

History, Culture, Social Contributions, and Civil Government in Education Commission

October 27, 2022

Meeting Minutes

Attendees

Commission members: Sam Long, Stephanie Hartman, Emma Rae Martinez, Majel Boxer, Blanche Hughes, Catie Santos de la Rosa

Absent: Eric Carpio, Theresa Steele, Lana Hailemariam, Andrea Johnson

Guests: Amber Carlson with CU NewsCorps

Meeting Goals

- Discuss the work ahead
- Begin to develop selection criteria for resources

Meeting was called to order: 4:36 pm

Meeting Activities

1. *The work ahead*
 - a. Potential Selection Criteria for Resources
 - i. The Commissioners started by reviewing the criteria established for vetting resources to be included in the Holocaust and Genocide Resource Bank <https://www.cde.state.co.us/cosocialstudies/holocaustandgenocideeducation-criteria>
 1. Possibly change a bullet in second section in relation to statistics or delete it all together. “Focuses on stories that represent multiple perspectives and humanizes statistics into people” – this group also agrees with this comment/change.
 2. Challenge is to identify sources that are intersectional; try to represent the complexities within those identities as well.
 - a. “Honors intersectionality and avoids the assumption that a single identity defines a person or group or people.”
 - ii. Looking at the Genocide/Holocaust resource bank criteria, possibly change one of the criteria in the second section to read. “Illustrations are developmentally

appropriate and authentic” – this group agrees with this change to the criteria as well

1. Superintendents are especially concerned about the developmental appropriateness of materials
 2. “Incorporating ‘multiple perspectives’ is rather vague and could cause problems” – maybe provide a definitions page to define “multiple perspectives” – new language for consideration: “Provides tools for a balanced approach, incorporating the perspectives of multiple groups and individuals.” OR “Provides tools for a balanced approach, incorporating the perspectives of multiple groups and individuals, while centering on historically underrepresented groups.”
 3. Aligns to Colorado Academic Standards in history and civics, or could say social studies
 4. Can also look at the Facing History and Ourselves work
- iii. Meets the requirements of at least one of the elements of HB19-1192
1. Each affinity group, as well as the inclusion of resources addressing the concept of intersectionality
- iv. Likes consistency of number of resources across the affinity groups; look deep and look to identify resources that highlight intersectionality (e.g., women)
- v. Should focus on quality versus quantity when selecting resources. Maybe include a disclaimer is not exhaustive
- b. Teaching Tolerance (Learning for Justice) work can help guide our work.
1. <https://www.learningforjustice.org/frameworks/social-justice-standards>
 2. Questions for selection of diverse tests:
<https://www.learningforjustice.org/sites/default/files/general/Reading%20Diversity%20Lite%E2%80%94Teacher%27s%20Edition2.pdf>

Resources for consideration – selection criteria “best practices”

1. Museum of the Native American - <https://americanindian.si.edu/nk360>
 - a. <https://americanindian.si.edu/nk360/about/understandings>
2. Montana:
<https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/Framework.pdf?ver=2021-08-02-085852-643>

Meeting Outcomes

The Commission reviewed options for selection criteria.

Next Steps

The next Commission meeting will continue the conversation and potentially vote on final criteria for resource selection.

Meeting adjourned: 5:32 pm