunity to
18 apply, because we needed help.

19 The benefits of the grant began with the
20 application process. The application required us to look
21 at student data such as our school's dropout rate, and
22 even analyzing our high school's practices such as our
23 attendance policy. The first requirement of our team was
24 to -- after receiving the grant -- was to conduct a needs
25 assessment within our student body. One-third of our



1 students answered survey questions about academic,
2 career, and social/emotional issues. And as school
3 counselors, we have the idea that most of our kids need
4 some kind of help with either domestic violence,
5 personal/social issues. But according to our survey, the
6 top need of our students was the lack of post-secondary
7 preparation. That was the top need that our students
8 said that they needed. The survey screamed that our
9 students needed a quality, meaningful ICAP.

10 We are addressing those issues now within
11 our schools. We at Fort Morgan High School are thankful
12 for the funds provided for the School Counselor Core
13 Grant. We now have one more full-time counselor, her
14 name is Audra Enrine (ph). She is currently assigned to
15 the freshman class, and collaborates with the freshman
16 academy teachers. Audra also works with our early
17 warning system and our mentoring program. These are
18 programs developed to identify academically at-risk
19 students and provide systemic supports.

20 Lastly, the School Counselor Core Grant
21 provides specially trained professionals that are on the
22 front lines in supporting students through the
23 educational system. Gone are the days when a young adult
24 can afford to experiment with college majors. The cost
25 is too high. We must have purposeful strategies that



1 provide pinpoint programming and the qualified personnel
2 to implement such programs. This can happen with the
3 School Counselor Core Grant. Thank you.

4 CHAIRMAN LUNDEEN: Thank you, Becky. Ryan
5 Yoder (ph).

6 MR. YODER: Hello, everybody. I am here
7 in support of the rules for the Counseling Core Grant
8 today. So my name is Ryan Yoder, and I have experience
9 with the Counseling Core Grant in two different ways. I
10 started out as a counselor during the first cohort back
11 in 2009, and that was both in Larimer County and Weld
12 County. Currently I'm the grant manager for Denver
13 Public Schools. So as a counselor, I worked in two very
14 different settings. I worked in a large comprehensive IB
15 school, Greeley West. And I also worked with a small
16 alternative program where we worked with a lot of
17 homeless youth, a lot of previous drop-outs, to get their
18 degree.

19 So the students that I worked with -- this
20 is what they looked like. Oftentimes they had parents
21 that did not graduate high school. They did not know if
22 they were going to graduate high school, let alone
23 college. Oftentimes they lived underneath the poverty
24 line. And a sizable number of them were homeless. I
25 know that the students that I worked with would not have



1 received these services if it was not for the Counseling
2 Core Grant.

3 So a few of the services that I provided
4 as a counselor, we talked about -- we heard about post-
5 secondary readiness, with the identifying career clusters
6 for students. Leading them and introducing them to
7 programs where they can develop the skills that they need
8 to pursue those career clusters. Arranging post-
9 secondary visits and forming partnerships with community
10 programs to help remove barriers so students can achieve
11 after graduation.

12 So as a counselor, we experienced -- the
13 schools that I worked with experienced major gains in a
14 number of different areas. One of those areas was
15 doubling the number of completed FASFAs at both schools,
16 two years in a row. And I do believe that part of that
17 success can be attributed to using the Ask a National
18 Model, which is part of the rules.

19 As a grant manager in Denver Public
20 Schools, I get to see the bigger picture. There's almost
21 -- currently there's almost 7,000 students in ten
22 different schools that benefit from the second cohort of
23 the Counseling Core Grant. It's about eight percent of
24 the population of Denver Public Schools.

25 So the Ask a National Model, it helps



1 counselors, it helps Counseling Departments, it helps
2 grant managers, by doing a few different things. One, it
3 clarifies the counselor's role, which sometimes
4 historically has been a little bit murky, and sometimes I
5 think schools aren't utilizing somebody that has the
6 skills that a school counselor has with a master's
7 degree, where they're doing more clerical duties and
8 things such as that.

9 The other thing is focusing their time.
10 As a grant manager and as a counselor, one of the things
11 that I've worked with is the time and task analysis, and
12 so currently all the counselors -- the nine counselors
13 that are under the Counseling Core, they submit time and
14 task analysis and this just makes sure that we are
15 serving students the best that we possibly can. Thank
16 you for your time. Sorry I ran over.

17 CHAIRMAN LUNDEEN: And your time and task
18 are complete. Thank you. Stacy Hestina?

19 MS. LESTINA: Lestina (ph). Hi, my name
20 is Stacy Lestina, I'm the legislative liaison for the
21 Colorado School Counselor Association and I have two
22 separate letters that were submitted by counselors and a
23 superintendent, and so I'm here to read them on behalf.
24 I signed up later, but I can just go ahead and get them
25 right now.



1 First is: "My name is Katrina Ruggles
2 (ph), I am a counselor at the Center Schools in the San
3 Luis Valley, and a member of the Colorado School
4 Counselor Association. I would like to urge you to
5 support the proposed revisions to the Colorado Counselor
6 Core Grant program rules.

7 Our school district has a 91 percent free
8 and reduced lunch rate. Of our middle school and high
9 school students, 88 percent are potential future first
10 generation college graduates, and 38 percent will be
11 first generation high school graduates. We've had the
12 fortune of having this grant for the past two grant
13 cycles. With this grant, we've done amazing work. We
14 have an ICAP process that all teachers grade 6 to 12
15 engage in through advisory groups. Our students tour
16 college campuses for the first time ever. Our parents
17 are learning about the college planning process, and how
18 to support their students.

19 I can truly say that through the work of
20 this grant, we have created a culture shift in our school
21 that will literally change the dynamics of the cycle of
22 poverty in our community. Since 2007, the year before
23 the grant, our high school has a reduced drop -- has
24 reduced the dropout rate from 3.8 percent to 1.7 percent,
25 increased the attendance rate from 90.28 to 92.39, and



1 reduced truancy rates from 3.5 to 1.5. At the same time,
2 the academic performance of our students has also
3 improved. With the second round of the grant, we
4 instituted a strategic ACT prep program. The ACT
5 improved from 15.3 in 2010 to 17 in 2013. We've also
6 increased the number of students who attend post-
7 secondary education, or join the military, from 38
8 percent in 2007, to 76 percent in 2013.

9 Interestingly, as our students are doing
10 better academically, and also planning to attend post-
11 secondary education, they are also making better choices.
12 According to the student reports on the Healthy Kids
13 Colorado Survey, in 2007, 44 percent reported alcohol
14 abuse in the previous 30 days. In 2013, that was down to
15 16. Cigarette use has declined from 15 percent to five
16 percent, and 20 percent of students have reported alcohol
17 use and driving; now that has reduced to five percent.

18 Despite our success thus far, we still
19 have more work to do. Sixty-three percent of our
20 students still require remediation. We must continue to
21 reduce the rates our students engage in risky behavior,
22 as we are still above the Colorado norm in many
23 categories. This grant helps us make up the gap in our
24 school and funding and we support the proposed revision
25 to the program rules. Sincerely, Katrina Ruggles, Center



1 School District."

2 And then, quickly, I'll read you the
3 highlights of the Holly School District. "Holly
4 Junior/Senior High School has benefitted greatly from the
5 Counselor Core Grant program. This grant has enabled us
6 to hire a certified counselor to work with our students,
7 and we are seeing students becoming more serious about
8 post-secondary plans. Through the work of our counselor,
9 our senior class of 2014, 17 students were offered over
10 \$240,000 in scholarship money. Fifteen of the 17
11 graduating seniors had secured post-secondary plans, and
12 15 and 17 of those seniors were offered scholarship
13 monies.

14 A counselor has been able to facilitate a
15 relationship with our students who are on the fringe of
16 dropping out from high school. The following is an
17 excerpt from an email to our counselor. The student was
18 on the verge of dropping out in the spring of 2014.

19 CHAIRMAN LUNDEEN: Ms. Lestina, you're
20 pretty far over time at this point, wrap it up, please.

21 MS. LESTINA: Absolutely. "Thank you so
22 much for believing in me, Mrs. Liker (ph), you don't know
23 how much it means it me. Sincerely, Carolyn Yokum,
24 Superintendent." And I'm at the end of the list, so you
25 can just cross me off. I did both of those.



1 CHAIRMAN LUNDEEN: Okay, thank you very
2 much. Chris Gadowski.

3 MR. GADOWSKI: Well, good morning, I'm
4 Chris Gadowski, Superintendent for the Adams 12 5-Star
5 Schools. Thank you so much for letting me speak to you
6 all today. You've had a lot of speakers around Counselor
7 Core. I'm here on that same topic, but I'll try to be
8 mindful that you've heard from quite a few folks so far.

9 Bottom line for me is that Counselor Core
10 has provided tremendous return on investment in Adams 12.
11 When you look at where we were at on our graduation rate
12 back in 2010, to where we were at three years later, as
13 we had Counselor Core as part of our system, we improved
14 our district graduation rate by 12 percent. And it's not
15 that we became a diploma factory, ACT scores are now at
16 their highest level ever, remediation rates are heading
17 down in some of our schools by double digits in our
18 schools, and the discrepancy between our Anglo graduates
19 and our Hispanic graduates has decreased from 18 percent
20 in 2010 to 3.8 percent average over the last two years.
21 Counselor Core has been a big part of that.

22 It's allowed us to reduce the caseloads,
23 build relationships, develop coherent curriculum that
24 supports kids so that they are planning thoughtfully all
25 the way through about the courses they are taking, and



1 making sure that they'll not only help them graduate, but
2 be ready for the workforce, or for college.

3 Let me just share out a few additional
4 stats that provide further support for what I've said.
5 Northland High School, for example, is a school with lots
6 of poverty that's struggled in recent years at
7 graduation. 2010, 69.2 percent of their kids were
8 graduating in four years. For the class of 2013, that
9 was up a full 10 percent to 79.3 percent.

10 Thornton High School, even better
11 improvement. Another place where we had a counselor four
12 person invested. Went from 69.6 percent in 2010 to 82.1
13 percent in 2013. Same time at Thornton, many more kids
14 are seeing college as a viable option or applying for
15 college. Those applications increased from 507 in 2011
16 up to 679 in 2012.

17 Vantage Point High School, one of our
18 alternative schools, 99 percent of their kids were
19 accepted into a post-secondary institution or the
20 military, a dramatic increase over where they had been,
21 and frankly, our two alternative school programs where
22 we've invested Counselor Core people, graduates have
23 increased four-fold in three years. That's because
24 people are making these personal connections and
25 relationships. But we're still keeping the rigor and



1 expectations at a high level.

2 So I think there's a lot of compelling
3 data in Adams 12 about this being a game changer. The
4 return on investment from my perspective is superb and
5 would encourage you to continue this important investment
6 moving forward. Thank you.

7 CHAIRMAN LUNDEEN: Thank you, Mr.
8 Godowsky. Sarah Grady.

9 MS. GRADY: Good morning, my name is Sarah
10 Grady, I am here to speak about the school counselor
11 core, on behalf of Cherry Creek School District. I am
12 the grant liaison in our district. I am the one that
13 manages the funds, talks to everyone at the state, but I
14 am also a counselor in a middle school there. We had
15 been recipients of the grant funds, this is our seventh
16 year, and it has allowed us to put additional counselors
17 in four of our schools -- three middle schools and one
18 high school.

19 Some of the things that have been the
20 outcome of this is: The Ask a Model is now fully
21 implemented in most of our schools. We have a
22 comprehensive ICAP model for students 6 through 12th grade
23 that is all in conjunction between our middle schools and
24 our high schools. With the addition of counselors in our
25 schools, we have been able to continue to focus on the



1 college career academic paths in the light of our mental
2 health needs increasing. We had two completed suicides
3 last year, just in middle school, and we are still able
4 to balance because of those extra bodies that are in our
5 schools. If we take that away, we fear that our students
6 are going to continue to decline in their
7 social/emotional ways and not be able to become
8 successful in the world.

9 Other things that have been outcomes:
10 Because of the "Ask a" implementation happening within
11 our district, we feel that we are more readily capable of
12 completing the SP-191 requirements that are going to be
13 coming forth to us this year. Because we are already
14 focusing on all of those areas. Our transitions from
15 elementary school to middle school and middle school to
16 high school have become easier for our students, because
17 we have more people in the buildings and counselors who
18 are available to help with the kids.

19 We also have seen a decrease in our
20 dropout rates and also a decrease in our at-risk
21 students. We are able to identify and meet with, and
22 intervene with our at-risk students starting in sixth
23 grade, rather than waiting until ninth grade, which has
24 happened a lot before. We are big believers in our
25 (indiscernible) schools that we need to intervene with



1 our kids by sixth grade at the latest, because otherwise
2 they are going to continue down that trajectory of being
3 at-risk.

4 We also -- the grant has also allowed us
5 to use the Engage assessment which is a personal/social
6 side of ACT, and in this, it gives us the idea of the
7 kids who are not connected to the school. The kids who
8 have really big struggles outside of school. What kids
9 are not connected -- what parents are not connected our
10 school. And so we've been able to use that data for the
11 past two years now to really hone in on the kids that
12 really need that extra support, and it's helping us
13 increase our parent involvement, as well as our
14 teacher/student relationships over time.

15 So you know, it is my hope that the
16 counselor core will certainly continue, just because of
17 the fact that we are seeing results from it. Thank you.

18 CHAIRMAN LUNDEEN: Thank you, Ms. Grady.
19 Sonia Solek (ph).

20 MS. SOLEK: Thank you, Chairman and
21 Members of the Colorado State Board for this opportunity
22 to speak with you. My name is Sonia Solek and I'm here
23 to share my experience with the Counselor Core Grant, the
24 impact its made on my life and those around me.

25 I currently work at Jeff Co Public Schools



1 as a Counselor Core Grant Manager, but worked for Mesa
2 County Valley School District for three years under the
3 Counselor Core Grant.

4 One of the proudest moments of my career
5 came this past year. A student I had been working with
6 for two years spoke at graduation and thanked me for the
7 impact I had had on her life. She had come to R-5 as a
8 junior, had a less than desirable home life, and had
9 bounced around to three different high schools before
10 enrolling with us. She was engaged with the goal of
11 being married and pregnant by the end of her junior year.
12 I was able to build a relationship with her early on, and
13 helped her dream of a greater future.

14 With a new goal in mind, she started
15 working towards a full-ride scholarship to CMU. With a
16 3.8 GPA, the only obstacle left in her way was the ACT.
17 After scoring foundational English on her first test, we
18 came up with a plan. Through the grant, I was able to
19 pay for her November re-take and as an intervention I
20 enrolled her in CMU's English 101 class that fall. She
21 increased her English score by five points and earned a
22 full-ride scholarship. She just started her freshman
23 year at CMU, is pursuing her degree in teaching, and
24 already has 16 college credits completed.

25 I moved here five years ago after



1 completing my master's degree in school counseling.
2 Being the ambitious person I am, I thought I'd have no
3 problem getting a job. I quickly found out that was not
4 the case. My lack of counseling experience proved to be
5 a challenge. In August of 2011, I receive the
6 opportunity I had been waiting for. R-5 High School had
7 offered me their Counselor Core position. Like many
8 other counselors I met under the grant, these positions
9 allowed us to get our foot in the door that otherwise
10 wouldn't have happened.

11 R-5 is an alternative high school located
12 in the heart of Grand Junction. Their main focus was to
13 prepare students to be workforce ready, not post-
14 secondary and workforce ready. Learning that, I soon
15 realized I was in a building full of students that
16 believed they couldn't go to college, and staff that
17 agreed. I was even told my -- even told by a teacher
18 that my position wasn't needed.

19 Through a lot of one-on-one counseling and
20 guidance lessons, I was able to coach students on the
21 college application processes, (indiscernible)
22 scholarship opportunities, concurrent enrollment, clear
23 expiration and the ICAP. I'm proud to say my scholarship
24 dollars increased from \$24,000 to over \$126,000. My ICAP
25 completion went from zero to nearly 100 percent, and



1 concurrent enrollment at CMU increased from no students
2 to seven -- no students to seven, thus increasing my
3 post-secondary enrollment and decreasing our dropout
4 rate.

5 Besides ramping up my college going
6 culture and career learning efforts in years two and
7 three, I began focusing on sustainability. Knowing the
8 grant is temporary, I wanted to make sure the work I did
9 would continue. Thankfully, this last year, the district
10 saw the value of my work and committed to funding the
11 position. I joined a Careers PLC Team and embedded most
12 of our ICAP into the curriculum, because the class is
13 required. All students engaged in the curriculum on a
14 regular basis, thus increasing buy-in and completion
15 rates. This innovative thinking earned me a spot on the
16 state ICAP work group and allowed me to influence the up
17 and coming revisions.

18 I now work with Jeff Co Public Schools as
19 one of the Counselor Core Grant managers. We are using
20 the grant to focus on the eighth and ninth grade
21 transition. We currently have nine schools using the
22 model with two more joining next year. This work is
23 already creating powerful change for these schools and
24 our district.

25 In closing, I want you to know your



1 decision to support the Counselor Core Grant has changed
2 thousands of lives, mine included, and for that, I thank
3 you.

4 CHAIRMAN LUNDEEN: Thank you. Sarah
5 Simpjo (ph).

6 MS. SIMPIO: Thank you for your patience
7 this morning. And thank you for your service.

8 My name is Sarah Simpjo and I am from D-38
9 School District, I have three children in the school. In
10 our local DAC meetings, we reviewed the UIPs for the
11 schools in our district -- this is last year -- and there
12 was a repeated concern raised by the teachers and
13 administrators that we are trying this (indiscernible).
14 "We are trying to teach concepts such as critical and
15 analytical thinking to age groups that aren't
16 developmentally ready to grasp and use these concepts.
17 As a result, this will in fact lower the end result in
18 successfully educating at each grade level."

19 As I learned when I homeschooled my kids
20 through their elementary school years, you can teach
21 certain advanced concepts to a kindergartner, but it may
22 take a month to get the child to grasp the concept. But
23 if you teach a concept when the child is ready, and
24 factor in the age appropriateness, then you can teach the
25 same concept in just a few minutes.



1 As our director of assessments described
2 the new standards to me, I concluded that they are
3 attempting to teach law school thinking schools in
4 elementary school. The concept of work readiness has
5 been transformed into our high school grads should have
6 the cognitive aptitude to pass the LSATs. That is
7 neither realistic nor beneficial. There is one reason --
8 there is a reason law school requires a four-year
9 undergraduate degree before you can even apply.

10 In addition, not everyone has an
11 analytical and critical thinking mind, and the thought
12 that lacking the ability to do these sorts of mental
13 gymnastics would now preclude one from succeeding in
14 grade school and preclude their teachers from succeeding
15 in their careers because assessments are tied to teacher
16 assessments now. This will not end well for either our
17 children or our school districts. On its face, the new
18 standards are not in the best interest of the children.

19 I called the Governor's Office last
20 spring, and several members of the General Assembly, and
21 they all agreed that the matter needed to be looked into
22 seriously. I pointed out that if we all agree that it is
23 problematic and needs to be reviewed, why are we going
24 ahead with it? Wouldn't it be wise to act in the best
25 interest of the children and stop the implementation of



1 it until it's been thoroughly reviewed? When I pressed
2 the issue, on General Assembly spokesperson on the phone
3 admitted that they would not act in the best interest of
4 the children because they had invested too much time and
5 money on the issue already.

6 Is that what we have come to? You have
7 put yourself out as leaders in this community. We the
8 parents have entrusted you with our children. I
9 challenge you to lead. Will you resolve to act in the
10 best interest of the children, since it has been proven
11 across the country that more money does not equal a
12 better education. And as leaders entrusted with the
13 welfare of our children, will you not sell their futures
14 for money? Thank you.

15 CHAIRMAN LUNDEEN: Thank you, Ms. Simpjo.
16 That's all that are signed up, is there anyone else who
17 would like to speak at this session, or the section of
18 the public comment? Going once, twice, three times.
19 Fair enough.

20 Well, that concludes then our public
21 comment section for today, and unless my colleagues would
22 like a brief break.

23 MS. NEAL: We'd like a brief break.

24 CHAIRMAN LUNDEEN: We'd like a brief
25 break. We'll take a brief break and come back to the



1 continuing discussion with state assessments.

2 (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 May, 2019.

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

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