



Colorado State Board of Education

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

September 14, 2017 Meeting Transcript - PART 2

BE IT REMEMBERED THAT on September 14, 2017,
the above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

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



1 MADAM CHAIR: So, Mr. Durham, I understand
2 you'd like to make an amendment to the motion?

3 MR. DURHAM: Thank you, Madam Chair. And
4 actually, yes, I would -- would read the motion as it would
5 appear as amended, which is: I move to approve the waiver
6 request from Lewis-Palmer School District 38, for 22-30.5-
7 107 (1) (b), deadline for charter school applications, with
8 clarification that there was no request for and it was
9 verbally confirmed, that the district is not seeking a
10 waiver from cover via statute 22-30.5-107 (2), and that that
11 will still apply to the new date; the 90 days will still
12 apply to the new date of the application deadline.

13 MADAM CHAIR: Thank you. Is that a friendly
14 amendment? Madam Rankin?

15 MS. RANKIN: Yes.

16 MR. DURHAM: Something like second the
17 amendment?

18 MS. RANKIN: Yes.

19 MADAM CHAIR: Yeah.

20 MR. DURHAM: Oh, good.

21 MADAM CHAIR: Do we have to vote?

22 MS. RANKIN: Yeah, we should probably vote.

23 MADAM CHAIR: Let's take a vote.

24 MR. DURHAM: Each day anywhere.

25 MS. RANKIN: Yeah.



1 MR. DURHAM: I'd request a roll call vote on
2 the -- on the amended motion.

3 UNIDENTIFIED VOICE: Board member Durham.

4 MR. DURHAM: Yes.

5 UNIDENTIFIED VOICE: Board member Flores.

6 MS. FLORES: Yes.

7 UNIDENTIFIED VOICE: Board member Goff.

8 MS. GOFF: Yes.

9 UNIDENTIFIED VOICE: Board member Mazanec.

10 MS. MAZANEC: Yes.

11 UNIDENTIFIED VOICE: Board member McClellan.

12 MS. MCCLELLAN: Yes.

13 UNIDENTIFIED VOICE: Board member Rankin.

14 MS. RANKIN: Yes.

15 UNIDENTIFIED VOICE: Board member Schroeder.

16 MADAM CHAIR: Yes.

17 MADAM CHAIR: I believe we are finished with

18 5.0?

19 UNIDENTIFIED VOICE: That is correct.

20 MADAM CHAIR: 6.0, I think was lunch?

21 UNIDENTIFIED VOICE: Yep. We are on 8.

22 MADAM CHAIR: No, no, sorry.

23 UNIDENTIFIED VOICE: No. You have to go back.

24 MADAM CHAIR: Hold on. So, we are at 6.01.

25 The next item on the agenda is a presentation on the State -



1 - of the State, Colorado English Language Learners.
2 Commissioner.

3 UNIDENTIFIED VOICE: Yes. Thank you. And I'm
4 going to set a little bit of context for this discussion.
5 You all have been asking us throughout several months for a
6 more comprehensive review of sort of all of the components
7 and system components in place in our State around
8 supporting English language learners, all the different
9 assessments, all the different supports, all the different
10 funding mechanisms, and we certainly understand that can be
11 confusing. So, our staff had gotten together, cross unit
12 wise, this has helped us get really clear as well and we are
13 building, sort of a, what we hope will be an easy to
14 understand framework, for how all of this fits together.

15 We're going to be presenting that framework
16 to you in October. But we thought since it will be a long
17 discussion, just to help understand the whole situation,
18 that we would start with, since we had a little time on this
19 agenda, we thought we would start by just giving you a state
20 of the State, of our English learner population. And so just
21 presenting you with student achievement data on this piece,
22 to help you have the grounding and the foundation for then
23 what we'll go into in October.

24 We can use this meeting today to get any
25 questions you have about contents, so we can make sure that



1 in October we can provide to you a complete picture, so you
2 see how all of these various elements fit together. So, what
3 I want to say is you guys will probably have a million
4 questions, about all those other things we've talked about,
5 and so we're going to take those questions and sort of write
6 them down.

7 MADAM CHAIR: We're going to ask, why -- why
8 don't we write them down and give them to you?

9 UNIDENTIFIED VOICE: Okay. So you, s --

10 MADAM CHAIR: If that's okay, because --

11 UNIDENTIFIED VOICE: So, we'll get through
12 the presentation and you guys can write your questions down
13 and we'll make sure we get all those questions, so that we
14 have a very comprehensive report for you in October. So,
15 that's the context I wanted to set and then I'm going to
16 turn this over to Nazima Hazari-Nelson. I think I got it
17 this time. Yes. I've known her forever, but I just never say
18 her last name. And Melissa Kaulsman, and Alyssa Pearson, for
19 this presentation.

20 MADAM CHAIR: Thank you. Go ahead.

21 UNIDENTIFIED VOICE: Great. Well, good
22 afternoon members of the board. And just to reiterate Dr.
23 Anthes' message, today we want to provide you with
24 information about demographics of our English learner
25 population, as well as achievement information. We're happy



1 to answer and elaborate on any of the data that you see
2 here. No, we're not happy to.

3 MADAM CHAIR: Look, we have all been here for
4 a while. We --

5 MS. MELISSA: Great.

6 MADAM CHAIR: We are able to write you que-,
7 our questions down.

8 UNIDENTIFIED VOICE: Excellent.

9 MADAM CHAIR: Because if we leave here at
10 three, we're going to hit Denver at an extremely bad time.

11 UNIDENTIFIED VOICE: Okay. So, we will --

12 MADAM CHAIR: So --

13 UNIDENTIFIED VOICE: We will move through and
14 make sure that we are as clear as possible, so that whatever
15 questions you have, you can write those down for us. And,
16 again, we'll be focusing on policy and practice questions in
17 the coming months.

18 MS. PEARSON: Good afternoon, esteemed
19 members of the board, Commissioner, Madam Chair with your
20 permission, I'd like to present the English learners state
21 of the State. This is an annual report. This is an annual
22 report that we write for that field, in regards to the data
23 that they have requested from us.

24 So, it provides a story of our English
25 learners in the state; who are they, where are they located.



1 And the purpose of today's presentation is to set the stage
2 for the upcoming conversations that have been discussed so
3 far. Any time that we discuss data, we like to remind
4 ourselves and ground the conversation in the States mission
5 and vision.

6 As you know the vision is that all students
7 in Colorado will become educated and productive citizens
8 capable of succeed- succeeding in society, the workforce,
9 and life. Our mission is to ensure that that happens by
10 providing excellent leadership, service, and support to
11 schools districts and communities across the school.

12 One of the ways that we support schools and
13 districts and communities is by sharing data back with them
14 based on the reports that they have submitted to CDE. I
15 would like to start our conversation today in regards to
16 Colorado English language learners, by providing a little
17 bit of context on the national level. According to the
18 Center for Education Statistics, there are- there are eight
19 States, sorry, I was going to try to --

20 UNIDENTIFIED VOICE: This is the information.

21 MS. PEARSON: I know.

22 UNIDENTIFIED VOICE: Yeah.

23 MS. PEARSON: Okay.

24 UNIDENTIFIED VOICE: Doesn't work though.

25 MS. PEARSON: There are eight States where-in



1 English learners have more than 10 percent of students
2 within their population. Colorado is one of those eight
3 States, illustrated in dark green. States have English
4 learner percentages ranging between zero to 10 percent and
5 Colorado is one of the highest percentages at 14 percent.

6 Based on data collected by the U.S.
7 Department of Education, 23 States are, I'm sorry, some
8 States have had a decrease in their number of English
9 learners, as represented in the really light lavender color,
10 while others have had up to 200 percent increase in their
11 English learners. We fall somewhere in the middle of that
12 and they represent it in the light purple.

13 Colorado has seen an increase in the number
14 of English learners ranging between one to 49 percent, over
15 the years between 2004 to 2011. Now, we'd like to dive into
16 the data on Colorado English learners specifically. This
17 table represents the total number of English learners in the
18 past ye-, years, nu-, enumerating the growth that has
19 happened in Colorado. As you all know, from the table, we've
20 had an increase in English learner numbers across every
21 language proficiency.

22 The pie chart below represents our language
23 distribution among our English learners level and we had
24 about 18.5 percent that had achieved language proficiency.
25 So the rest of, are the overall counts of students. From



1 2008 to 2015. We have seen an increase in our overall
2 students population at a rate of 9.3 percent. Has our growth
3 of our English language learner population been in a
4 specific grade?

5 This is the graph that's going to de-,
6 demonstrate that, the response to that question. This graph
7 represents growth by acr -- by grade across three years. The
8 red bars represent data from 13/14, green bars represent
9 data from 14/15, and 15/16 data is represented in purple.
10 Across the past three years, we've seen a decline in the
11 number of kindergarten and second graders that are English
12 learners.

13 But we've seen an increase in the number of
14 third through 12th graders that are English Learners except
15 for in sixth grade, where we saw a slight decrease in the
16 numbers in 15/16. Next, we consider whether our English
17 learner students are new to Colorado and if there's a
18 difference by grade in the number in years in the State.

19 Of the English learners that are- that we're
20 in this State in 15/16 the majority had been in Colorado for
21 three or more consecutive years, as represented by the red
22 bars. A small portion had been in Colorado for either two --
23 two years consecutively, as represented by the blue parts of
24 the bars, and two years, I'm sorry, by the green bars and
25 then two years not consecutively, as represented by the



1 smaller blue bars. And then the purple bars represent the
2 number that have been in Colorado for only one year.

3 So, as you can see across the grades, we have
4 a larger proportion of students that have been here for
5 several consecutive years, but in every single grade we do
6 have students that have only been here for one year. Next,
7 we're going to talk about and just think about if the
8 students who are new to Colorado, purple in this particular
9 graph, what is their language proficiency once they arrive
10 in Colorado?

11 The percentage on the Y axis represents the
12 percent they are at each language proficiency, the X axis
13 across the bottom are the grades, the distribution at each
14 level is represented by, for example, access level one or
15 the blue parts of the bars on the bottom. So, this graph
16 represents students who are new to Colorado schools within
17 each grade level who performed at each language proficiency.
18 In other words, we had elementary, middle, and high school
19 students who entered Colorado schools with no or limited
20 language proficiency, as well as those who entered the state
21 with a higher level of language proficiency.

22 So, what was -- what we note is that each
23 grade, we have new students with varying levels of language
24 proficiency. Next, we'd like to talk about the location and
25 the context in which these students reside. The two pie



1 charts are representation of where our students are located
2 within the regions in the State. The large pie graph
3 represents percentage of English learners students across
4 regions in the State.

5 The right is a map of Colorado illustrating
6 or to the right is a map of Colorado reminding us of the
7 location of each region. As you'll notice in the larger
8 graph, over 66 percent of our English learners reside and
9 attend schools located in the metro region. North-central
10 and Pikes Peak regions have the second and third highest
11 percentage of English learners in that order.

12 However, we do see a distribution of English
13 learners within every single region in the state. The
14 smaller pie chart represents the percentage of all Colorado
15 students across regions. Similar to the distribution of
16 English learners students, the largest percentage of
17 students are in the metro area. However, you'll note that
18 it's a smaller percentage of all students that live in the
19 metro area in comparison to the English learners. Second
20 largest percentage for all students is in the Pikes Peak
21 region and in the North-central region.

22 The emphasis be -- from this graph being that
23 we do have students that live in every single region of the
24 state, for example, here in Burlington, they have a 24
25 percent English language learner population. In addition to



1 being assigned to a region, districts are also assigned to a
2 geographical setting. As a whole state as represented by the
3 small -- smaller pie chart, majority of our K-12 students
4 are located in the Denver metro area.

5 Approximately 56 percent of all students live
6 in Denver area, Denver metro area. Another 28 percent live
7 in the urban suburban area and the remainder are within the
8 outlying town followed by 4.4 percent in outlying city --
9 cities and 3.6 percent in remote settings. English language
10 learners are distributed across these district settings in
11 the same order as the overall population, but in different
12 proportions.

13 For example, almost 70 percent of our English
14 learners are located in the Denver metro area in comparison
15 to the 56 percent of the overall population that live in the
16 Denver area. One of the questions they were often asked, is
17 whether a larger percentage of our English learners live in
18 rural or non-rural areas. 88 percent of our English learners
19 live in non-rural districts. However, we do have twen -- 12
20 percent of our English learners living in rural districts.

21 However, the distribution of students at each
22 language proficiency are very similar when you compare the
23 rural, on the right, to the non-rural on the left. As you'll
24 notice by these side by side pie charts, the rurals -- than
25 -- the students that are not English proficient in their



1 rural areas, for example, are 22 percent of the population
2 whereas in non-rural areas, 21 percent are non-English
3 proficient. As you'll notice, the fluenc -- the language
4 fluency of the rural versus non-rural students are very
5 similar across the state.

6 Next, we'd like to look at the --another
7 question that we often get is, if our English learners tend
8 to move districts or change districts more often than the
9 entire population as a whole. As you can see from this pie
10 chart, in comparison to the statewide data presented in the
11 box on the left hand corner, the mobility rates of our
12 English learners are very comparable to the mobility rates
13 of our students as a whole.

14 87 percent of our students for example,
15 overall, have been in the same district for three
16 consecutive years and 87.7 percent of our English learners
17 have also stayed in the same district for three consecutive
18 years. In other words, English language learners are not
19 moving across districts at a higher rate than our overall
20 student population.

21 This table lists the top 10 districts that
22 have the highest number of English learners and their
23 percentage of English learners in comparison to their pop --
24 total population that are English learners. The table is
25 ranked from largest number of English learners to the



1 smallest.

2 So, for example, you'll note that our
3 district with the largest number of English learners is
4 Denver County School District with a total population of
5 85,201 students, with --and the population of English
6 learners, they are 26,710 students, which is 31 percent of
7 the overall Denver population.

8 The next table, on the other hand, lists the
9 districts with the highest percentage or concentration of
10 English learners within the districts. This list is ranked
11 by the percentage of English learners instead of the total
12 number. So, for example, you'll notice the top highest
13 percentage is within Adams County 14, where there are 6,994
14 students, 3,254 of which are English learners, making that
15 46.5 percent of their overall population.

16 Please note that there are only three
17 districts that are on both the top number of English
18 learners as well as the top percentage. Those are Adams 14,
19 Westminster Public Schools and Adams Arapahoe or APS.
20 Therefore, those three districts have both high number and
21 high percentage of English learners. So, what characteristic
22 data do we have on our English language population?

23 We know that we have more English males in
24 the English language learner population, but we also do as a
25 state as well as represented by the box on the top right



1 hand corner. The difference between the male and female
2 population for the English learners, we have 5 percent more
3 males.

4 However, in the general population we have
5 1.2 percent more males. They are very similar. This pie
6 chart on this slide compares the distribution of English
7 learners for the major race ethnic group to the distribution
8 of all students from each major race ethnic group. So, for
9 example, you'll notice that 54 percent of our all students
10 represented on the pie chart on the bottom right hand corner
11 are white students, whereas 4.9 percent of our English
12 learners are white students.

13 Although we see that 83 percent of our
14 English learners are Hispanic, we do have students from all
15 major race and ethnic groups that are represented in the
16 English language learner population. We have white students,
17 native Hawaiian, two or more races, American, Indian, Asian,
18 black or African-American students who are all English
19 learners.

20 We have approximately 262 languages that are
21 spoken by English learners in their homes across the whole
22 state. This is a list of the top 20 home languages spoken in
23 Colorado homes versus the nation. The far right are the
24 nation languages, the blue columns are the Colorado.

25 Although 83 percent of are English learners



1 speak Spanish in the home, we have a wide variety of
2 languages from around the world that are represented in our
3 English language population in Colorado.

4 As a state, as represented by the pie chart
5 on the right hand corner, we have approximately 57.5 percent
6 of our students are not eligible for free and reduced lunch.
7 This is the proxy that we use for socioeconomic status
8 within our state data. Therefore, we see that on the pie
9 chart on the left, we see that approximately 81 percent of
10 our English learners are --are eligible for free and or
11 reduced lunch which is represented by the red and the green
12 sections of this pie, in comparison to 42.5 percent of the
13 population that is eligible for free or reduced lunch.

14 When considering what percentage of our
15 English learners have disabilities, we see that there is a
16 very similar distribution among our entire state as
17 represented by the red dotted line in this graph. You'll see
18 that approximately 11 percent of all K-12 students have a
19 disability whereas 11.7 percent of English language learners
20 do. And that distribution is very similar to the -- the red
21 line representing the whole state.

22 The top two disabilities in the state among
23 English learners are specific learning disability at 6.5
24 percent, and speech language disability at 2.2 percent. All
25 others are less than 1 percent of the English language



1 population. What this translates to is that we have 88
2 percent of our English learners that do not have a
3 disability that has been recorded.

4 This bar graph represents the percentage of
5 English learners that qualify for other federally funded
6 programs. Again, the red line represents the state
7 comparison. The primary difference is in the percentage of
8 students that are Title 1. You'll note that approximately 25
9 to 26 percent of our overall student population are Title 1
10 students whereas 57 percent of our English learners are
11 Title 1 students. 1.6 percent are migrant students, 2.5 are
12 homeless, and 2 percent are gifted and talented, 5.3 percent
13 are immigrants and 1.3 percent are refugees.

14 Again, very similar to the overall state
15 distributions with the exception of we have a higher
16 percentage of students that are qualified for gifted and
17 talented programs than the English language learners are.
18 Because you recently reviewed the CMAS results by
19 disaggregated group, we are going to jump back to some
20 national data, and look at the results of the performance of
21 Colorado students on the National Assessment of Educational
22 Progress or NAEP.

23 The line graphs that are presented on this
24 graph and the one that's two slides later, are the NAEP
25 results in reading and math for Colorado students in



1 comparison to the national English learners. The reading
2 results are produced for fourth and eighth grade as
3 represented on the right hand side, and then fourth grade on
4 the left hand side.

5 Across the nation, we have seen a very steady
6 performance for English learners that are current English
7 learners. However, we've seen an increase in performance
8 across the years for former English learners. Colorado, in
9 former English learners, are outperforming national in
10 former English learners in both fourth grade and eighth
11 grade. Colorado current English learners are out --
12 currently outperforming or in most recent data,
13 outperforming national current English learners in eighth
14 grade but not in fourth grade.

15 This graph is being shared with you. I'm not
16 going to go through it. It basically represents -- provides
17 you with perform -- performance of current and former
18 English learners to non-English learners in fourth, eighth
19 and 12th grade on reading. Main message being that once
20 students reach language proficiency, and they're former
21 English learners, they perform very similarly to non-English
22 learners. And again, this graph is the math comparison to --
23 is the same graph as for reading.

24 Fourth grade is represented on the left,
25 eighth grade on the right. And we see very similar trends in



1 that current English learners have a steady, but a slight
2 incline in performance. And up until 2013, Colorado former
3 English learners in fourth grade were increasing very
4 rapidly, but then had a decline in 2015. Whereas, our eighth
5 graders continued to outperform the national former English
6 learners.

7 UNIDENTIFIED VOICE: When can we get these
8 updated?

9 UNIDENTIFIED VOICE: We are currently running
10 the analyses based on last year's data, and we're hoping to
11 have that finished by November, and we'll be happy to
12 provide you these same slides with updated data if you'd
13 like. So, in conclusion, Colorado has a very heterogeneous
14 population of English learners from varying backgrounds,
15 varying languages, varying geographical and rural settings.

16 They are located all over the state. And
17 there, we do have 28 districts that do not have any English
18 learners. All the rest of them do have English learners at
19 varying percentages. And that concludes our presentation.

20 MADAM CHAIR: Thank you. That was a lot of
21 data.

22 UNIDENTIFIED VOICE: It is a lot of data,
23 sorry.

24 MADAM CHAIR: So, folks do you have some
25 questions that you can write down and give to staff? But I



1 think it would be okay, Commissioner, if we review these and
2 then have some questions.

3 UNIDENTIFIED VOICE: Yes.

4 MADAM CHAIR: And send them.

5 UNIDENTIFIED VOICE: I think yes.

6 MADAM CHAIR: By when?

7 UNIDENTIFIED VOICE: Well, our agenda
8 submission deadline is next Friday.

9 MADAM CHAIR: So, by next Friday.

10 UNIDENTIFIED VOICE: So Friday, you mean this
11 Friday?

12 UNIDENTIFIED VOICE: No.

13 UNIDENTIFIED VOICE: Oh thank you. Bring them
14 to the retreat.

15 MADAM CHAIR: Bring them -- That's a great
16 idea. Bring them to the retreat. That's -- that's still kind
17 of close but that would work. Thank you.

18 UNIDENTIFIED VOICE: Are we going to get a
19 reminder on that?

20 UNIDENTIFIED VOICE: Yeah.

21 UNIDENTIFIED VOICE: May be --

22 UNIDENTIFIED VOICE: I can include it because
23 I need to send you all the retreat materials anyway. So,
24 I'll include that my reminder on Friday and maybe again on
25 Tuesday.



1 MADAM CHAIR: That'll be great.

2 UNIDENTIFIED VOICE: Okay.

3 MADAM CHAIR: Thank you very much. Thank you
4 so much you guys.

5 UNIDENTIFIED VOICE: Sorry, the pointer
6 didn't work. That would've slowed me down a little bit.

7 MADAM CHAIR: We didn't want to slow you
8 down. Okay. As you -- as you can tell, we're -- we're kind
9 of -- we're a wee bit behind on our schedule for today.
10 That's great. So, now we get lunch. All right. The next
11 item is update on the standards revision process,
12 Commissioner.

13 UNIDENTIFIED VOICE: Yes. Thank you. So, as
14 you know, we're in the process of attendance revision
15 update. And so, this is an update we are also seeking some
16 feedback from you on how we move forward into the action
17 items. You do have a new CDE staff person in front of you
18 that I am very pleased to introduce. This is Dr. Floyd Cobb.
19 He's our new Executive Director of Teaching and Learning. He
20 now oversees a lot of -- more at the -- at the ground level
21 what Melissa used to oversee in terms of the standards, all
22 of our students standards work of our early learning and
23 literacy work, all of our multi-tiered systems of support
24 work. And we are thrilled to have him.

25 He comes to us with a wealth of experience.



1 He was just most recently in Cherry Creek where he last --
2 worked for the last 13 years. And his most recent position
3 in Cherry Creek was Executive Director of Curriculum and
4 Instruction. So, he just have a real depth of knowledge in
5 all of these areas. So, we are happy to have him and you'll
6 see more of him in the future.

7 UNIDENTIFIED VOICE: Sorry, Madam Chair.

8 MADAM CHAIR: That's okay.

9 UNIDENTIFIED VOICE: That's okay.

10 MADAM CHAIR: Welcome to CDE. Thank you --
11 thank you for coming.

12 UNIDENTIFIED VOICE: Thank you very much.

13 MADAM CHAIR: We have a little glitch over
14 here. If you could just wait one second.

15 UNIDENTIFIED VOICE: Well, wait a moment.
16 Yes. The cleanup crew to arrive.

17 UNIDENTIFIED VOICE: Don't let this delay;
18 we'll figure it out.

19 MADAM CHAIR: Okay. Go ahead.

20 UNIDENTIFIED VOICE: So, good afternoon
21 members of the board and thank you Dr. Schroeder for the
22 welcome for. Dr. Cobb. We -- I'd like to reiterate just how
23 pleased we are to have Dr. Cobb with us and as, as
24 Commissioner Antheas noted, he has a wealth of experience
25 both at a curriculum level but also at an instructional



1 level and school and district administration.

2 So we're very pleased to have Dr. Cobb. We're
3 going to split duties today. I'm providing you a brief
4 update on the standards review and revision process because
5 in October is when we will have the first draft of the
6 proposed revisions for your consideration. So, we wanted to
7 give you a little bit of background of what's been
8 happening, preview how you're going to see those proposed
9 revisions and get your feedback on how to best provide that
10 information to you and see if there are ways that we can
11 make this meet your needs as best as possible.

12 But just as a -- a quick reminder of a few
13 things, we have a brief timeline that we're showing up on
14 the screen right now. You'll recall that we've been planning
15 for this for a -- for quite a while and 2016 was a major
16 planning year for us and it, that was at a -- a point where
17 we developed our guiding principles for this process that it
18 be transparent, inclusive, informed by research, consistent
19 with statute and a -- really two very important points.

20 One, that this would be focused on the
21 substance or the content of the standards themselves and
22 also be improvement oriented. We, through this process,
23 developed some -- some resources based on key learnings from
24 other states. One of the resources that we're able to employ
25 quite early was an online standards feedback system, which



1 was open from November 2016 through April 2017 where we
2 engaged the public in providing feedback on the current
3 standards.

4 All of that information was given to our
5 standards committees, which were engaged beginning in May of
6 this year. They've taken that public feedback and all of the
7 information that was received through our standard to review
8 email as well as a series of benchmarking reports.
9 Benchmarking reports have been comm -- commissioned for each
10 content area to fulfill a particular aspect of statute,
11 specifically that our standards be comparable in scope,
12 relevance and rigor to the highest national and
13 international standards.

14 So, the committees have been mulling over all
15 of that information and are now in the process of finalizing
16 their proposed revisions to the Colorado academic standards.
17 What you'll see in the committee work bar on our timeline is
18 another public feedback opportunity.

19 So, that's going to open in October and that
20 is an opportunity for the public to again provide feedback
21 on those proposed revisions. So, we'll be using that same
22 online standards feedback system, which will gather the
23 public comment on those proposed revisions.

24 From there, the committees resume their work
25 and will respond to the feedback that they've received. That



1 feedback also includes feedback from you. And we'll talk a
2 little bit about what that will look like beginning in
3 October/November and how we can best present those revisions
4 to you, so that you can have the right level of information
5 to inform the work of the committees.

6 Then the adoption process will begin in the
7 spring of next year where we will again bring those final
8 proposed revisions forward to you for eventual adoption. You
9 recall that th -- the process needs to conclude by July 1 of
10 2018 which is just around the corner. So, we'll have to do
11 that by June. Unless you'd like to have a special meeting
12 on July 1, we would be happy to.

13 Just as a -- as a quick reminder on our --
14 our standards review and revision website and through the
15 adhering to our notion of transparency, all of the feedback
16 that has been received is posted on that website in a -- in
17 a -- a spreadsheet tabbed by content area but we also have
18 documents for each and every content area which details
19 every single comment that has been received.

20 The names and affiliations of all the
21 committee members are there. All of our benchmarking reports
22 are posted and all of the proceedings from each of the
23 committee meetings are posted, and all of the meeting dates
24 for the committees and locations and in fact, the committees
25 meet again next week. They'll be meeting throughout the



1 week, next week in various locations.

2 In the past we've had them meet at the same
3 time at the same place. For this last round of work they --
4 there's -- some of them are meeting on different dates to
5 accommodate committee member schedules. So, I'm going to
6 hand over the presentation now to and Dr. Cobb is going to
7 talk a little bit about how it is that the committees are
8 making decisions about revisions as well as the process to
9 get public feedback as well as your feedback.

10 DR. COBB: So, as Melissa referenced, this
11 graphic is representative of the proposed revisions or the
12 feedback process that we're working through in order to get
13 the proposed revision. So, again looking at benchmarking
14 reports to be able to make sure that the -- the information
15 that we're gathering is comparable, making sure that we're
16 looking through our online standards and feedback system as
17 well as other submitted comments and those other submitted
18 comments could come through a variety of different ways,
19 they could be letters, they could be emails, but really kind
20 of making sure that we're looking at the -- the scope, the
21 broad scope of the system. In terms of the process that the
22 committees are going through in order to make the standard,
23 I mean, make their recommendations for the changes.

24 These considerations that are being made are
25 really trying to focus on how high the demand is



1 specifically for that change. The number of stakeholders who
2 asked kind of the variety of stakeholders are also looking
3 at the scope of their proposed change, whether or not that
4 change occurs at one grade level across a multiple grade
5 levels or in many subject areas paying attention to the
6 effect of that change, be it positive or negative on the
7 classroom, teaching in the learning environment and then
8 ultimately paying attention to what the potential cost might
9 be of those revisions.

10 So again, we -- the question that comes about
11 is do the benefits of the proposed change really outweigh
12 the cost? Really trying to make sure that the focus are on
13 minor revisions as opposed to a broad scale change. And, and
14 looking at the online standards and feedback system as most
15 referenced, they will be open from October 16th through
16 November 27. And what you have in your packet is an actual
17 copy of how the public will get an opportunity to look at
18 the feedback. So, I'll show you the summary version of this
19 from a high level standpoint.

20 This is a -- just a draft version of a
21 document as you see with science and so with science and all
22 content areas rather you have an opportunity to look at this
23 from a high level. The summary offers substantive revisions
24 that you'll see and this is sort of a prime example of this
25 in terms of perhaps what happens, what will be happening all



1 grades, preschool through grade 12.

2 And I'll read the example here the right side
3 of the standards document will change from the 21st century
4 skills to essential skills readiness in order to better
5 align with the skills students will need for postsecondary
6 workforce readiness. This is simply a sample of how this
7 could look, moving down preschool through fifth grade, sixth
8 grade create a summary of recommendations.

9 So, this will be a very high level version of
10 what would -- what would happen in terms of the recommended
11 revisions. Now, moving forward, there is a far more detailed
12 spreadsheet that will be listed as well to be able to give
13 more specific information and I will hold this up for you to
14 review to make sure that we're all looking at the same page.

15 On the details spreadsheet, that will
16 actually include all of the information at a very, very
17 micro level. So, this would include every change and the
18 rationale for that change. So, in this particular example,
19 which again is a science example, looking at the existing
20 language in the dearly where it says develop communic --
21 develop communicate and justify a procedure to separate
22 simple mixtures based upon physical properties.

23 There could be conversation related to a
24 proposed change to it being measured in graph quantities to
25 provide evidence that regardless of the type of change that



1 occurs when heating cooling or mixing substances the total
2 of the mass, mass of matter is conserved, it's a lot of
3 language. And in looking at it again paying attention to the
4 justification for the decision what did the committee use
5 for their decision clarity and coherence rigor impact in
6 demand but really trying to make sure that there is a clear
7 reco -- rationale for the recommended revisions.

8 So, the rationale, the data sources and the
9 instructional impact as well as the implementation impact.
10 So, this is the way that the committees have worked towards
11 trying to structure the information to make sure that
12 everybody has a clear understanding, or being able to see it
13 and to be able to provide additional feedback, moving
14 forward.

15 So, the standards review and revision
16 committees will meet on the week of September 18th which is
17 next week as previously referenced and the goal is to really
18 be able to get the tears to work together to consolidate the
19 initial recommended revisions. We anticipate presenting
20 revisions and multiple content areas perhaps therefore at
21 the forthcoming board meetings in October through December.

22 But a lot of that is contingent upon the work
23 that happens next week and making sure that the committees
24 have had enough time to make sure that they review the
25 information. Finally, the committees will meet again in



1 January. Starting in January rather to review feedback. And
2 make final recommendations and then the final
3 recommendations will be presented to you the state board at
4 the April for -- at the April through June state board
5 meetings for your final approval. So, at this point I will
6 turn it back over to Melissa to follow up.

7 MS. MELISSA: Great. Thank you Dr. Cobb. So,
8 to sum up what we anticipate coming forward to you in the
9 October through December time frame, would be to review the
10 high level or more substantial changes that are recommended
11 in each of the content areas 3 to 4 content areas at each of
12 the different meetings. We'll try to pace those in such a
13 way that we think strategically about which content areas
14 we're bringing forward so that if there's one that has maybe
15 more proposed revisions than another, that we kind of pair
16 that with maybe a content area that doesn't have as many
17 proposed revisions so that we can help and be mindful of
18 your time.

19 But essentially what we would be doing is
20 bringing forward the summary of changes document, reviewing
21 that with you, with the chairs so that the chairs can go
22 over any questions that you would like to get into. And then
23 if there are some particular content area that you would
24 like to dig into more, we would be very happy to setup time
25 with you in order to do that and that in that case we would



1 spend time with you going over perhaps the -- the
2 Spreadsheet version of, like, what are the actual every
3 micro revision that is being proposed.

4 So, we wanted to give an opportunity for you
5 to tell us how -- how does this sit with you, in terms of
6 how you would like to receive this information and do you
7 have any recommendations for us so that we can meet your
8 needs to have a substantial role in this process.

9 MADAM CHAIR: So, let me just tee this up.
10 What you are suggesting is that you will share with us the
11 changes.

12 MS. MELISSA: That's correct.

13 MADAM CHAIR: So I think Jane and I, are the
14 only current board members who were part of the initial
15 process. And we had booklets about 10 of the.

16 MS. MELISSA: Scads.

17 MADAM CHAIR: Scads of them which was the --
18 the entire set of standards in a particular topic. So,
19 that's an option. The question that we need to talk about is
20 do we want just the changes or are there areas where we
21 actually want to create, 'cause you are going to have to
22 recreate those documents.

23 MS. MELISSA: That's correct. And -- and
24 those documents were right -- roughly anywhere from 100 to
25 maybe 150 pages of each content area.



1 UNIDENTIFIED VOICE: That was deadly.

2 MADAM CHAIR: It was deadly for non -- for
3 non-educated like myself to wade through them but that's
4 kind of the information that -- that we need to present the
5 stuff how we want to look at the various changes. Are there
6 a lot of changes?

7 MS. MELISSA: The committees haven't yet
8 finalized them, so it's hard to say. It's hard to quantify
9 it.

10 MADAM CHAIR: Nobody's -- nobody's telling
11 you exactly right.

12 MS. MELISSA: They're still working through
13 them.

14 MADAM CHAIR: Okay. Ms. Goff.

15 MS. GOFF: Thank you. It's all helpful. I
16 mean, you know, although year -- years literally have passed
17 there are some things that are steady -- steady and
18 important. Have there been -- Have you all done any webinars
19 or is there some podcast recordings.

20 I right now and recently I have found those
21 very helpful to go back and get. You can get a feel in the
22 context under which the group participants are asking
23 questions. And then when we provide the background and
24 perspective and just supplements nicely everything but I
25 would -- I would find that helpful.



1 And it's an exercise of another listening
2 style and learning style besides reading and sort of -- and
3 just an idea. But I do think Melissa the notebook does serve
4 a purpose and -- yeah, and particularly if we have -- well,
5 in addition, if we have changes in terminology because if
6 we're going to not be -- if we're not going to have the
7 heading 21st century skills so much as we have essential
8 whatever, those vocabulary changes to have a copy of that
9 and how that looks and then the rationale column I feel like
10 right now it's going to be a little bit different than the
11 current thrust of the message that's on the right call of
12 everything.

13 My related like perhaps maybe is if we talk
14 about a four-month period of time and we've got when you --
15 when you say four different standard areas. Literally one
16 single standard area I guess you don't really know yet until
17 you find out how much feedback there is in the -- the
18 amount.

19 And then is there a plan for which ones in
20 order, which order will we be looking at the major major and
21 I don't ever put one over the other. But the -- the core
22 let's just call them the core areas will those come first.
23 Or is that necessarily a predictable. I don't know. Have we
24 got fine art or we have, we have what? Ten, 11 areas and
25 that's-



1 MS. MELISSA: Right. So the -- yeah, those
2 are really, really good questions and I've -- I've jotted
3 down some of your recommendations and thank you for that.
4 Regarding webinars, we do actually do a monthly update of a
5 webinar and that -- those are all recorded and on our
6 standards review and revision what web site and identify
7 topics so that you can go back and see those.

8 And as the revisions come out we, will also
9 have content specific webinars so that folks can hear about
10 what's happening or what are the recommended revisions by
11 content area. And again most people can participate live or
12 those are also recorded and posted. I think, you know, your
13 suggestion regarding or your question regarding which
14 content areas we would be bringing forward.

15 And again, part of that will depend upon the
16 scope of the revision meeting. So, we might kind of -- kind
17 of pace those out and --

18 MS. GOFF: This time about the bad guys
19 discussion stuff?

20 MS. MELISSA: That's -- that's great-

21 MS. GOFF: Background, you know?

22 MS. MELISSA: Yeah, that's really important.
23 All of CDE is to staff those committees while we can share
24 what we actually can give the -- the context and rationale
25 for that proposed revisions and then also bring the voice



1 back of what they hear from you back to those committees.

2 UNIDENTIFIED VOICE: The participants,
3 teachers or others of the various level. So, if there is a
4 preponderance let's say proposed changes at the elementary
5 level we'd have given the elementary.

6 MS. GOFF: Remind me how these committee
7 members were chosen. And are they all on the -- the same
8 website?

9 MS. MELISSA: So, have process that occurred
10 in the spring and the -- the review for those applications
11 was conducted in a blind review process such that the names
12 were review -- were removed and we had committees of three
13 or four to go through and read through the applications and
14 look at to make sure that there was representation across
15 grade levels but also across sectors to the extent possible.

16 We wanted to make sure that there was parents
17 included on each committee, that we would have someone from
18 early childhood someone from higher education to make sure
19 that we have that breadth of participation on those
20 committees. So-

21 MADAM CHAIR: And we were allowed to make
22 recommendations as?

23 MS. MELISSA: That's correct. That's correct.
24 There's about 170 different members of those committees. And
25 they've all been-



1 UNIDENTIFIED VOICE: A hundred and seventy?

2 MS. MELISSA: About 170. We have 13
3 committees. And it might be a little bit more than that now.
4 They do a little bit of math but -- but there is -- these
5 committee members have been giving hours and hours both in
6 person and then also virtually to participate in this
7 process.

8 MADAM CHAIR: Board member, McClellan, do you
9 have any questions?

10 MS. MCCLELLAN: Oh, just a comment. Also,
11 welcome, Dr. Floyd.

12 DR. FLOYD: Thank you very much.

13 MS. MCCLELLAN: I'm sure that Cherry Creek's
14 loss is the Department's gain.

15 DR. FLOYD: Well, thank you.

16 MS. MCCLELLAN: I wanted to say how much I
17 appreciate that you're bringing the proposed changes to us
18 kind of midstream in the process. I know when I served on
19 city council, it gave me grief when I would see committees,
20 particularly with experts from our community, giving of
21 their time and their expertise and their care only to have
22 it come before the council to have elements of their work
23 vetoed. And I really appreciate that this timeline allows
24 for them to regain some traction in the process after all of
25 the thoughtful work that they've put in, in case there is an



1 issue that's expressed here on the board kind of midway
2 through. So I appreciate that you've incorporated that in
3 the process and I hope that it gives us an outcome that
4 doesn't frustrate the committees who've put in their good
5 time and their work, so I appreciate that. Thank you.

6 UNIDENTIFIED VOICE: Thank you, and we think
7 it's really important also for you as board members
8 especially if there's a particular content area or there's
9 some particular issues that you really want to make sure are
10 addressed that you get adequate time to do so in this
11 process.

12 MADAM CHAIR: Board member, Rankin.

13 MS. RANKIN: Could you send me a copy of
14 locations of September 18th meeting?

15 UNIDENTIFIED VOICE: Absolutely.

16 MS. RANKIN: I would like that. And also, I
17 know you've heard me fret about this before, but during this
18 time that we're doing this review and -- and we want
19 stakeholder input, we -- we have some constituents that
20 frequently call us and ask us about the standards. I would
21 like to have the link to where you have all the information
22 on the front page of CDE website during the time that, you
23 know, we're -- we're in this so that when this is over, I
24 don't hear from people who say, well, I don't know, I
25 couldn't find it, you know, that sort of thing.



1 So I wanted to make it as -- as open and as
2 clear as possible to the constituents, and I will do so when
3 I go out and talk with constituents or at town hall
4 meetings. I think we all need to embrace the -- the people
5 that have said in the past they want to have input yet have
6 not come forward maybe yet. One more thing I'd like you to
7 be aware and maybe keep us informed of any specific things
8 that surface more than others, like, are really honed in on
9 by a lot of people.

10 I -- I think sometimes we're so busy doing
11 other things, we don't know what, you know, unless they call
12 us, which -- which they do too, but that's kind of my input,
13 but thanks for all your work, and I -- I love the kickoff,
14 and I would love to, you know, be included -- the -- the
15 computer science thing to me was the most fascinating. Thank
16 you.

17 UNIDENTIFIED VOICE: Thank you, board member,
18 Rankin. I just wanted to say thank you also for coming to
19 attend those meetings. It is -- we could put together an
20 easy flyer for you that you could hand out as you go around
21 with the link to the --

22 MS. RANKIN: That would be excellent.

23 MADAM CHAIR: I think we need it for the
24 folks that are going to the CASB regional meetings and other
25 things, but those are the ones that are coming up



1 immediately. Board members are interested -- school board
2 members are interested. Board member, Flores, do you have
3 questions?

4 MS. FLORES: No, I don't. I just wanted to
5 say that it might be the September 25th.

6 MADAM CHAIR: Good. Thank you. Mr. Durham, do
7 you have any questions?

8 MR. DURHAM: No, thank you.

9 MADAM CHAIR: I have a question and that is
10 around the, what I think you referred to as the national
11 organizations thinking about the -- the National Math
12 Organization that looks at standards, have there been
13 significant changes in the last 10 years from those
14 organizations and in what way did -- did that come forward
15 to Colorado?

16 UNIDENTIFIED VOICE: So, I'm going to clarify
17 that within the -- within statute, we need to -- and when we
18 say the highest national -- international standards, by
19 that, we mean the highest performing states. So, what we did
20 is we looked at the highest performing states and their
21 standards as through our benchmarking reports, but I -- I
22 will give an example with the National Council of Teachers
23 of Mathematics. They are actually right now in the process
24 of looking a little bit at -- at reconfiguring some ways and
25 approaches for high school, especially with the idea of how



1 do we, you know, how do we distinguish between the type of
2 mathematics that every student needs and then how do we make
3 sure that there's pathways also for students who might want
4 to go into a STEM career, because standards typically are --
5 are meant to be a floor and not a ceiling, but there hasn't
6 been a real articulation of what the ceiling could be or how
7 much higher they could be for certain students. So I think
8 that's where some of the national kind of work is going.

9 MADAM SPEAKER: Uh-huh. And you will
10 identify that for us?

11 UNIDENTIFIED VOICE: Yeah, I think our math
12 committee is actually quite on top of that right now, and I
13 think they might have some -- some recommendations or some
14 things to think about with respect to that. I believe
15 they'll be asking you for some direction on that piece.

16 MADAM CHAIR: That's probably the area that
17 I'm going to geek out on, but we'll see if I have the
18 courage to do that. Did we answer your questions?

19 UNIDENTIFIED VOICE: Yes, I -- I think we
20 feel really clear about our next steps, and we appreciate
21 all of your great inputs.

22 MADAM CHAIR: I do want -- I do want
23 consensus please that providing the exceptions or the
24 changes is what's going to be okay for you unless you
25 request the big thick documents. I -- I want to make sure



1 that staff is on the right track in what they present to us.

2 Okay. Nods. Thank you very much.

3 UNIDENTIFIED VOICE: Thank you.

4 UNIDENTIFIED VOICE: Welcome, Dr. Cobb.

5 DR. COBB: Thank you very much.

6 MS. RANKIN: Now I believe they just get to
7 sit here a little bit longer (indiscernible)

8 MADAM CHAIR: All right, but isn't this the
9 last one?

10 UNIDENTIFIED VOICE: This is the last one on
11 our agenda.

12 MADAM CHAIR: All right, we are back on
13 schedule. This is a -- this is a notice of rulemaking for
14 the Administration of Teacher Grants for Computer Science
15 Education.

16 UNIDENTIFIED VOICE: That's correct. So, this
17 should only take about three hours, so I think we're set.
18 So, yes, this is a notice of rulemaking for a new teacher
19 grant program to sup -- provide professional development
20 support for teachers of computer science for the state.

21 Our -- our information -- you'll note that
22 there is a ghost member of our presentation group today, Dr.
23 Joanna Bruno. She's listening from her desk back in Denver,
24 and she's ready to text if there's any questions that you
25 have.



1 I wanted to acknowledge her because she's
2 providing a tremendous amount of sport -- support for --
3 sport. Yes, she's also quite sporty. She is not only our
4 science content specialist for the state, but she's also
5 been supporting the computer science standards development
6 committee as well as the science standards review committee
7 and is actually helping to kick off this grant program as
8 well, so she's serving triple duty.

9 I'll just briefly give you a little bit of
10 information about this program. There is a typo on your
11 slide three, and I apologize. Senate bill 17296, not 29,
12 created the teacher grants for computer science education
13 program.

14 Under this program, school districts are
15 eligible to receive grants from CDE to provide direct
16 training to teachers and computer science education or
17 funding for teachers to pur -- pursue courses, certificates,
18 or -- or degrees in computer science, and this was created
19 out of recognition that we have -- now have --be developing
20 optional computer science standards and recognizing the
21 number of careers that are available in here. There may not
22 be that the workforce that could actually provide this type
23 of instruction. So CDE was allocated \$500,000 for this grant
24 program.

25 UNIDENTIFIED VOICE: Is that for the program



1 or to hand it out?

2 UNIDENTIFIED VOICE: So, it's a, it's a total
3 \$500,000 for the program. There's a 0.5 FTE to manage the
4 grant program that will kind of come off the top from that
5 \$500,000. So, we're in the process of hiring a grant
6 coordinator who will manage this program, who will also help
7 assist with some identifying the programs for teachers, as
8 well as the requirements for an annual report. So, it'll be,
9 it'll be a substantial amount of money that will be
10 available for teachers.

11 UNIDENTIFIED VOICE: And where did this --
12 these funds come from?

13 UNIDENTIFIED VOICE: So, this was in 296 was
14 the School Finance Act. So, this was a program that was
15 embedded in the School Finance Act. So, just to give you a
16 quick summary of some of the eligibility criteria that was
17 established within this, within statute, school districts
18 are, must apply on behalf of their teachers, this isn't an
19 individual teacher who would come forward.

20 The priority is recommended to be given to
21 teachers who serve high poverty students, who serve a high
22 number of minority students, or students in rural areas with
23 the idea that we would support teachers who intend to
24 continue teaching in public schools in Colorado after
25 completing their, their education through this program, and



1 who would be teaching Computer Science or concurrent
2 enrollment courses in Computer Science, or be completing
3 perhaps some degree certification.

4 So, that was the intent of this. The grants
5 would be a, a one year grant, each year available contingent
6 of course on funding, and by reviewing some of our other
7 grant programs that might be kind of similar to this, we've
8 recommended that a district couldn't seek more than \$10,000
9 on behalf of their teachers so that we can make sure --

10 MADAM CHAIR: Teachers or per teacher?

11 UNIDENTIFIED VOICE: Teachers, so, on behalf
12 of their teachers.

13 MADAM CHAIR: Okay.

14 UNIDENTIFIED VOICE: So, those are all
15 detailed in the draft rules that you have provided, been
16 provided. And just as a -- an understanding of our timeline,
17 today, we're noticing rule making, that means we have a rule
18 making hearing in November, and if a second is needed, in
19 December we would have that, which then would help us to
20 initiate a request for proposals in January and allow us to
21 distribute funds beginning in March, which would be really
22 useful for teachers who want to start pursuing some courses
23 over the summer. So, if you have any questions we'd be happy
24 to answer them. That's the end of our three hour
25 presentation.



1 MADAM CHAIR: I have one, just comment which
2 is that when I read these rules, I was confused as to
3 whether it was 10,000 per student, per teacher, or 10,000
4 per district? So, if you would like to, if you'd be kind of
5 go back and look at that and see where it's just my general
6 comprehension witness or whether there's a another way of
7 saying that, because I misunderstood it.

8 UNIDENTIFIED VOICE: Thank you.

9 MADAM CHAIR: I'm sorry, did you have a
10 question?

11 UNIDENTIFIED VOICE: Just --

12 MADAM CHAIR: Mazanec.

13 MS. MAZANEC: Yeah. So, this just starts the
14 process and we're going to, the process of getting feedback
15 and-

16 UNIDENTIFIED VOICE: It's correct.

17 UNIDENTIFIED VOICE: Two months.

18 MS. MAZANEC: So, we don't need to dwell on
19 it right now.

20 UNIDENTIFIED VOICE: Correct.

21 MADAM CHAIR: But if you have suggestions
22 based on the proposed rules --

23 UNIDENTIFIED VOICE: No, I need to look at
24 them.

25 MADAM CHAIR: Okay.



1 UNIDENTIFIED VOICE: Me too.

2 MADAM CHAIR: Anybody else have a question?
3 Ms. Rankin. Oh, I forgot, I'm sorry.

4 MS. RANKIN: This half of a person that we're
5 going to hired, is that going to be somebody from within our
6 department or is that going to be somebody from the outside?

7 UNIDENTIFIED VOICE: So, so we, we don't
8 have, we haven't identified anyone internally who is a part-
9 time staff member who could take this on. This position is
10 actually posted right now on our website, and it is open to
11 anyone in CDE, we're just not aware of anyone, but we, we
12 weren't anticipating that.

13 MS. RANKIN: I, you know, sitting in on those
14 computer science, you know, those, those teachers that are
15 in there are really great and they seem to have that real
16 expertise in that area, and also with the BOCES, and our
17 blended learning, and online stuff that goes so well with
18 this. I hope we really do well at getting someone that --you
19 know what I'm talking about.

20 UNIDENTIFIED VOICE: Yep, yeah. We, we are
21 very interested in making sure we have someone who can't
22 just manage a grant program but who really understands
23 computer science, understands the context of Colorado, and
24 can help point people in the direction of resources, because
25 it's one thing to say here's money, it's a whole other thing



1 to say. And here's some really great places where you could
2 actually use those funds to advance your knowledge.

3 MS. RANKIN: And I think of in terms of, I
4 just think of Peter Sherman is, because of how much help he
5 has given me with my lower achieving schools and districts
6 that someone that understands that can be very selective
7 about the key, not only person and technology with knowledge
8 but also leadership to spread that knowledge.

9 UNIDENTIFIED VOICE: Yeah.

10 UNIDENTIFIED VOICE: So, I, I know I'm
11 micromanaging here, but I think this has great potential,
12 and is the 500,000 a one shot?

13 UNIDENTIFIED VOICE: We -- we -- I don't know
14 about the continuous whether it's a continuous
15 appropriation, but we can find out about that. My --my hope
16 would be that -- that we wouldn't put in a whole lot of
17 effort for a one year activity.

18 MS. RANKIN: But especially if it was the
19 schools. But, thank you very much Ms. (Indiscernible).

20 UNIDENTIFIED VOICE: Yeah. Thank you.

21 MADAM CHAIR: So, my apologies I did not ask
22 for a motion at the beginning.

23 UNIDENTIFIED VOICE: I move to approve the
24 notice of rulemaking for rules of the administration of
25 teacher grants for computer science education, 1CCR301-100.



1 MADAM CHAIR: It's a proper motion. Thank
2 you. Is anyone opposed to that motion? Yippee.

3 So, future business. Folks, we have a retreat
4 next Wednesday, 9: 00 to 4: 00 I believe.

5 UNIDENTIFIED VOICE: That is correct.
6 Otherwise, I believe the meeting is recessed until --

7 UNIDENTIFIED VOICE: I just want to thank you
8 all for coming to Burlington.

9 MADAM CHAIR: You're welcome.

10 UNIDENTIFIED VOICE: I do and I don't --

11 UNIDENTIFIED VOICE: Thanks for arranging-

12 UNIDENTIFIED VOICE: I don't know if our
13 caterer is still here, did he leave?

14 UNIDENTIFIED VOICE: I don't see his truck.

15 UNIDENTIFIED VOICE: I don't know.

16 UNIDENTIFIED VOICE: And don't forget your
17 treats, guys.

18 UNIDENTIFIED VOICE: Yeah. Well, just so he
19 know, I just wanted you guys to know, Jeremiah from the
20 catering. He basically baked all of that by scratch. He's
21 been working day and night like all of the lunch yesterday.
22 The cakes, the brownies were by scratch and --

23 UNIDENTIFIED VOICE: We love it.

24 UNIDENTIFIED VOICE: I just thought it was
25 some of the most -- the best food we've had, and so I just



1 wanted to give Jeremiah another shout out.

2 UNIDENTIFIED VOICE: Yes.

3 UNIDENTIFIED VOICE: You should have said it
4 on the microphone.

5 UNIDENTIFIED VOICE: I did say it on the mic.
6 I know. So, so if you're ever in Burlington, most of you who
7 are hearing us, you should-

8 UNIDENTIFIED VOICE: Check them out.

9 UNIDENTIFIED VOICE: You should check them
10 out. What's their name?

11 UNIDENTIFIED VOICE: Denise, what's their
12 name?

13 UNIDENTIFIED VOICE: He left-

14 UNIDENTIFIED VOICE: Jeremiah was the --

15 UNIDENTIFIED VOICE: Healthy essentials.

16 UNIDENTIFIED VOICE: Healthy essentials.

17 UNIDENTIFIED VOICE: They also have wonderful
18 olive oils.

19 MS. RANKIN: Was a good friend of mine.

20 UNIDENTIFIED VOICE: Yeah, yes.

21 (Meeting adjourned)

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CERTIFICATE

I, Kimberly C. McCright, Certified Electronic Transcriber, for the State of Colorado, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

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

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 30th day of October, 2018.

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

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