



# 1241 Task Force Meeting #4

NOVEMBER 3, 2023

# Agenda

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10:00 - 10:15 am	Welcome
10:15 - 10:30	Review Norms and Objectives
10:30 - 11:00	Review Progress to Date and Open Questions
11:00 - 11:30	Review Decision Making Process for Today's Work
11:30 - 12:00	Refine and Adopt a Roadmap of Upcoming Topics
12:00 - 12:30	Lunch
12:30 - 2:30	Discussion: What are the academic opportunities or inequities that may impact academic achievement gaps?
2:30 - 2:45 pm	Break
2:45 - 3:45 pm	Develop Stakeholder Consultation Process
3:45 - 4:00 pm	Wrap Up & Next Steps

# Words from the Task Force Chair and Vice Chair

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**Dr. Wendy Birhanzel**

**Task Force Chair**  
*Superintendent*



**Rebecca McClellan**

**Task Force Vice Chair**  
*State Board of Education*

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# Norms

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Assume positive intent from others' thoughts and input

Agree to disagree

Maintain flexibility and allow for opinions to change

Share the speaking and listening space with fellow members in an equitable and respectful manner

Respect the candidness of others as a gift

Expect non-closure

# Objectives

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Task Force Participants will:

- Review group norms and objectives to guide the task force's deliberations for the day
- Review progress to date and open questions
- Discuss and adopt a decision making process
- Refine and adopt the roadmap of upcoming meeting topics aligned to the legislative charge that includes the completion of the interim and final reports
- Discuss and identify the academic opportunities or inequities that may impact academic achievement gaps
- Develop parameters for a stakeholder consultation process

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# *Survey feedback on meeting #3 was largely positive, but there are still opportunities to improve future gatherings*

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Task Force members were asked: **Please provide any thoughts or feedback you have from the last Task Force meeting (Oct. 17, 2023)**

- Respondents appreciated the clarity the roadmap brought to the Task Force's work and that there was a greater opportunity to hear more voices during the last meeting
- Members also appreciated CDE's work to answer their questions on the accountability system

## **Recommendations to improve future meetings include:**

- Instituting a protocol that will allow the group to check statements or claims that are questionable
- Begin by addressing issues the group can build consensus on, as a way to build trust among the group
- Identifying specific areas for adjustments and revisions to accountability system
- Ensuring facilitators read diverse experiences represented in Task Force and use road map to drive meeting facilitation
- Improving experience of online participants



# *Some Task Force Members offered ideas on how to make future meetings more engaging*

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Task Force members were asked: **Given that many of the meetings will be 6 hours long, do you have any suggestions or thoughts on how to make them more engaging?**

Responses included:

- More **opportunities to learn new information and perspectives**, i.e. in breakout groups or jigsaw activities (4 mentions)

\*Note: One respondent said they like the current balance of breakouts and whole group time, while another asked for more whole group time

- **Frame meetings around roadmap** and focus on Task Force **end goals** (2 mentions)
- **Break into small work teams**, for example to start identifying what needs changing in accountability system (2 mentions)
- **Balance time** spent on presentations, questions, and small/full group work during meetings (2 mentions)
- Add more **bio breaks** (1 mention)
- Incorporate **pauses for reflection** (1 mention)
- Focus only on **1-2 topics per meeting** (1 mention)



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**COLORADO**  
Department of Education

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# Responses on 1241 Task Force Questions from October Meeting

November 3, 2023

# Proposed Approach



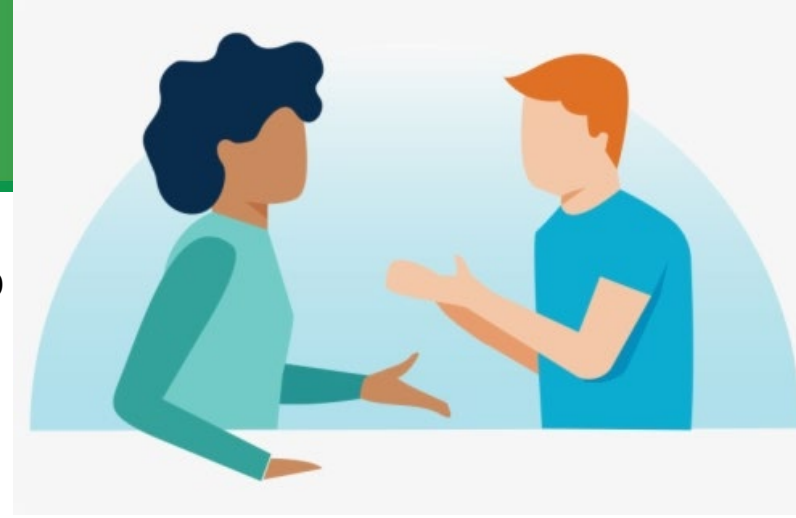
- Gather task force questions and requests for information
- Maintain an ongoing Q&A to offer written documentation over time
- Deeper dive on select topics during meetings
- Schedule of upcoming follow up and events

# Proposed Approach: Future Deeper Dives

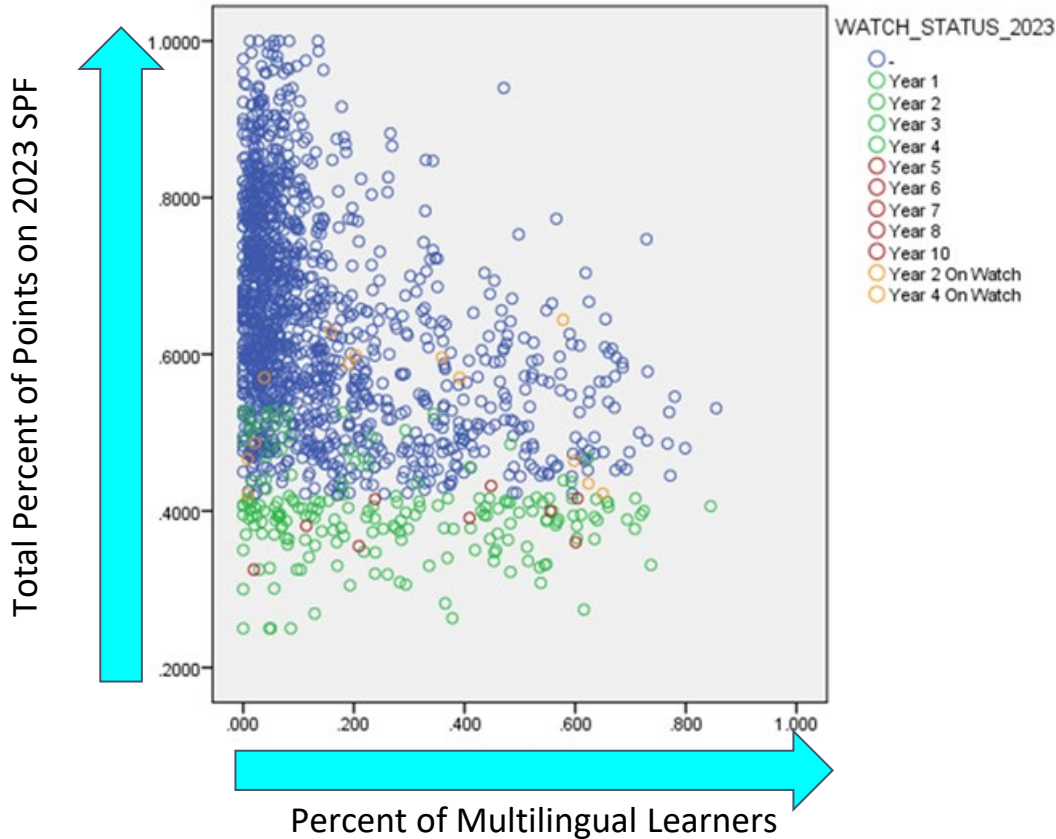
Theme	Proposed Approach	Timeline
Promising Practices: Follow up on other state's approach to accountability and growth models	Working with CU-Boulder to conduct an analysis, including a broader national scan and then deeper case studies on select states.	<ul style="list-style-type: none"> <li>• Broader scan by late January</li> <li>• Case studies depends upon Task Force direction</li> </ul>
Promising Practices: Case Studies	<ul style="list-style-type: none"> <li>• Schedule Local Accountability System Grant convening to overlap with 1241 Task Force Meeting</li> <li>• CDE analysis (e.g., characteristics of schools beating the odds)</li> <li>• Results of School Transformation Grant</li> <li>• CADRE Case Study Report</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule LAS grant convening in Phase 2</li> <li>• CDE analysis depends upon Task Force direction</li> <li>• Schedule Results of School Transformation Grant and CADRE Report case studies during phase 1</li> </ul>
Interaction of Student Demographics and Influence on Frameworks (including clock trends)	Continued analysis by CDE in Q&A and deeper dives, as needed	<ul style="list-style-type: none"> <li>• Begin to share analyses by December meeting</li> </ul>

# Activity: Deeper Dive on Frameworks

- Refer to the framework/disaggregated group scatterplots on task force website:  
[www.cde.state.co.us/accountability/accountability-task-force](http://www.cde.state.co.us/accountability/accountability-task-force)
  - Click on today's presentation (slides 14-17)  
OR
  - Q&A document from Oct 17 (pp. 13-16)
- We will walk through one together!
- Spend a few minutes writing down some takeaways and remaining questions from the graphs
- Turn to a shoulder partner to explain your insights
- Be ready to share out at least one insight with the whole group



# Deeper Dive: Multilingual Learners and Framework Assignments (Clock Status)

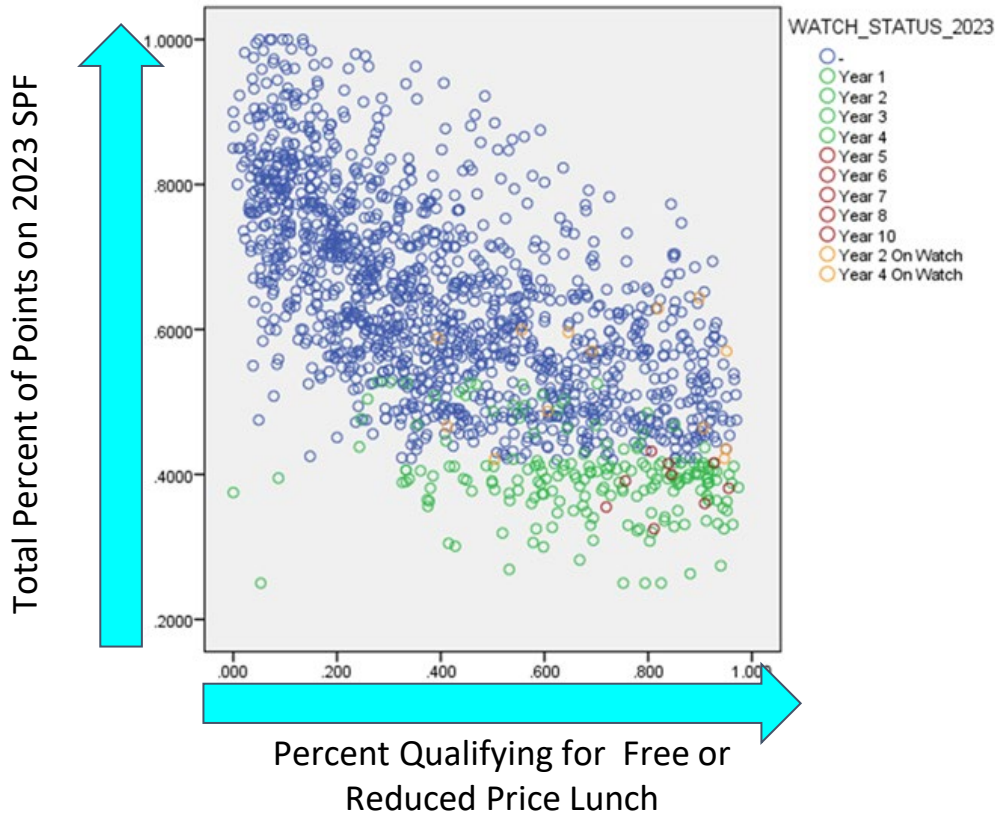


## Takeaways:

- Weak relationship
- Plan types equally distributed across schools serving all concentrations of MLs

Note: This section has been updated. Refer to the [Analysis of SPFs and Student Characteristics](#)

# Deeper Dive: Poverty and Framework Assignments (Clock Status)

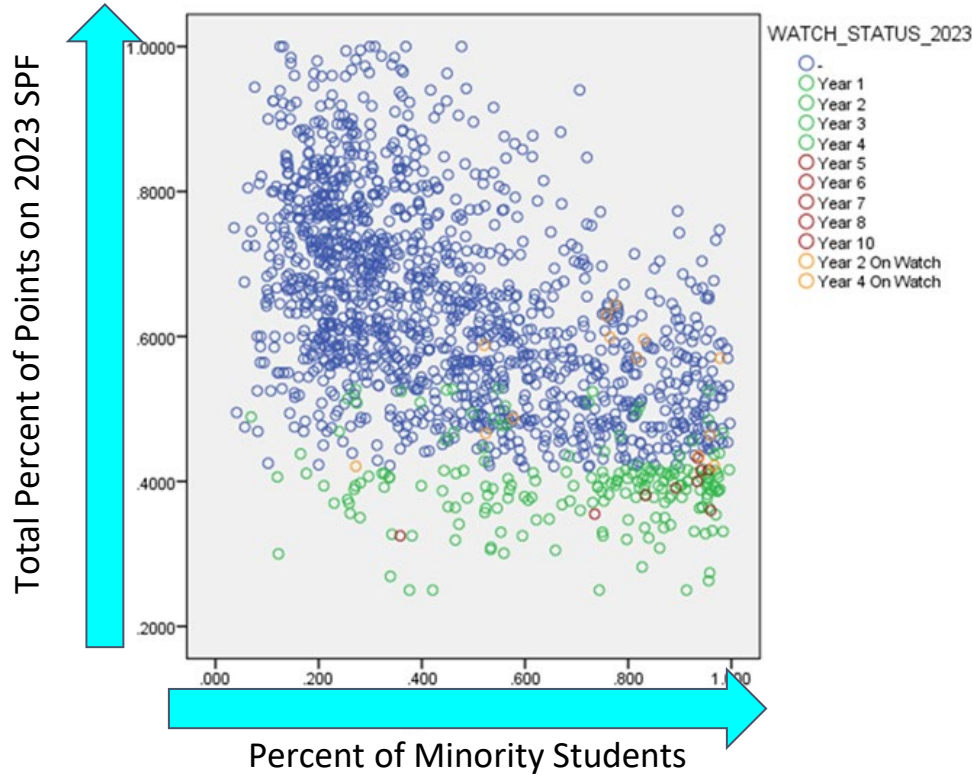


## Takeaways:

- Weak to moderate relationship
- High percent of schools with high FRL that are not on clock
- Greater concentration of schools further along on clock around the higher end of poverty scale

Note: This section has been updated. Refer to the [Analysis of SPFs and Student Characteristics](#)

# Deeper Dive: Minority and Framework Assignments (Clock Status)



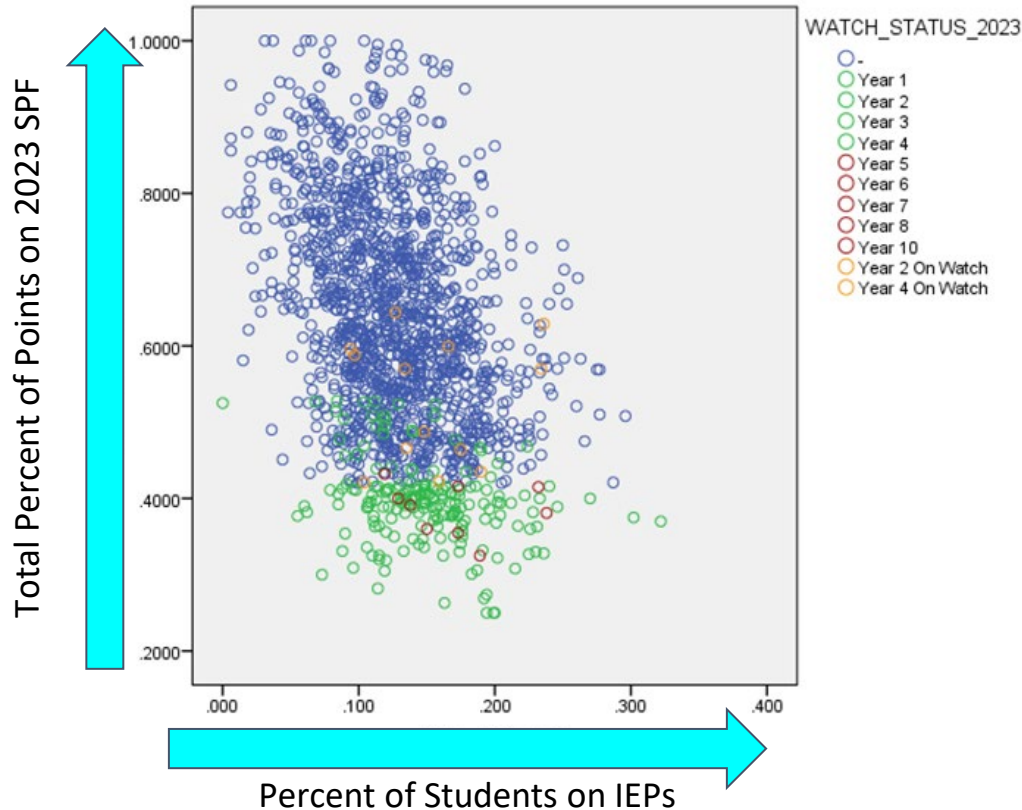
## Takeaways:

- Weak relationship
- High percent of schools with high minority that are not on clock
- Greater concentration of schools further along on clock around the higher end of minority scale

Note: This section has been updated. Refer to the [Analysis of SPFs and Student Characteristics](#)



# Deeper Dive: Students on IEPs and Framework Assignments (Clock Status)



## Takeaways:

- Weak relationship
- Plan types equally distributed across schools serving all concentrations of students on IEPs

Note: This section has been updated. Refer to the [Analysis of SPFs and Student Characteristics](#)

# Setting Direction

Help staff prepare for future meetings. Write down on a sticky note:

- What additional deep dives would be helpful?
- What additional questions or analysis would be beneficial to the whole task force? Include your rationale.
- What sequence or timing would be best?

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# Decision Making Processes

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- Different decisions may need different decision making processes
- Proposed High-Level Approach:
  - **Collaborate** - Strive for **consensus** through **collaboration** when possible
  - **Iterate** - Make **room to modify** proposals
  - **Diligence** - Make **room to review and consider proposals** before taking final action

# Decision Making Processes



Level	When to Use	Examples
<b>Level 1 - Consensus</b>	Informal decisions or simple formal decisions	Techniques: verbal agreement, “does anyone object to this?” Thumbs up, sideways, down
<b>Level 2 - Majority</b>	Formal decisions when consensus is not reached	Majority = 51% of participants accept decision, with option for dissenting opinions

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# Roadmap: Next Steps

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- Refine roadmap based on task force feedback
- Adopt a roadmap (but not detailed agendas)
- Develop agendas on a rolling basis based on task force feedback using surveys between meetings.



# Legislative Charge: The “Tasks” and “Tools”



## “TASKS”

*IN COMPLETING THE STUDY REQUIRED IN THIS PART 21, THE TASK FORCE, AT A MINIMUM, **SHALL CONSIDER**:*

- (I) ACADEMIC OPPORTUNITIES OR INEQUITIES THAT **MAY** IMPACT ACADEMIC ACHIEVEMENT GAPS;*
- (II) IMPROVEMENTS TO THE ACCOUNTABILITY AND ACCREDITATION SYSTEM TO EXPAND AND INCENTIVIZE ACADEMIC OPPORTUNITIES AND ADDRESS INEQUITIES;*
- (III) PROMISING PRACTICES IN SCHOOLS AND SCHOOL DISTRICTS; AND*
- (IV) RECOMMENDATIONS FOR LEGISLATION OR RULES, AS NECESSARY.*

## “TOOLS”

*TO SUPPORT THE CONSIDERATIONS OF THE TASK FORCE SET FORTH IN SUBSECTION (1)(a) OF THIS SECTION, THE TASK FORCE **MAY** REVIEW:*

- (I) THE RESULTS OF THE STATEWIDE EDUCATION ACCOUNTABILITY SYSTEMS AUDIT REPORT DESCRIBED IN SECTION 2-3-127;*
- (II) THE LOCAL ACCOUNTABILITY SYSTEMS DESCRIBED IN PART 7 OF ARTICLE 11 OF TITLE 22;*
- (III) THE RESULTS OF THE LOCAL ACCOUNTABILITY SYSTEM GRANT PROGRAM CREATED IN SECTION 22-11-703;*
- (IV) THE ANNUAL REPORT AND EVALUATION FROM THE HIGH SCHOOL INNOVATIVE LEARNING PILOT PROGRAM CREATED IN ARTICLE 35.6 OF TITLE 22;*
- (V) THE RESULTS OF THE SCHOOL TRANSFORMATION GRANT PROGRAM CREATED IN SECTION 22-13-103;*
- (VI) THE INTERIM AND FINAL REPORTS FROM THE SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION TASK FORCE CREATED IN PART 2 OF ARTICLE 35.3 OF TITLE 22;*
- (VII) PROMISING PRACTICES FROM OTHER STATES AS IDENTIFIED BY TASK FORCE MEMBERS; AND*
- (VIII) LEADING INDICATORS OR INSTRUCTIONAL PRACTICES THAT COULD BE ADDED TO THE ACCOUNTABILITY MEASURES.*



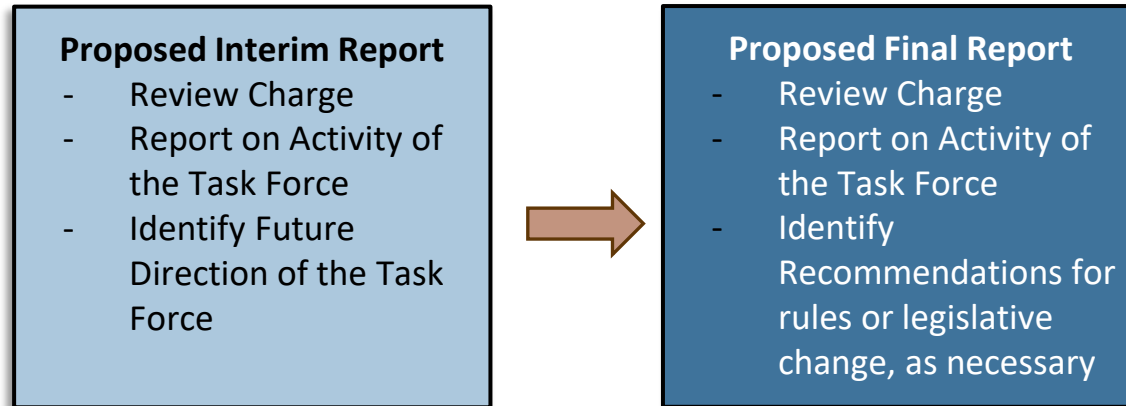
# Legislative Charge: The Reports



C.R.S. 2-2-2103

(3) On or before March 1, 2024, the task force shall submit an interim report, including its initial findings and recommendations on issues identified in subsection (1) of this section, to the education committees of the house of representatives and the senate, or their successor committees; the governor; the state board; the commissioner of education; and the department.

(4) On or before November 15, 2024, the task force shall submit a final report...



# Roadmap: Report Deadlines



The report deadlines divide the task force work into two phases

## PHASE I – “THE WHAT”

*“ON OR BEFORE MARCH 1, 2024, THE TASK FORCE **SHALL** SUBMIT AN INTERIM REPORT, INCLUDING ITS INITIAL FINDINGS AND RECOMMENDATIONS ON ISSUES IDENTIFIED IN SUBSECTION (1) OF THIS SECTION, TO THE [LEGISLATURE]...”*

## PHASE II – “THE HOW”

*“ON OR BEFORE NOVEMBER 15, 2024, THE TASK FORCE **SHALL** SUBMIT A FINAL REPORT, INCLUDING ITS FINDINGS AND RECOMMENDATIONS ON ISSUES IDENTIFIED IN SUBSECTION (1) OF THIS SECTION, ...”*

# Roadmap: Legislative “Shall” Statements are Used to Guide Meetings



*“In completing the study required in this part 21, the task force, at a minimum **shall** consider:..”*

*“Academic opportunities or inequities that may impact academic achievement gaps;”*

*“Improvements to the accountability and accreditation system to expand and incentivize academic opportunities and address inequities;”*

*“Promising practices in schools and districts;”*

*“Recommendations for rules or legislation, as necessary.”*

# Roadmap: Phase 1 – Interim Report & “The What”



November 3	December 1	January TBD	January TBD
<b>Refine and adopt</b> the final road map.	<b>Review &amp; identify</b> priorities from Nov meeting	<b>Review &amp; identify</b> priorities from Dec meeting	<b>Review &amp; identify</b> priorities from Jan meeting
<b>What</b> are the academic opportunities that may impact academic achievement gaps?	<b>What</b> are the opportunities for improvements to the accountability and accreditation system to expand and incentivize academic opportunities?	<b>What</b> are promising practices within Colorado?	<b>Review &amp; identify</b> interim report details that outline the “ <b>what(s)</b> ” that are higher priority for the task force
<b>What</b> are the inequities that may impact academic achievement gaps?	<b>What</b> are the opportunities for improvements to the accountability and accreditation system to address inequities?	<b>What</b> are promising practices from other states?	
<b>Look ahead</b> to next meeting to identify areas to prepare resources.	<b>Look ahead</b> to next meeting to identify areas to prepare resources.	<b>Look ahead</b> to next meeting to identify areas to prepare resources.	<b>Look ahead</b> to next meeting to identify areas to prepare resources.

- Content and agendas for these meetings to be developed from task force feedback, along with the “tools” listed in legislation.
- Feedback from “parent organization, student organizations and additional stakeholders as needed” to be incorporated throughout Phase I as identified by Task Force member.




# Roadmap: Phase II – Interim Report & “The How”

February TBD	March TBD	TBD	TBD
<b>How</b> do we improve on the “what’s” that were identified as priorities by the task force in the “Academic opportunities or inequities that may impact academic achievement” section?	<b>How</b> do we accomplish the “what’s” that were identified as priorities by the task force in the “Improvements to the accountability and accreditation system to expand and incentivize academic opportunities and address inequities” section?	<b>How</b> do we incorporate priorities from the “promising practices in schools and districts” section?	<b>How</b> do “rules or legislation” need to change?

- At least one additional meeting may be needed to finalize the report.
- Feedback from “parent organization, student organizations and additional stakeholders as needed” to be incorporated throughout Phase II as identified by Task Force member.

# Roadmap: Overall Proposed Timeline



Meeting	Topic	Add'l
November 3	<b>PHASE I – WHAT:</b> Academic opportunities or inequities that may impact academic achievement gaps?	<b>Agendas &amp; Stakeholder Engagement Strategies (e.g., Parent organizations, Student groups) set based on feedback from task force members</b>  <b>Ongoing feedback surveys</b> 
December 1	<b>PHASE I – WHAT:</b> Improvements to the accountability and accreditation system to expand and incentivize academic opportunities and address inequities?	
January TBD	<b>PHASE I – WHAT:</b> Promising practices from schools, districts and other states?	
January TBD	<b>PHASE I – REFINE:</b> Review and identify interim report details	
February TBD	<b>PHASE II - HOW:</b> How do we improve on the “what’s” that were identified as priorities by the task force in the “Academic opportunities or inequities that may impact academic achievement” section?	
March TBD	<b>PHASE II - HOW:</b> How do we accomplish the “what’s” that were identified as priorities by the task force in the “Improvements to the accountability and accreditation system to expand and incentivize academic opportunities and address inequities” section?	
TBD	<b>PHASE II – HOW:</b> How do we incorporate priorities from the “promising practices in schools and districts” section?	
TBD	<b>PHASE II - HOW:</b> How do “rules or legislation” need to change?	

**March 1st**  
Interim report submitted to the legislature, et al.

**November 15th**  
Final report submitted to the legislature, et al.



# Roadmap: Refinements and Adoption

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## Decision Making Process

- First review survey feedback
- Discuss in large group, if needed smaller group, and return to large group
- Propose any modifications to the roadmap
- Strive for consensus, if not majority vote

# *Survey responses were generally positive about the roadmap, but offered some feedback for improvement*

Task Force members were asked: **What feedback do you have on the proposed roadmap? Is there anything you would change? If so, what specifically?**

- **6** members **did not yet offer feedback** or said they had none at this time
- **3** encouraged the taskforce to be **flexible** and adjust the roadmap and timeline as needed
- **6** others offered **feedback for improvement**, such as:
  - Begin **breaking into working groups** and identify areas that need addition/deletion from current accreditation model
  - Consider hearing **promising practices prior to opportunities for improvements** (mentioned 2 times)
  - Learn about **promising practices beyond Colorado and waivers** that have already been submitted to the federal government
  - Determine **when, how and by who** promising practices will be **identified**
  - Reframing the “what” as the recommendations from both the interim and final reports
  - When recommending improvements to accountability system, **consider changes beyond the SPF**



# Roadmap: Report Deadlines

## Legislative “Shall” Statements

- Academic opportunities or inequities that may impact academic achievement gaps;
- Improvements to the accountability and accreditation system to expand and incentivize academic opportunities and address inequities;
- Promising Practices in schools and districts;
- Recommendations for legislation or rules, as necessary.

### PHASE I – “THE WHAT”

*“ON OR BEFORE MARCH 1, 2024, THE TASK FORCE **SHALL** SUBMIT AN INTERIM REPORT, INCLUDING ITS INITIAL FINDINGS AND RECOMMENDATIONS ON ISSUES IDENTIFIED IN SUBSECTION (1) OF THIS SECTION, TO THE [LEGISLATURE]...”*

### PHASE II – “THE HOW”

*“ON OR BEFORE NOVEMBER 15, 2024, THE TASK FORCE **SHALL** SUBMIT A FINAL REPORT, INCLUDING ITS FINDINGS AND RECOMMENDATIONS ON ISSUES IDENTIFIED IN SUBSECTION (1) OF THIS SECTION, ...”*

# Roadmap: Phase 1 – Interim Report & “The What”

November 3	December 1	January TBD	January TBD
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<b>What</b> are the academic opportunities that may impact academic achievement gaps?	<b>What</b> are promising practices within Colorado?	<b>What</b> are the opportunities for improvements to the accountability and accreditation system to expand and incentivize academic opportunities?	<b>Review &amp; identify</b> interim report details that outline the “ <b>what(s)</b> ” that are higher priority for the task force
<b>What</b> are the inequities that may impact academic achievement gaps?	<b>What</b> are promising practices from other states?	<b>What</b> are the opportunities for improvements to the accountability and accreditation system to address inequities?	
<b>Look ahead</b> to next meeting to identify areas to prepare resources.	<b>Look ahead</b> to next meeting to identify areas to prepare resources.	<b>Look ahead</b> to next meeting to identify areas to prepare resources.	<b>Look ahead</b> to next meeting to identify areas to prepare resources.

- Content and agendas for these meetings to be developed from task force feedback, along with the “tools” listed in legislation.
- Feedback from “parent organization, student organizations and additional stakeholders as needed” to be incorporated throughout Phase I as identified by Task Force member.

# Roadmap: Survey Feedback

February TBD	March TBD	TBD	TBD
<p><b>How</b> do we improve on the “what’s” that were identified as priorities by the task force in the “Academic opportunities or inequities that may impact academic achievement” section?</p>	<p><b>How</b> do we accomplish the “what’s” that were identified as priorities by the task force in the “Improvements to the accountability and accreditation system to expand and incentivize academic opportunities and address inequities” section?</p>	<p><b>How</b> do we incorporate priorities from the “promising practices in schools and districts” section?</p>	<p><b>How</b> do “rules or legislation” need to change?</p>

- At least one additional meeting may be needed to finalize the report.
- Feedback from “parent organization, student organizations and additional stakeholders as needed” to be incorporated throughout Phase II as identified by Task Force member.

# Let's Attempt to Build Consensus on the Roadmap

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I agree with the  
roadmap.



I do not agree  
fully with the  
roadmap but I  
can live with it.



I cannot live  
with the  
roadmap unless  
there are  
changes.

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# Roadmap: Phase 1 – Interim Report & “The What”

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November 3
<b>Refine and adopt</b> the final road map.
<b>What</b> are the academic opportunities that may impact academic achievement gaps?
<b>What</b> are the inequities that may impact academic achievement gaps?
<b>Look ahead</b> to next meeting to identify areas to prepare resources.

- Content and agendas for these meetings to be developed from task force feedback, along with the “tools” listed in legislation.
- Feedback from “parent organization, student organizations and additional stakeholders as needed” to be incorporated throughout Phase I as identified by Task Force member.



# Overview: Academic Opportunities or Inequities

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- Activity – Deconstruct and Reconstruct
  - Step 1: Review “Bucketed” Categories from feedback survey
  - Step 2: Individual think time
  - Step 3: Small group discussion on categories
  - Step 4: Large group share out of thoughts and/or proposals
  - Step 5: Collapse small groups into semi small groups (3) to compare/revise draft statements
  - Step 6: Each of the 3 groups shares to large group its draft statements
  - Step 7: Determine degree of consensus on draft statements





# Academic Opportunities or Inequities

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# *Some members suggested “academic opportunities” and “inequities” for consideration at this meeting*

The group was asked: **To plan for the Nov. 3rd meeting, please list your top 5 preliminary "what" topics you'd like the Task Force to consider –**

- What are the academic opportunities that may impact academic achievement gaps?
- What are the inequities that may impact academic achievement gaps?

<b>Academic Opportunities</b>	<b>Count</b>
Instruction/curriculum	6
Assessments	4
Staffing	4
Access to advanced/postsecondary options	3
Intervention	2
School funding	2
School makeup/demographics	2
Tutoring/additional learning time	2

<b>Inequities</b>	<b>Count</b>
Staffing	9
School resources/funding	7
Regional differences	5
Poverty	4
Access to high-quality instruction/curriculum	3
School performance frameworks	3
Schools size	2



# Academic Opportunities or Inequities

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- Activity – Deconstruct and Reconstruct
  - Step 1: Review “Bucketed” Categories from feedback survey
  - Step 2: Individual think time
    - Are there any categories that are missing?
    - Are there any categories that should be changed/expanded? If so, how?
    - Are there any categories that are duplicative or could be collapsed? If so, how?
  - Step 3: Small group discussion on categories
  - Step 4: Large group share out of thoughts and/or proposals
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  - Step 4: Large group share out of thoughts and/or proposals
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  - Step 6: Each of the 3 groups shares to large group its draft statements
  - Step 7: Determine degree of consensus on draft statements



# Academic Opportunities or Inequities

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- Activity – Deconstruct and Reconstruct
  - Step 1: Review “Bucketed” Categories from feedback survey
  - Step 2: Individual think time
  - Step 3: Small group discussion on categories
  - Step 4: Large group share out of thoughts and/or proposals
  - Step 5: Collapse small groups into semi small groups (3) to compare/revise draft statements
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## Sentence Stems:

\_\_\_\_\_ are academic opportunities that may impact academic achievement gaps.

\_\_\_\_\_ are inequities that may impact impact academic achievement gaps.



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# Let's Attempt to Build Consensus on the Opportunities and Inequities List

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I agree with the list of opportunities and inequities.



I do not agree fully with the list but I can live with it.



I cannot live with the list unless there are changes.

# Agenda

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10:00 - 10:15 am	Welcome
10:15 - 10:30	Review Norms and Objectives
10:30 - 11:00	Review Progress to Date and Open Questions
11:00 - 11:30	Review a Decision Making Process for Today's Work
11:30 - 12:00	Refine and Adopt a Roadmap of Upcoming Topics
12:00 - 12:30	Lunch
12:30 - 2:30	Discussion: What are the academic opportunities or inequities that may impact academic achievement gaps?
2:30 - 2:45	Break
2:45 - 3:45	Develop Parameters for a Stakeholder Consultation Process
3:45 - 4:00	Wrap Up & Next Steps

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# Stakeholder Consultation Process and Parameters

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## How we'll use our time: (60 min)

- 1 Define parameters for consulting stakeholders
- 2 Compile information to seek from stakeholders
- 3 Surface questions you have regarding the stakeholder consultation process

“The Task Force shall consult with parent organizations, student organizations, and additional stakeholders as needed to address questions necessary to finalize its findings and recommendations.”

- Page 7 – House Bill 23-1241

# Stakeholder Consultation Process and Parameters



**10 min**

**Individual Reflection**



**20 min**

**Small Group Discussion**



**20 min**

**Whole Group Share Out**

**Parameters**

- What do we want feedback on?
- What do we want it to accomplish?
- How do we want to get this feedback?

**What information do you want to ask for from...?**

- Parent organizations
- Student organizations
- Additional organizations
- Demographics/experiences/specific groups

Also jot down any questions or ideas you have for managing the stakeholder consultation process

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# Wrap Up & Next Steps

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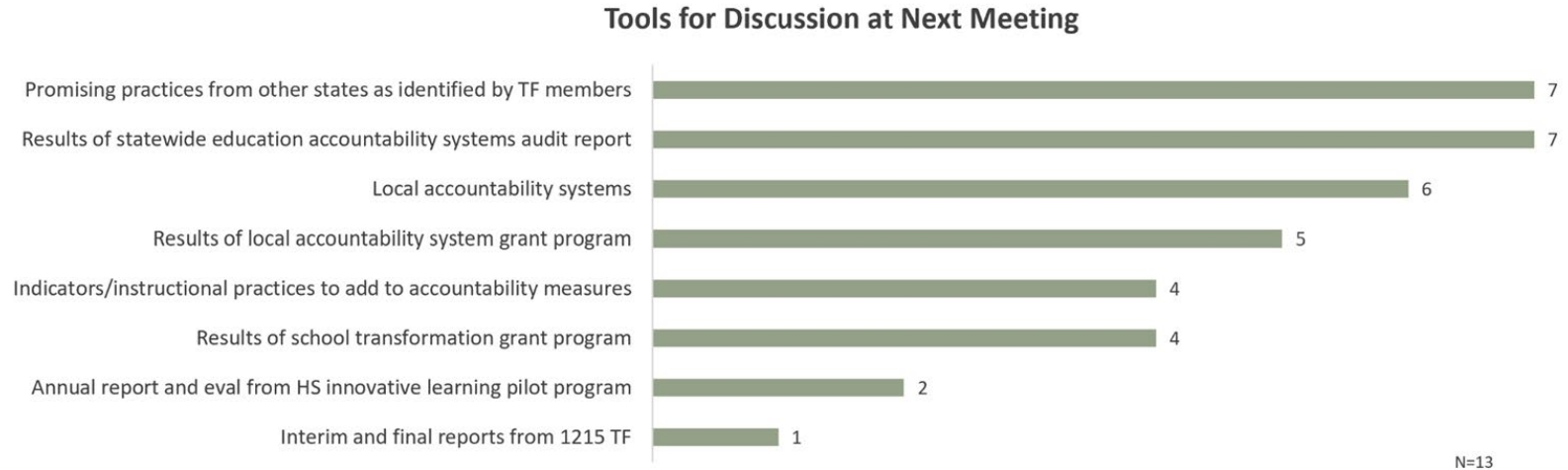
- Review survey feedback on “tools” for upcoming meetings
- Review upcoming meeting dates
- Facilitator Updates
- Please complete feedback survey





# The group recommended tools to discuss at the next meeting

The group was asked: **Of the “tools,” which do you think are the most relevant that we may want to discuss at the next meeting?**



# *The group recommended tools to discuss at the next meeting (cont'd)*

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Additional recommendations for tools to consider include:

- Research from other states (e.g. Massachusetts, Ohio, California)
- Independent review of best practices across the country
- Exceptional student services accountability indicators by district
- CASB and CASE national experts

# Wrap Up & Next Steps

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Review upcoming meeting dates

- December 1
- January 9\* and 17
- February 21
- March 12
- April 2
- May 7
- June 4



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**Thank you!**