



Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
January 13, 2016, Part 4

BE IT REMEMBERED THAT on January 13, 2016,  
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: We're gonna proceed out of  
2 order. The -- there are apparently people here to  
3 participate in item 18.01, Career, and Technical Education  
4 update. So we're only a couple of items behind.

5                   UNIDENTIFIED VOICE: (Inaudible).

6                   UNIDENTIFIED VOICE: We've care if I could.

7                   CHAIRMAN DURHAM: Yes.

8                   UNIDENTIFIED VOICE: Thank you.

9                   CHAIRMAN DURHAM: Dr. Asp?

10                  MR. ASP: I'm going to turn this over to  
11 Gretchen Morgan in a minute. We have Dr. Dale McCall with  
12 us today, and Dr. Sarah Heat. We appreciate both them  
13 being here to give us an update on a career in tech -- tech  
14 ed in regard to our graduation guidelines as well as --  
15 again, to update. And we also have with us a very exciting  
16 demonstration of a program in Peyton that Dr. Flores has  
17 asked us to highlight some of these programs, and we're  
18 very excited to have it here today too. So I'll turn it  
19 over to Ms. Morgan.

20                  MS. MORGAN: Great.

21                  CHAIRMAN DURHAM: Thank you. Ms. Morgan?

22                  MS. MORGAN: Thank you, Mr. Chair. So as  
23 Dr. Asp just summarize, we have sort of a two partner in  
24 this agenda item. And so first off, I'm gonna invites Dr.  
25 Sarah Heat, and Dr. Gale McCall to share a little bit about



1 Career Tech Ed in general, and then also what they've  
2 determined in separate viewing the overlap between Career  
3 Tech Ed, and graduation guidelines, so (inaudible).

4 MS. MURPHY: Thank you Board for having us,  
5 and thank you for your interest in Career, and Technical  
6 Education. So Career, and Technical Education is  
7 contextualizing academic content to meet technical skills  
8 attainment that meet high wage, high skill, high demand  
9 jobs here within Colorado. And within our current  
10 technical education content areas, we partner with our  
11 workforce development centers to make sure that we're  
12 addressing the needs of local regions, and just to give you  
13 a little bit of an idea of some of our requirements.

14 So our content standards are aligned to  
15 industry needs which relate directly to industry  
16 certifications, as well as to Postsecondary attainment. We  
17 also have articulation, and concurrent enrollment course  
18 alignment as part of the requirement for a program, so that  
19 we can see the progression from middle school, secondary,  
20 and then also our Postsecondary programs to ensure a  
21 quality plan on study. We have Business, and Industry  
22 Advisory Committees, and they're required to meet a minimum  
23 of two times a year, and they reflect the direct content  
24 that's being taught in the coursework.



1                   So we have a list of program areas to that  
2 I'll share with you shortly. And we also require student  
3 leadership development, and that's formed with our current  
4 tech student organizations. And most people are really  
5 familiar with our groups like the National FFA, DECA, FBLA,  
6 FCCLA, those student groups that perform the leadership  
7 development that students also need for their Postsecondary  
8 Workforce Readiness skills.

9                   We also require a plan on study, and that  
10 outlines the coursework that leads to a degree, or directly  
11 into employment, and that also ties in different  
12 experiences such as workplace learning. And within the  
13 work-based learning components, those are required to be  
14 approved by the Advisory Committee as well, so there's that  
15 local flavor on the actual program to make sure that it's  
16 leading to something directly for students either within  
17 their community, or their region as a whole.

18                   So we do have some different cluster areas.  
19 Yes, that we wanted for. And as we have those maps coming  
20 around, you're going to see that we kind of -- we follow a  
21 national model of our career cluster areas, and these are  
22 actually directly from Department of Labor, and some  
23 different partnerships we have. So within Colorado, we  
24 kind of bucket some different things together, and on the  
25 colorful side that gives you the list of all of our program



1 areas, and then we'll talk a little bit about the data  
2 which is on the back.

3                   So within Colorado, we have sector areas, so  
4 you'll see business marketing a public administration as  
5 one of the -- the red area. And then we have our  
6 Agriculture, Natural Resources, & Energy. STEAM Arts, and  
7 IT, Skilled Trades in Technical Sciences, Health Science,  
8 Criminal Justice, and Public Safety. And in our  
9 hospitality, Human Services, and Education. All while  
10 working with our partners here at the Department of  
11 Education for our Postsecondary Workforce Readiness which  
12 is embedded in all of our programs which is why it's in the  
13 middle.

14                   And so with each one of those content areas,  
15 we have middle school programming, and high school  
16 programming that leads to our two year programming at the  
17 community colleges, as well as our local district colleges.  
18 And that is what is on the backside, it's just some little  
19 information for you about the actual enrollments of the  
20 programs. So you'll see -- in the way we report is that we  
21 have students that could be in a program for more than one  
22 course, so that's why in the parentheses you have  
23 individual students because that's our unduplicated count.

24                   So that's the difference there for you just  
25 to have kind of a visual. And so you can see, we had a



1 little over 13,000 students in middle level participate in  
2 13, 14. And then we had 90 -- a little over 96,000  
3 individual high school students participate, which then  
4 lead into our Postsecondary programs which we have about a  
5 third of students enrolled in community college in a CTE  
6 program which either leads to a certificate, or applied  
7 science associate's degree.

8           And then within our programs, we really do  
9 maintain our connection to business, and industry as well  
10 as our connection to contextualizing academic standards.  
11 And we do have some great exemplars of programs which  
12 you'll hear from one today. But we also do a requirement  
13 to approve programs, and all of those different  
14 requirements I read out about the actual academic standards  
15 being embedded in the working with business, and industry.  
16 Those requirements for approved programs must exist to  
17 receive our categorical funding.

18           And so in 1971, is when the categorical  
19 began, and that was really to offset costs for programs  
20 just because I'm sure that you know equipment, and supplies  
21 are rather expensive for CTE programs, especially things  
22 like automotive, dental assisting, things of that nature.  
23 And so in the '70s, it began, and right now, we reimburse  
24 districts, so they prove expense, and then we give them the



1 categorical after, the fact. And right now, it's  
2 reimbursed at about a 25 percent rate.

3 So they report all their expenses, and they  
4 receive 25 percent of what they spent back to the school in  
5 the school district. And then with our -- locally, they  
6 decide how that's allocated. Do you have to, just in case  
7 you're interested of where some programs are located.

8 MS. MAZANEC: We should get list.

9 UNIDENTIFIED VOICE: (Inaudible).

10 MS. MURPHY: We do have an example of Health  
11 Care Science primarily, just so you can see. And we can  
12 get this brand new program that you'd be interested in.  
13 But just for the second time, we stuck with one, and with  
14 healthcare being such a growing field in industry here in  
15 Colorado, we thought this would be of interest to you. So  
16 it -- in the back, it gives you a map of Colorado, and a  
17 breakdown of where all of our courses are located, all of  
18 our programs. And you'll see that the blue are the  
19 community college programs, and then the white are where  
20 the high school programs currently exist.

21 We're working really hard to try to work on  
22 middle level programming but with a lot of (inaudible), and  
23 different things like that, we're trying to just get them  
24 some basic experiences at this point to work into our  
25 programming.



1                   So that's where the programs exist. And  
2 then on the inside, also delineated by the color of the  
3 state, you'll see exactly what high school it is, and then  
4 what the actual program is. So whether it's Health Care  
5 Science, Biomedical Technology, Dental Assisting, different  
6 things that Project Lead the Way foundations, and then also  
7 nursing. So you can see those differences in the programs.  
8 We do allow school districts, and colleges to decide based  
9 on their local needs, what program within a larger area.

10                   So within health care, what meets the needs  
11 of their local community. So that is a super broad, super  
12 large overview of Career, and Technical Education. More  
13 than happy to answer any questions that you have, or any  
14 follow up later. And then I'm gonna turn it over to Dr.  
15 McCall.

16                   MR. MCCALL: Thank you very much. Mr.  
17 Chairman, members of the Board, I'm pleased to be here. We  
18 had an opportunity. Michelle Murphy, and I with Michelle  
19 with the Rural Alliance, and I had opportunity to meet with  
20 Dr. Asp, and Gretchen, and others initially, and talk about  
21 a concern we had at that time about where this career, and  
22 ed -- Career, and Technical Education really fit into the  
23 menu of options. And I was not certain we were there but  
24 I've learned that we are.





1                   And so that's good. They -- we're working  
2 with the staff, and have been -- they've been real -- a  
3 responsive to clarify how Career, and Tech Education fits  
4 into at least two of the menu of options, the Capstone  
5 Program, and the Industry Certificate. And being an old  
6 Career, and Tech Educator, I was interpreting some of those  
7 far too narrowly, and -- so my questions have been  
8 answered. As an example, Industry Certificate, I was under  
9 the old idea that those were only applicable to a couple of  
10 those career cluster is that -- Sarah talked about, and  
11 they're really not, there applicable to all the various  
12 career areas, and our interest. Michelle, and I was to  
13 ensure that school districts, and individual students, and  
14 parents understood that how Career, and Tech Ed would fit  
15 into the menu of options, and how it would work to meet  
16 some of the graduation requirements.

17                   And I -- I just wanna say one quick thing  
18 about this whole area, and this hadn't changed. Years ago,  
19 I was Executive Director of the State Council for  
20 Vocational Education, that was in the '90s. And at that  
21 time, the new, and replacement jobs -- the requirements for  
22 new, and replacement jobs was around 65 percent of those --  
23 65 to 70 percent required less than a four year Bachelor's  
24 Degree. And you know, that hasn't really changed. The  
25 thing that has changed is that within that category,



1 there's still about 25 percent of the new, and replacement  
2 jobs require an actual Bachelor's Degree, or higher. And -  
3 - but of the 65 to 70 -- 75 percent, or so what's happened  
4 there in Career, and Tech Ed fills a vital role is that,  
5 those -- you need a high school diploma plus some training  
6 beyond that either a certificate, or an associate degree,  
7 so these programs are very, very important.

8                   And our interest was Michelle, and I, and  
9 others in the field was to ensure that high school students  
10 in Career, and Tech Ed had the opportunity, and make sure  
11 that they understood, and the parents did, and that we were  
12 communicating how these programs could fit into that. We  
13 also know fit in, and then would get some credit some way  
14 in graduation guidelines for the work they've done in that  
15 area.

16                   And I do think we have one document to pass  
17 out on the -- the -- okay. They have it already. I think  
18 that college, and career readiness demonstration sheet that  
19 you have really helped me understand how that fits in, and  
20 works. And -- so I'm pleased with the work it's being  
21 done, and we'll continue to work with CDE staff on this  
22 issue. But I'm comfortable that the district Capstone  
23 Program, and the Industry Certification will work for  
24 Career, and Tech Ed students.



1 CHAIRMAN DURHAM: Thank you, Dr. McCall.

2 Any questions? Yes, Dr. Schroeder?

3 MS. SCHROEDER: Well, the concurrent  
4 enrollment, I would think also.

5 MR. MCCALL: Yes.

6 MS. SCHROEDER: So it will be a third one?

7 MR. MCCALL: Yeah, you're correct.

8 MS. SCHROEDER: But -- okay.

9 MR. MCCALL: Yeah. Not all --

10 MS. SCHROEDER: Not all.

11 MR. MCCALL: -- Career, and Tech Ed programs  
12 are -- are concurrent enrollment but a number of them are.

13 MS. SCHROEDER: Right.

14 MR. MCCALL: So --

15 MS. SCHROEDER: So that's actually three  
16 potential --

17 MR. MCCALL: Yeah.

18 MS. SCHROEDER: -- areas? I'm curious as I  
19 look at this, and I look at this. Well, I'm both curious,  
20 and I'm frustrated because I see parts of Colorado that are  
21 kind not -- so many are -- not so -- geographically, not so  
22 many opportunities. But what concerns me is whether  
23 community colleges, and or school districts have the  
24 resources to have a manufacturing facility that uses



1 robots, or a medical training area that actually has the  
2 equipment that students are going.

3                   In other words, it seems to me that the high  
4 expense that's been a part of Career, and Technical Logical  
5 Education has probably gotten more expensive. Is that just  
6 my brain not working? Or how do kids get hands-on in those  
7 particular areas where there really there is a lot of the  
8 equipment not just the laptop but genuine equipment that  
9 they need to be using?

10                   MS. MURPHY: We are fortunate in that -- the  
11 way that we kind of structure your purchasing agreements  
12 for the different districts, kind of allows outside of  
13 boundary lines to come together to make things more cost  
14 effective with some state kind of guidance on that. And  
15 then we also reach out, we work really closely with the  
16 (inaudible) is in the form of a consortium. One thing that  
17 I didn't I only mentioned our state funding would you also  
18 have federal funding for programs, and -- and master our  
19 Carl Perkins Act.

20                   MS. SCHROEDER: Sure.

21                   MS. MURPHY: And that is a formula I will  
22 grant but it also offsets what most people use their  
23 Perkin's funding for professional development equipment,  
24 and then FTE for teachers that are hard to find, and hard  
25 to place within certain those -- districts as well. And so



1 we do have a lot of opportunity, and we have great  
2 partnerships also with a lot of our nonprofit organizations  
3 that do supply a lot of that technology that we need. And  
4 then what's really great about the advisory committees is  
5 that most of them also produce some of their used equipment  
6 that is out of warranty but it's still great for students  
7 to learn because it's actually just a year older than what  
8 -- we would purchase them anyway. And that's why a --

9 MS. SCHROEDER: Okay

10 MS. MURPHY: -- great partnerships.

11 MS. SCHROEDER: Okay.

12 CHAIRMAN DURHAM: Dr. Schroeder?

13 MS. SCHROEDER: Do you see a shortage or --

14 MS. MURPHY: In -- in educators or in money?

15 MS. SCHROEDER: In equipment.

16 MS. MURPHY: In equipment?

17 MS. SCHROEDER: Well, in -- in the kind of  
18 equipment. Kids like hands-on stuff, they don't wanna get  
19 the --

20 MS. MURPHY: Right, right. We -- I see on  
21 several visits to some of our most rural schools that they  
22 do have access to some quality, especially there's -- with  
23 robotics in particular, that cost has come down  
24 substantially, and there's a lot that can be done through



1 iPad's, iPhone, and things like that to, that used to take  
2 up a whole space of either like logistical equipment.

3 MS. SCHROEDER: Fractured, yeah.

4 MS. MURPHY: Exactly. Now, it's -- it's  
5 scaled back, it's more compact. And then to working with  
6 manufacturing, a lot -- again, a lot of our wonderful  
7 sector partnerships, there are Workforce Development  
8 Centers are really demonstrating, allowing students to job  
9 shadow, and do a lot of those different things, and maybe  
10 we can't provide physically on site at the high school.

11 Then we also have doesn't make Career Tech Centers where  
12 lots of students can come together that offset the cost for  
13 districts where they provide it on one location, and then  
14 have multi scheduling for students to get them in those --

15 MS. SCHROEDER: That's great.

16 MS. MURPHY: -- classes.

17 MS. SCHROEDER: Thank you.

18 CHAIRMAN DURHAM: Dr. Schroeder.

19 MS. SCHROEDER: Yeah.

20 CHAIRMAN DURHAM: Just quickly the -- many  
21 of the secondary programs, there is a provision in the  
22 Career, and Tech Ed law that says you can contract with a  
23 community college, or another so that's what happens. When  
24 you see, it's always a challenge. The equipment costs for  
25 these High Tech College programs, but at least they -- they



1 can come together through a community college, or an area.  
2 What are technical colleges? I think they're called now,  
3 and then the school district can contract with that agency,  
4 and send students there. That happens throughout the  
5 state. But again, that equipment costs it's a very co --  
6 it's -- it's a problem.

7 MS. SCHROEDER: It is. But on the other  
8 hand, kids do like to touch it.

9 CHAIRMAN DURHAM: You bet.

10 MS. SCHROEDER: They get their hands dirty,  
11 or what -- whatever. Thank you.

12 CHAIRMAN DURHAM: Dr. Flores?

13 MS. FLORES: I just wanted to ask about  
14 small businesses that might. How -- how? I work, and they  
15 look at these areas that don't have anything, and I'm  
16 thinking maybe a farm, a business, you know, could...

17 MS. MURPHY: Right. Definitely, and to just  
18 -- just to clarify, since -- for the sake of time we only  
19 give you healthcare. And so healthcare is one that we're  
20 trying to expand. And so -- so yeah, so if you want it for  
21 a different, yes sorry about that, if you want to make --  
22 agriculture, business education, and family consumer  
23 science are pretty much in every single one of the  
24 districts. We'll run through the BOCES. So this is just  
25 health care because this is one of our target areas for



1 growth, and improvement. So I did want to demonstrate that  
2 this is we're addressing a significant need in Colorado,  
3 and looking for people to help -- to help us spread the  
4 word that we're trying to grow programming as well.

5 UNIDENTIFIED VOICE: Got you. Sorry, that  
6 was my interpretation.

7 MS. FLORES: I'm glad I asked that. I'm  
8 glad I asked that question.

9 CHAIRMAN DURHAM: Further questions from the  
10 Board? Very good. Well, thank you very much --

11 UNIDENTIFIED VOICE: Thank you.

12 UNIDENTIFIED VOICE: Thank you.

13 CHAIRMAN DURHAM: -- invitation, it was very  
14 helpful. Thank you.

15 UNIDENTIFIED VOICE: Thank you Gretchen.

16 MS. MORGAN: Yes. So now I want to  
17 introduce you Tim Kistler, (inaudible) have a set, or be  
18 there, wherever you want.

19 MR. KISTLER: I'd rather stand up.

20 MS. MORGAN: Then you can stand up. And  
21 Tim's going to talk to us about a program that they have  
22 going in Peyton which is an industry partnership program.  
23 This is in response to the request from you, Dr. Flores to  
24 have some of these programs come periodically, maybe  
25 quarterly, just to hear a little bit more about what's





1 happening in this space. So I'm going to let Tim speak to  
2 his program.

3 MR. MCCALL: Can I have one thing Mr. Chair?  
4 I just want to add one point of introduction. I was at a -  
5 - coming to BOCES meeting, cover -- council meeting  
6 actually it was, where Tim presented to the group, and the  
7 excitement in this program made me want to go out, and  
8 visit, and I haven't had a chance to schedule that yet  
9 that. But so we were excited to have Tim here. I think  
10 you'll really be amazed with some of the work that's going  
11 on.

12 MR. KISTLER: (Inaudible) Board. Thank you  
13 very much for having me, allowing me here. If I can  
14 introduce my wife, just she came all the way up here for me  
15 to support, I guess I'm sounding a little nervous. Anyway,  
16 we had an opportunity in Peyton, and if none of you know  
17 where Peyton is, it's really the first rural school north,  
18 I need to turn it on. Okay, so if I start getting too loud  
19 please let me know because I'll start ramping up here in a  
20 second.

21 But we're the first rural school north, and  
22 east of Colorado Springs Highway 24, you zip through  
23 Falcon, you make a turn in the road, that's us. Okay, then  
24 it's Calhan, Simla. Anyways, I had an opportunity, we have  
25 over 70 percent of our students going to college, and or



1 going to the military, our graduation. But my Board,  
2 basically five entrepreneurs, continue to say we needed  
3 some type of Vocational Education.

4                   We changed it to Career Technical Education  
5 but that is something that we've always desired for  
6 students, knowing that that's an important piece of their  
7 education. Failed many times over trying to find the  
8 proper place, the proper -- if I can say the vocation to be  
9 able to come in. All of a sudden my ex board member told  
10 me through a magazine they read, that Salem Oregon had a  
11 outstanding program. I went, and visited them. Had Mr.  
12 Mattson come as a -- as a consultant to see what we're  
13 doing. And after he -- after fishing trip -- fly fishing  
14 trip, and after then come, and see our building, my Board  
15 President offered him a job. Didn't talk to me, but  
16 offered him a job.

17                   So the negotiation began. But we had an --  
18 a -- an abandoned building. The recession hit us hard, and  
19 our old building that we used to be K12 building moved to a  
20 Junior Senior High, basically, now is a place for  
21 cheerleaders to workout. At least we had room for them to  
22 be here. And then all of a sudden, I brought Mr. Mattson,  
23 and we had industries starting to come in. We build a  
24 garage door to be able to move things in. We started  
25 moving the cheerleaders mats out.



1                   By the way, never try, and move cheerleaders  
2 out unless you have a place for them to go. And we had to  
3 make this 2,500 square foot facility, or at least as part  
4 of a building into a lean manufacturing woods place. So as  
5 you can see we're starting to move equipment in. And I'm  
6 going through it quickly, 18-foot high bringing students  
7 in. What we're able to do at Peyton, and since I will get  
8 to this picture, what we're able to do is that we hired Mr.  
9 Mattson in January. We sent a letter out to the  
10 manufacturers because of who Mr. Mattson was, and what his  
11 vision was of woods industry, woods manufacturing. The  
12 first day that Mr. Mattson showed up to the job we had a  
13 letter from Stiles. Stiles Machinery is a -- is under  
14 (inaudible) but still it's a \$3.3 billion company, and they  
15 offered us to say, "We would like to talk to you about a  
16 partnership."

17                   We flew out to Grand Rapids Michigan, and  
18 basically this is the start of it. I will mention the  
19 National Training Center here in a minute, but we now have  
20 an agreement with Stiles Machinery that once we build the  
21 National Training Center, they are going to give their in-  
22 kind donation of \$2.2 million worth of machinery, high-end  
23 CNC technology for our students to be able to use. Now  
24 granted we only have 600 students in our school, so I'll  
25 get to that as well.



1                   But either way, this is Mr. Steve Waltman,  
2 the gentleman with the white hair. He is the gentleman  
3 from Stiles. He came out, Mr. Mattson is on my right. I  
4 even have a pointer. Here's Mr. Mattson. And these  
5 students were one of our first students to be able to start  
6 going through the program. So this is a letter in their  
7 hand right here that comes out to the agreement over a two  
8 million dollar in-kind donation of what we want to go. So  
9 this is -- we have now moved our school from the old middle  
10 school as we would call them Peyton to a Car -- Career  
11 Technical Education Facility.

12                   In your packet you'll see a large amount of  
13 paperwork, but not only do we have now our woods  
14 manufacturing, we actually even have a RIKON lathe lab.  
15 Because of the agreements of our manufacturers, we could  
16 not have RIKON in the same room as Ironwood, and Time  
17 Savers. So we created an extra room because all this  
18 equipment that you see here, eight lays, a band saw, a  
19 construction size lathe, dust collectors, that we could not  
20 have them in the same room.

21                   So right here you're looking at  
22 approximately 75 to \$80,000 of equipment that we had to pay  
23 the shipping for. So I thought it was a fairly decent  
24 deal. Part of our program, and what we're trying to do is  
25 we want to get Sophomores -- Freshmen, and Sophomores at



1 the end of your -- Sophomore year, the seven -- the six  
2 high achieving children get a scholarship to be able to go  
3 to Stevensville Montana, and help build chairs. These  
4 students will build these chairs, Chadwick chairs. Now  
5 this is not an easy task once you have curved backs, and  
6 tapered legs, this is not an easy task. But because of  
7 scholarships, students will be able to go. These were the  
8 first students. These are from Salem High School. We have  
9 not -- we've only been in release class one semester at  
10 Peyton so far. But these students from North Salem High  
11 School, basically they are 78 percent freedom reduced, 28  
12 percent homeless. A little bit different to Peyton, but  
13 still this is the first class. These are the types of  
14 things that they will make. And it's a one-week class that  
15 they're able to go to. So it's quite intensive.

16 So in your packet, you will see this piece  
17 of article. It is our way of saying this is how our Career  
18 Technical Education facility will help students in CTE be  
19 able to achieve the workforce, or college because we still  
20 want to encourage our kids. If you go at least two years,  
21 we want four, but if you at least go two years for a woods  
22 manufacturing, you'd go directly to the workforce of that  
23 what you choose. The students will be prepared. I'll tell  
24 you about our WCA Passport Certification Second. If not,  
25 if you go the first two years here in the manufacturing,



1 once we get to our National Training Center, students will  
2 be able to take the next two years International Training  
3 Center, it will have an articulation with either Pikes Peak  
4 Community College, or with Red Rocks Community College.

5 Right now, woods has to go through Red  
6 Rocks, is that they can get dual credit concurrent  
7 enrollment, and the articulation to where they want to  
8 purchase credits later on. So Red Rocks, and Pikes Peak  
9 Community College. So that's a direction students can go  
10 during high school, or immediately after high school. Then  
11 they have that option, they can go down to the workforce  
12 immediately afterwards, they will certainly be ready, or  
13 they can go directly over into a college area. They can  
14 continue at Red Rocks Pike Peak, CSU Pueblo, sorry CSU  
15 Pueblo right now we're talking to about engineering.

16 And you'll see a sheet later on, and it  
17 talks about are pre engineering classes. Oregon State  
18 University is building a \$60 million wing that matches what  
19 we're doing because of who Mr. Mattson is, and what they're  
20 doing. So Oregon State University has already promised us  
21 scholarships for any of our students who graduated from  
22 Peyton in the woods manufacturing program to go directly to  
23 Oregon State. We also have Pittsburgh State out of  
24 campuses. We have talked to them because of the proximity,  
25 Pittsburgh State, whether it's automotive, woods, or some



1 other courses, that they will take two plus two. In other  
2 words, they will take the two years from Red Rocks  
3 Community College, or Pikes Peak Community College.

4           And as we work out those credits, they will  
5 be able to go directly to Pittsburgh State, and they'll  
6 accept those credits. We are now talking to Western State  
7 with Gay, and I can't remember her last name, but we're  
8 talking to Western State, and they said they like what  
9 Pittsburgh State is doing. They want to do the same thing.  
10 Then down over here, because part of the issue, and I guess  
11 if we can go to the next slide please, is that me? Great.  
12 Great job. Okay, so I screwed up. That's okay, I can -- I  
13 got a back button, don't I? But I missed something.  
14 Anyways, I can go ahead talk without pictures.

15           So what we're trying to do is that on the  
16 sheet that you saw about on February 5th, we are opening  
17 up, thank you very much, on February 5th, we're opening up  
18 to our students, we'll be able to go, and listen to what we  
19 had to say, but what we're doing is we're working with  
20 other districts in the El Paso County area. Right now,  
21 Widefield, and I -- and we're probably about 45 minutes  
22 apart. Widefield are standing students to our program  
23 because they want to be part of the National Training  
24 Program, so that they have first rights.



1                   But we're showing on all the different  
2 courses on the back of this sheet, all the different  
3 courses that we're going to be teaching at our Career  
4 Technical Education facility. So we're talking about  
5 robotics, we're talking about automotive, we're talking  
6 about potential construction, we're also talking about pre  
7 engineering, and then there's download bottom computer  
8 applications, and that's expanding as we speak. Friday  
9 we're going to DePuy Synthes which is the titanium rod  
10 people, out of Monument, they have over 800 employees.  
11 We're talking about potentially opening a metals piece  
12 within our building as well. So what we're trying to do is  
13 facilitate where we're offering to other schools that they  
14 can send their students to our program. It's going to be  
15 very hard to duplicate just because of the finances alone.

16                   The building that we filled with woods  
17 manufacturing, tell me if I hit the 10 minutes, isn't there  
18 supposed to be a buzzer? Is that -- that's over \$500,000  
19 worth of in-kind donations that is in that building. And  
20 manufacturers can't recreate that. So we're trying to say  
21 we're offering it up to these students that they want to  
22 come. Widefield, Scott Campbell, and I are talking about  
23 putting Internet on the bus so students can be taking  
24 online courses as they are on the bus.





1                   Moving over to our school as well as  
2 district 20, and D 49 is only nine, 10 miles away so we can  
3 do that but without the bus. So then on the back side of  
4 my three ways to get to the workforce, on the back side, I  
5 have about the National Training Center. The National  
6 Training Center is the glorified on steroids manufacturing  
7 building that we're trying to find near an airport, because  
8 what we will be doing is we're going to be working with so  
9 many different groups. Not only are we going to be working  
10 with the high school, and colleges, as we're trying to get  
11 these students into the high CNC technology. If a student  
12 goes basically after graduation, we have been told by  
13 manufacturers 50,000 compensation -- \$50,000 compensation  
14 job straight off the platform if they want. If they stay  
15 with our program, now you're looking at 75, just because  
16 you know how to run a computer pneumatic, whatever that  
17 other C word right now. That's 75,000 if you know how to  
18 run it.

19                   But we're going beyond, and we're going to  
20 be able to teach them how to use the -- how to be able to  
21 develop the applications, and how to fix. So that's part  
22 of what we're doing here. But also in the middle, we're  
23 going to be talking --- working with manufacturers because  
24 they need the employees. We can teach the manufacturers  
25 the courses they need to have these machines. We're going



1 to be talking to the businesses that want to sell it.  
2 Those salesmen's need to come, and we will train them so  
3 that they understand what the machine is about. And then  
4 also the employers, and the employers that need it can come  
5 to us, and we will be able to teach, and train them.

6                   Finally, we also have the college courses  
7 because to be able to have CTE teachers, you have to -- CTE  
8 students, you have to have the teachers that can teach the  
9 CTE. So that's where Western State, and I are working  
10 right now to be able to, whether it's an endorsement on  
11 their educational certificate, or whether it's CTE  
12 certified to where they can have the courses needed, or  
13 adult education classes. But also finally, we're working  
14 with the military for the GI Bill, and Yellow Ribbon  
15 Program. So that's what we're trying to do out in Peyton  
16 with 600 students.

17                   UNIDENTIFIED VOICE: You are busy.

18                   CHAIRMAN DURHAM: Questions?

19                   MR. KISTLER: Oh if I can just, I apologize,  
20 are you all on your -- you can see the Denver Post article  
21 that was written on what we're doing in Peyton. On the  
22 inside, page three on the right side you will see 39  
23 different manufacturers. Those in red basically are our  
24 exclusive partners. And those partners that wherever we  
25 took this program, because there are so many abandoned



1 school buildings out there, that these manufacturers say  
2 that if you take this program to other States, other  
3 facilities, that they have first right refusals that they  
4 can put their machinery inside that.

5                   So it's just another thing to where these  
6 companies are all in, and we have companies waiting on the  
7 list to where let's say that Time Savers did not want to go  
8 to Grand Rapids Michigan because of where Stiles is, then  
9 SMC Corporation is ready to jump on. Those are the things  
10 that we're trying to do and through what Career Technical  
11 Education has allowed us.

12                   MS. MORGAN: Awesome.

13                   CHAIRMAN DURHAM: Very good. Any questions,  
14 or any from the Members?

15                   MR. KISTLER: Thank you very much.

16                   CHAIRMAN DURHAM: Okay. Well, see.  
17 Elizabeth.

18                   MS. CORDIAL: Mr. Chair, we have some  
19 outside presenters for 19.01. So.

20                   CHAIRMAN DURHAM: All right. Why don't we  
21 proceed out of order for 19.01. Alternative Education  
22 Campus Accountability Work Recommendations. All right.

23                   Commissioner, would you like to introduce  
24 this program?



1 MR. ASP: Thank you, Mr. Chair. As you  
2 know, we have a number of campuses across our state that  
3 seek to serve students who may have been out-of-school for  
4 a while, bring some other issues to that, and who we're  
5 returning to school typically. And they are part of our  
6 accountability system, but what we do have is a some  
7 modifications to that system to account for the -- the  
8 needs of these -- these particular group of students. And  
9 under statute requirements, we've been reviewing that --  
10 that accountability, and accreditation system for those  
11 schools. And we're excited to -- we provided a report to  
12 the legislature. We're excited to share that with you as  
13 well. I'm gonna turn it over to Alyssa Pearson to  
14 introduce this item that we're -- we're very excited to  
15 have these folks with us.

16 MS. PEARSON: Thanks. Thank you, good  
17 afternoon. So like Dr. -- Dr. Asp said, we've sent you all  
18 a report from the work group, they were required by statute  
19 to meet, and provide recommendations on some aspects of  
20 Alternative Education Campus Accountability. But we know  
21 that those reports are hard to get through, so we wanted to  
22 just give you a brief overview with the committee members  
23 to kind of talk about the overview of what was in the  
24 report. Some of the recommendations in there have to do  
25 with state statute. Some have to do with CDE policy just



1 how we do calculations, or detail -- detail in the weeds  
2 things, and we're gonna give you a quick overview about  
3 what some of those are.

4                   But don't worry about the details, we just  
5 didn't wanna leave anything out. But there is one major  
6 recommendation that does affect State Board of Education  
7 rule. So we wanna make sure we talk about that today, and  
8 let you all hear that because that will be an area that  
9 you'll want to decide if you wanna go forward with  
10 rulemaking process, if it's something you wanna do. We  
11 don't have anything that we have to do today on it at all.  
12 This is -- today is really just for information to share  
13 the -- to share the recommendations with you, and let you  
14 all start hearing those things, especially on that one  
15 recommendation that is part of State Board of Education  
16 rule. We wanna look deeper into ESSA, and see the overlap  
17 with there, and make sure we're integrating, and aligning  
18 as well so we wanna take some time to do that, but we want  
19 you to hear all the recommendations today.

20                   So the committee members, and some CDE staff  
21 members that were part of, and helped staff the committee  
22 will talk to you today. We're really grateful for all the  
23 time. There was -- this was a really quick turnaround, you  
24 know, the bill passed in right at the end of session. The  
25 work group had to get named, convened in July, get going,



1 and our report was due by December 1st. And when you've  
2 got a lot of stakeholders with a lot of different opinions  
3 that they feel very strongly about their opinions, and with  
4 a lot of hard work that everybody did to come together to  
5 come to recommendations with consensus.

6 So I'm gonna turn it over to Jessica Knevals  
7 today who works in the Accountability team at CDE. She's  
8 gonna start us off. We also have Lynette Steinhoff from  
9 CDE here. Carol Eaton from then Jefferson County School  
10 District, and Marty Schneider, sorry, Marty, who's the  
11 principal at Community Prep High School in Colorado  
12 Springs. So that's when I hold.

13 MS. KNEVALS: Okay.

14 MS. PEARSON: Thanks, Jessica.

15 CHAIRMAN DURHAM: Ms. Knevals?

16 MS. KNEVALS: Hey, just before I got  
17 started, I wanted to talk a little bit about just what  
18 Alternative Education Campuses are in Colorado. So  
19 currently, 16,000 students is in 1 of 86 Alternative  
20 Education Campuses across 45 different districts.  
21 Alternative Education Campuses are known informally as AEC,  
22 so you'll hear that term mentioned a few times throughout  
23 this presentation.

24 So AEC serve more than 95 percent of  
25 students with an IEP, which is an Individualized Education



1 Program, or meet the definition of a high-risk students, or  
2 certain students who serve on a part-time basis. And now,  
3 I'll just go briefly into what the work group was doing  
4 over the past few months. So per House Bill 15-1350, CDE  
5 was required to form a group of stakeholders from the AEC  
6 community to gather feedback on the next iteration of AEC  
7 accountability, specifically the School Performance  
8 Framework. CDE gathered recommendations of candidates, and  
9 the commissioner selected members of the work group from  
10 across the AEC community to represent the diversity of AECs  
11 in Colorado.

12                   The members of the work group are listed on  
13 this slide, and include staff from districts, schools, CDE,  
14 as well as parents, students, and representatives from  
15 organizations across the AEC community. So the worker met  
16 once per month, beginning in July 2015, and concluded in  
17 November 2015. And by December 1st, the work group was  
18 tasked with providing recommend -- written recommendations  
19 to the commissioner, the Education Committees of the House  
20 of Representatives, and the Senate, and the State Board of  
21 Education, and I'll go over those recommendations briefly  
22 on the next slide.

23                   So the work group members here today will go  
24 into detail on the areas specified by statute with the  
25 recommendations for the next iteration of the AEC School



1 Performance Framework, and I'll just go briefly over what  
2 the tasks were here. The first was to review the  
3 qualitative, and quantitative measures of the school's  
4 performance in serving high-risk students. The second was  
5 development of measure-specific cut points. The third was  
6 consideration of the N waiting system, and suggestions of  
7 changes to waits on the Alternative Education Campus School  
8 Performance Framework. The fourth was identification of  
9 possible methods in costs associated with using a  
10 comparison group to analyze data to compare high-risk  
11 students across schools.

12 And the fifth was consideration of the 95  
13 percent threshold -- threshold for designation of an AEC,  
14 the students included in the 95 percent threshold, and the  
15 documentation, and verification requirements for  
16 identifying that, the threshold has been met. So that -- I  
17 hope that was a brief introduction there, and now I'll turn  
18 it over to Marty Schneider from Community Prep in Colorado  
19 Springs to talk through the first recommendation.

20 MR. SCHNEIDER: Good afternoon ladies, and  
21 gentlemen. Thank you for the opportunity to be here, and  
22 it looks like you've had quite a day just from your faces.  
23 Let me share briefly a little about my day. At about 8:45  
24 this morning, a young man, one of our students came into  
25 our building. And as per our procedure, let's just call





1 him Timothy. Timothy comes in, checks in with his student  
2 advocate, makes a plan of how he's gonna go about his day,  
3 and reiterate his academic goals for the day of the week,  
4 and the month, and get started. Within minutes, Timothy  
5 walks into our assistant director's office, proceeds to  
6 pass out, and begins to shake violently on the floor of our  
7 AD's office.

8                   And so I'm an (inaudible), we have paramedic  
9 on staff as well. So we treat until the paramedics arrive.  
10 Timothy is thankfully okay, taken to the hospital. And as  
11 we suspected unfortunately, he had for taken of a substance  
12 on the way to school that did not agree with him  
13 physiologically. The reason I've -- I'm sure that story is  
14 AECs are schools full of Timothy's. And so the response  
15 that we have, and the response of the AECs have to build a  
16 support system around these kids with equal parts, support,  
17 and accountability to be able to educate them, but also at  
18 the same time to help them to turnaround their lives is  
19 really what this is all about in these 86 schools. It's  
20 very much a human endeavor.

21                   Where that fits into the SPF, and the  
22 creation of this category of opportunity measures really  
23 comes down to you get what you measure, and thus the work  
24 of AECs involves so much within infrastructure, and support  
25 to be able to take care of our kids to get them to a point



1 where the academic measures, student engagement measures,  
2 and workforce readiness measures come to fruition. In our  
3 world, that work is expansive, and long term, and you don't  
4 see the results right away. And the investment in that  
5 work is what really saw what AECs are doing.

6                   So then with a measurement system, with --  
7 with our proposal -- I'm just trying to give you the  
8 rationale, and the thinking behind this, with a measurement  
9 system that supports those processes that AECs are doing  
10 that holds us accountable to build things in place, like  
11 drug education, and treatment, that enables us to put our  
12 resources into the supports more than traditional schools  
13 have to, quite honestly, is something that really, really  
14 matters. It's a game changer. And so with schools with --  
15 with this profile having this whole side of things on  
16 infrastructure, and inputs that measurement system to be  
17 able to account for that while it's not what we've had in  
18 the past simply measuring student outcomes, that's in  
19 addition to that, that is gonna make an enormous difference  
20 in student outcomes, I believe. Because it incentivizes,  
21 it nudges, it pushes AECs to build those supports in place  
22 at long term payoff for these kids.

23                   Some of the details. We worked long, and  
24 hard on this matrix on if -- if there's going to be an  
25 opportunity category, a qualitative measures category,



1 where should it fall, and what should go away, and what  
2 should stay, and how that should work? How this -- how  
3 this came -- how this is settled? Is it really the heart  
4 of the matter? The heart of the matter is to put in  
5 opportunity measures. This can be worked with, and there  
6 was a lot of talk about what percents, and where to take  
7 things from.

8                   But what's really important here is that we  
9 are giving AECs this push to build this strong  
10 infrastructure to take care of this really unique  
11 population of kids that have failed out of every other  
12 opportunity. And so what -- what -- what our group  
13 recommended is in front of you, that's step one, and that's  
14 hope for implementation as soon as possible. Step two,  
15 next slide, is longer term to be able to create a system  
16 that's nuance, and sophisticated, and keeps growing.

17                   What our group recommended was a pilot  
18 project of a school review team with experts in this field  
19 working with AECs to be able to build these opportunity  
20 measures, and to be able to be on site, and help schools  
21 grow in these areas. So that's the longer term vision for  
22 this. Stage one is to create this new category. Stage two  
23 is to create the pilot working group that enables AECs to  
24 grow onsite, and then gives us information as well to move



1 forward. So that's kind of, you know, a very brief  
2 nutshell where we're at on opportunity measure side.

3 MS. KNEVALS: Thanks, Marty. Dr. Carol  
4 Eaton will talk about the next three recommendations.

5 MS. EATON: So the next three  
6 recommendations are the dry data pieces of the measurements  
7 outside of the stories of students. But specifically,  
8 recommendation number 2 concerns measure-specific cut  
9 points. So essentially, it addresses the question of how  
10 to determine performance levels to understand if an  
11 Alternative Education Campus has been successful in  
12 educating, and preparing it's students for the next step,  
13 and also meeting expectations for state, and district  
14 accountability. The AEC work group agreed that the  
15 development of cut points should be guided by comparable  
16 data that allows for analysis of similar students, and  
17 schools across the state, and if available across the  
18 nation. Some normed AEC data does exist, and it is  
19 available, but many measures have not been normed to that  
20 specific population. It hasn't been collected, or  
21 analyzed, or normed.

22 So to that end, the AEC work group created  
23 decision trees, and those are included as Appendix G of the  
24 document. And those two decision trees help in the process  
25 of developing cut points for how to norm those measures for



1 AEC populations. Those decision trees came out of the AEC  
2 work group, and they're a step in the direction of how we  
3 would norm that across the state, and -- and have some  
4 consistency. Recommendation two also includes the adoption  
5 of a guidance document, and that's Appendix -- Appendix H,  
6 and that provides transparency, consistency, and clarity on  
7 how to set cut points for data sources used to evaluate  
8 AECs.

9                   So these two -- for this recommendation  
10 number two, the estimated resources needed for this work  
11 includes approximately \$50,000 for an independent  
12 consultant to review assessments, analyze the assessment  
13 data, and develop guidance documents for cut points for the  
14 current measure. So moving to the next recommendation,  
15 recommendation number three, this one specifically changes  
16 the way that we -- that the measures are weighted for AEC  
17 accountability. So under the current system, AEC -- the  
18 AEC performance framework measures all sub-indicators the  
19 same way.

20                   So regardless of the count of students that  
21 are included in the measure, they're weighted equally.  
22 What this change would be? For example, right now, if --  
23 AECs typically have more 11th than 12th grade students than  
24 the 9th, and 10th grade students. But if a state measure  
25 is 9th, and 10th grade students, that measure for a handful



1 of students in that AEC would receive the same weight as it  
2 would for a measure of 11th grade students. That is the  
3 majority -- the vast majority of the population.

4                   So what this recommendation says is that --  
5 and the AEC work group unanimously recommended this  
6 recommendation, is that it would base indicators on the  
7 proportion of students in this -- in the representative of  
8 the population for the school. So it makes a lot of sense  
9 when you think about it needs to represent the proportion  
10 of students that are in the school. And this impact on  
11 resources would -- would not -- it could be absorbed to  
12 existing resources. And then the final recommendation I'm  
13 going to talk about is recommendation number four. And  
14 this -- this recommendation seeks to develop an approach to  
15 develop that comparison group to support the norming of AEC  
16 measures.

17                   So by comparing an AEC student's performance  
18 before they arrive at the AEC, and then looking at their  
19 performance after they arrive at the AEC, you'd be able to  
20 contribute to an understanding of what the impact of  
21 attending that AEC is for that student. The recommendation  
22 would require an independent contractor to design, and  
23 analyze that data at approximately \$25,000 cost. So  
24 recommendations two, three, four are all CDE policy changes



1 that do not require State Board action, but we will move on  
2 to recommendation number five.

3 MS. KNEVALS: Thank you Carol. Good  
4 afternoon. How are y'all doing today? The last section  
5 that I'm going to talk about is the consideration of the 95  
6 percent threshold for the designation of the AEC campus.  
7 And then the documentation, and verification that goes  
8 along with certifying that those thresholds have been met.  
9 The first recommendation, those two statutory  
10 recommendations on one policy recommendation with this last  
11 one. The first recommendation is that the 95 percent  
12 threshold be lowered to 90 percent.

13 So that would be 90 percent of the school,  
14 or the applying AEC would be considered at risk, or high  
15 risk. There was a lot of consideration around this. A lot  
16 of conversation about whether, or not this would show an  
17 increase in the amount of AECs that Colorado has, and given  
18 the -- given the research that we did with several other  
19 states, we determined that there would only be a slight  
20 increase of those applying for an AEC status, and that's  
21 applying only not necessarily be receiving the AEC status.  
22 The second recommendation that we have are some definitions  
23 in what a high risk, or an at risk student is. So I'm just  
24 going to read through those very quickly.



1                   So again Amend Statute 22-7-604 (.5) --  
2 (1.5) (B), to add the definitions as B has dropped out of  
3 school, or has missed more than four days of school in a  
4 single month excused, or unexcused, or more than 10 days in  
5 the school year, excused, and unexcused pursuant with CRS  
6 22-33-107. Has a documented history of child abuse, or  
7 neglect, has been award of the court, or has been involved  
8 in the foster care system, has a parent, or guardian in  
9 prison, or on parole, or probation, or has experienced the  
10 loss of an immediate family member. Documented history of  
11 mental, and or behavioral health issue, or has experienced  
12 significant trauma. And the last one is a 10th to 12th  
13 grade student that is one, or more years behind in credits  
14 required for graduation based on anticipated year of  
15 graduation. This could be an overall credit, or in core  
16 content credit as determined by the school district, or  
17 charter school institute. Or is a sixth to ninth grade  
18 students that has received (inaudible), or the equivalent  
19 of we said in 60 percent, or more of their core subject  
20 areas in the 12 months prior to enrolling in his, or her  
21 public alternative education campus.

22                   The rationale again behind the first one was  
23 that under the original legislation, the 95 percent didn't  
24 show a rigorous SPF for the AECs to have to maintain, and  
25 now that we have the SPF in place, the 90 percent would





1 then meet the needs of the current AECs as far as  
2 accountability. The rationale behind number two is that  
3 the current practices -- to expand the number of students  
4 to include those five high risk categories, and it also  
5 provides a very explicit inclusion of other criteria that  
6 may put a student at high risk. We did consider the fact  
7 that this might increase the number of students but we felt  
8 like there was a lot more continuity, and consistency in  
9 the language of the definitions that we provided in the --  
10 in the revisions. And this would be absorbed in the  
11 existing resources. So there would be no additional  
12 resources. The final recommendation as far as  
13 considerations, the rationale behind that is that we're  
14 looking at -- I didn't go through those today.

15 UNIDENTIFIED VOICE: Let me go through those  
16 for you. So the last one as a policy change, and looking  
17 at how CDE provides guidance, and policy documents to the  
18 AECs, and looked at defining school district, and CDE  
19 responsibilities, and authority for gathering, and  
20 reporting student background information related to  
21 enrollment attendance, grades, et cetera, from the previous  
22 district. Looking at permissible practices for collecting,  
23 and storing high risk data at the school, district, and  
24 state levels, also guiding principles for the transfer of  
25 data back, and forth between schools, and districts that is



1 often a struggle with our current AECs returning back to  
2 their regular high schools, or middle schools.

3                   And then the common triggers for an audit of  
4 student level data, high risk, and common protocols for the  
5 audits based on severity of the triggers. So that's a  
6 policy change that CDE would put in place. And the  
7 rationale behind that was looking at the current best  
8 practices on how the data collection for students at risk  
9 in the manner of balancing student, and family privacy with  
10 the needs to ensure that the AEC statute is being upheld.  
11 Melissa?

12                   UNIDENTIFIED VOICE: So we just wanted to  
13 kind of give you that overview. I know some of that was  
14 very much in the details for you. So I guess the next  
15 steps, we're gonna look in the parts that are about CDE  
16 policy. We'll work with our new leadership to make those  
17 decisions about going forward, and if you all would like to  
18 discuss any of those, and waiting measures specific cut  
19 points, and we can do that further. We'll talk some more  
20 about cut points either later today, or tomorrow, and other  
21 presentation too for the regular frameworks, and we can  
22 talk about how those two pieces align.

23                   We also want to work on the integration with  
24 the ESSA, and figuring out those pieces. The other point I  
25 didn't mentioned at the beginning but in terms of the



1 school quality reviews, and (inaudible) you all have heard  
2 in December, how the SCAP project, the Student Centered  
3 Accountability Project is working on those school quality  
4 reviews too. So we want to bring those groups together.  
5 AEC is a little bit different. The qualitative factors  
6 that you may be looking for during a school quality review  
7 for an AEC, may be slightly different, I think there'll be  
8 a lot of overlap with there maybe some additions but I  
9 think we could do a lot of leveraging of that work together  
10 since both those groups have a lot of interest in figuring  
11 out how a process like that could work for accountability.  
12 So we'll work on that, and then if you all have direction,  
13 if there's things that you would like us to look at, or  
14 investigate please let us know, and go deeper into this  
15 report. Anything you want us to bring back to you.

16 CHAIRMAN DURHAM: Dr. Schroeder.

17 MS. SCHROEDER: First of all I'm trying to  
18 figure out why we're talking about this. Are all our AECs  
19 on turnaround, or priority when -- this looks like we're  
20 lowering expectations for very hard to serve kids. What do  
21 a -- how is this better for these students? What is --  
22 what is it about this that convinced me that lowering,  
23 especially lowering the academic expectations is a good  
24 thing for kids?



1 UNIDENTIFIED VOICE: Thank you Ms.  
2 Schroeder. I think those are really good questions to ask.  
3 I think that my understanding of where the recommendations  
4 from where the group was coming from was really to try, and  
5 get accountability framework that represented what their  
6 missions were, and what they were trying to do for students  
7 in terms of those weightings on the framework. That is  
8 something that is up to the State Board of Education. That  
9 is at your discretion. So that was a recommendation that  
10 came from the work group. But that's something that I  
11 think we all, you all especially should have that  
12 discussion, and think about where you want those weightings  
13 to be. I think we may want to have that at the same time  
14 as we talk about the weightings for that, the traditional  
15 frameworks too, and thinking about that with the ESSA  
16 changes as well. We could do some alignment there.

17 MS. SCHROEDER: So fundamentally, I think  
18 our accountability system is designed to measure what's  
19 happening for kids, and when we talk about opportunity  
20 measures, I wanna make sure that's about kids, not about  
21 what adults are doing. And I know adults are doing  
22 everything they possibly can for kids. But that's not the  
23 measure. The measure is what happens for kids. And the  
24 measure is once they get out, do they have -- do they have  
25 opportunities? And I think when we lower academic



1 achievement expectations, I worry that we're not preparing  
2 them for once they get out that they can actually do the  
3 things they want to do.

4                   So I'm a little concerned about this one  
5 that it's not as students, that it may be less student  
6 centric, and I want to see into that academics here are  
7 just 30 percent of the accountability. Cause I'm all for  
8 not over testing, and over counting on what the tests say  
9 but as a taxpayer, that's number one, two, and three. And  
10 so I have some worries that -- that's I'm not hearing that  
11 piece of it. I don't know about 95 percent, I imagine the  
12 90 percent. Those are kids that need, that is as much in  
13 need as 95 percent so that isn't working. But some of  
14 these other things are getting kind of the same things.  
15 Are we focusing on outcomes for students versus what the --  
16 what are the inputs? So those are my comments.

17                   CHAIRMAN DURHAM: Dr. Asp?

18                   MR. ASP: Thank you Mr. Chair. It's a great  
19 question that a -- by Dr. Schroeder. It's -- what's really  
20 interesting about this, and we heard it in your  
21 description, (inaudible) description earlier is, these are  
22 kids who are trying to pull their lives back together.  
23 Some of the way in which we measure academic achievement  
24 has no meaning to them whatsoever when they first do this  
25 taking the state test. So I -- I hear your perspective.



1 It's -- it's this tension between, are we helping these  
2 kids come back together but is there an outcome for them  
3 that parents them to go off, and have some options in their  
4 lives, and be able to contribute meaningfully.

5                   So I know that these folks discuss that  
6 tension a lot, and it will be worth having that discussion  
7 about where these weights ought to be. If we have relevant  
8 measures of academic achievement that would cause me to  
9 want to up that weight more than if it's an assessment that  
10 may not have a lot of meaning for these students. So thank  
11 you for the question.

12                   CHAIRMAN DURHAM: Yes. Yes, Ms. Mazanec?

13                   MS. MAZANEC: Would you -- is that a fair  
14 statement to say that students at AECs have generally, they  
15 have come to you from a failed experience for a variety of  
16 reasons at brick, and mortar schools, or other schools.  
17 They have been too. Most students don't like to attend an  
18 Alternative Education Campus as just a matter of choice.  
19 Is that correct?

20                   MR. ASP: That is correct, and I can even go  
21 as far as to say, and the data backs this multiple failed  
22 school experiences, at the time a student reaches an AEC is  
23 norm. And ma'am if I could address your concerns as well,  
24 I don't think I could really commit you of anything right  
25 now, and I totally understand that, the concerns you



1 brought up were vetted every month as our group met both in  
2 a large, and small group, and so you make very valid  
3 points. I think maybe the best way to get us on the same  
4 page on this, I'd like you to come see our school, and  
5 spend a lot of time with us, and experience it if you ever  
6 had the opportunity. Consider that a open invitation. And  
7 seeing firsthand the work that we do, and being able to  
8 dialogue, I think might be instructive.

9 I think one other kind of touch point, and I  
10 got this several years ago from (inaudible) Consultant,  
11 just to help us with our systems, and get a little better  
12 as we do regularly, and after a couple of days he spoke for  
13 his team, and he said, you know what you guys are? You are  
14 copper in microwave world. And I think that, I've never  
15 forgotten that obviously but I think that sort of describes  
16 that disconnect between, we want to reach these outcome  
17 measures in the worst way.

18 But the lag in the work, and the effort it  
19 takes to get there, the systems to be able to reach those  
20 is really, talk to any AEC leader. They'll tell you the  
21 daily grind, or the work that we do is somewhat dissimilar  
22 to what's reflected on those measures. And it just has to  
23 be. And so that investment, that's what we're asking, a  
24 little bit on input. 20 percent that's where this is



1 coming from. So I hope that helps a little, and I'd love  
2 to buy you coffee, and have you meet some of our students.

3 MS. SCHROEDER: Thank you. You know I've  
4 served on my local boards. So I've actually, I have had  
5 that opportunity. But I have also seen phenomenal outcomes  
6 for those kids, and there wasn't in -- in the few schools  
7 that I did visit, the emphasis on not the tests per se but  
8 for demonstrating academic success, those pressures were  
9 huge. And I think because the kids were the kind of  
10 enveloped with all the supports that you guys do provide,  
11 they wanted to perform, and they did. And so that's why I  
12 don't want that pressure to go away, and I'm not saying it  
13 needs to be a park test but I am suggesting that there are  
14 some demonstrations that these kids have achieved.

15 I know -- I do have some idea what you all  
16 are doing to provide that envelope in that nest, and I  
17 don't know cocoon for these kids. I get that part because  
18 that's essential for them because they have really, really  
19 struggled. But they are just as smart, and just as  
20 capable. They just have to demonstrate in a different way.  
21 And so I'd rather have you working on that 40-50 percent,  
22 whatever that was, in another way for them to be able to  
23 demonstrate that they can get out there, and -- and be  
24 ready that I am about taking that away. That's what I'm  
25 trying to say.





1 UNIDENTIFIED VOICE: Okay.

2 MS. SCHROEDER: So I don't want you to  
3 misunderstand that I'm all for the park exam, or that I  
4 don't know what you all are doing because I had that  
5 opportunity, and it is truly wonderful. Thank you.

6 MS. MAZANEC: One quick question. Did --  
7 was one of the recommendations that you change how you are  
8 evaluating growth? Was it a student when they entered  
9 versus a student a year later? It's currently that you're  
10 -- you're comparing this year's students against last  
11 year's students, correct? Or is that, that's not  
12 different? So you are currently comparing student this  
13 year against last year. Straighten me out here.

14 UNIDENTIFIED VOICE: Yes --

15 MS. MAZANEC: I thought that was different.

16 UNIDENTIFIED VOICE: -- the way the AEC  
17 school performance framework works without getting too  
18 technical about it is AECs are -- we're looking at  
19 performance, and growth -- performance, and growth on TCAP  
20 exam, and then would be now park. And then are allowed to  
21 include additional measures, so we call those local  
22 assessments. So if they used Scantron, or one of those  
23 other vendors, they could use that as well. So there's  
24 different ways of looking at growth specifically with each  
25 of those exams, but we would use either a year to year



1 growth, or within the year growth. And given the way that  
2 students come into AECs, they may come in six to eight week  
3 cycles. We can measure growth a little bit more smaller  
4 analysis, and the months of growth rather than a whole year  
5 cycle.

6 MS. MAZANEC: So it's, or not and?

7 UNIDENTIFIED VOICE: It could be again.

8 It's an individual student's growth is what we look at.

9 The aggregated (inaudible). Yeah.

10 MS. MAZANEC: So that's not new? That's not  
11 in this proposal? Okay.

12 UNIDENTIFIED VOICE: We've always had that,  
13 and we've always had those other additional measures --

14 MS. MAZANEC: Okay.

15 UNIDENTIFIED VOICE: -- that they can if,  
16 you know, mighty school uses (inaudible). And so that's  
17 something that they put in, we work on, and like that.

18 (Inaudible).

19 CHAIRMAN DURHAM: Dr. Flores?

20 MS. FLORES: I'm interested in life skills,  
21 because I know the academics, you know, are important but,  
22 and but, I think that life skills such as balancing out a  
23 checkbook, being able to know when to say, you know, stop,  
24 and have you know, those things that are so important to  
25 live.



1 Aspirations you know, and such. I know  
2 probably you were talking about drugs this morning, and I  
3 mean just now, and drugs are, it's an addiction. And so I  
4 mean, I don't know if we know what these kids whether, you  
5 know, being able to do an analysis of, I'm trying to think  
6 of a book now. You know, it's -- it's really as important  
7 to these kids as not that art wouldn't be important to them  
8 but as is important to, you know, to other kids, and  
9 whether they need to be working on some things that other  
10 kids, you know, don't need to be working on. So that they  
11 have so much to deal with that I am thinking, they're just  
12 trying to kind of survive, and make a life maybe after they  
13 go through this that, not that I don't play, I mean, I am  
14 downplaying academics right now. But my God, if they have  
15 to survive, and have survived so much, should we really ask  
16 as much as we do of others? I guess it's all I'm saying.

17 CHAIRMAN DURHAM: Yes, Dr. -- Dr. Scheffel?

18 MS. SCHEFFEL: I'd just like to thank you  
19 for the presentation. You know, in my experience, I think  
20 AEC serves some of the most needy students in the state,  
21 and they're associated with multiple risk factors which  
22 you've outlined. And I think, the impact of not allowing  
23 flexibility is to create a context where we can continue to  
24 serve the students. I think standardized tests we know are  
25 not a great measure of student achievement for many of



1 these kids are not able to show what they know based on  
2 that kind of a measure, and so flexibility is such an  
3 important piece of the puzzle as you continue to do this  
4 great work. So thank you for doing it. I appreciate the  
5 discussion. I look forward to working with you to create  
6 flexibility necessary for these students to show growth.  
7 Thank you.

8 CHAIRMAN DURHAM: The other members, just a  
9 couple of quick questions. It's my understanding you that  
10 this work group was not able to reach consensus on the vast  
11 majority of issues. Is that correct, or not?

12 MS. GOFF: I could speak on that briefly.  
13 We were able to reach consensus, but we in our report,  
14 listed considerations for each of the recommendations. So  
15 some of the discussion items that came about from the  
16 minority of the members of the group.

17 CHAIRMAN DURHAM: Well, if there's a  
18 minority in the group, then you didn't reach consensus?

19 MS. GOFF: So.

20 MR. DILL: Everyone in that group was on  
21 board with every recommendation with some consideration.  
22 There was no dissenting opinion on any of the five areas at  
23 all.

24 CHAIRMAN DURHAM: All right. Seemed to be a  
25 victim of some other information but. So would it be --



1 would it be fair to say that the traditional education  
2 community is generally hostile to your efforts, and that  
3 the purpose of this particular legislation was kind of  
4 negatively intended towards your endeavor? Is that a fair  
5 statement, or not?

6 MR. DILL: I'm in over my head on that one.  
7 Chairman, I couldn't comment on that accurately.

8 CHAIRMAN DURHAM: Anybody? Anybody think  
9 the traditional education establishment isn't hostile to  
10 AECs?

11 MS. MAZANEC: Mr. Chair, are you talking  
12 about individual students, or you're talking about the  
13 relationships between students?

14 CHAIRMAN DURHAM: Well, the amount of money  
15 that it takes, the fact that they get treated differently.  
16 I mean, I've seen it over the years, maybe I'm seeing  
17 things.

18 MS. SCHEFFEL: Now, I think, I mean from  
19 what we hear at the department, I think there's a whole  
20 host of different relationships between districts, and  
21 traditional schools, and the AECs. And there are some that  
22 are really collaborative. I think there's some that have  
23 that schools on either side have feelings about each other  
24 in terms of why kids come, or don't come, or what goes. So  
25 I think, it just varies depending on the districts, and



1 schools, or on the state. But I think, there definitely  
2 are examples of places where the relationship isn't as  
3 strong, and where there is some hard feelings between the  
4 two. But I wouldn't say that happens everywhere. Al, do  
5 you want to add, or anything?

6 MS. PEARSON: I would speak in Jefferson  
7 County. We really see our students as wanting to be  
8 successful in our county. So we know that our students  
9 aren't necessarily successful in every school. So we have  
10 high schools that appreciate having alternative choices for  
11 students if they're not successful in that particular  
12 neighborhood school that they can go to an alternative  
13 education campus, and perhaps be successful. So I would  
14 say, I haven't seen that adversarial relationship between  
15 when we think about all of our students as wanting to be  
16 successful, we want as many opportunities, and pathways as  
17 we can develop for them.

18 CHAIRMAN DURHAM: Yes, Dr. Scheffel?

19 MS. SCHEFFEL: I mean, I might be  
20 misunderstanding the context but it strikes me that we're  
21 in a time of high stakes assessments. You're working with  
22 some of the most needy high risk kids in the state with  
23 multiple risk factors, and that kind of an assessment  
24 doesn't capture gains for those kids very well, in fact,  
25 they're very unmotivated to take those tests.



1                               So I think, what we're saying is, I  
2 understand some of these recommendations are. We're --  
3 we're having a discussion about flexibility so that  
4 students with the characteristics evidenced by those that  
5 you serve have some flexibility in how they showcase, and  
6 that makes total sense. I think Angelika, you indicated  
7 that to -- to just hold the AECs to the same requirements  
8 of these standardized assessments doesn't work. It's not  
9 that they can't make academic gains but we can't assess it  
10 the same way, and we have to build in flexibility.

11                              MS. SCHROEDER: Right. But I don't wanna  
12 diminish the importance of the academic. That's what it  
13 cause me. I'm off for finding some different ways to kids  
14 to demonstrate, have more project based. One of the AECs  
15 in my district, all the kids accept, and went to college.  
16 Just blew me away considering what those kids pay --

17                              UNIDENTIFIED VOICE: Oh, I'm sorry. I'm so  
18 sorry. We're getting tired.

19                              UNIDENTIFIED VOICE: So I know that there  
20 are phenomenal things that happen to kids who come with  
21 great personal needs, and challenges, drugs, all -- all the  
22 things that you've described. But they were still able to  
23 demonstrate that they've got them the moxie, and that  
24 they've got the academic skills in some way that does not  
25 have to be. I mean, I completely agree with the



1 flexibilities. I'm more worried about making it less  
2 important, and having not -- not -- that having learning  
3 not be a critical part of their healing. There's more to  
4 it than just learning. A lot of healing but that still has  
5 to be a huge part for me.

6 CHAIRMAN DURHAM: Dr. Scheffel to  
7 (inaudible).

8 MS. SCHEFFEL: You know, it'd agree my only  
9 thought would be as we know when students come into  
10 context, and they have huge personal issues as the case  
11 that you reference. I mean, you know, even Bloom's Tax  
12 could be suggests that you've got to address the basic  
13 needs before you can get to the higher level needs, which  
14 is learning an abstract concept, or how to write better, or  
15 whatever. So I mean, time becomes a huge very intense.

16 CHAIRMAN DURHAM: I would say, I hate to  
17 join the softy crowd but I think.

18 UNIDENTIFIED VOICE: It's not gonna happen.

19 CHAIRMAN DURHAM: But realistically  
20 speaking, I don't know if this is my understanding of the  
21 reason for the bill that created this was created done by  
22 people generally hostile to your interests. I don't know  
23 whether these recommendations make the least my cut of, you  
24 know, appropriate consideration of the problems that  
25 students who are in AECs face. And you know, I guess, you





1 could have all kinds of measures of success like do the  
2 show up every day, or on a regular basis, and do they show  
3 up on time. Some of the things that would make a good  
4 employee if translated. You know, any more an employee can  
5 get to work on times are pretty good plus.

6                   So I think the other thing you can teach  
7 these kids that, you know, they're their victim card is  
8 expired, and ATM is going to take it anymore. That they're  
9 in a position where they have to start producing, just  
10 instilling a few of those kinds of values. I'd probably  
11 label success. Well, and also I have to agree with Dr.  
12 Schroeder, that you can't overlook the academics because  
13 they're an essential part of ultimate success, but at  
14 least, I think, I view these schools by, and large as the  
15 last stop. And if you don't make it work, they're going to  
16 be dropouts, and they will go deal as a society with the  
17 other set of problems that we know are created by students  
18 who don't complete. So in many cases, I suspect, it's  
19 money spent unsuccessfully, and -- and probably, someone is  
20 gonna certainly above our pay grade is going to have to  
21 decide whether we want to keep taking the risk with those  
22 funds.

23                   And I for one, I'm for not dealing these  
24 programs because they don't make the abstract measures on  
25 the part tests, or other things that we need a fairly broad



1 spectrum of measure to judge success. Any other comments  
2 or questions? Yes, Ms. Goff?

3 MS. GOFF: Is there -- I don't know. Dr.  
4 Ethan, I'm looking at you because that's where my head kind  
5 of has the best familiarity, you know. Is there any  
6 overlap? I would think that maybe judging by the nature of  
7 our AECs, or the schools themselves, and their purpose, and  
8 how they're designed, and why? The answer will be no, not  
9 really. And I would understand that.

10 But nonetheless, after what we've heard  
11 today, and we continue to learn about CTE, and other  
12 alternative approaches, and even in some of our, well,  
13 certainly lots of choice schools, and some traditional high  
14 schools as well, the options available. There is a change  
15 in flexibility, and opportunity. I just wondered, if can  
16 there be any conversation between AEC communities, and like  
17 Warren Tech for example, in Jefferson county, or the --  
18 starts with a B in Aurora and Adams County, there are some  
19 other vocational technical careers geared K12 schools. So  
20 has could there be, maybe I'll need to just tell me what  
21 the law allows, or doesn't around that and what are  
22 obligations possibilities?

23 MS. SCHEFFEL: Sorry, I'm trying to clarify  
24 your question. Are you asking if AEC students could attend



1 the Warren Tech? The situation, or would the AEC be more  
2 Warren Tech like?

3 MS. GOFF: Take their services, sharing  
4 their services, or be on those campuses once in a while. I  
5 guess in what others pay.

6 UNIDENTIFIED VOICE: Pretty much a case by  
7 case, I would guess.

8 MS. SCHEFFEL: And I think that's what you  
9 see in the AEC population is it's very unique. I mean, if  
10 you look across, recall many schools alternative education  
11 campuses, and they have different missions, and different  
12 purposes for helping students be successful. So we have  
13 special education AECs that are, you know, our Rocky  
14 Mountain Tech school for example, it's a very different  
15 mission, and very different instructional approach then you  
16 would see at say Brady exploratory.

17 So we have different kind, which is mostly  
18 dropout prevention, bringing students back in who have  
19 failed. So I guess, what I would say is, that opportunity  
20 for trade, and professional technical would be available in  
21 a mission of an AEC absolutely, and are Warren Tech  
22 Vocational School would absolutely allow that kind of  
23 enrollment of if a student was interested in taking a class  
24 at vocational. They could absolutely go to the, you know,  
25 the culinary school there, and do some work to learn how to



1 be a chef, as well as do their academics at their  
2 alternative education campus.

3 MS. GOFF: Is there any connection, alliance  
4 with partnering with, for example the what's our -- what's  
5 discipline -- what's our school?

6 MS. SCHEFFEL: Which, the Warren Tech?

7 MS. GOFF: No. I was lost. The name of the  
8 first suspended students.

9 MS. SCHEFFEL: The detention center.

10 MS. GOFF: Part of the juvenile service.

11 UNIDENTIFIED VOICE: The justice system,  
12 Ridge View?

13 MS. GOFF: What's the name of it?

14 UNIDENTIFIED VOICE: Ridge View Academy?

15 MS. GOFF: Well, that's one. There's one in  
16 Jefferson County.

17 UNIDENTIFIED VOICE: That's one in Jefferson  
18 County.

19 MS. GOFF: I'm really silly right now.

20 MS. SCHEFFEL: Mount View. Is it Mount  
21 View?

22 MS. GOFF: Mount View. Thank you. Yes.  
23 I'm just thinking in terms of what flexibility to build up  
24 rather than chop away, you know, something that is  
25 pertinent to those kids.



1 UNIDENTIFIED VOICE: I don't think anyone  
2 here is anti looking at, I think we all agree it's more  
3 than a score on a day in a classroom for kids. So whatever  
4 is available possible for them, bringing in some of the  
5 other community options that supports system.

6 MS. SCHEFFEL: Well, in Mount View is a  
7 facility, so that would have different jurisdiction, and  
8 laws governing detainment of students, and things like  
9 that.

10 MS. GOFF: Please don't tell them I couldn't  
11 remember the name.

12 CHAIRMAN DURHAM: Yes, Dr. Flores?

13 MS. FLORES: We have a school in Denver, and  
14 I think it's called College View, and they -- they graduate  
15 about a 100 percent of the kids. They do some of the  
16 things that you're talking about -- they do some of the  
17 things that you're talking about. They go to culinary  
18 schools, they go to the community college. And these are  
19 tough, tough kids, but they rated like the 55th school in  
20 the country. And it's here. It's one of the, you know,  
21 top schools of alternative schools, you know, which one I'm  
22 talking about. And it's -- they do different things.

23 We -- I think, we don't want these schools  
24 to close. And I -- I don't know. I'm hearing -- I'm  
25 hearing I thought I was hearing that you guys think it's



1 expensive, it's whatever. But you know, I -- I remember  
2 doing some work for, oh, well, it was a Life Skills  
3 program, that was very expensive. I mean, to train people  
4 to go into districts, and train people, I agree, it was  
5 very expensive. But I think, we can't allow these kids to  
6 not succeed at this last juncture. I think what they have  
7 left is -- is jail, or whatever, just not being able to  
8 have any skills at all, and we -- we did certainly don't  
9 want that. We don't want that at all. So we thank you for  
10 what you do.

11 CHAIRMAN DURHAM: Any other questions, or  
12 comments? I think you agree. Thank you very much, and we  
13 appreciate what you do, and wish you every success. All  
14 right. Let's see. Elizabeth, you want to go back to?

15 MS. CORDIAL: 16.01.

16 CHAIRMAN DURHAM: Break? All right. Let's  
17 take a five minute break. Thank you.

18 (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 October, 2018.

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