



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
November 12, 2015, Part 1

BE IT REMEMBERED THAT on November 12, 2015,
the above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

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



1 CHAIRMAN DURHAM: The State Board of
2 Education will please come to order. I apologize for
3 the -- for the late start. And okay.

4 Elizabeth, would you, please, call the roll.

5 MS. BURDSALL: Of course. Just make sure
6 everything is on.

7 Board Member Flores.

8 MS. FLORES: Here.

9 MS. BURDSALL: Board Member Goth.

10 MS. GOFF: Here.

11 MS. BURDSALL: Board Member Mazanec.

12 CHAIRMAN DURHAM: She -- she's excused. She
13 indicated there was a traffic problem on her way in. It
14 sounded like a rather serious traffic problem, so she
15 will be delayed.

16 MS. BURDSALL: Okay. Board Member Rankin.

17 MS. RANKIN: Here.

18 MS. BURDSALL: Board Member Scheffel.

19 MS. SCHEFFEL: Here.

20 MS. BURDSALL: Board Member Schroeder.

21 MS. SCHROEDER: Here.

22 MS. BURDSALL: Chairman Durham.

23 CHAIRMAN DURHAM: Here.

24 The quorum is present. First order of
25 business is to welcome the Lieutenant Governor for his



1 update. We apologize for the late start.

2 So please, you could join us, and we're all
3 very -- very interested in your announcement that you had
4 earlier in the week, and sorry that you'll be leaving us
5 at some point in time. Although, it looked like you had
6 a long glide path.

7 MR. GARCIA: Thank you, Mr. Chair. Yes,
8 you'll still be seeing me around for quite some time.

9 CHAIRMAN DURHAM: Okay.

10 MR. GARCIA: I mean, it is a little awkward
11 when may -- when one makes an announcement that one is
12 leaving, but then people are going to be seeing me around
13 the capitol for the next several months, and they're
14 going to start asking why I'm still here, but I
15 appreciate that.

16 I -- you know, the good news is, I will be
17 able to continue to work on the same higher education
18 policy issues. I'll still be here in Colorado. And I'm
19 sure I'll still be working with all of you at some point,
20 so I really appreciate that.

21 I'll be very brief. I know you have a lot
22 of things going on at this -- at this meeting. I want to
23 mention just a couple of things sure you already know
24 about, but one is, the higher education budget. The
25 higher budget, which had been growing in the last three



1 years, we had seen some significant reinvestment, but of
2 course, that's changing in the governor's proposed budget
3 we're going to see.

4 The bad news is, we're going to see about a
5 \$20 million general fund cut to higher education. The
6 good news frankly, is that it could have been a lot
7 worse. And right now we're hoping that we can hold onto
8 only a \$20 million cut. It's certainly challenging when
9 there's limited availability of general fund dollars, and
10 we see a greater need, both in higher education and
11 certainly in K-12.

12 We're not going to see the -- of course, the
13 negative factor -- a shrink, as we'd all like. In fact,
14 it's going to go up even with additional investment in K-
15 12. That's really where the governor's very, very
16 committed. He's wants to make sure that we are providing
17 enough resources, so that we can have high quality K-12
18 opportunities throughout our state. And we know that in
19 some communities, they're just more significant
20 limitations that we just need to address those. And then
21 on the higher ed side, we know that if -- we -- we know
22 that if we're not doing a good job of preparing our K-12
23 students for success in college, we're not going to be
24 successful in higher education.

25 The -- or the decrease in funding to higher



1 education does have the potential to result in tuition
2 increases. We are proposing a new way to bring the
3 higher education budget request to the general assembly.
4 In that we would bring the budget request together and
5 couple it with real information about what increased cost
6 will be at institutions, because people always wonder why
7 tuition goes up at a rate higher than inflation. And of
8 course, they have to recognize that the general fund
9 investment in higher ed is overall a very small portion
10 of the total budget at a particular institution. So when
11 an institution, like CU, that gets less than ten percent
12 of its money from the general fund, but has inflation on
13 its entire budget, well, that general fund increase is
14 never enough to cover all that inflation, so they have to
15 make it up with tuition increases.

16 So what we're proposing is, that we would
17 bring information to the general assembly saying costs
18 are going to go up by X. General fund is going to go up
19 by Y, or down. And thus, we have to anticipate that
20 tuition, just to keep institutions level, will be in
21 some -- some range that we can predict. So what we are
22 proposing to the general assembly is, that when we come
23 forward with the budget increase that we would build a
24 tuition cap, based on both those increased costs, and
25 that general fund increase.



1 But in periods when general fund is flat or
2 declining, that we would not have caps on tuition. We'd
3 rely on the governing boards to make the best decisions
4 they could about how they can protect students, and yet,
5 still maintain quality at the institutions.

6 So right now in the governor's budget
7 proposal we are not advocating for a cap on tuition at
8 all. We do want to provide information to the general
9 assembly about -- again, about those costs, and if
10 schools do raise tuition, we would provide a report back
11 on how those tuition dollars were used, and how the
12 institutions protected low-income students.

13 Now, we are concerned, as you well know,
14 about the hospital provider fee, and seeing if we can
15 address that in legislation this year. It did come up
16 late last year -- in late -- late in legislative session,
17 and did not get resolved.

18 The administration's position is that, if we
19 do not reclassify the hospital provider fee, as a fee, as
20 it should be, that we will see continued challenges in
21 funding K-12 or higher ed at the rate they really need.
22 And we know that we're going to see declines, because
23 frankly, of the hydraulics, I will say, of the state
24 budget, as those hospital provider fees increase, it
25 crowds out general fund money. Crowds out general fund



1 money that is critically needed by K-12 and higher
2 education, so we are working very hard to spread the
3 word.

4 We've gotten a number of our university and
5 college governing boards to adopt resolutions urging the
6 legislature to address the hospital provider fee in order
7 to make funds available for K-12 and higher ed, and of
8 course, it also makes funds available for transportation
9 and other general fund items.

10 Moving from that, I want to mention
11 that the Department of Higher Ed -- the Commission on
12 Higher Ed is working, as are you, on the revised update
13 to the definition of post-secondary and workforce
14 readiness. I know that that is something that you will
15 be taking up, and that the Department of Higher Ed will
16 take up -- or rather the Commission on Higher Ed will
17 take up at its meeting on December 3rd. You know, it's
18 because, of course, we've reached our six-year mark. We
19 think that, of course, the existing definition is pretty
20 good, but of course, we can -- we can make it better, and
21 I know our staff, and your staffs have been working very
22 hard on that.

23 We're continuing to work with some national
24 funders, what we call guided pathways, for student
25 success to make sure more of our students, who enroll at



1 our institutions actually stay on track to graduate, and
2 graduate on time. We've done a survey of all the
3 students' success practices around the state in higher
4 education.

5 One thing that's become very clear, is that
6 for student service activities to work they've got to
7 start before students enter higher education; that we've
8 got to be working with students in K-12. Work with them
9 during that critical transition time in that summer
10 between their senior year and when they show up on our
11 college campuses. And continue when they're on campus,
12 especially, if we want to more effectively serve low-
13 income and traditionally underrepresented minorities on
14 our campuses.

15 We know we can do it, but we know we need to
16 partner with you and others to again provide the kind of
17 network of support services that will allow these
18 students to be successful. As we say, it's not about
19 lowering the bar, but it's about removing barriers and
20 providing assistance that students can achieve the high
21 bar that we need to keep in place.

22 Other updates, just very briefly. We are at
23 Department of Higher Ed continuing with our commitment to
24 support Colorado students in -- and schools -- in our
25 rural and small enrollment districts. So with the money



1 that we get through the U.S. Department of Ed's Improving
2 Teacher Quality Grant we're investing in that effort
3 around the state. So for example, at Western State
4 Colorado University they now have a \$210,000 grant to
5 establish a state-wide world education recruiter, who is
6 going to work with all the colleges, and universities,
7 and the BOCES groups, and rural districts throughout the
8 state to, again, try to get more high quality teachers
9 into the small districts.

10 CSU Pueblo has also received a grant of
11 about \$200,000 to address teaching vacancies and educator
12 retention in the rural southeastern part of the state.
13 And then about \$200,000 is being invested with CSU Global
14 to help get more teachers qualified to teach concurrent
15 enrollment courses in both math and English language
16 arts.

17 And then, of course, we've always had work
18 going on with Adams State University to prepare U.S.
19 History teachers to be able to facilitate the concurring
20 enrollment courses. We know that there are challenges at
21 the high schools in making sure that their high school
22 teachers are college qualified to teach as college level
23 classes. So we know that we need to provide greater
24 professional development opportunities to allow them
25 to -- to teach those courses, and to make sure that the



1 teacher -- the students who graduate with those credits
2 will get credit when they come to the higher education
3 institutions.

4 So there are other things going on, Mr.
5 Chair, but I wanted to be brief. If there are any
6 questions, I'd be happy to address them, either about the
7 issues I've raised, or anything else. Thank you.

8 CHAIRMAN DURHAM: Thank you very much, Mr.
9 Garcia.

10 Any questions from Members of the Board?

11 Yes, Dr. Schroeder.

12 MS. SCHROEDER: Help me understand, please,
13 the notion of fees, because it's our understanding that
14 fees are also part of TABOR? So I'm kind of confused how
15 you can pull them out of fees. I think we struggled here
16 on the Board to increase fees for teachers' licenses,
17 because we know that when that went up, total money went
18 down available for schools, so is the discussion just
19 about the hospital fees, or is the discussion about fees,
20 and what they do in TABOR, and how they work?

21 MR. GARCIA: Mr. Chair?

22 CHAIRMAN DURHAM: Please -- please proceed.

23 MR. GARCIA: Thank you.

24 That is a very good question, because this
25 is not, in anyway, involving a repeal or a change to



1 TABOR. It is permanent and consistent with TABOR,
2 because under the Taxpayer Bill of Rights there is a
3 provision for enterprises that is where a fund
4 would -- fund dollars are collected that can only be used
5 for that limited purpose. So they should not be counted
6 along with the general fund dollars.

7 MS. SCHROEDER: So would teacher -- would
8 teacher license fees be included in that?

9 MR. GARCIA: Teacher license fees could, as
10 a fee they can't be spent on things be exempted from the
11 TABOR general fund calculation.

12 MS. SCHROEDER: How about hunting and
13 fishing licenses?

14 MR. GARCIA: Another good example. They had
15 to be, because they weren't originally, and so it made it
16 difficult for the Department of Natural Resources
17 originally to raise out-of-state elk hunting fees, as
18 absurd as that sounds --

19 MS. SCHROEDER: Sure.

20 MR. GARCIA: -- because it crowded out --

21 MS. SCHROEDER: They're (indiscernible).

22 MR. GARCIA: -- general fund dollars, so now,
23 those are calculated -- or rather, not counted against
24 the general fund cap, but when those hospital provider
25 fee dollars come in they all go into the same bucket with



1 the general fund dollars, and they crowd out the general
2 fund dollars, which have to then be refunded to
3 taxpayers, even though those hospital provider fees are
4 designated for a fixed purpose and can't be used for
5 anything else. So this does not involve a change to
6 TABOR. This is a change that would be completely
7 consistent with the specific provisions of TABOR.

8 MS. SCHROEDER: Okay. So I guess what I'd
9 like to know is, what fees -- state fees are removed from
10 TABOR, and which one is not, because that's the
11 discussion that we had? And MS. Rankin sort of woke me
12 up on that one.

13 MS. RANKIN: If I may?

14 CHAIRMAN DURHAM: MS. Rankin, please.

15 MS. RANKIN: Is it not correct that the
16 hospital provider fee possibility is that they come out
17 from under TABOR and be an -- like, an enterprise zone by
18 themselves, so that allows more money in the general fund
19 to be spent in other ways?

20 MS. SCHROEDER: Right. And so what I'm
21 trying to find out is the teacher --

22 MS. RANKIN: And that would be --

23 MS. SCHROEDER: -- fees that we -- the
24 teacher licensure fees that we worried about --

25 MS. RANKIN: Those are still in that bucket.



1 They have not come out separately --

2 UNIDENTIFIED VOICE: Correct.

3 MS. RANKIN: -- and so that does allow the
4 TABOR limit to rise, and --

5 MS. SCHROEDER: Right.

6 MS. RANKIN: -- that's when you get into the
7 refund.

8 MS. SCHROEDER: Yeah. So I'm curious about
9 which fees we have in the State of Colorado that are
10 still in the bucket or pail --

11 MS. RANKIN: That would take a lot of time.

12 MS. SCHROEDER: -- and which ones aren't.

13 MR. GARCIA: And if I may. It really takes
14 just a statutory change to designate a fee to create an
15 enterprise and say we're going to treat that as an
16 enterprise and not use that as part of the money that
17 goes into the calculation of the general fund cap.

18 MS. SCHROEDER: Okay.

19 MR. GARCIA: Again, when we reach that
20 cap -- that is, when that bucket fills up, that money
21 that comes out is the general fund money, and it has to
22 go back to taxpayers. If we can create more room in that
23 bucket by keeping those fees out by creating an
24 enterprise fund, then that again allows us to keep more
25 of those general fund dollars to fund, for example, K-12



1 and higher education.

2 MS. SCHROEDER: And we've done that with
3 hunting licenses and elk licenses?

4 MR. GARCIA: We've done that with many
5 different fees. Yes.

6 MS. SCHROEDER: Interesting. Thank you.
7 Okay. I appreciate that.

8 CHAIRMAN DURHAM: Further questions for the
9 Lieutenant Governor?

10 Seeing none, thank you very much, Mr.
11 Garcia, for being here with us today. And understand you
12 probably have a busy day across the street with the
13 budget committee sooner or later here.

14 MR. GARCIA: We have a lot of things
15 on -- Mr. Chair, before I leave, I wanted to make sure
16 you all met Evy Valencia. You've seen her around a lot.
17 Evie is the governor's education policy point person, so
18 she is a person who also assists me before I come over
19 here, and since she does a lot of the work, I also just
20 felt you should know who she is. So Evy Valencia.

21 MS. VALENCIA: Hi.

22 CHAIRMAN DURHAM: Thank you very much. Nice
23 to meet you. And we look forward to seeing you again.

24 Okay. The -- well, kind of, we still have
25 two hours with a gap in here. Yeah.



1 Dr. Flores, would you like us to take up
2 your issue relative to graduation standards now, or would
3 you prefer to wait until after lunch?

4 MS. FLORES: We can do it now.

5 CHAIRMAN DURHAM: Is -- all right. Please
6 proceed.

7 MS. FLORES: And -- and could we sort of
8 join in discussion on this?

9 CHAIRMAN DURHAM: Yes.

10 MS. FLORES: Well, one of the things that
11 I'm -- I'm very interested in, because people in my area
12 are always talking about apprenticeship programs,
13 internship programs. And I think they're very valuable
14 to students. I talked with Elliott and Gretchen Morgan.
15 We -- we had a -- we've had a couple of discussions on
16 this.

17 I guess where I -- I think they're important
18 because maybe it's from person experience, where I knew
19 that I was going to go on to college, and I -- although I
20 had a -- a scholarship, I was going to have to work. In
21 my family we didn't borrow money. We -- we just had
22 worked for -- for the money and borrowing was sort of
23 looked down upon.

24 And I took a distributive education course
25 when I was in -- in -- in high school. I belonged to



1 these clubs. I belonged to Future Teachers Club. I
2 belonged to Future Historians Club. And I think
3 these -- these clubs, and these internships that I
4 had -- one particular internship in -- in distributive
5 education really helped me throughout my life.

6 I -- I was able to gain experience in sales.
7 And I think it -- it was very helpful. I mean, I can't
8 think of anything that I did where -- where distributive
9 education where you present yourself, and you're able to
10 articulate what you're -- you know, what you're selling
11 is very, very important.

12 So I'm thinking that that's something we
13 need to add to the menu of possible courses that kids
14 could get. Now, I know that Dr. Elliott and Gretchen
15 think that it should be one of the -- what did you call
16 it -- the -- you could --

17 MR. ASP: Graduation guidelines.

18 MS. FLORES: Well, you --

19 UNIDENTIFIED VOICE: And (indiscernible) --

20 MS. FLORES: -- you could write a report,
21 and -- and make it -- what is that term where you
22 graduate and then you write what you did and --

23 UNIDENTIFIED VOICE: (Indiscernible).

24 MS. FLORES: -- a -- a portfolio -- yes, for
25 the end. But I think it should be available, even for



1 people who -- who want to write something else on civics,
2 or what they did, but that availability to -- to be able
3 to work, and start work in high school; maybe not take
4 away from high school, after school, which is what I did,
5 and -- or you might want to take carpentry, or you might
6 want to be an apprentice to an electrician. And I think
7 all of those are very valuable to get work.

8 I think we've extended childhood for too
9 long. I mean, most of -- many of our -- our students go
10 from all through elementary school, and through college,
11 and really don't -- don't work. I mean, don't work where
12 it's part of money that they need to get things.

13 I worked during college too. I worked for
14 Penny's, and Sears, and I think it was very valuable
15 experience. I also noticed that during those semesters
16 that I -- that I worked, and went to school, and took
17 courses -- and I was usually taking 18-hour courses
18 during a semester and working -- I noticed that my grades
19 were much -- were higher. There was a definite -- you
20 know, I could apportion my -- my time better, and such.
21 So I think this is a good thing for kids. And I noticed
22 that many of my friends did similar things.

23 So starting to work and be in, and thinking
24 about careers that also, I think, is very important. It
25 may not be what ultimately you want to do, but it will



1 get you to say college, and work through college, and
2 such. I think those are very important. And I think it
3 helps the community as well.

4 And in a city, such as Denver, where usually
5 almost every week there's a report in the Post that says
6 that we don't have enough people to build; we don't have
7 enough masons; we don't have enough people who can work
8 these machines; and we have so much building to do.
9 There's so much going on, but yet, we don't have those
10 individuals that work in these areas of construction. So
11 I think it -- it behooves us, you know, to -- to have
12 some of that done. And I know that the -- our
13 constituents out there would like to see some programs.

14 And --

15 MR. ASP: Could I make a comment?

16 MS. FLORES: Yes, please.

17 CHAIRMAN DURHAM: Sure. Yes, Dr. Asp.

18 MR. ASP: Thank you.

19 In our conversations with you, and Gretchen,
20 and I, one of the things we heard you say is, that you
21 like the staff to identify some showcase programs, and
22 examples of these kind of things --

23 MS. FLORES: Yes.

24 MR. ASP: -- where kids are -- are getting
25 these skills.



1 MS. FLORES: Absolutely.

2 MR. ASP: We would be -- if that's something
3 that pleases the Board, we would be happy to do that,
4 and -- and arrange that for an upcoming Board meeting,
5 and do it periodically, as -- as it makes sense for you
6 all.

7 MS. FLORES: Thank you. I thought that was
8 an excellent idea --

9 UNIDENTIFIED VOICE: Thank you.

10 MS. FLORES: -- of districts out there that
11 are doing unique internships, apprenticeship type
12 programs.

13 CHAIRMAN DURHAM: Dr. Schroeder.

14 MS. FLORES: Yes.

15 MS. SCHROEDER: So Acting Commissioner
16 Elliott Asp --

17 MS. FLORES: Sorry, forgive me.

18 MS. SCHROEDER: -- let's make -- let's look
19 at those examples that we find, and see if they fit into
20 the guidelines that we've adopted, which is that students
21 build senior capstone projects and portfolios that
22 include work-based experiences (internships, job shadows,
23 apprenticeships, or paying jobs). So I think we
24 included, if I heard you right --

25 MS. FLORES: Right.



1 MS. SCHROEDER: -- we included what you're
2 talking about. What you're asking for is not a change
3 here, but -- just a minute -- but some examples. And
4 then, as you find the examples, Dr. Asp, if you would see
5 if they fit into this, that districts can adopt, or if,
6 in fact, we're finding some that really don't fit into
7 this, and then we need to have the discussion whether
8 we've not been --

9 MS. FLORES: Well, I -- I just can't
10 see -- if you think about it in an -- in a -- when it's
11 not a capstone, and when we provide a course in
12 accounting, or you know, such in -- in -- in the school,
13 which I think would be very helpful to students. Then it
14 doesn't have to be a -- a capstone, you know, course. It
15 would be -- it would be a utilitarian type courses that
16 kids can use when --

17 MS. SCHROEDER: Which our schools have, so
18 what is it --

19 MS. FLORES: Yes.

20 MS. SCHROEDER: -- that you want?

21 MS. FLORES: Some of them, and -- but some
22 of them don't, but to encourage that these are --

23 MS. SCHROEDER: Okay.

24 MS. FLORES: -- very formative experiences
25 for kids to have for -- to prepare them for the



1 workplace.

2 MS. MORGAN: Mr. Chair, may I add just two
3 things?

4 CHAIRMAN DURHAM: Yes, MS. Morgan.

5 MS. MORGAN: Thanks.

6 One, is that, I think, these -- this -- this
7 menu that you all adopted, remember, is trying to
8 describe performances of competency, so it doesn't talk
9 about what are the courses and things that are offered to
10 help someone build that competency. They talk about the
11 ways they would demonstrate it. And so schools, I think,
12 would need to support students with coursework in these
13 areas for them to be able to demonstrate these things in
14 the description that you referred to.

15 And then the second thing is, just a
16 reminder to the Board, that that industry certificate
17 area, which is the other, sort of, career tech ed area
18 here, per your recommendation, there's a group of people
19 starting some, sort of, continued work in that area.
20 Right now they've just identified who they are, and that
21 they want to meet, right. They haven't gotten very far
22 yet. It hasn't been very long since our last discussion
23 on this, but that group is going to continue to work to
24 figure out if there are other, sort of, common relatable
25 ways in the career tech ed space to validate someone's



1 competency in areas where certificate -- certificates
2 aren't offered, right.

3 So this is a broader range of things for
4 which those don't currently exist. And so that question
5 is going to continue to be pursued by that subgroup that
6 you all asked us to form.

7 MS. FLORES: Right. And it --

8 MS. SCHROEDER: So what I'm --

9 MS. FLORES: -- and -- and my I just add one
10 more thing?

11 MS. SCHROEDER: Just a --

12 CHAIRMAN DURHAM: Yeah, let's see if Dr. --

13 MS. SCHROEDER: -- let me just finish it.

14 MS. FLORES: Okay. And I think that
15 clubs -- clubs in school are very important in many -- it
16 gets kids interested in things that they like, and that
17 they want to pursue. Thank you. I'm sorry.

18 CHAIRMAN DURHAM: Okay. Dr. Schroeder.

19 MS. SCHROEDER: So I just want to be
20 sure -- first of all, I think I'm confident that any
21 district that wants to do other things, besides what's in
22 our guidelines, there's no limitation on them doing that.
23 Our guidelines are there to say you've got to have at
24 least one of these. Right?

25 MS. MORGAN: That's right. If they wanted



1 to do something in social studies, for example,
2 (indiscernible) beyond.

3 MS. SCHROEDER: So -- so we're not holding
4 any -- we're not holding anyone back?

5 MS. MORGAN: That's true.

6 MS. SCHROEDER: So I think the question that
7 I want to hear from you all, as this group meets, and
8 perhaps finds some other things, should we -- should we
9 add it?

10 MS. MORGAN: Right.

11 MS. SCHROEDER: Because what I've heard from
12 my superintendents is just don't touch this for a while.
13 Don't mess me up, because I'm going to go and spend a
14 year of intensive conversations with my community, not
15 just my parents, but my entire community, and my business
16 community, and I'll be very frustrated if you guys -- if
17 you all mess with it. Even if you add more to it, I'll
18 be frustrated because that will just start the
19 conversations over, and over again.

20 I think districts want to be able to tell
21 they are middle school --

22 MS. MORGAN: Yeah.

23 MS. SCHROEDER: -- sixth graders, this is
24 what graduation is going to be about, and we should be
25 thoughtful about not messing with our districts once they



1 have that pretty serious conversation that, I think,
2 they're all planning on this fall.

3 MS. FLORES: Well, we --

4 CHAIRMAN DURHAM: Okay. Dr. Flores.

5 MS. FLORES: -- we like choices.

6 MS. MORGAN: Yep.

7 MS. FLORES: I think we like choices
8 on -- on this days. And I think that this will give more
9 choices also. It is not -- it -- it's something that
10 we -- I have to think about, because money is involved.

11 As you know, in other states, recently
12 California provided \$500,000 for -- for this initiatives,
13 such as this, and that is to -- to pay these people that
14 are going to be the journeymen, and who are going to
15 provide training for these young people. So there is
16 money involved. I don't know the ins and outs of whether
17 we can raise money, but I think it's very important
18 that -- that we start thinking about -- about
19 that -- that issue too.

20 We seem to give a lot of money to academics.
21 This is, I think, part. It's -- it's preparing for the
22 workforce. And it should be -- there should be some
23 monies there to do it right. That's it.

24 CHAIRMAN DURHAM: Thank you, Dr. Flores.

25 MS. FLORES: Thank you.



1 CHAIRMAN DURHAM: I think, Ms. Morgan, one
2 of the things perhaps, to -- to look at, is I think, as I
3 recall, the standards and -- and the limitation that
4 the -- that the districts will face in setting graduation
5 standards is that somehow any of these alternatives need
6 to be tied to the cut scores on some of those exams; that
7 somehow you have to demonstrate that competency. Is that
8 a correct -- do I remember that correctly?

9 MS. MORGAN: You are very close, but not
10 quite.

11 CHAIRMAN DURHAM: (Indiscernible) it's good
12 for me.

13 MS. MORGAN: And there -- there are these
14 abilities for districts to create their own criteria for
15 district capstones. They need to ensure that those
16 criteria are equivalent and rigor to the other components
17 of this menu.

18 CHAIRMAN DURHAM: And that -- that may be
19 the part of what I think we're talking about and
20 concerned about, given the fact that the standards that
21 we've set roughly a third at least don't meet the prima
22 facie measure. And at some point, while we're not going
23 to be adding things, I think that was the -- we're
24 not -- certainly not going to be taking away things, was
25 the commitment that we made, but we might be able to see



1 if we can look at additions that would then somehow make
2 sure we could deal with that -- that fundamental question
3 of are we, in fact, going to have 30 percent fewer
4 graduates.

5 So all right. Thank you very much.

6 MS. MORGAN: Uh-huh.

7 (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 January, 2019.

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

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