



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO

January 13, 2016, Part 2

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: To order and say. Next
2 item on the agenda is a -- the recognition of Blue Ribbon
3 Schools, and sorry for the rush there --

4 MR. ASP: No problem.

5 CHAIRMAN DURHAM: -- Commissioner Asp.
6 We'll -- we'll turn it over to you.

7 MR. ASP: Thank you very much. We're very
8 pleased to be honoring the recipients of the 2015 Blue
9 Ribbon Schools Program. So we've got a chance to chat with
10 that in the hallway, and we're very excited about this. So
11 I'll turn it over to Associate Commissioner Allyson Pearson
12 to a -- a -- take us to the ceremony.

13 MS. PEARSON: Thank you. Good morning.

14 Today we will honor our 2015 Colorado Blue Ribbon Award
15 winners. The Blue Ribbon Schools Program began in 1982, to
16 honor and bring public attention to highly successful
17 American schools. All nominees for the Blue Ribbon Award
18 must qualify as either exemplary high-performing schools
19 that are in the top 15 percent of schools in the state, as
20 measured by state tests in both reading and math, or as
21 exemplary achievement gap-closing schools, which are
22 schools that have 40 percent of their students from
23 disadvantaged backgrounds at least, and have dramatically
24 improved student performance in all subgroups to high
25 levels in reading and math on the state assessment. CDE is



1 able to nominate up to five schools that have five years of
2 test data that show that they are either high-performing or
3 closing achievement gaps. Once CDE has identified the
4 schools, the schools complete a rigorous application which
5 is submitted to the U.S. Department of Education in
6 February. The U.S. Department of Education then verifies
7 the data to make sure the school exemplifies high quality.
8 Once the award-winners are certified based on results of
9 the most current data, sets another year of data, they are
10 honored in Washington, D.C. at a national awards ceremony.

11 This year, the awards ceremony was held in
12 November, where each of the Blue Ribbon Schools received a
13 plaque, banner, and flag signifying their blue ribbon
14 status. To be named the Blue Ribbon Schools to join an
15 elite group, only 8,000 schools have won the award in it's
16 33 year history. This year, of more than 132,500 schools,
17 only 285 public schools, and 50 private schools earned blue
18 ribbons. Earning a blue ribbon is a mark of excellence, a
19 symbol of quality recognized by everyone, from parents to
20 policymakers, and thousands of communities. It sets a high
21 standard for all schools striving to be exemplary. We look
22 at these schools as examples of how we can prepare our
23 children for success in the global economy. I would now
24 like to intro -- introduce each of our Blue Ribbon Schools,
25 and ask their representatives to say just a few words.



1 So we're gonna call them up one-by-one and
2 lemme give them a chance to talk just for a few minutes.
3 So first, we have Kim Noyes from Centennial Elementary
4 School in Harrison School District.

5 MS. NOYES: Good morning, Chairperson Durham
6 and distinguished members of the Board. It is a pleasure
7 to be here this morning, and get to celebrate along with
8 other Blue Ribbon winners. I am the principal of
9 Centennial Elementary. My name is Kim Noyes, and I'm very
10 excited to be here. I think many of the schools that are
11 represented here are community schools, and I know
12 Centennial is an example of just that. I'm very proud to
13 say that we have wonderful students, parents, families,
14 guardians, caregivers, and community organizations that
15 sponsor our school so that students and staff can do
16 wonderful work to help close achievement gaps.

17 In my time at Centennial, I am very proud to
18 say that we have seen huge increases in achievement, as
19 well as decreases in achievement gaps, and I think that is
20 an example of all stakeholders working together and all
21 stakeholders really em -- embracing the admission of
22 achievement gap. I also think it is an example of all
23 stakeholders work together, and really are the village
24 raising Centennial's children. I'm proud to say that we
25 have set out on a mission. One, to accomplish earning a



1 Blue Ribbon but also to accomplish that everyone is united
2 behind the philosophy that regardless of the child's zip
3 code, it will not determine the choices they have in life.
4 So thank you so much for having us here today. I'm very
5 pleased to be accompanied by a wonderful support staff, a
6 wonderful instructional staff and of course, parents and
7 students who are here in praise and celebration. Thank you
8 for having us.

9 CHAIRMAN DURHAM: Thank you. I presume
10 we'll do pictures at the end.

11 MS. CORDIAL: Yeah, we'll do pictures at the
12 end. Okay.

13 CHAIRMAN DURHAM: Perfect. Okay.

14 MS. CORDIAL: Next, we have Ryan Alsup from
15 Evergreen High School.

16 MR. ALSUP: Good morning everybody. Sorry.
17 On behalf of Evergreen High School, I would like to thank
18 the Board, and I would also like to thank Linda Banbury,
19 and her staff for recognizing us for our high academic
20 success. I'm Ryan, I'm the principal of Evergreen High
21 School as you've just heard. Earning the Blue Ribbon, as
22 you heard earlier, says significant accomplishment as one
23 that we're very proud to have done, not just once but
24 twice. We also won in 2007.



1 So at Evergreen, we're very proud to be part
2 of those 8,000 schools that have won it twice now. The
3 experience has been truly amazing. When we receive the
4 phone call, about a year ago, from Lind's office that we
5 had been nominated, and that we have to go through this
6 application process, I knew how significant this was, but
7 what I failed to recognize is that I didn't realize how
8 much our community, and our parents, and our staff would
9 appreciate this award as well. And a -- for us in -- in
10 Jefferson County, this award came at the perfect time, as
11 you know we were having some political issues going on
12 there. And so with the number of years with our teachers
13 having salary reductions, and in budget cuts, this came at
14 a perfect time we -- for us.

15 We have received the notice from Secretary
16 Duncan's office, that we had won, brought our staff into
17 the -- into the room, and had this stand-up staff meeting,
18 and played the audio, and they gave themselves a standing
19 ovation. That's the first time in probably a year I'd seen
20 my staff that excited about something. And of course, we
21 really had to keep it a secret for a little while. But you
22 know, once your community found out, I tell you, your
23 community has come out in multiple ways to help us.

24 So after we -- after I came back from
25 Washington, D.C. to actually get the award, we hosted a



1 community celebration at Evergreen, and -- and we decided
2 to have a banner, put on the banner, put out on the front
3 of our building that recognizes that we're a Blue Ribbon
4 School. And of course, the district was gonna come, and --
5 and install this for us but the night before they were
6 supposed to come, up in the mountains, we get a snowstorm,
7 and they couldn't get their equipment up there.

8 So here it is, the night before we have this
9 awards presentation, and we're not sure what we're gonna do
10 and on the hold-up comes the fire department with their big
11 ladder trucks -- and -- and it was you know, that you have
12 that bingo ladders, I guess, I don't know, the long race,
13 because they -- you can't reach the building but they --
14 they did that. And so to me, that was just an example of
15 how much this award is actually meant to our community. We
16 -- we've been celebrating a lot. This is actually kind of
17 a sad moment 'cause I think this is the last time we get to
18 celebrate this --

19 MR. ALSUP: -- Well the you know, for us, at
20 -- at -- at a high school level, I really do truly
21 recognize this as a feeder on award, he meaning that I may
22 not gonna be able to pull this off had our elementary, and
23 middle schools, and our parents, and our community not done
24 a fantastic job preparing our kids. So I just definitely
25 wanted to say that as well. Our kids -- our kids are



1 extremely proud of this as well. It's amazing. I was at a
2 basketball game the other night, and our kids start
3 chanting "We're Blue Ribbon!" --

4 MR. ALSUP: -- And -- and then it's you know
5 or (inaudible). I was -- I was walking down the hallway
6 the other day. The kid drops a piece of trash on the
7 ground, and his buddy, you know, nudges him and says "Pick
8 that up. We're Blue Ribbon School. We're -- we're better
9 than that." And I tell you, it's just been amazing --
10 amazing for me to see how much people have really taken us
11 in stride, and have really cared about this. So on behalf
12 of Evergreen High School, once again, I do wanna thank all
13 of you for all of the work that you do as well, and thank
14 you very much.

15 MS. CORDIAL: Next, we have Jeannie Tynecki
16 from High Peaks Elementary School.

17 MS. TYNECKI: Good Morning. Thank you for
18 letting us be here today. I'm just gonna adjust this a
19 little bit. But my name is Jeannie Tynecki. I am the
20 principal at High Peaks Elementary School in Boulder Valley
21 School District. I am the new principal at High Peaks, and
22 like Evergreen High School, we are a two-time winner of
23 this award. And let me tell you, it's really nice to be
24 able to come into a school, and have it win the Blue
25 Ribbon. It worked out really well for me --



1 MS. TYNECKI: -- just to say. You know, I'm
2 very honored to be working in Boulder Valley, but I'm also
3 very honored to be working with these teachers. I've been
4 in education for 23 years, and I have never worked in a
5 school with teachers that are so outstanding, and a
6 community that's so supportive. It's really a true gift to
7 the children. Boulder -- High Peaks is a focus school in
8 Boulder Valley. And focus school, is a school that follows
9 the district curriculum but also embeds another type of
10 curriculum, it could be bilingual. In our school, it
11 happens to be, that we embed, the Core Knowledge Sequence.
12 So that was one -- one of the reasons that our school is a
13 little bit different. And today, I brought with me one of
14 our esteemed teachers, Lisa White, who teaches first
15 graded, and has been at our school for a very long time.
16 I'm gonna let her share a little picture of our school.

17 MS. WHITE: Today, I am the High Peaks'
18 Educational Community representative, and I'm a founder
19 teacher. Thank you for acknowledging the engaged efforts
20 of our community. Our school has a unique history. 20
21 years ago, a small group of devoted parents proposed to my
22 district a friend of Core Knowledge Focus School, and the
23 district supported this proposal. From this vision, our
24 educational community has faithfully dedicated themselves
25 to support student learning. Our community loves learning,



1 and celebrating our learning. A poetry -- tree tea, an
2 ancient Egyptian Museum, Greek Olympics, a Shakespeare
3 play, a medieval fest, western round-up, our Lewis and
4 Clark obstacle course, a solar system tour, or a big event
5 crawling through the digestive system. And trust me, you
6 don't want to know how that ends. These are just a few
7 highlights of grade level celebrations. The children work
8 hard, and they love to learn, and they love to share. We
9 look forward to continuing exploring ways in which to
10 appropriately match the art and science of teaching to best
11 meet the needs of our present and future students. Thank
12 you.

13 CHAIRMAN DURHAM: Thank you.

14 UNIDENTIFIED VOICE: We have Jesse Morrill
15 from Kinard Core Knowledge School. You guys, turn to the
16 right.

17 UNIDENTIFIED VOICE: (Inaudible).

18 MR. MORRILL: All right! Well thank you,
19 also very much, for having us here today. We're excited to
20 be able to talk to you a little bit about our school, and
21 just the excitement that we have around winning this award.
22 My name is Jesse Morrill. I am also a new principal, new
23 principal at Kinard. I was an assistant principal for a
24 couple of years, but it definitely is a nice thing to be
25 able to -- to walk in, and inherit a Blue Ribbon School in



1 that first year, and be able to reap the benefits of the --
2 of the celebrations that have taken place. We've -- we've
3 had a ton of fun with this, and -- and really enjoyed,
4 really celebrating our history, and kind of where -- where
5 we've come from.

6 Kinard opened up 12 years ago, actually in
7 the upper wing of a high school, Vasa Ridge High School at
8 the time, as the Core Knowledge Middle School in the
9 district, and grew from about 200 students that first year
10 to where we are now at 820 kids, and a -- and a really
11 beautiful building, and just a thriving community. And --
12 it was really that first staff, you know, that first year
13 where they set the foundation for what we were gonna
14 become, and how we were gonna operate it. And -- and they
15 made a real commitment to -- into -- to doing whatever it
16 takes to ensuring high levels of learning for all of our
17 students. And you know, that commitment has -- has held
18 true up -- up until today, and we actually have one of our
19 founding staff members here, Lindsey Matkin, our Academic
20 Dean. She's gonna talk a little bit about the origins of
21 the school.

22 MS. MATKIN: Thank you for having me here
23 today. I am very proud to be here, representing the Kinard
24 staff and community. As Mr. Morrill said, I was a founding
25 staff member, and from the very beginning, a small group of



1 us which has now grown exponentially worked tirelessly to
2 work as a team. And as we created a well-balanced
3 curriculum including things from world languages to our
4 fine arts programs where math and sciences and in English
5 classes, we always did it as a team, which led really
6 naturally to the next step of us becoming a professional
7 learning community model school in the state of Colorado.
8 And it's always been about all of us working together, and
9 modeling that for our students, so they can learn the
10 importance of what it takes to support each other, and
11 really reach those high levels of achievement. So we also
12 brought -- really, the reason why we are Blue Ribbon School
13 is our students. So I'm gonna introduce Julian Qin's
14 father, and Tin -- Lisa Tinley so they can they can speak a
15 little bit about our school and our community.

16 MS. TINLEY: Thank you. I think that our
17 school's a Blue Ribbon School because of our qualities. We
18 -- we use our qualities within the classroom, and outside
19 of the classroom. It helps us prepare for real-world
20 situations for when we're trying to find a career path that
21 we are interested in, one of those parties is leadership.
22 We have the unique class center school such as Kinard Cares
23 where we use those leadership qualities, and we use them in
24 a real-world situation. We travel to Catalina Island which
25 is off the coast of Los Angeles, and we do some community -



1 - community service, and it's putting leadership skills to
2 -- to great use. And also, our teachers great support for
3 the students. If the student is feeling that they are need
4 support, need extra help with something, teachers are
5 always willing to be with the students, and help in that
6 way, so.

14 MS. CORDIAL: And finally, we have Penrose
15 Elementary School, and Michelle Lesser here from Penrose,
16 Colorado.

17 MS. LESSER: I told him that he had to come
18 with me 'cause this is a joint award. Thank you for the
19 opportunity to be here, and just talk a few minutes. And
20 again, thanks to Lynn for help us to -- helping us through
21 this process. Penrose Elementary is in a very rural
22 community. We're about 23 miles from Pueblo, Colorado, 26
23 from Colorado Springs, and eight miles from Canyon City.
24 We house all -- a lot of the state prisons and federal
25 prison in our area, so that's where most of our parents



1 work. This is also a unique process for me. I became the
2 principal of Penrose in the middle of last year, and had
3 the pleasure of writing the application, had a little heads
4 up on that.

5 I was also principal at a Turnaround School
6 when we first gave the first round of tiered intervention
7 grants, so that helped me with that application process.

8 It's quite a little easy, think it was more difficult. But
9 really, this is about my staff, and -- and the children at
10 our school. We believe that we're a family, and all of
11 that comes from our community. If something's happening,
12 it's happening at Penrose. So we do get a lot of community
13 support, and really appreciate that, and teachers have once
14 you're at Penrose, you stay at Penrose. My teachers have
15 been here a long time. I think, Kathy, how many years?

16 MS. JAMESON: I've been at Penrose for 33
17 years, and I've never taught anywhere else.

18 MS. LESSER: So we just keep them.

19 MS. LESSER: Mindy? Mindy has been at
20 Penrose --

21 MS. MINDY: For eight years now, but I'm
22 planning on staying.

23 MS. LESSER: We're gonna retire together?

24 In '15. So we think that -- that's what's unique about us,
25 that we do have that community support. There's only four



1 schools in our school district, and that's helped us
2 achieve great gains too. We're at about 60 percent free
3 and reduced lunch. But even though we have that obstacle
4 to overcome, our parents, and our community members really
5 help. So we believe that's what helped us become the
6 achievement gap-closing school. Thank you.

7 MS. CORDIAL: So do you think we're gonna do
8 pictures now?

9 CHAIRMAN DURHAM: Right. Okay. So you
10 wanna do it call on them in a -- in order?

11 MS. CORDIAL: Sure. Yeah.

12 CHAIRMAN DURHAM: The appropriate Board
13 member?

14 MS. CORDIAL: Yeah. So let's do --

15 CHAIRMAN DURHAM: So yeah, yeah, yeah. Hold
16 on.

17 MS. CORDIAL: -- Centennial Elementary, and
18 that Pam --

19 CHAIRMAN DURHAM: No, just -- so let me --
20 let me interrupt for one minute to thank all of you, and
21 made your dedication to student achievement, for inspiring
22 students to attain high levels of performance. We
23 congratulate you on your Blue -- on your Blue Ribbon
24 accomplishment. And the Board, I'm sure, I speak for the
25 entire Board, and in -- in honoring you for the work that



1 you have done. So we'll start with -- with pictures with
2 Centennial Elementary. Ms. Mazanec? It's your group.

3 MS. MAZANEC: I just wanna possibly
4 embarrass Principal Alsup, because he was my little
5 neighbor boy 28 years ago, and I'm so proud of him.

6 MS. CORDIAL: (Inaudible). Next, we have
7 High Peaks Elementary with Angelika. (Inaudible).

8 CHAIRMAN DURHAM: All right, let's try, and
9 come back to order with, (inaudible) Individual Career and
10 Academic Plan Awards. Commissioner Asp, will just turn
11 this over to you to start through this award.

12 MR. ASP: Thank you very much for
13 (inaudible) awards. We're pleased to recognize four
14 districts and schools for demonstrating effective
15 implementation of the student's Individual Career and
16 Academic Plans or ICAP. Students began the process of
17 creating a robust academic career in college plan to
18 understand their next steps beyond high school. Gretchen
19 Morgan discussed awards, we'll take some photos and with
20 members of the Board, representatives from schools and
21 districts, and I'll turn over to her.

22 MS. MORGAN: Thank you.

23 CHAIRMAN DURHAM: Ms Morgan.

24 MS. MORGAN: Thank you Mr. Chair. So the
25 fun continues, because we have more great Colorado



1 educators here, and we can recognize and celebrate. And as
2 Dr. Aps's said, these folks really have been doing good
3 pioneering, and effective work in the area of ICAP. And
4 you all, I'm sure, recall that the ICAP, the Individual
5 Career and Academic Plan is -- is really designed to be
6 something that helps schools decrease dropout rates,
7 increase graduation rates, and increase student success,
8 and their transitions out of high school. So this is very
9 important work, and the four groups that you're going to
10 hear about today, really have doing a great job of
11 investing deeply in this process with students in ways that
12 are personalized to kids, and really helping them with
13 those transitions, and so we're really excited to celebrate
14 their work. So I'm gonna ask (inaudible) to introduce each
15 of the winning groups, we have a lot of them in the room
16 today, you can see. It's exciting, there's so much good
17 work happening. I just wanna say thank you to all of you.
18 And I missed you all, go ahead (inaudible) .

19 UNIDENTIFIED VOICE: Thank you Gretchen.
20 It's really exciting every year to have the opportunity,
21 and pleasure to bring forward great work around ICAP, the
22 Individual Career and Academic Plans, but also really
23 Postsecondary and Workforce Readiness. So the four
24 districts, and schools that we have with us today,
25 represent really reflect this work. We received dozens of



1 nominations from all areas of the state, as you can
2 imagine, regarding ICAP awards, and exemplary work in this
3 area. The following highlights are themes from the
4 submissions from our honorees for these recognitions. All
5 staff engage students in career conversations.

6 Students are answering the question of what
7 are you passionate about as well as who do you want to be.
8 By exploring, asking questions, and experiencing
9 professions firsthand, students are connecting the dots of
10 academics with the world of work. They understand that
11 high school is the place to explore. Every student and
12 staff member in our district knows about ICAP, and it's
13 purpose. We have moved from working to create
14 opportunities for all students to ascend post -- to attend
15 Postsecondary education to an expectation that all students
16 have a plan for some type of education beyond high school.
17 So this -- these were themes that were consistent within
18 all four nominees and recipients schools that are with us
19 today.

20 So the four recipients that we have today
21 are Adams 12 Five Star Schools, Center Consolidated
22 Schools, Timberline K-8 within the St. Vrain School
23 District, and Poudre High School within the Poudre school
24 district. I don't believe any of our recipients have
25 comments, so we would like to proceed with photos. The



1 first one I -- here accepting on behalf of Adams 12 Five
2 Star Schools, Superintendent Chris Gradsky and Jeanette
3 Walthers, executive director. Next team, yeah and their
4 team. So if you're here from Adams 12, and then -- and Dr.
5 -- Dr. Scheffel, I believe, is this city in your district
6 as well?

7 MS. MORGAN: Thank you, congratulations!

8 UNIDENTIFIED VOICE: Next, from Center
9 School of -- next from Center Schools, Katrina Bucholz,
10 counselor, is here with students, with three student she
11 brought with her, four students, holy gosh. And you'll be
12 joined by Board member Rankin.

13 MS. RANKIN: Thank you guys.

14 MS. ANTHES: Next is Poudre High School,
15 accepting is school counselor Cass Ponce Slow, and her team
16 joined by Dr. Schroeder. And last but not least, from St.
17 Vrain Valley Schools, Timberline K-8, accepting is Louise
18 Marsh -- March, school counselor, joined by her team as
19 well, and Dr. Schroeder will join you for this picture.

20 CHAIRMAN DURHAM: Okay, do you want to read
21 the honorable mentions?

22 MS. ANTHES: Thank you Mr. Chair.

23 CHAIRMAN DURHAM: Thank you.

24 MS. ANTHES: I want to make sure that we
25 also mention the districts, and schools that received



1 honorable mention price ICAP awards, which includes Liberty
2 High School in Academy 20, Columbia High School in Aurora
3 Public Schools, Old Columbine in St. Vrain Valley, Peak to
4 Peak Charter School in Boulder Valley School, Eaton High
5 School in Eaton School District, Jenkins Middle School in
6 Colorado Springs District 11, Estes Park High School, in
7 Estes Park District, Grand Valley High School in Garfield
8 16. Thank you and congratulations to all the recipients.

9 CHAIRMAN DURHAM: Thank you, okay. All
10 right. We'll proceed then to item 11.01, which is the
11 Bible Literacy. We have 30 to 45 minutes, I think
12 allocated for this, but we are behind schedule which I
13 apologize. So I'm going to ask the participants to try,
14 and keep this a little, perhaps a little more brief than
15 one might have intended, and see if we can get something --
16 can get back on schedule a little bit. So let's see, who
17 is -- who's in charge -- who's in charge?

18 MS. MORGAN: I think we are all in charge.

19 CHAIRMAN DURHAM: Are you in charge?

20 MS. ANTHES: I'm not in charge.

21 CHAIRMAN DURHAM: Oh, (inaudible) is in
22 charge? Okay.

23 MS. ANTHES: Yes. (Inaudible).

24 UNIDENTIFIED VOICE: Good morning. First of
25 all, thank you to all of you who have been part of this.



1 Admittedly, I'm a little biased toward this work, but I --
2 I very much appreciate you all being able to take time,
3 come down to visit us, and tell about something that is
4 extremely promising lots of potential for our -- all of our
5 students in the state. And here a little bit about the --
6 the personal stories you see on the ground experience in
7 your districts today. That Colorado Seal of Biliteracy is
8 the topic we are going to hear from our distinguished
9 guests today, Mr. Jorge Garcia who is with the Bueno policy
10 center at the University of Colorado, and we have Jessica
11 Martinez, who is the director of English language learning
12 development programs for Eagle County Schools.

13 We also have Darlene Ladu, Dr. -- Dr. Ladu
14 is the instructional superintendent in Denver Public
15 Schools around e -- English language learning, and second
16 language study as well. And we also would welcome Meredith
17 Escalante who, is a Spanish teacher at Adams City High
18 School in Adams 14 Commerce City. So proud to say, Adams
19 14, I get to interact with your school, and your district
20 appreciate what you've been doing and -- and we all have --
21 we all have stories and long -- long good stories about our
22 affiliations together over the years as language teachers,
23 language personnel. I'd also like to introduce in the
24 audience a couple of people.



1 UNIDENTIFIED VOICE: Lourdes Lulu. We call
2 her Lulu Back who is with the Federal Programs Office
3 currently, but looks to be joining a little bit more of the
4 work around our linguistically and culturally diverse
5 efforts in the Department. And also Ms. Toni Tyson who is
6 a -- as Tony spoke earlier, French teacher primarily, for
7 many years in Thomson Valley. Currently, coordinator of
8 the new Dual Language Immersion Program in Thomson Valley
9 schools. So we are, she's supposed to be retired. She's
10 one of those -- another one of those people that -- that
11 are word just gets redefined all the time, but we welcome
12 all of you today. So please, feel free. I think, are we
13 going right into the short version. Little background,
14 short video to sort of set the scene. And actually I think
15 that will help shorten us up, somewhat to, do the
16 slideshow.

17 UNIDENTIFIED VOICE: Yeah. (Inaudible)
18 Biliteracy is ability to read, and write in both languages,
19 to do work both languages, and it give access to a whole
20 world of books, literature, and international thought that
21 you need better support. The biliteracy is the ability to
22 have that into languages.

23 UNIDENTIFIED VOICE: English language
24 (inaudible) so it was really hard to -- from a Spanish
25 country (inaudible) to an English country where the only



1 language spoken was English. And where you were completely
2 lost.

3 UNIDENTIFIED VOICE: English is my second
4 language. Chinese is my first language. I came to America
5 when I was 10. It was very, very challenging, because I
6 didn't even know how to read. By the end of my fifth
7 grade, my English was pretty good.

8 UNIDENTIFIED VOICE: There is no question
9 that this is now a global era, and for young people, one of
10 the thing that has become a real survival skill, is the
11 ability to communicate across national borders plus the
12 languages there is. They need to have those skills.

13 That's what it means to be growing in this 21st century.
14 Really they need that to enter in to that market, global
15 world. Our schools are not right now preparing students
16 for that. But a few schools districts, Visionary schools
17 districts have made it a goal. And here in California,
18 there has been movements to create Seal of Biliteracy.

19 Something that will be a statement, and be a part of school
20 of systems or districts (inaudible). Yes, this is an
21 important skill, this is a valued skill, we recognize it,
22 and we celebrate it.

23 UNIDENTIFIED VOICE: I want to learn another
24 language because, is that we shouldn't just expect everyone
25 to speak our language. I think it is really cool to be



1 able to say yes, I'm willing to learn your language
2 (inaudible). The Seal of Biliteracy is a seal in your
3 diploma that say that you speak two languages thoroughly
4 and proficiently. That's a seal that we believe it will be
5 recognizable when student apply to either college or to a
6 career that they actually have the seal saying that they
7 are proficient in another language.

8 UNIDENTIFIED VOICE: So taking that to
9 Colorado, Dr. Lulu, what is the Seal of Biliteracy in
10 Colorado?

11 UNIDENTIFIED VOICE: So we -- we want to be
12 clear that the Seal of Biliteracy is a no -- an is an
13 award, and actually it's a prestigious award. When
14 students graduate from high school, they get this amazing
15 seal on their diploma indicating that they are fully
16 proficient, and bilingual in -- in English. They must have
17 -- be proficient in English, and then also another language
18 or languages. In addition, we want to recognize students
19 who have worked so hard, and studied, and attained
20 proficiency in two or more languages by high school
21 graduation. And we're going to talk a little bit more
22 about also the pathway awards, the words that younger
23 students can earn in order to get to continue their
24 language growth and development throughout the schools. I
25 just want to note that this committee, we wanted to make



1 sure that all of us together worked in partnership
2 throughout the state to determine a high quality benchmark
3 for what that seal of bi -- biliteracy would look like.
4 And we're very, very proud to be talking with you today.

5 UNIDENTIFIED VOICE: So as we came together,
6 we decided as a group that we wanted to look at how this
7 would benefit students. Go.

8 UNIDENTIFIED VOICE: So the benefits to
9 students, and actually benefiting our state and nation. We
10 know that biliterate -- biliterate students do extra work.
11 Whether they're English, native English speaking, and want
12 to learn other languages, and or if they come to the United
13 States and speak another language and are also learning
14 English, we wanted to honor all students. And we know that
15 there are employers looking for biliterate students.
16 Multinational companies many housed out of Denver, who are
17 looking for people to speak languages when they send their
18 employees abroad. They're asking us "Do you have people
19 that speak these languages."

20 We need them throughout the nation and
21 throughout the world. Also universities, in order to
22 attend as you may, as you know, any university in -- in
23 Colorado, the students get a minimum of two years. And by
24 the way, it's a member flagship universities, they need a
25 minimum of three years of foreign language in order to



1 attend. Also the grants and scholarships involved for the
2 students are numerous, and opens a whole world of
3 opportunity for kids to speak more than one language. We
4 also know that there's research that indicates that
5 students who are bilingual have a greater cognitive
6 processing speed, and are empathetic are more empathetic.

7 We also wanted to make sure that our kids
8 had a real strong connection to family to heritage, and to
9 the world around them. We wanted to strengthen cross
10 cultural calls -- cross cultural competency, and we wanted
11 to honor the cultures and the languages spoken in our
12 communities. And then finally of course, we wanted to
13 prepare students for the 21st century. We had a student
14 today talk about how he was thrilled about adapting and
15 thriving. And we want to add succeeding in life.

16 UNIDENTIFIED VOICE: So besides benefiting,
17 being benefit and beneficial for our students, the Seal of
18 Biliteracy also can benefit -- benefit our state and our
19 communities also. When we started working together, we
20 really looked at a lot of research on what types of quality
21 students would be needing as they graduate from our high
22 schools. And so these are some of the things that mid to
23 large sized companies are looking for.

24 They -- 35 percent of them give advantage to
25 multilingual candidates, 93 percent seek employees who show



1 that they're able to work effectively with customers,
2 clients, and businesses from a range of different countries
3 and cultures. And this was really important to us because,
4 it isn't just about having a second language, it's about
5 being academically proficient in both languages, and being
6 bilingual as well as being biliterate. And that was one
7 thing that we really worked towards in setting our
8 criteria. 64 percent of employers seek employees with
9 multicultural experience.

10 So it's also the cultural aspect, besides
11 bilingual and biliterate. And 69 percent of the
12 respondents believe that, higher education must do more to
13 prepare -- to prepare students for -- with global talent.
14 And for us at -- at K12, that's where it starts. It
15 doesn't start at the university level, it starts before.
16 And -- and then also looking at our own communities, this
17 is very reflective of what we see, big and large
18 communities and small communities throughout our state. We
19 also see a huge shortage of bilingual teachers. In our
20 English language learner programs, bilingual teachers are
21 very important. Whether it's a bilingual program or an
22 English Language Development Program.

23 These teachers bring a wealth of knowledge
24 about language development and their own experience as well
25 as cultural -- cultural background that -- that just can't



1 be compared. And so for us, for Team Colorado, what we
2 really look for when we first started developing the
3 criteria, we looked at how other states were doing it, how
4 other districts were doing it, and the biggest thing that
5 we saw that made us go "Oh my gosh we have to have it" was
6 that we saw student motivated to get it.

7 We saw students working towards it, we saw
8 average GPA in English language learners grow
9 significantly. It was big enough and a -- a huge eye
10 opener to see the power that the Seal of Biliteracy could
11 do in school districts, and in the state. So we wanted to
12 set a seal that was not only academic, that it was
13 esteemed, and that it was sought after by our students, and
14 by our families, and our community. We also wanted to
15 elevate the languages of -- all of our students. We saw
16 that some of our students would start off in school with
17 having a second language, and then not build off of that
18 and eventually lose it. So that by the time they were
19 ready to go into the workforce, they didn't have it
20 anymore, and we're unable to build off of that. So we
21 wanted to be able to elevate the languages of -- of all of
22 our students.

23 We wanted to acknowledge and reward
24 biliteracy as an asset, it's not just about what you are
25 brought with from your family but it's also the work and



1 dedication that students put into developing that and
2 strengthening that. And in the video, you saw three
3 students. Two of them were English language learners and -
4 - and the third was a native English speaker. And she, it
5 was her passion to build that language, and to become
6 bilingual, and be able to use that in her future. And
7 that's what we want to offer for all of our students.
8 Partnering with institution of higher education, that was
9 another goal that we had for our team to work together, and
10 collaborate on that.

11 Besides setting the criteria that would be
12 accepted by higher education, we also wanted to build that
13 partnership. And then we also wanted to be able to be a
14 guide for other districts. We want, we -- we documented
15 our steps along the way, so that if other districts came to
16 horde in and said, you know, "How do we do this. We're
17 hearing about the seal." We -- we would be able to provide
18 support within the state. There are over 165 districts in
19 the United States that have passed a seal. And there are
20 13 states plus Washington D.C. that also have a state seal.
21 And we wanted to -- to be able to support other people
22 within Colorado. Nobody else had it at that point.

23 UNIDENTIFIED VOICE: So we asked ourselves -
24 - we asked ourselves are we ready as -- as a state to -- to
25 go to this step. We looked at our history and if you



1 recall in 1988, Colorado became an official English
2 language state. So the status of the English in the state
3 of Colorado is not threatened by anything, or anybody, or
4 any other language. And the electorate told us that,
5 "English is important." So when we -- when we were
6 starting to work on the seal, it was evident to us that one
7 of the languages in biliteracy had to be English. So we
8 started from there. And -- and for us the Seal of
9 Biliteracy will always have English as one of the language.
10 World languages, and world language instruction in Colorado
11 particularly right before the turn of the century, began to
12 experience a -- a demise. We had fewer world language
13 programs. There are many reasons for that. Many of them
14 attached to budget, and -- and different priorities. But
15 what we found was that, the -- the -- the people, the
16 parents continue to support world language instruction, and
17 world language learning even though our schools and
18 districts weren't able to provide that instruction in
19 learning at the same levels as we had in the past.

20 So we saw continuing support for World
21 Language Learning and Instruction in our state. In terms
22 of bilingual education programs. Programs designed
23 primarily initially for students who are learning English
24 as an additional language, we saw right at the turn of the
25 century some political challenges to bilingual education.



1 In 2000, there was an initiative that was brought, and that
2 initiative was stopped by the Colorado Supreme Court who
3 said "Look proponents, you're not being honest with the
4 electorate, let them know what you're really trying to do,
5 and we'll let you on the ballot."

6 So 2002, the proponents came back, and the
7 Supreme Court again offered them some friendly advice, and
8 said "You need to be sure that you tell the electorate,
9 that what you are doing is eliminating instruction in other
10 languages. That you're adding more testing for certain
11 kids. That you're punishing educators. So be very clear
12 with the electorate and let the electorate decide." So
13 that year, the -- the Colorado voters, voted overwhelmingly
14 to allow local control, to allow school districts and
15 schools, to have programs that would instruct in languages
16 in English as well as in other languages.

17 So the proponents came back with almost an
18 identical a -- a -- amendment two years later in 2004, and
19 that year failed to even garner the signatures to get on
20 the ballot. So what that told us was that, the Colorado
21 electorate, the everything from both major political
22 parties to news media outlets, to -- to industry and
23 commerce, and business leaders across the state said, "We
24 want to move into the 21st century with respect to
25 multilingual as well as multicultural aspects", along with



1 those other things that you're -- that you're really well
2 aware of.

3 So we determined that the state of Colorado
4 definitely is ready. And so Team Colorado as you see, as
5 we developed the process, we took that thinking, the
6 messages that were sent to us by the voters and -- and
7 built them into the process that we built. So in 2011 we -
8 - we took a look at what was happening in other states, and
9 we found that overwhelmingly these processes were supported
10 by everybody. There was no organized opposition to Seals
11 of Biliteracy anywhere across the country.

12 So that was encouraging to us, and this --
13 this very board then in 2013 and 2015, said "We need to
14 move into the 21st century, and prepare our students in all
15 aspects." And you included along these, some options in
16 multicultural and multilingual education as well, or excuse
17 me, skills. So that got us to this seal development
18 process. And so when we talked as a group we said, our
19 population really supports local control. But we want to
20 provide, help provide some type of guidelines so that
21 districts then can have an easier process of getting there
22 if they so desire.

23 So the first step was to clarify the
24 purpose, and the rationale for having, for wanting to adopt
25 a Seal of Biliteracy and the second step, and per --



1 perhaps the one of the most important ones, is to define
2 the criteria for granting the awards. And it's in defining
3 these criteria that we looked back at what the voters, and
4 what the policy makers had told us before. And that was
5 that, we wanted to select criteria that could be measured
6 by systems that we already had in place. We didn't want to
7 create something totally new. We didn't want to add
8 additional testing because we've been told, you've been
9 told that -- that additional testing is not the way to go,
10 and -- and our people don't support that in the schools or
11 in the board rooms across the state.

12 So we developed criteria that responded to
13 that clear message that we've received. And we developed
14 criteria that responded to what we've heard from this Board
15 as well as other Boards. And that is, we want to increase
16 academic achievement, and close those gaps that we are
17 seeing in achievement measurements. So that's how we went
18 about the process of creating those two. And then also, in
19 -- in beginning to create how we were actually implement
20 it. You need an application. You need somebody who is
21 sort of in charge to, to encourage students, and to keep
22 track of how many students are interested. And to -- and
23 then individual districts then, would -- would really take
24 on that, the added step of saying "How are we going to
25 recognize the -- the students, are we going to give them a



1 -- a medal such as such as this one, will we give them a
2 code, will we, will we put something on the diploma?"

3 Those things, and how it will be implemented
4 and celebrated, would be done by the districts themselves.
5 I'm -- I'm -- I'm going fast, you know, to try to get us
6 through. So if you have questions, please ask them later.

7 UNIDENTIFIED VOICE: Let's look at that
8 development process quickly, Myrna.

9 MS. MYRNA: Okay. So we collaborated with
10 other states to know how to develop all the criteria, and
11 to have some samples looti.0.4about what is happening in
12 some other states. Team Colorado, as they said, we ensure
13 that all the alignments were the same, and we align with
14 graduation requirements at ACTF guideline -- guidelines
15 too. We leverage existing assessment with possible, so we
16 were talking about all the AP different assessments that we
17 can provide to our students. And we had multiple
18 (inaudible) of stakeholders at district level. So we have
19 been communicating with all the our -- administrators --
20 administrators, and all -- all the people at the district
21 level. And our goal is to establish a baseline of rigor
22 that all the districts will adapt, when implemented their
23 own seals because it is very important to have at least
24 that baseline for every district because this is a very
25 important seal.



1 UNIDENTIFIED VOICE: So it's not a
2 participation award. It really is something that has to be
3 earned. And it -- it speaks to the four domains of
4 language listening, speaking, reading, and writing. And
5 those -- those standards have to -- to be met, and -- and
6 we thought about that, and we also considered that every
7 single language including American Sign Language would be
8 eligible to be the second language in the field of
9 biliteracy. So all of that work went into the development
10 process as well. So Myrna, what are our next steps? What
11 are we asking this Board to do?

12 MS. MYRNA: Well, to recognize the efforts
13 of students, the school districts, and organizations toward
14 biliteracy, because it -- it is going to benefit all the
15 students, not only as second language learners but our
16 English speakers because they are going to be willing to
17 take more foreign languages, not only the two years that
18 they have at the high school. It will benefit to all the
19 students in a future world that is becoming more diverse.
20 On the other hand, we would like from you to support
21 efforts to bring the seal to other districts after we
22 exposed into (inaudible).

23 Many districts were very interested about
24 having this Seal of Biliteracy. So we can help them, we
25 can share everything that we have done to -- in order to --



1 to have this statewide. Okay, and to help make connections
2 with business communities, and higher education because
3 employers, we know that employers are in need of bilingual
4 people in their business, so our students are more
5 marketable, if they have this seal for the employers, and
6 institutions for higher learning. If the employers see the
7 seal in their resumes, they are going to be sure that our
8 students are truly bilingual.

9 UNIDENTIFIED VOICE: And that's -- and that
10 really is one of the reasons, we were interested in doing a
11 group in somewhat of a common set of criteria because of
12 the portability of the seal. We wanted an employer in Ray
13 to say, "Well, this seal means this", and not to say well
14 it -- it means maybe it means this in Denver, but maybe it
15 means something different in Telluride. So that was part
16 of our thinking that we wanted some type of criteria that
17 were common enough so that -- that the seal, and it's
18 meaning would be portable throughout the state.

19 MS. MYRNA: And it would be portable for
20 higher education too because that way our students don't
21 need to take more foreign language, when they are at a
22 higher level at colleges and universities. So that is the
23 reason why we consider this is very important.

24 UNIDENTIFIED VOICE: So what we'd like to do
25 now is just do some brief updates from -- from these three



1 districts, because we have very three -- we have three very
2 different districts. Adams 14 which up until this year,
3 has been an -- an English only school district adopts the
4 Seal of Biliteracy. Denver Public School is a -- a very
5 large school district, the metro school district adopts a
6 Seal of Biliteracy, and up in the mountains Eagle County
7 Public Schools adopts the Seal. Three very different
8 districts, and all of them find value. So can we do just a
9 quick update on each district.

10 MS. MYRNA: Yes about 45 students, senior
11 students have applied for the Seal of Biliteracy, so what I
12 am doing as -- as their Spanish teacher, I'm meeting every
13 week with -- with them to work towards their portfolio, and
14 their exit interview that they will have. We have students
15 are willing to continue their education to be interpreters
16 or translators. So many of our students don't see higher
17 education as part of their future but now with the Seal of
18 Biliteracy, they are willing to go to college. And for the
19 students, the students who are volunteering to help the
20 community, so now it is the time for them to go into the
21 community, and use their bilingualism.

22 On the other hand we are starting on the
23 path of -- to the Seal of Biliteracy. We have a -- a one
24 way dual language program, that is being implemented four -
25 - in four of our elementary schools at Adams 14. Right



1 now, we are -- we're having this dual language in K1, and
2 to K1 and -- first grade, and for the next year, we will
3 be implementing for the next level until we get up to fifth
4 grade. At Kearney Middle School, we -- we are planning to
5 start a Spanish language arts for newcomers, and this is
6 going to be the access to Spanish literacy. It will place
7 the students in the trajectory for the Seal of Biliteracy,
8 and we will open Spanish classes for professionals at Adams
9 14, because many of our teachers and staff are willing to -
10 - to learn more Spanish to be able to communicate with --
11 with our community. So we have -- we will have two
12 cohorts, the one -- the first one is for beginning
13 speakers, and the other one is for bilingual professionals
14 who are willing to -- to have more advanced skills in -- in
15 other language.

16 UNIDENTIFIED VOICE: In Denver Public
17 Schools our Superintendent Tom (inaudible) our previous
18 present superintendent, however you look at that, Tom
19 Boasberg, said don't wait, lead. And we decided as Team
20 Colorado, we're not going to wait for anyone to get us
21 going on this, we are going to lead the effort. And in
22 Denver Public Schools, we serve over 90,000 students, and
23 approximately 45 percent of the students speak English, and
24 our -- other languages but we wanted to include all 90,000
25 students in this opportunity to earn the Seal of



1 Bilingual. Just this first year, piloting us -- we are
2 all piloting this ship, rolling it out. Over 600 students
3 have already applied for the Seal of Bilingual.

4 We went, "Whoa, we expected maybe a hundred,
5 or so and now we're saying okay, let's get all these
6 systems and processes in place." That means they've
7 literally applied from their high school. We have over 20
8 different languages represented included American --
9 including American Sign Language in Lakota. And we have
10 unanimous support from our Board of Ed, you know, we don't
11 always have Board of Ed meetings where everyone's happy and
12 smiling. This was one, when they stood up, we got a
13 standing ovation because they're so thrilled and excited to
14 support the work of the Seal of Bilingual. We are also
15 piloting awards for the younger students.

16 So for example, a student who -- who's --
17 who's learning another language, and or speaks another
18 language at third grade, and they move to fourth grade,
19 we're thinking of a pathway award to keep them excited and
20 going. The same with the fifth grader going to middle
21 school. The same with a -- an eighth grader going to
22 ninth. We want to keep our kids going and moving forward.
23 In addition, we checked indeed.com. It's a -- a giant job
24 board, there are 2300 jobs in Denver that require bilingual



1 ski -- skills that are unfilled, and those aren't even the
2 ones that say preferred.

3 Those are the ones that say required, and we
4 also found on that site, that there's 103,000 jobs
5 nationally that needs folks with bilingual skills. And
6 then recently the FBI approached us wanting to know if we -
7 - about our teachers in particular, we said back off. We
8 meet our teachers, where they are at who speak all these
9 other languages. So we're not sure if we're going to
10 collaborate with the FBI, we just wanted you to know ahead
11 of time because they are taking our teachers. But it
12 certainly will support our defense systems, and we all know
13 that we do not have enough applicants for our U.S. defense,
14 or teachers, or principals.

15 UNIDENTIFIED VOICE: Yeah, yeah it's a good
16 question.

17 UNIDENTIFIED VOICE: Yeah, sure.

18 CHAIRMAN DURHAM: Dr. Flores?

19 MS. FLORES: Does this also mean that it's
20 going to be like the foreign language in the elementary
21 school like the old Flex Schools in the 50s, and the 60s?

22 UNIDENTIFIED VOICE: We hope so, because we
23 believe that the demand is going to drive what's happening.
24 Parents are asking us, are saying, "I want my child to have



1 a Seal of Biliteracy, How do we do it." So we're working
2 with principals to offer other languages at the elementary.

3 MS. FLORES: So English is the second
4 language and --

5 UNIDENTIFIED VOICE: It's not tied to a
6 language.

7 MS. FLORES: -- Foreign language like --

8 UNIDENTIFIED VOICE: Yeah, it's -- it's not
9 tied to a program, it's tied to outcomes. So there are
10 different pathways to get to those outcomes. It could be a
11 world language program in the elementary school, it could
12 be a dual language immersion program, it could be a -- a
13 private language schooling a different cottage industry
14 path. So the -- the -- the pathways can be multiple, and
15 what we're working on is the outcomes of having biliterate
16 graduates be recognized for their Biliteracy.

17 MS. FLORES: I can see parents really
18 involved in this.

19 UNIDENTIFIED VOICE: Oh, yes.

20 MS. FLORES: Some parents who know another
21 language.

22 UNIDENTIFIED VOICE: So for Eagle County
23 schools, we have over 50 students that have applied for the
24 seal, which is about a quarter of our graduating class.
25 When one sign that I have that it was working is that, when



1 -- when I was talking to students about the seal, and how
2 they could get it, many of the students said, "Wow, I'm
3 already really close, I just have to retake the ACT", or "I
4 just have to make sure, I get B -- an A or B in my
5 (inaudible) class," or "I need to make sure that I get this
6 -- this other piece," or something that they hadn't been
7 motivated to do in the past. And so to see kids say, "I'm
8 -- I'm going to make a change, and I'm going to get this"
9 was very empowering for us. We also have a community
10 service piece to it, and we've seen a lot of kids
11 volunteering within their school, supporting other students
12 who come from other countries, and are just learning
13 English as well as going to other schools.

14 They formed Seal of Biliteracy clubs, where
15 kids in middle school and high school students or
16 elementary and middle school students are working together
17 on the Seal of Biliteracy, and supporting each other to
18 become bilingual, and biliterate, and we also have an exit
19 interview process in Eagle County where community members
20 are volunteering. They -- they come and they watch
21 students present about how they -- they -- how they gain
22 the seal, how they got to the point that they -- that
23 they're at, and may also are supporting our students, and
24 finding that community service.



1 So one example is that, we have had students
2 with low incidence languages like Nepalese, or Italian, or
3 I mean low incidence for Eagle County, I mean. And -- and
4 for them to be able to find those connections in the
5 community, and work, and support a nonprofit, and other
6 people within their community. So we're starting to see a
7 pride in our students in their culture, and their language,
8 and we're starting to see them open up, and want to share
9 that with -- with other students, and other people in our
10 community and it's -- it's starting to be a really nice
11 thing.

12 UNIDENTIFIED VOICE: And from a -- a --
13 across the rest of the state, I'm working with five other
14 school districts right now in Colorado who are at different
15 levels of wanting to implement the seal in their individual
16 districts, and Jefferson County, just so that you know, has
17 been working on this particular effort for, I think three
18 or four years now so they are also very interested. The
19 other districts that I'm working with, there are four --
20 there are two in the front range, one on the western slope,
21 and one down in the southwest. So we're talking about all
22 of Colorado that is really becoming e -- engaged in this
23 process. There are already scholarship preferences for
24 applicants to scholarships who have this Seal of



1 Bilingual, that's already in place. We are at the initial
2 stages at the University of Colorado at Boulder.

3 MS. MAZANEC: Excuse me, can we ask
4 questions?

5 UNIDENTIFIED VOICE: Sure.

6 CHAIRMAN DURHAM: Yes, Ms. Mazanec?

7 MS. MAZANEC: Yes, so when you say
8 preferences for scholarships --

9 UNIDENTIFIED VOICE: Right.

10 MS. MAZANEC: Are you saying that certain
11 universities --

12 UNIDENTIFIED VOICE: Well, this is -- this -
13 - this particular one is actually the Colorado Association
14 for Bilingual Education gives out 10,000 --

15 MS. MAZANEC: Oh, their scholarship as
16 opposed to a university.

17 UNIDENTIFIED VOICE: Right, right. It's so
18 you would apply to them for scholarship, and it's on a
19 point system, and if you have a Seal of Bilingual, then
20 you make more points than somebody else.

21 MS. MAZANEC: Okay, so they -- they would
22 get more points if they have a seal even though the other
23 student is bilingual.

24 UNIDENTIFIED VOICE: Correct.

25 MS. MAZANEC: Okay.



1 UNIDENTIFIED VOICE: It's not just about the
2 language and -- and the literacy, it's also about the
3 dedication that it takes to get it, and that's a big piece
4 of what colleges and universities are looking for in the
5 scholarship as --

6 UNIDENTIFIED VOICE: Can I respond to that?
7 And the reason is not because there's a devaluing of the
8 bilingual piece but rather because there is something that
9 tells the committee, "Oh, this student has already met
10 these criteria." If you claim that you're bilingual and
11 you're applying for a scholarship, I can find out if I do
12 an interview, or I give you a test. If you already have a
13 seal, I don't have to do the interview or the test. Does
14 that make sense?

15 So it makes it easier for the grantor then
16 to determine who may who has higher criteria, or who meets
17 those criteria. The University of Colorado at Boulder, in
18 the initial stages of looking at how having a seal might
19 add to a student's application for -- for entrance into the
20 university as well, and we have received that the -- at the
21 Policy Center some attention from other folks across the
22 country, and offers for support for implementing the seal.
23 So are -- the beginning efforts of these school districts
24 in doing this work is reaching beyond our borders. Any



1 quest -- any more questions that's our official
2 presentation. Thank you.

3 CHAIRMAN DURHAM: Dr. Scheffel?

4 MS. SCHEFFEL: Thank you. My question is,
5 if a student just took classes in high school to gain
6 facility mastery in a language, why would that not be more
7 rigorous than, I mean, if you look at Adams County District
8 14th application, one of the ways to get the Biliteracy
9 Seal is to do 20 hours of community service with another
10 language. I mean, I would think if I were a student
11 wanting to show my literacy, I would take number level
12 courses in a language, and then I would be able to have
13 that on my transcript, and that would be --

14 UNIDENTIFIED VOICE: It's not either or
15 though, it is in addition to. So I -- I can't, I know that
16 yours is a little bit different.

17 MS. SCHEFFEL: Yes.

18 UNIDENTIFIED VOICE: But in all of ours,
19 there is an English academic aspect to it. There is a -- a
20 second language academic level aspect to it. I think most
21 of us have a community service piece to it, but it's not
22 either or it's in addition to.

23 UNIDENTIFIED VOICE: I think what we haven't
24 been clear is, there are assessments that the students have
25 to take to prove their proficiency, that they already would



1 take. So we were using some foreign language assessments,
2 we're using things that we've all agreed upon that are high
3 level, that we could say that this is quality, and that's
4 what we have done as districts so that we're -- it's --
5 community service is just one little of the aspects. So
6 we're sorry, we were not clear that there are high level
7 assessments, the students will be taking to prove they are
8 bilingual and biliterate.

9 MS. SCHEFFEL: So in -- in the Biliteracy
10 Seal website, it says how do you get the seal, and it said
11 having a functional level of proficiency in two languages,
12 and my work with language suggests that functional level
13 isn't very rigorous, so can you speak to that.

14 UNIDENTIFIED VOICE: Yeah.

15 UNIDENTIFIED VOICE: So -- so we -- we set
16 those criteria. If we have a state seal, then the state
17 sets those criteria. Nobody would I think convince anybody
18 on Team Colorado that a functional level was enough for us
19 to award a seal. So if somebody has that, that's their
20 prerogative. What we want to do is to set a high enough
21 bar that it is really truly valued by the community,
22 including the business community, employers, and so forth.

23 UNIDENTIFIED VOICE: And I'll add that we
24 talked about it being really focused on an act fill --
25 intermediate mid to high. So high enough that somebody



1 could use it in -- in a job to be employed, and actually be
2 able to communicate with people. So more than just a
3 functional answering questions. It's -- it is definitely
4 more than that.

5 MS. MYRNA: And for our students showing
6 their proficiency, if they pass the AP Spanish language
7 test and AP Spanish literature too, so definitely they are
8 biliterate. Yeah, that -- those are high-level tests that
9 they -- we are requiring for them to do.

10 UNIDENTIFIED VOICE: And we looked at what
11 level college universities would give credit to, and that's
12 where we said it. We want our students having that seal
13 already have met the qualifications for receiving credits
14 in -- in universities.

15 CHAIRMAN DURHAM: Yes, Dr. Scheffel?

16 MS. SCHEFFEL: I still don't understand
17 quite how it's different than taking courses in Spanish, or
18 German, or French, and showing that you've passed a test,
19 and -- and you've passed those courses, and you have, you
20 know, beginning, and intermediate, and advanced, and so
21 forth.

22 UNIDENTIFIED VOICE: So that's one aspect of
23 it. So the other aspect is showing that you're fully
24 academically proficient in English also. And then another
25 aspect of it is a community service piece, and benefiting



1 your community. And then, I mean, I guess those are the
2 three main -- main pieces to it. So what you've described
3 is one piece of it.

4 MS. SCHEFFEL: But even in English, students
5 are taking courses in English, and one of the test is the
6 PARCC tests. So in a way it's the same thing folks are
7 doing it strikes me that they're taking courses, they're
8 passing the PARCC or not, they're taking Spanish, French,
9 whatever, they're passing the courses or not. Those are
10 benchmark according to standards.

11 UNIDENTIFIED VOICE: It's -- it's -- it's --
12 it's definitely a possible pathway. So obviously, we could
13 -- we could all agree, yes, we're going to give credit for
14 that, and we agree and -- and we do it. It's just one --
15 one pathway among many that we believe is different school
16 district should have options of following different
17 pathways, and those could be included as well.

18 CHAIRMAN DURHAM: So -- so let me ask a
19 question here. Do you -- as I -- do I understand this
20 correctly that as a private organization, you're -- you all
21 are setting standards which are asking this Board do
22 endorse in a way to be the criteria for attachment of a
23 certificate to a diploma, is that correct?

24 UNIDENTIFIED VOICE: No. Well, the -- the
25 part that we are setting criteria that you would endorse.



1 We're not asking you to -- to, at this point, not yet,
2 asking you to endorse any set of criteria. We're -- we are
3 still as a state looking at is there a value in having a
4 Seal of Biliteracy that meets a certain set of criteria,
5 not that we have established yet. We have for our
6 districts, but not for the entire state. And -- and I see
7 that as significantly different than asking you to accept
8 the criteria.

9 CHAIRMAN DURHAM: We being? Who's the we
10 refer to in that sense?

11 UNIDENTIFIED VOICE: Team Colorado consists
12 of these three schools who use --

13 CHAIRMAN DURHAM: So Team Colorado set some
14 standards?

15 UNIDENTIFIED VOICE: For our team.

16 UNIDENTIFIED VOICE: Yes.

17 MS. SCHROEDER: For these three school
18 districts?

19 UNIDENTIFIED VOICE: And they're not
20 identical.

21 CHAIRMAN DURHAM: I think -- I think the rub
22 is that current constitution, as a general rule, prohibits
23 a body to delegate a standard setting authority to a third
24 party. It is something that either the legislature must do
25 through legislation, or by extension to rulemaking and that



1 -- that it's not -- it's generally not constitutional. I
2 mean, the -- you see the legislature very judiciously avoid
3 that kind of activity, and I -- I -- I think we may be
4 venturing into the empowerment of a private group to set a
5 standard.

UNIDENTIFIED VOICE: May I respond to that?

7 May I respond to that?

8 CHAIRMAN DURHAM: Yes.

9 UNIDENTIFIED VOICE: I -- I would disagree
10 that's -- that's what we're doing. Every school --
11 according to --

12 CHAIRMAN DURHAM: Well, you're setting a
13 standard.

14 UNIDENTIFIED VOICE: According to the --
15 according to the -- to the Colorado Constitution, every
16 school district then has the authority of setting its own
17 graduation requirements. Now, the Board can set guidelines
18 and there is authority for that. But graduation
19 requirements are set by the local school districts, awards
20 go even further. And we're talking about an award or
21 recognition. So awards then can be set not only by an
22 individual school district, but individual schools, and --
23 and -- and even school teachers, classroom teachers can set
24 those awards. So we're talking about an award, or a



1 recognition. And I think that -- that going down that
2 you're setting --

3 CHAIRMAN DURHAM: I thought you were here to
4 ask us to provide some standardization so that this award
5 means something.

6 UNIDENTIFIED VOICE: No.

7 MS. MAZANEC: But they -- but they are
8 asking us to -- to support this. And along those lines, it
9 seems to me that this should be a district decision.

10 UNIDENTIFIED VOICE: Yes, it is.

11 CHAIRMAN DURHAM: It is.

12 MS. MAZANEC: Each individual district may
13 want to provide the Seal of Literacy.

14 UNIDENTIFIED VOICE: You're absolutely
15 correct. In fact, we don't want that -- we -- we -- we
16 want local control. Our school Board would expect that,
17 and we are district employees. And so of course, we want
18 local control. We wanted to make you aware of what's
19 happening across the state. We wanted you to know that
20 other districts are coming to us asking how do we do it.
21 We felt that it was important that you know what a benefit
22 this is to the State of Colorado, and to the citizens in
23 Colorado and beyond. That's -- that's really why we're
24 here. We do not want you to set policy please. We don't
25 expect that.



1 CHAIRMAN DURHAM: That's good. All right.
2 Let's -- why don't we do this? We are running late, and we
3 do have a significantly full agenda. Did you -- did you
4 all complete your presentation?

5 UNIDENTIFIED VOICE: We did.

6 UNIDENTIFIED VOICE: Yes.

7 CHAIRMAN DURHAM: Okay. I think we'll --
8 we'll take this off the table for the moment, and bring it
9 back to consider. Hopefully have more time this afternoon
10 or perhaps that --

11 UNIDENTIFIED VOICE: Can I ask a question?

12 CHAIRMAN DURHAM: Do you want them to -- no,
13 you wanna -- we -- we'll conclude the public participation
14 part. Do you have questions for them, Dr. Schroeder? Go
15 ahead. Yes, Ms. Rankin.

16 MS. RANKIN: Thank you for your
17 presentations. It's very interesting. I am really
18 intrigued by your repeatable process that you'd discussed
19 where other districts can come to you. Is that a written
20 type of thing, or right now is it just a verbal?

21 UNIDENTIFIED VOICE: We -- we have -- in
22 Team Colorado, I'd like to note we have -- Team Colorado
23 stand up behind us, please? There are many more people
24 here. Thank you. And there are many more that aren't
25 here. We have people who are project managers who have



1 helped us actually detail in writing what it takes to roll
2 this out in how we did it, and then here's how we did it,
3 and you take it and do what you want with it. We're not
4 selling it, we're not -- we're just saying here's some
5 guidance.

6 MS. RANKIN: I just wanted to make sure that
7 was clear and out there for other people that are --

8 UNIDENTIFIED VOICE: Yes.

9 CHAIRMAN DURHAM: Yes, Dr. Schroeder?

10 MS. SCHROEDER: So I'm still a little bit
11 confused. I just got some of this stuff today, and so I
12 didn't get a chance to look at between just your three
13 districts, the extent of the differences between your --
14 are there basic differences or have you come to some sort
15 of an agreement? In other words, if this seal is to be
16 recognized either throughout Colorado or nationally, as you
17 -- as someone here mentioned, we've got to know what it
18 means. And so like I'm -- I'm actually conflicted between
19 the question that Mr. Durham ask you. Jorge, you wanna go
20 for that one? To answer that? Because I'm confused as to
21 whether you want this commonality or you want every
22 district to have their own seal and they can run again.

23 UNIDENTIFIED VOICE: So what did as a team,
24 as we said, in order to reach these benefits, all of the
25 benefits to the individuals and to the -- the economy and



1 society, we felt that there was sort of like a minimum,
2 right? So biliteracy has to be measured somehow. And one
3 of the things that we did was we said, "What do you use?
4 What do you use? And what do you use?" And -- and not
5 saying, "Well, we're gonna have everybody use this
6 particular test and score for on this particular test."

7 MS. SCHROEDER: So is there a commonality
8 there?

9 UNIDENTIFIED VOICE: Yes.

10 UNIDENTIFIED VOICE: There is commonality
11 based on what already existed.

12 MS. SCHROEDER: And is that what you're
13 talking to the other five districts about? So -- so we are
14 getting to the point. We have, by mutual agreement, not by
15 legislation or by us, on what the seal is. And how does
16 that relate to the seals across the country?

17 UNIDENTIFIED VOICE: So ACTFL -- sorry,
18 ACTFL, and TESOL, and -- and a couple other groups came
19 together to set some common guidelines when your set --
20 when the district is setting their seals.

21 MS. SCHROEDER: That -- that -- is that
22 national?

23 UNIDENTIFIED VOICE: It is.

24 MS. SCHROEDER: I love these -- I hate these
25 acronyms.



1 UNIDENTIFIED VOICE: I know, the acronym.
2 UNIDENTIFIED VOICE: I don't even know what
3 each of them stands for.

4 UNIDENTIFIED VOICE: ACTFL is a foreign
5 language international group and (inaudible) learning --

6 UNIDENTIFIED VOICE: And TESOL also.

7 UNIDENTIFIED VOICE: -- and speakers of
8 other language international group.

9 UNIDENTIFIED VOICE: And so they did put
10 forward some guidelines, right? As we were finishing ours
11 up, and it pretty much aligns with that. And so it does
12 align with what you'll see nationally. It's just with the
13 -- these are -- these are the types of things that you
14 might find in Colorado to be able to support kids towards
15 the seal.

16 MS. SCHROEDER: So my next question is I
17 know that in DPS, for example, it is hard to get into a
18 dual immersion school, elementary school. You've got a
19 wait list that's -- is that's what's happening in the other
20 two districts also? I mean, is this gonna change the --
21 the parental to you?

22 UNIDENTIFIED VOICE: Eagle County School is
23 dedicated to -- to move forward with becoming a dual
24 language or a multilingual district in all of our schools.
25 So we've already started that.



1 MS. SCHROEDER: All your -- all your
2 elementary schools will have --

3 UNIDENTIFIED VOICE: Are starting to develop
4 dual language programs or foreign language programs
5 starting at the elementary level, and some of our schools
6 are already doing that at the secondary level, too.

7 MS. SCHROEDER: Okay. Secondary is really
8 like for bilingualism.

9 UNIDENTIFIED VOICE: And what this would be
10 -- this would be adding on to what they've already done at
11 elementary.

12 UNIDENTIFIED VOICE: How about Adams?

13 UNIDENTIFIED VOICE: At Adams 14, we are
14 going to open more elementary schools with this one-way
15 dual language. That way we will give the community the
16 opportunity to have more -- more schools being able to --
17 to have these bilingual programs.

18 MS. SCHROEDER: Okay.

19 MS. FLORES: Can I --

20 MS. GOFF: What is one-way?

21 CHAIRMAN DURHAM: Dr. Flores is next to ask.

22 MS. FLORES: Well, Jorge, are you wearing
23 the seal? Is that the seal?

24 UNIDENTIFIED VOICE: Yes.



1 UNIDENTIFIED VOICE: It's one. It's one
2 award, yeah.

3 UNIDENTIFIED VOICE: Yeah. It's one thing
4 that could be use to recognize. It could be a core, it
5 could be anything.

6 MS. FLORES: Yeah. But that's the seal.

7 UNIDENTIFIED VOICE: Some districts use
8 this.

9 UNIDENTIFIED VOICE: At graduation.

10 UNIDENTIFIED VOICE: And we decided like
11 they may say one this is Eagle County, we may say that one
12 this is DPS. So that's the --

13 UNIDENTIFIED VOICE: But in the criteria, it
14 was really important to us that a seal from Eagle County
15 did not mean anything different than a seal from DPS. We
16 want -- we wanted it to be high standards and --

17 MS. SCHROEDER: To be higher, but you're
18 trying to talk about some agreement under with what?

19 UNIDENTIFIED VOICE: Consistently so the a
20 university would know that if a student got a seal, it --
21 that's what it means.

22 MS. SCHROEDER: Thank you.

23 CHAIRMAN DURHAM: Yes, Ms. Goff?

24 MS. GOFF: Brief explanation of the one-way,
25 one-way dual language and one-way whatever.



1 UNIDENTIFIED VOICE: Okay. A one-way dual
2 language is that we are providing Spanish instruction to
3 our Spanish speakers. In that way, they can learn to read
4 first in English and at the same time they are having
5 language -- English -- English language acquisition, and
6 that is going to help our students to -- to continue being
7 bilingual because sometimes they lose their native
8 language. So in order to create bilingual students, we
9 need to provide these literacy skills since they are in the
10 school in kinder and first grade, and to continue with a
11 one-way dual language.

12 UNIDENTIFIED VOICE: Eagle County has two-
13 way dual language programs. Our school district is pretty
14 close to 50 percent of our student population speaking
15 Spanish, and the other 50 percent speaking English. And so
16 most of our schools are two-way, which means that you've
17 got both populations represented in every classroom

18 UNIDENTIFIED VOICE: And sometimes the one-
19 way needs to occur because you don't have enough of the 50-
20 50 balance. So you're still helping kids learn English and
21 maintaining their other language, whichever one that is.

22 CHAIRMAN DURHAM: Yes, Dr. Scheffel?

23 MS. SCHEFFEL: This just a more of a
24 research question, but it seems like California together,
25 is that right? Establish the first seal in 2008 or '09.



1 So it's been in place for seven or eight years. What have
2 been the impact of that? And then also the legislature in
3 California passed legislation in 2011 regarding the seals
4 are not clear on the legislative issues that are
5 accompanying this, I guess.

6 UNIDENTIFIED VOICE: Yes, they began in
7 California as local school districts or counties or schools
8 offering the seal. There was a state legislation, which
9 set a state criteria for a state seal. And so similar to
10 legislation in New Mexico where the state criteria are set,
11 and then the schools or school districts are allowed to
12 then meet those criteria and offer a state seal, or
13 alternatively they can have their own criteria and offer
14 their own seal. So you could get a San Bernardino Seal of
15 Biliteracy, or you could get a California Seal of
16 Biliteracy all from San Bernardino High School, if that's
17 what they offered. That -- that's how that worked.

18 MS. SCHEFFEL: Thank you.

19 CHAIRMAN DURHAM: Further discussion? Okay.
20 We'll close public comment. Thank you all very much for
21 your participation.

22 UNIDENTIFIED VOICE: Thank you.

23 MS. PEARSON: And let's proceed. We'll come
24 back to this at a later time. But Ms. Pearson, would you
25 announce the executive session? We're a little behind.



1 MS. PEARSON: Yes.

2 MS. FLORES: Sorry.

3 CHAIRMAN DURHAM: Yeah. No, it's not bad.

4 MS. PEARSON: An executive session has been
5 noticed for today's State Board meeting in conformance with
6 24-6-402(3)(a) CRS to receive -- receive legal advice on
7 specific legal questions pursuant to 24-6-402(3)(a)(II) CRS
8 and matters required to be kept confidential by Federal
9 Law, rules, or State statutes pursuant to 24-6-
10 402(3)(b)(III) and pursuant to 24-6-402(3)(b)(I) concerning
11 the implement of -- of the State Board of Education
12 employee who requested that the matter be addressed in
13 executive session.

14 CHAIRMAN DURHAM: Yes. Is there a motion
15 for executive session?

16 MS. SCHROEDER: To move.

17 CHAIRMAN DURHAM: To move and seconded, we
18 have an executive session. Is there requires a two-thirds?
19 Is there objection to that motion? That motion is declared
20 adopted, and we'll start by taking a short recess and
21 moving forward from there.

22 (Meeting adjourned)



1 C E R T I F I C A T E

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

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

10 IN WITNESS WHEREOF, I have hereunto set my hand
11 and seal this 25th day of October, 2018.

12

13 /s/ Kimberly C. McCright

14 Kimberly C. McCright

15 Certified Vendor and Notary Public

16

17 Verbatim Reporting & Transcription, LLC

18 1322 Space Park Drive, Suite C165

19 Houston, Texas 77058

20 281.724.8600

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