

**COMMITTEE ON ACCREDITATION**  
**MINUTES**  
**June 21, 2021**  
**Commission on Teacher Credentialing**

**Committee Members Present**

Anna Moore  
Bob Frelly  
Cathy Creasia  
Cynthia Amos  
J. Kevin Taylor  
Jomeline Balatayo  
Katrine Czajkowski  
Lynn Larsen  
Michael Hillis

**Committee Members Absent**

Cheryl Forbes  
Martin Martinez  
Gerard Morrison

**Staff Members Present**

David DeGuire, Director  
Cheryl Hickey, Administrator  
Erin Sullivan, Administrator  
Cara Mendoza, Administrator  
Bob Loux, Consultant  
Gay Roby, Consultant  
Hart Boyd, Consultant  
Miranda Gutierrez, Consultant  
Poonam Bedi, Consultant  
Roxann Purdue, Consultant  
Sarah Solari-Colombini, Consultant  
William Hatrick, Consultant  
Kristina Najarro, Consultant  
Michele Williams-George  
Michelle Bernardo, Secretary

**Present Via Technology**

Conni Campbell, San Diego COE  
Chris Reising, San Diego COE  
Janna Anderson, San Diego COE  
Sheiveh Jones, San Diego COE

Elisa Salasin, University of California,  
Berkeley  
Jacob Disston, University of California,  
Berkeley  
Carol Loflin, Contra Costa COE  
Julie Dooley, Contra Costa COE  
Marsha Tokuyoshi, Contra Costa COE  
Carol Battle, High Tech High Graduate  
School of Education  
Hayley Murugesan, High Tech High  
Graduate School of Education  
Kelly Wilson, High Tech High Graduate  
School of Education  
Sarah Fine, High Tech High Graduate School  
of Education  
Jill Hamilton-Bunch, Team Lead  
Constance Best, Davis Joint USD  
Grant Ermis, Davis Joint USD  
Julianna Sikes, Davis Joint USD  
Barbara Howard, Team Lead  
Elizabeth Heinberger, Sutter County SOS  
Lisa Gault, Sutter County SOS  
Rachel Mecham, Sutter County SOS  
Conni Campbell, Team Lead  
Charise DeCoito, Contra Costa COE  
Nyere da Silva, Contra Costa COE  
Christine Sisco, Team Lead  
Lena Bundtzen, Campbell USD  
Liliana Contreras, Campbell USD  
Aleeta Powers, Team Lead  
Deb Erickson, Point Loma Nazarene  
University  
Jill Hamilton-Bunch, Point Loma Nazarene  
University  
Michael Corke, Point Loma Nazarene  
University  
Christine Zeppos, Team Lead  
Jill Orcutt, University of California, Merced  
Mari Harris, University of California, Merced

Michael Pierick, University of California,  
Merced  
Judy Sylva, Team Lead  
Janelle Woodward, Pleasanton USD  
Julie Twisselmann, Pleasanton USD  
Julio Hernandez, Pleasanton USD  
Kimberly Ortiz, Pleasanton USD  
Carol Clauss, Team Lead  
Ryan Gleason, Las Virgenes USD

Kimberly Lilienthal, Team Lead  
Billie Schwartz, Anaheim Union HSD  
Diana Fujimoto, Anaheim Union HSD  
Jackie Counts, Anaheim Union HSD  
Regina Powers, Anaheim Union HSD

#### Item 1 – Call to Order and Roll Call

The meeting of the Committee on Accreditation was called to order by Bob Frelly at 8:30 a.m. on Monday, June 21, 2021. This meeting was conducted entirely electronically, with minimal presence in the Commission offices, due to the COVID 19 pandemic and Governor Newsom’s stay at home order.

#### Item 2 – Approval of the Agenda

It was moved, seconded (Czajkowski/Taylor: no recusals) and carried by roll call vote to approve the June 2021 agenda.

Deputy Director Amy Reising gave recognition and thanks to the out going Co-Chair Anna Moore after serving two terms with the COA and being elected its Co-Chair numerous times. Members of the COA expressed their well wishes and appreciation to Anna Moore.

#### Item 3 - Approval of the Minutes of the Prior Meeting

It was moved, seconded (Hillis/Larsen: abstain by Balatayo/Czajkowski/Taylor) and carried by roll call vote to approve the May 2021 minutes with no corrections.

#### Item 4 - Co-Chair and Member Reports

No Co-Chair and member reports.

#### Item 5 – Staff Reports

Administrator Cheryl Hickey gave thanks to Anna Moore for her support to PSD staff. She provided updates on the last Commission meeting and discussed upcoming changes to the Reading Instruction Competency Assessment (RICA).

Director David DeGuire reported on AB 437 which provides two additional options for candidates to demonstrate subject matter competence. One option would be through course work and the other is a combination of course work and subtests of the subject matter examination (CSET). More information and guidance will be provided about the bill as it goes through the law-making process. He indicated that the 2021-2022 State Budget trailer bill also provides the option to complete the basic skills requirement and subject matter using coursework and a combination of coursework and exam options. He noted more will be shared on these topics in the future.

Administrator Erin Sullivan reported on the upcoming site visits for the violet cohort. She noted that the Indigo cohort will begin submitting program review and common standards review. In addition, there will be 4 more provisional site visits in the fall and 3 in the spring.

Administrator Cara Mendoza provided an update on the budget regarding classified grants. The Governor approved \$125 million for classified grants. Teacher residency grants were allocated \$250 million at the May budget revise. Additionally, Ms. Mendoza discussed a new Computer Science Supplementary Authorization incentive grant with \$15 million for teachers in computer science.

#### Item 6 – Program Approval Recommendations

There were 3 institutions with 3 new programs for approval.

#### San Diego County Office of Education for an Education Specialist: Deaf and Hard of Hearing, Intern Pathway and a Preliminary Single Subject, Intern Pathway

The following representatives for SDCOE were present and answered questions about the proposed programs:

- Janna Anderson, Project Specialist, Teacher Effectiveness and Preparation
- Dr. Conni Campbell, Coordinator, Teacher Effectiveness and Preparation
- Chris Reising, Executive Director of Human Resources
- Dr. Sheiveh Jones, Director of Human Resources' Teacher Effectiveness and Preparation

After discussion, it was moved, seconded (Czajkowski/Balatayo: no recusals) and carried by roll call vote to approve San Diego County Office of Education for an Education Specialist: Deaf and Hard of Hearing, Intern Pathway and a Preliminary Single Subject, Intern Pathway programs.

#### University of California, Berkeley: Teacher Induction

Jacob Disston, BE3 STEM Pathway Lead and Induction Coordinator and Dr. Elisa Salasin, BE3 Operations Lead were present to answer any questions about the proposed program.

After discussion, it was moved, seconded (Czajkowski/Balatayo: no recusals) and carried by roll call vote to approve the University of California, Berkeley: Teacher Induction program.

#### Contra Costa County Office of Education: Preliminary Administrative Services

Julie Dooley, ELA/ELD Coordinator and Administrative Leadership Program Coordinator; Marsha Tokuyoshi, Senior Director, Educational Services; and Carol Loflin, Leadership Coach were present to answer questions about the proposed program.

After discussion, it was moved, seconded (Hillis/Frelly: no recusals) and carried by roll call vote to approve Contra Costa County Office of Education: Preliminary Administrative Services program.

## Item 7 – Program Change of Status

Section A: Program Withdrawals – There were 2 program sponsors withdrawing 2 programs.

After discussion, it was moved, seconded (Larsen/Taylor: no recusals) and carried by roll call vote to withdraw following programs.

California State Polytechnic University, Pomona  
Reading and Literacy Added Authorization program, effective June 21, 2021

California State University, Los Angeles  
Clear Administrative Services credential program, effective June 30, 2021.

Section B: Program Requesting Reactivation – There were no programs requesting reactivation.

Section C: Adding a New Content Area – There were no programs adding a new content area.

Section D: Programs Transitioning – There were no programs requesting to transition.

Section E: Programs Moving to Inactive Status – This section included 4 program sponsors moving 5 programs to inactive status. No action was required nor taken.

Baldwin Park Unified School District:  
Teacher Induction, effective June 22, 2021

Bard College:  
Preliminary Single Subject: Music, effective August 15, 2021

California State University, Los Angeles:  
Reading and Literacy Leadership Specialist, effective June 30, 2021  
Reading and Literacy Added Authorization, effective June 30, 2021

Point Loma Nazarene University:  
Teacher Induction, effective June 21, 2021

Item 8– Initial Program Approval for New Program Sponsors  
There were no new program sponsors seeking program approval.

Item 9– Notification of Institutions Not in Compliance with Accreditation Timelines  
Analyst Michelle Bernardo provided an update to the item. She reported that Pasadena Unified School District has yet to resubmit their complete preconditions as requested. No action was taken.

Item 10 – Report of the Provisional Site Visit Accreditation Team to High Tech High Graduate School of Education

Administrator Erin Sullivan and Consultant Poonam Bedi introduced this item which was a site visit of an institution in provisional status. They were joined by team lead Jill Hamilton-Bunch and institutional representatives Dr. Kelly Wilson, Dean, Carol Battle, Multiple Subject Program Manager; Dr. Sarah Fine, Program Director; and Hayley Murugesan, Director of Student Affairs.

After discussion, it was moved, seconded (Balatayo/Creasia: no recusals) and carried by roll call vote to grant the status of Accreditation with Stipulations to High Tech High Graduate School of Education.

The following stipulation was placed on the institution:

1. That within 6 months the institution provide evidence that it is preparing Preliminary Multiple Subject candidates to teach Health and Physical Education.

Because this institution has not yet been granted full initial institutional approval by the Commission, the next step in the process is to present the team report and the COA action to the Commission as information as they determine whether to grant full initial institutional approval (Stage V) at is August 2021 Commission meeting.

Item 11 – Report of the Accreditation Team to Davis Joint Unified School District

Consultants Hart Boyd and Kristina Najarro introduced this item. They were joined by team lead Barbara Howard and institutional representatives Constance Best, Executive Director of the Yolo-Solano Center for Teacher Credentialing, Teacher Induction and Career Technical Education (CTE) Program Director; Julianna Sikes, Intern Programs Director; and Grant Ermis, Career Technical Education and California Agricultural Teachers’ Induction Program (CATIP) Program Director.

After discussion, it was moved, seconded (Czajkowski/Hillis: no recusals) and carried by roll call vote to grant the status of Accreditation to Davis Joint Unified School District and its credential programs.

Item 12 – Report of the Accreditation Team to Sutter County Superintendent of Schools

Consultant Bob Loux introduced this item. He was joined by team lead Conni Campbell and institutional representatives Lisa Gault, Director; Elizabeth Heinberger, Program Manager and Rachel Mecham, Program Manager.

After discussion, it was moved, seconded (Larsen/Balatayo: no recusals) and carried by roll call vote to grant the status of Accreditation to Sutter County Superintendent of Schools and its credential programs.

Item 13 – Report of the Accreditation Team to Contra Costa County Office of Education

Consultant Roxann Purdue introduced this item. She was joined by team lead Christine Sisco

and institutional representatives Charise DeCoito, Coordinator, Teacher Induction; and Nyere da Silva, Coordinator, Teacher Induction.

After discussion, it was moved, seconded (Hillis/Creasia: no recusals) and carried by roll call vote to grant the status of Accreditation to Contra Costa County Office of Education and its credential programs.

Item 14 – Report of the Accreditation Team to Campbell Unified School District

Consultant Gay Roby introduced this item. She was joined by team lead Aleeta Powers and institutional representatives Lena Bundtzen, Assistant Superintendent of Human Resources, and Liliana Contreras, Program Coordinator.

After discussion, it was moved, seconded (Czajkowski/Taylor: no recusals) and carried by roll call vote to grant the status of Accreditation to Campbell Union School District and its credential programs.

Item 15 – Discussion of COA Meeting Dates for 2022

Analyst Michelle Bernardo introduced this item presenting potential COA meeting dates for the 2022 year.

After discussion, it was moved, seconded (Czajkowski/Balatayo: recusals by Moore/Frelly) and carried by roll call vote to approve the 2022 COA meeting dates as noted below.

February 3-4, 2022  
March 24-25, 2022  
May 5-6, 2022  
June 29-30, 2022  
August 4, 2022  
October 27-28, 2022

Item 16 - Report of the Accreditation Team to Point Loma Nazarene University

Consultant Dr. Sarah Solari-Colombini introduced this item. She was joined by team lead Christine Zeppos and institutional representatives Dr. Deborah Erickson, Dean; Dr. Jill Hamilton-Bunch, Associate Dean; and Dr. Michael Corke, Director of Assessment.

After discussion, it was moved, seconded (Amos/Czajkowski: no recusals) and carried by roll call vote to grant the status of Accreditation with Stipulations to Point Loma Nazarene University and its credential programs.

The following stipulations were placed on the institution:

By June 1, 2021, Point Loma Nazarene must:

1. Provide evidence that demonstrates compliance with the Teacher Induction Preconditions 2, 3, and 5 by rectifying the issues that are out of compliance and

providing a letter submitted by Point Loma Nazarene leadership that confirms compliance and alignment to the identified preconditions.

That within one year of the site visit, the institution must submit a report, including evidence documenting the following:

2. That it provides support and assistance to preliminary credential candidates in a consistent manner at the Bakersfield and Mission Valley campuses.
3. That it provides evidence of a clearly defined process and identifies specific personnel who support candidates who need additional assistance to meet program requirements and competencies in all programs.
4. That it provides evidence that the School of Education (SOE) assessment system collects data on candidate and mentor/site-based supervisor needs for all programs and makes appropriate modifications based on findings to provide a level of support that leads to candidate success.
5. That candidates in the preliminary programs are aware of the Teaching Performance Expectations (TPE) and their purpose and, where appropriate, the Teaching Performance Assessment (TPA) requirement.
6. That university supervisors are trained in and knowledgeable about the program's curriculum and assessments and are provided with an orientation to the program's expectations.
7. That for the Reading and Literacy Added Authorization (RLAA):
  - a. candidates work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4<sup>th</sup> grade and up) levels of literacy acquisition.
  - b. candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.
  - c. candidates know the critical aspects of and can facilitate student and teacher use of multiple digital literacy for 21<sup>st</sup> century skills necessary for success in today's global economy.
8. That for the School Counseling Program:
  - a. candidates receive consistent advising and are provided with a plan that clearly delineates their path to program completion.
  - b. adjunct faculty are provided with the larger context of the School Counseling program so that they understand how each course fits within that context.
9. That for the Adapted Physical Education Added Authorization (APE) program:
  - a. candidates understand and use multiple sources of information to make decisions about eligibility for services for adapted physical education.
  - b. candidates are provided with the skills to assess students from diverse backgrounds and with varying language, communication, and cognitive abilities.
  - c. candidates are provided field experiences that lead to an extended culminating placement in which they work toward assuming full responsibility for providing services in the adapted physical education credential added authorization and are of sufficient duration for candidates to demonstrate the TPEs for adapted physical educators.

- d. candidates are offered instruction in the principles of motor learning and motor control as they apply to the effective instruction of individuals with disabilities and then are provided the opportunity to demonstrate their skills and ability through coursework and fieldwork.
  - e. candidates are provided the opportunities to demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan and in a variety of settings.
10. That for the Teacher Induction Program:
- a. the program implements a robust mentoring system as described in the standards to help each candidate work to meet the California Standards for the Teaching Profession.
  - b. the mentoring system provides both “just in time” and longer-term analysis of teaching practice to help candidates develop enduring professional skills.
  - c. site administrators are consulted in the development of the Individualized Learning Plan.
  - d. the program describes how its design contributes to candidates’ retention in the profession.
  - e. candidates receive dedicated, consistent time for regular mentor interactions and that time meets requirements set forth in preconditions.
  - f. mentors receive training and support in the program’s design so that they are aware of the ILP and its purpose.
  - g. the program assesses the quality of mentor services provided to candidates and provides formative feedback to mentors.
  - h. the program develops a system of support through collaboration, communication, and coordination between the program, mentors, schools, and district administrators.
11. That within one year Point Loma Nazarene University host a revisit to confirm all stipulations have been addressed.

In addition:

- The institution's response to the preconditions is accepted.
- Point Loma Nazarene University is permitted to propose new credential programs for approval by the Committee on Accreditation.
- Point Loma Nazarene University continues in its assigned cohort on the schedule of accreditation activities as determined by the Commission on Teacher Credentialing.

Item 17 – Report of the Provisional Site Visit Accreditation Team to University of California, Merced

Consultant Bob Loux introduced this item. He was joined by team lead Judy Sylva and institutional representatives Dr. Jill Orcutt, Dean; Dr. Mari Harris, Director; and Michael Pierick, Administrative Officer: Enrollment Management and Office of Extension.



After discussion, it was moved, seconded (Balatayo/Taylor: no recusals) and carried by roll call vote to grant the provisional status of Accreditation with Stipulations to University of California, Merced and its credential programs.

The following stipulations were placed on the institution:

That within one year, the institution submit a report detailing how the following issues have been addressed in the program:

1. The institution presents evidence of the implementation of the comprehensive continuous improvement process utilizing the systems and tools developed inclusive of candidate performance data and input from key stakeholders.
2. The institution presents evidence of the implementation of a process to monitor candidate progress and determine support needs regarding specific performance expectations.
3. The institution presents evidence that cooperating teachers receive 10 hours of initial training, particularly around program expectations.

In addition:

- The institution's response to the preconditions is accepted.
- University of California, Merced is permitted to propose new credential programs for approval by the Committee on Accreditation.
- University of California, Merced continues in its assigned cohort on the schedule of accreditation activities as determined by the Commission on Teacher Credentialing.

Because this institution has not yet been granted full initial institutional approval by the Commission, the next step in the process is to present the team report and the COA action to the Commission as information as they determine whether to grant full initial institutional approval (Stage V) at is August 2021 Commission meeting.

#### Item 18 – Report of the Accreditation Team to Pleasanton Unified School District

Consultant Poonam Bedi introduced this item. She was joined by team lead Carol Clauss and institutional representatives Dr. Janelle Woodward, Assistant Superintendent of Teaching and Learning; Kimberly Ortiz, Pleasanton New Teacher Project (PNTTP) Director; and Julie Twisselmann, PNTTP Coordinator and Coach.

After discussion, it was moved, seconded (Czajkowski/Balatayo: no recusals) and carried by roll call vote to grant the status of Accreditation with Probationary Stipulations to Pleasanton Unified School District its credential program.

The following stipulations were placed on the institution:

Within one year, Pleasanton Unified School District must:

- 1) Provide evidence that the unit actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all

educator preparation programs and evidence of a collaborative, cohesive, coordinated district-level leadership structure.

- 2) Provide evidence that the unit implements a credential recommendation process that ensures only candidates who have met all credential requirements are recommended for a credential. Including evidence:
  - a. Of procedures that, prior to recommending a candidate for a Clear credential, the Induction program sponsor verifies that the candidate has satisfactorily completed all program activities and requirements.
  - b. That the unit monitors the credential recommendation process.
- 3) Provide evidence of the implementation of a comprehensive continuous improvement process inclusive of:
  - a. The unit and its programs regularly assess their effectiveness and make appropriate modifications based on findings.
  - b. The systematic collection, analysis, and use of candidate and program completer data as well as data reflecting the effectiveness of unit operations.
  - c. The collection of feedback from all key stakeholders about the quality of the program.
  - d. How the program regularly assesses the quality of services provided by coaches to candidates.
  - e. How the program provides formative feedback to coaches on their work, including establishment of collaborative relationships.
- 4) Provide evidence documenting the process through which the program ensures that all candidates know and demonstrate the knowledge and skills required by the standards prior to recommendation for a credential.
- 5) Provide evidence that the program receives sufficient resources to allow for effective operation of the educator preparation program. The resources must enable the program to effectively operate in terms of coordination, admission, advisement, curriculum, professional development and instruction, field-based supervision and clinical experiences.
- 6) Provide evidence of the identification of appropriate information and personnel that are accessible to guide each Education Specialist candidate's attainment of program requirements and that a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.
- 7) Provide evidence that the site-based supervisors (coaches) are certified, carefully selected, and trained to provide effective support for candidates in the specified content and/or services authorized by the credential the candidates are seeking to clear.
- 8) Not be permitted to propose new credential programs for approval by the Committee on Accreditation and that the Pleasanton Unified School District notifies all current and prospective candidates of the accreditation status.
- 9) Provide quarterly written documentation to the Committee on Accreditation documenting all actions to address the stipulations noted above.
- 10) Host a revisit to verify required changes have been made in the program design and implementation is aligned to the Common and Program Standards and collect evidence of actions to address the stipulations noted above.

In addition:

- Pleasanton Unified School District's responses to the preconditions are accepted.
- Pleasanton Unified School District will continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Item 19 – Report of the Provisional Site Visit Accreditation Team to Las Virgenes Unified School District

Consultants William Hatrick and Dr. Michele Williams-George introduced this item. Joining them were team lead Kimberly Lilienthal and institutional representative Ryan Gleason.

After discussion, it was moved, seconded (Balatayo/Taylor: recusal by Hillis: Frelly not present for vote) and carried by roll call vote to grant status of Accreditation with Stipulations to Las Virgenes Unified School District.

The following stipulations were placed on the institution:

1. That within one year the institution provides evidence.
  - a. that the unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites as appropriate to the program.
  - b. that the unit and programs implement coursework and clinical experiences for candidates to effectively support all students in meeting state-adopted academic standards.
2. That within one year, for the Teacher Induction Program, the institution provides evidence
  - a. that the candidates' Individual Learning Plan (ILP) will include professional growth goals and how the candidate will meet those goals with defined and measurable outcomes.
  - b. that the ILP will identify support and learning opportunities for each candidate to refine effective teaching practices through focused cycles of inquiry.
  - c. that the mentoring process will support each candidate's analysis of student and other outcomes data to further inform the repeated cycle of planning and instruction.
  - d. that the program ensures candidates have dedicated time for observations of colleagues and peers.
  - e. that program leaders provide formative feedback to mentors on their work.
  - f. that the program collaborates with affiliated school and district administrators and all members of the induction system to provide a coherent overall system of support.
  - g. that candidates are provided with significant opportunities to experience issues of diversity, including experience in schools reflecting the diversity of California's student population.

3. That within one year, for the Preliminary Administrative Services Credential program, the institution provides evidence
  - a. that the design of the program is aligned with principles of adult learning theory.
  - b. that the program establish productive working relationships with affiliated partners (school districts which facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups) in order to share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.
4. That within one year, for the Clear Administrative Services Credential program, the institution provides evidence
  - a. that demonstrates the clear, consistent, well-defined criteria used in the selection process of coaches.
5. that quarterly progress reports be provided to the Committee on Accreditation to ensure that appropriate action is being taken in a timely manner.

In addition, staff recommends that:

- The institution's response to the preconditions is accepted.
- Las Virgenes Unified School District is permitted to propose new credential programs for approval by the Committee on Accreditation.
- Las Virgenes Unified School District continues in its assigned cohort on the schedule of accreditation activities as determined by the Commission on Teacher Credentialing.

Because this institution has not yet been granted full initial institutional approval by the Commission, the next step in the process is to present the team report and the COA action to the Commission as information as they determine whether to grant full initial institutional approval (Stage V) at is August 2021 Commission meeting.

#### Item 20 – Discussion of Six Month Follow Up Report from Anaheim Union High School District

Consultant Gay Roby introduced this item. She was joined by institutional representatives Jackie Counts, Director of Innovative Programs; Diana Fujimoto, Anaheim Union High School District (AUHSD) Lead Curriculum Specialist; Regina Powers, AUHSD Librarian and Induction Support; and Billie Schwartz, AUHSD Induction Consultant.

After discussion, it was moved, seconded (Czajkowski/Frelly: no recusals) and carried by roll call vote to accept the 6<sup>th</sup> month follow-up report from Anaheim Union High School District.

#### Item 21 – Election of Co-Chairs

Administrator Cheryl Hickey introduced this item. She identified Martin Martinez and Bob Frelly as having been nominated for the Co-Chair positions at the last COA meeting. She noted that nominations were still open and asked for any additional nominees. Hearing none, she

closed the nominations and called for the vote. Co-Chair Anna Moore read a statement by nominee Martin Martinez who was unable to attend the meeting.

Administrator Cheryl Hickey asked first for the vote for the TK-12 representative Co-Chair. After discussion, it was moved, seconded (Taylor/Czajkowski: no recusals: abstain: Moore) and carried by roll call vote to accept Martin Martinez as Co-Chair.

Ms. Hickey reminded the committee that in order to re-elect Bob Frelly as Co-Chair from the postsecondary community they would have to vote to override their own COA Procedures Manual which limited the terms of office for Co-Chairs to two terms. After discussion, it was moved, seconded (Taylor/Czajkowski: no recusals: abstain by Moore) and carried by roll call vote to override the COA procedures manual waiving the limitation on terms of office for Co-Chairs.

After discussion, it was moved, seconded (Taylor/Czajkowski: no recusals: abstain by Moore) and carried by roll call vote to elect Bob Frelly as Co-Chair.

#### Item 22 – Public Comment

No public comments.

#### Item 23 – Adjournment

Co-Chair Anna Moore adjourned the meeting at 2:08p.m. The next meeting of the COA is scheduled for August 16, 2021.