



**COLORADO**  
Department of Education

Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
September 10, 2015, Part 4

BE IT REMEMBERED THAT on September 10, 2015,  
the above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board Members:

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



1 CHAIRMAN DURHAM: Everybody's back. Okay.  
2 Board will come back to order. We'll start Item 8.02,  
3 data privacy and security for kindergarten school  
4 readiness assessments. And who's in -- Doctor --

5 UNIDENTIFIED VOICE: (indiscernible) thank  
6 you, Mr. Chair. We have a group here to present to  
7 provide information around our kindergarten school  
8 readiness assessments. We're going to do quickly an  
9 overview of some legal requirements, then give you a  
10 demonstration of how this actually works from a classroom  
11 perspective, but using Teaching Strategies Gold which is  
12 our primary assessment used across the state. And we'll  
13 also have an opportunity to talk about data and security  
14 around that -- that program as well as others of this kind  
15 and give you an opportunity to ask questions.

16 And I'm gonna turn it over to Melissa  
17 Colman, our executive director of teaching and learnings,  
18 also joined by Marsha Bohannon our chief information  
19 office. Sorry about that, I lost your title  
20 (indiscernible)

21 UNIDENTIFIED VOICE: I lose it, too.

22 UNIDENTIFIED VOICE: Oh, excuse me, one other  
23 things. We also have some representatives from the  
24 publishers of these assessments with us so that you can  
25 also ask questions of them.



1 UNIDENTIFIED VOICE: So Mr. Chair, members of  
2 the Board, thank you for the opportunity to address you  
3 today. As Dr. (indiscernible) has indicated our purpose  
4 today is to provide the State Board of Education with  
5 information about the legislative requirements related to  
6 kindergarten school readiness assessments, tell you a  
7 little bit about the menu of approved assessments, and  
8 talk about data privacy and security policies.

9 I'll start off and do an overview of the  
10 legislative requirements. We've got about four slides on  
11 that. Then I'll turn the time over to Emily Keilmeyer  
12 (ph) who is our kindergarten readiness -- one of our  
13 kindergarten readiness specialists -- who will kind of  
14 walk you through and give you a quick demo of the tool  
15 that's primarily used in the state. And then I'll have  
16 off to Marsha Bohannon and our publishers. Our publishers  
17 in the audience; we'll introduce them as we get closer to  
18 that time so you'll have a chance to know who's here.

19 Very quickly and broadly, I start off with an  
20 overview of kindergarten school readiness as it appears  
21 within CAP4K which is Senate Bill 212. CAP4K of course  
22 stands for Colorado's Achievement Plan for Kids. In your  
23 materials, you will have a summary of school readiness  
24 initiative within CAP4K. It's a document which pulls out  
25 all of the relevant legislative pieces in one place for



1 you that you can refer to. I'll talk about this in broad  
2 terms, starting off with just the requirements of the  
3 Board and requirements for local education providers.  
4 Then we'll dig a little bit more into specifics about  
5 assessments and then we'll talk about timeline of what's  
6 happened over the past few years in relation to this  
7 initiative.

8           The requirements of the Board, according to  
9 CAP4K, are to define school readiness. So similar to the  
10 process that CAP4K required around defining post-secondary  
11 workforce readiness, to adopt one or more assessments  
12 aligned with the definition of school readiness.  
13 Following the adoption of kindergarten school readiness  
14 assessment, the State Board is required to adopt a system  
15 for reporting population level results that provide  
16 baseline data for measuring overall change and improvement  
17 in student skills and knowledge over time. This is a  
18 piece we'll talk about in a little bit in terms of the  
19 timeline because there's not yet been action on this piece  
20 and there is anticipated that we would move forward with  
21 this part this year, which we'll be addressing later on in  
22 our presentation.

23           And also within statute, the State Board's  
24 required to review the definition of school readiness and  
25 the assessments every six years beginning July 2017.



1 Local education providers are required to --

2 CHAIRMAN DURHAM: Is there is a prohibition  
3 against reviewing these approvals more often than that?

4 UNIDENTIFIED VOICE: No, there's not any  
5 prohibition against that.

6 CHAIRMAN DUNHAM: Thank you.

7 UNIDENTIFIED VOICE: Did you -- excuse me.  
8 Did you say every six years?

9 UNIDENTIFIED VOICE: Correct.

10 UNIDENTIFIED VOICE: Okay.

11 UNIDENTIFIED VOICE: The requirements of  
12 local education providers is to beginning -- beginning in  
13 the fall of 2013 ensure that all children and publicly  
14 funded preschool and kindergarten programs have an  
15 individual school readiness plan and at the kindergarten  
16 that that would be informed by a school readiness  
17 assessment. The -- there's an asterisk next to fall of  
18 2013 because this is our first year of full implementation  
19 and it's fall of 2015. We'll talk about why that is in  
20 just a couple of minutes here, but I just wanted to draw  
21 your attention to that. And local education providers are  
22 required to administer the school readiness assessment to  
23 each student in kindergarten.

24 So that's kind of in broad terms. Let's dig  
25 in just a little bit more. And starting with the first



1 bullet point. I believe what we're hearing is we do have  
2 one of our assessment publishers who is -- have  
3 representatives who are participating remotely and they're  
4 on the conference line, so --

5 UNIDENTIFIED VOICE: I'm trying to figure out  
6 (indiscernible)

7 UNIDENTIFIED VOICE: You're wondering what  
8 that is. Yeah. It's nobody --

9 CHAIRMAN DUNHAM: This is done for every --  
10 every student -- every kindergarten student?

11 UNIDENTIFIED VOICE: Yes, it is.

12 CHAIRMAN DUNHAM: In a -- in a public school?

13 UNIDENTIFIED VOICE: In a publicly funded  
14 kindergarten, correct.

15 CHAIRMAN DUNHAM: Thank you.

16 UNIDENTIFIED VOICE: So in 2008, one of the  
17 first actions that the State Board took in relation to  
18 this initiative was to define school readiness. You'll  
19 see that school readiness definition here. You'll notice  
20 that it's rather broad in terms of saying that school  
21 readiness describes a preparedness of a child to engage in  
22 a benefit from learning and the ability of a school to  
23 meet the needs of all students enrolled in publicly-funded  
24 preschool and kindergarten. This type of broad definition  
25 is kind of similar to the post-secondary workforce



1 readiness definition. And you'll notice that there's a  
2 component there around bringing together schools,  
3 families, community service providers working together to  
4 ensure that children are ready for learning and academic  
5 content. Again, this is -- definition be up for review on  
6 or before July 2017.

7           Getting more to our point at hand today,  
8 we'll talk a little bit around the assessments and what's  
9 required there. We'll look at kind of four pieces here.  
10 The first is the qualities of the assessments as required  
11 by statute, and you'll see that there are two bullet  
12 points there. One is related to that the assessments be  
13 research based, recognized nationwide as reliable for  
14 measuring school readiness and suitable for determining  
15 instruction and interventions to improve student  
16 readiness, and that these assessments would be inclusive  
17 of physical well-being, motor development, social and  
18 emotional development, language and comprehension  
19 development, and cognition and general knowledge.

20           The purposes of the assessment are to provide  
21 teachers information to guide instruction through  
22 individual school readiness plan and families about the  
23 growth and development of their child. One piece that's  
24 within statute is that these assessments cannot be used to  
25 deny admission to kindergarten or progression to first



1 grade. They weren't designed for high-stakes decisions;  
2 they're more designed to support student learning.

3 The approved assessments to date are Teaching  
4 Strategies Gold and a survey version of that tool which is  
5 a shorter version of the assessment tool and is meant to  
6 be given just once in the -- kind of the first trimester  
7 of school. Second tool is desired results developmental  
8 profile, kindergarten version and the Riverside early  
9 learning -- I'm sorry -- Early Assessment of Learning.  
10 The Teaching Strategies Gold and Riverside Early  
11 Assessment of Learning are both produced by for-profit  
12 publishers. The difference --

13 CHAIRMAN DUNHAM: So they -- if I could  
14 interrupt.

15 UNIDENTIFIED VOICE: Yes.

16 CHAIRMAN DUNHAM: So there are -- there's  
17 more than one assessment conducted?

18 UNIDENTIFIED VOICE: That's a good question.  
19 They -- these are three assessments that are kind of on  
20 the menu of approved assessments for districts to choose  
21 from.

22 CHAIRMAN DUNHAM: But there's only -- each  
23 child is assessed only once?

24 UNIDENTIFIED VOICE: Correct.

25 CHAIRMAN DUNHAM: And with the waiver, we





1 proved yesterday for -- what was it -- Kiowa (ph) --

2 UNIDENTIFIED VOICE: Mmm hmmm.

3 CHAIRMAN DUNHAM: If they're -- if they're  
4 assessed in preschool, there's no need to assess Kiowa at  
5 least is not assessing them in kindergarten.

6 UNIDENTIFIED VOICE: Mmm hmmm.

7 UNIDENTIFIED VOICE: Unless their students  
8 who are new.

9 CHAIRMAN DUNHAM: Unless they're new  
10 students. Is -- is -- does the law require -- could that  
11 be a general policy that if -- if they've been assessed in  
12 preschool, does the law require every kindergartener?  
13 Does -- would we have the discretion to -- to require one  
14 assessment, whether it's in preschool or kindergarten?

15 UNIDENTIFIED VOICE: Mmm hmm.

16 CHAIRMAN DUNHAM: Do we have that kind of --  
17 Mr. Dill (ph), do we have that kind of authority?

18 UNIDENTIFIED VOICE: I have -- I'd have to do  
19 a review of the statute before I would give you a  
20 definitive answer on that.

21 CHAIRMAN DUNHAM: Would you mind undertaking  
22 that task for us? Thank you.

23 UNIDENTIFIED VOICE: And if I may, these  
24 assessment tools were designed to look at different  
25 aspects of -- of -- of a child's learning and development.



1 The assessments can be used formatively or used multiple  
2 times at multiple points in a year to show growth and  
3 development. And so they're not a typical --

4 CHAIRMAN DUNHAM: That -- that's a different  
5 answer than you gave me --

6 UNIDENTIFIED VOICE: Okay.

7 CHAIRMAN DUNHAM: -- the first time. You  
8 said the assessment was done once, now you're telling me  
9 they're done multiple times during the year.

10 UNIDENTIFIED VOICE: So the assessments --

11 CHAIRMAN DUNHAM: And what does the law  
12 require --

13 UNIDENTIFIED VOICE: Yeah.

14 CHAIRMAN DUNHAM: -- once or multiple times?

15 UNIDENTIFIED VOICE: So the law requires that  
16 the -- and I'll ask Mr. Dill to -- to provide further  
17 answer to this, but CAP4K requires that it be administered  
18 to -- every kindergartener. These assessments are -- are  
19 designed -- they can be used multiple times throughout a  
20 year.

21 What we have said as a State Department is  
22 that the assessment is only required to be -- or utilized  
23 once at the -- within the first 60 days of the school  
24 year. Districts have the option to continue to use that  
25 to show growth and development over time, but we are



1 requiring it only once.

2 CHAIRMAN DUNHAM: Thank you.

3 UNIDENTIFIED VOICE: Okay. It's also  
4 important to note that this isn't a test that's directly  
5 administered to children. These assessments are meant to  
6 be more observational in nature and meant to support a  
7 teacher in kind of gathering a body of evidence and at  
8 certain points during the school year making an indication  
9 on a rating scale as to where a child is in terms of  
10 growth and development.

11 In terms of data collected by CDE, I know  
12 that there had been -- one question that frequently comes  
13 forward is because some of these assessment tools do have  
14 the capability of having some storage of either photos or  
15 videos or of work samples. That is an optional piece that  
16 districts can use. The State does not require that any of  
17 those features be used; we wanted to make that clear.  
18 Those are not required to be used and nor -- or any -- is  
19 any of that ever submitted to the State.

20 And in fact right now, there's no data  
21 collected yet in relation to kindergarten school readiness  
22 because as I noted on the -- the first slide in terms of  
23 the obligations to State Board, we have not yet asked for  
24 action on the reporting system for population-level  
25 results.



1 UNIDENTIFIED VOICE: Excuse me.

2 CHAIRMAN DUNHAM: Yes.

3 UNIDENTIFIED VOICE: So the State doesn't  
4 require any of that data collection, but is that kind of  
5 collection of data prohibited in any -- any way among  
6 districts or is that something they can decide on their  
7 own? But otherwise, they can collect as much as they  
8 want.

9 UNIDENTIFIED VOICE: So districts have their  
10 own contracts with whatever assessment tool that they  
11 would like, and the features of that -- their contract and  
12 their agreement with the assessment is determined at the  
13 district level so they can determine their own policies  
14 about what -- what features of the system to utilize and  
15 which features not to utilize.

16 UNIDENTIFIED VOICE: Okay. But the State --

17 CHAIRMAN DUNHAM: (indiscernible)

18 UNIDENTIFIED VOICE: -- doesn't require any.

19 CHAIRMAN DUNHAM: This would be a point if  
20 there's somebody here from TS Gold, is that correct?

21 UNIDENTIFIED VOICE: Yes, we have  
22 representatives.

23 CHAIRMAN DUNHAM: Could I ask a question?  
24 Would you characterize your contracts as variables, they  
25 vary significantly from district to district, or would you



1 characterize them as standard form adhesion contracts?

2 UNIDENTIFIED VOICE: So thank you for  
3 including us in this. I'm (indiscernible) I'm a chief  
4 academic officer at Teaching Strategies trying to follow  
5 the rule about introducing. So I would say that -- that  
6 by and large they are very similar in nature, and then we  
7 work with each district to individualize the  
8 implementation strategy that they have at the district  
9 level. And sometimes that's changing the -- the type of  
10 training that's provided or the way that -- that we're  
11 communicating with teachers about ongoing assessment and  
12 what it is that the district would like for teachers to  
13 use in terms of features and functionality of the  
14 assessment tool.

15 CHAIRMAN DUNHAM: By and large, the contract,  
16 though, is a standardized --

17 UNIDENTIFIED VOICE: By and large, the  
18 contracts are very similar, yes.

19 CHAIRMAN DUNHAM: Which I might characterize  
20 as an adhesion contract. Thank you. Please proceed.

21 UNIDENTIFIED VOICE: So in terms of just kind  
22 of -- kind of finishing up just some just background  
23 information, we'll end with just the timeline for this so  
24 you have some information. The timeline for this  
25 initiative really began with the passage of CAP4K in 2008.



1 We're now in 2015. I call CAP4K the gift that keeps on  
2 giving because it does have a number of components to it.

3 In 2010 was the year that the assessment  
4 review process happened here at the State. Some of you  
5 might be familiar with what happened at that time, but at  
6 that time there was an assessment stakeholder group which  
7 advised the Department and the State Board on the  
8 assessment system kind of qualities moving forward. And  
9 there was a school-readiness subcommittee that was part of  
10 that process. That subcommittee was selected through a  
11 blind review process through an application in terms of  
12 their qualities and their qualifications related to early-  
13 childhood education.

14 That committee was engaged three other times  
15 through the process to review assessment tools. We've  
16 conducted three different review cycles. The first time  
17 we reviewed kindergarten assessments was in 2012, and only  
18 teaching strategies was gold -- Teaching Strategies Gold  
19 was -- was found to meet the criteria that was set in  
20 legislation. At that point in time, the State Board  
21 indicated that they desired that we offer a menu of  
22 assessments and approved Teaching Strategies Gold as the  
23 first assessment, but a menu of one is really not a menu.  
24 And so we discussed about the implementation process and -  
25 - and how do we meet the legislative timeline of



1 implementing within 2013 and not having assessment tools  
2 that districts can choose from. So the State Board agreed  
3 with our recommendation to phase an implementation over  
4 two years.

5 We conducted another assessment review in  
6 2013. At that point, there -- the -- I'd say the  
7 marketplace is still not caught up with the desire for  
8 these types of assessment tools and so no tools were found  
9 to be meet our criteria and we extended the phase and  
10 process to '15, '16.

11 Last year, we were -- conducted the third  
12 review process and we were able to present additional  
13 tools that met that criteria and the other two tools are  
14 desired results developmental profile which is a  
15 publication or a tool developed in cooperation between  
16 West Ed and the State of California and Riverside Early  
17 Assessment of Learning. And we all -- the Board also  
18 approved to use the survey version of Gold, which again is  
19 that shorter version.

20 2015 is the first year of full implementation  
21 in districts, and we anticipate that in 2016, we'll bring  
22 forward a recommendation for the -- the last piece of the  
23 implementation process which is a system for reporting  
24 population-level data in relation to these.

25 If you look at -- at Page 4, the first slide,



1 you'll see that the vast majority of districts are using  
2 Teaching Strategies Gold in this State. What we like to  
3 be able to do is give you a very brief demo of Teaching  
4 Strategies Gold because of its -- the predominately used  
5 assessment.

6 At this point, then, Emily Kielmeyer (ph) who  
7 is one of our kindergarten readiness specialist is going  
8 to provide a very brief overview for you. And in your  
9 materials, you'll see -- and the -- only the Board has  
10 these materials because these are copyright materials from  
11 teaching strategies and so we wanted to make sure that  
12 these were not something that we would share with the  
13 general public.

14 But you'll see a document which is quite  
15 colorful and it shows --

16 UNIDENTIFIED VOICE: I don't think we have  
17 that, do we?

18 UNIDENTIFIED VOICE: I have it --

19 CHAIRMAN DUNHAM: I have it some place.

20 UNIDENTIFIED VOICE: (indiscernible)

21 UNIDENTIFIED VOICE: (indiscernible) father  
22 than --

23 UNIDENTIFIED VOICE: I have it.

24 UNIDENTIFIED VOICE: (indiscernible)

25 UNIDENTIFIED VOICE: It's in (indiscernible)





1 UNIDENTIFIED VOICE: It's kind of all  
2 connected to the PowerPoint.  
3 UNIDENTIFIED VOICE: (indiscernible)  
4 PowerPoint.  
5 UNIDENTIFIED VOICE: (indiscernible)  
6 UNIDENTIFIED VOICE: Maybe I put it away.  
7 UNIDENTIFIED VOICE: Here.  
8 UNIDENTIFIED VOICE: Oh, you got one.  
9 UNIDENTIFIED VOICE: (indiscernible)  
10 UNIDENTIFIED VOICE: Just wait until they  
11 find their papers.  
12 UNIDENTIFIED VOICE: Okay. Does everyone  
13 have -- have this?  
14 UNIDENTIFIED VOICE: Yeah. How many  
15 objectives are there?  
16 UNIDENTIFIED VOICE: Oh, thank you.  
17 UNIDENTIFIED VOICE: So within -- we -- I  
18 have that for each of the assessment tools --  
19 UNIDENTIFIED VOICE: (indiscernible)  
20 UNIDENTIFIED VOICE: -- within Teaching  
21 Strategies Gold, there are 38 objectives. Some of them  
22 have a number of subskills. If you were to count those  
23 individually, there would be 75. Within the survey  
24 version, there are 23 objectives, and with subskills, it  
25 would be 62. With DRDP, desired results developmental



1 profile, there's 51. And in the real assessment, there  
2 are 68.

3 But I will note that if we only look at the  
4 areas that are required by CAP4K, that comes down to 23 in  
5 Gold and 60 subskills. And then if we also, then, go  
6 further which is the flexibility that was allowed in House  
7 Bill 13-23, which says that if teachers administer a  
8 (indiscernible) assessment within the first 60 days, they  
9 don't need to do the literacy component of a school  
10 readiness assessment. That brings the objectives down to  
11 18. Okay.

12 So I think that we have a --

13 UNIDENTIFIED VOICE: Mr. Chair. And stop me  
14 if I am answering the question, but my understanding is  
15 that you had asked if it would be possible to just say  
16 they could give it once in preschool and not have to  
17 regive it in kindergarten. The answer to that is under  
18 the statute, no, they're -- it's administration at least  
19 once within the first 60 days of kindergarten is  
20 mandatory. After that, a local education provider may  
21 choose to monitor students by giving it additional times.

22 CHAIRMAN DUNHAM: Thank you.

23 UNIDENTIFIED VOICE: So I'll hand this off to  
24 Emily Kielmeyer. Emily comes to us from Garfield R-E-2,  
25 and so -- and she is a kindergarten teacher and is now



1 providing some support for implementation. She's gonna  
2 give you a very brief overview of how the assessment works  
3 and she'll explain the handouts to you as well.

4 UNIDENTIFIED VOICE: Good afternoon. My name  
5 is Emily Kielmeyer.

6 UNIDENTIFIED VOICE: (indiscernible)

7 UNIDENTIFIED VOICE: And I am one of the  
8 kindergarten readiness assessment specialists here at CDE.  
9 Prior to joining CDE, I was a kindergarten teacher in  
10 Garfield R-E-2, the Rifle School District. Yes. Yeah, so  
11 I'm from the western slope and I work and support teachers  
12 on the western slope and across the state. I did use TS  
13 Gold in my classroom for two years, and so I'm going to  
14 give you a brief demonstration today of how a teacher can  
15 utilize this assessment tool. I will also talk you  
16 through your handout that you have in front of you and  
17 then I'd be happy to answer any questions.

18 If you don't mind, I'm going to sit down to  
19 navigate because I may not hit the screen just right  
20 without sitting.

21 So in front of you, you have a three-page  
22 handout that includes a couple color bands and those are  
23 the progressions used within TS Gold. They illustrate how  
24 children develop over time. We look at the purple color  
25 band for kindergarten students so you'll notice that



1 purple color band there. It's about in the middle of that  
2 progression. We included an objective from the social-  
3 emotional area and we also included an objective from the  
4 math area, specifically measuring. These are skills that  
5 kindergarten teachers have always looked at. As a  
6 kindergarten teacher, I was always looking to support my  
7 students and how they formed relationship with --  
8 relationships with peers and how they interacted in the  
9 classroom. I worked to support those social skills as  
10 well as the academic skills. We know that those skills  
11 support students to be successful in the classroom setting  
12 and successful throughout their schooling. So those are  
13 things that kindergarten teachers have always looked at  
14 and we wanted to include a sampling for you in both areas.

15 As a kindergarten teacher, when observing a  
16 student or noticing the things that students are doing, I  
17 was always looking to see, okay, what can the child do,  
18 what are they able to do, what are those next steps. The  
19 Gold assessment really supports teachers and understanding  
20 where children are in their development and what those  
21 next steps are and supporting them.

22 It is all strength based. As you look at  
23 that continuum, it is about what children can do and all  
24 the things that are next in that development and learning.  
25 So as a teacher, when I would go to enter in an



1 observation, it was very simple. I would go to the  
2 documentation tab and I would identify the children that I  
3 was observing, and this is just a demonstration account so  
4 I actually have a couple sample students and my dog. So  
5 we'll go ahead and go with Lucy Kielmeyer. And then I  
6 enter the date where I observed and then I'm able to write  
7 a note about what I've noticed.

8           So in the examples that you have in front of  
9 you, perhaps I've noticed that Lucy has invited a child to  
10 join her in building a block tower and she invited the  
11 child over. They worked together to build the tower and  
12 then they stood next to it and said, oh, the tower is  
13 taller than I am or the tower is shorter than I am, so I  
14 could enter in a simple note. So it's a simple as  
15 entering in a quick anecdotal note as a teacher. And then  
16 I can come down and connect those objectives that we're  
17 looking at. So in the social-emotional area, I can  
18 connect this objective and then I can also come to math.

19           So for teachers, many times in a kindergarten  
20 classroom, the things that we're noticing are  
21 interconnected. We're not just looking at math, we're not  
22 just looking at the social emotional. Many times they  
23 interconnect. So a teacher can make connections to  
24 several objectives and then go in and select the level  
25 where that child is at in their development.



1                   In doing this, this helps me as a teacher to  
2                   have information to inform my instruction and also to  
3                   communicate with parents. So --

4                   UNIDENTIFIED VOICE: Excuse me.

5                   UNIDENTIFIED VOICE: Yes.

6                   UNIDENTIFIED VOICE: So -- excuse me -- so  
7                   you're saying that when you input that in the program,  
8                   then it -- then it creates this colorful --

9                   UNIDENTIFIED VOICE: I --

10                  UNIDENTIFIED VOICE: -- chart for each child?

11                  UNIDENTIFIED VOICE: Mmm hmm. I can connect  
12                  those objectives and then this colorful chart does come up  
13                  and that allows me as a teacher to then look at that  
14                  continuum of development and read and see, oh, the child -  
15                  - for example here initiated sharing those materials, come  
16                  build a block tower with me. This math objective, I can  
17                  read the description here; uses multiple units to measure,  
18                  so thinking about blocks; uses measurement words, so  
19                  taller than, shorter than, so I'm able to adjust what I'm  
20                  seeing in the classroom.

21                  UNIDENTIFIED VOICE: Okay.

22                  UNIDENTIFIED VOICE: Yeah.

23                  CHAIRMAN DUNHAM: I have a question. I  
24                  thought purpose of the statute was determined to -- was to  
25                  determine whether a child was ready for school, correct?



1 Is that -- are we agreed on that? And that's a yes or no  
2 answer I'd presume.

3 UNIDENTIFIED VOICE: So --

4 CHAIRMAN DUNHAM: I mean, at the end of the  
5 day, it's a yes or no answer.

6 UNIDENTIFIED VOICE: So these --

7 CHAIRMAN DUNHAM: So this seems to me to be  
8 somewhat complicated to get to a yes or no answer that not  
9 too many years ago was probably done by teachers and  
10 parents in a fairly simple format, and I suspect less  
11 expensive.

12 Dr. Scheffel.

13 MS. SHEFFEL: Yeah, I guess -- and I -- I  
14 understand this teacher's just trying to give us her  
15 perspective on using (indiscernible) I guess what I'm  
16 hearing is just a lot of concern from parents about the  
17 thousands of data tags and data points that are required  
18 to get this kind of detail over multiple points in time  
19 and I -- I appreciate her presentation. I don't want to  
20 interrupt, but I do think that at some point we need to  
21 really get to a clear discussion of how much data is  
22 collected, how many values of data points and clicks. As  
23 I understand, that's all recorded. And it's just  
24 (indiscernible) find it extremely intrusive on privacy  
25 whether the data's secure or not. The point is it's just



1 intrusive on personal privacy. So at some point, I hope  
2 we can get that clarity of --

3 CHAIRMAN DUNHAM: As I recall, I mean, when -  
4 - when this presentation was requested, it really is a  
5 data privacy presentation rather than a programmatic one,  
6 and the issue I think is -- the first about data privacy  
7 is what data are you collecting and how legitimate is the  
8 collection of that data to the objective. And probably  
9 the question with these particular assessments and  
10 complaints we've heard is that they collect far more data  
11 than is necessary to reach the yes or no conclusion that  
12 the child is ready for school.

13 And so I don't know -- I think you --  
14 continue with your presentation, but sooner -- maybe we're  
15 gonna have to have -- we're gonna have to have a drawn out  
16 conversation about -- and I appreciate this 'cause it is -  
17 - it is enlightening about what data you are collecting,  
18 but question is -- is it all essential for the purpose of  
19 determining what the statute requires. Dr. --

20 UNIDENTIFIED VOICE: Thank you, Mr. Chair.  
21 That's what we wanted to point out. We wanted in this  
22 presentation to -- to let you know how this operates and  
23 the kind of data that -- that are being collected so that  
24 you are informed about this piece and have a chance to --  
25 to see that and also to see how a teacher might use this -





1 -

2 CHAIRMAN DUNHAM: Okay.

3 UNIDENTIFIED VOICE: I think in the other  
4 piece in this statute --

5 UNIDENTIFIED VOICE: (indiscernible)

6 UNIDENTIFIED VOICE: (indiscernible) think  
7 about is I think it's not so much to do a cutoff point for  
8 school readiness as to say where is the child on these  
9 various attributes and what -- what do we need to do to  
10 move 'em ahead. But I understand --

11 CHAIRMAN DUNHAM: Well, but the statute, and  
12 I understand the CDE doesn't require any of these so this  
13 is -- is that correct? I mean, we -- we're looking for  
14 the yes or no answer.

15 UNIDENTIFIED VOICE: So Mr. -- Mr. Chairman,  
16 the -- the statute indicates that school readiness would  
17 include kind of some different aspects. For instance,  
18 physical and motor development, well-being, social  
19 development and so on. The way that these tools would  
20 work is to get an indication of where a child is. If  
21 they're kind of within that ready band in each of those  
22 areas and from that kind of composite, you have a chance  
23 to look at where does the child have some strengths and  
24 some weaknesses. So as we look at this, we see that there  
25 are some multiple aspects of this and it's not necessarily



1 just a yes or no, but a kind of across multiple areas that  
2 are required in legislation; how is that child doing?

3 CHAIRMAN DUNHAM: Okay. Please proceed.

4 UNIDENTIFIED VOICE: I'm going to go ahead  
5 and press save here because I'd like to share with you the  
6 ability that teachers then have to communicate with  
7 families and share this information, whether it be at a  
8 parent teacher conference time or sharing as part of their  
9 progress reports or sharing electronically. So I here  
10 have just hit save. I've saved this information now and  
11 teachers do have the ability to connect with families. I  
12 actually can take this note that I've jotted down and I  
13 can share it directly with the family. That is one option  
14 for teachers to do whether they want to give a parent an  
15 update on a strength that they're noticing, something new  
16 that the child has tried. It's as easy as setting that up  
17 with parents ahead of time and then sharing that  
18 documentation, those notes as they see fit.

19 The other option with this is then sharing  
20 the report. So in your handouts on the last page, you  
21 have a sample of the report that many districts are  
22 considering using. That report shows parents where their  
23 child is in development and it also illustrates their  
24 strengths where it says currently the child is able to.  
25 And then it says next so that's looking at that next step



1 in development so thinking ahead and how do we continue to  
2 support all children as they learn and grow throughout the  
3 kindergarten year.

4 That is all I have for this portion. So I  
5 will turn it back over to Melissa if there's any questions  
6 --

7 CHAIRMAN DUNHAM: Does anybody use -- this  
8 used beyond the kindergarten year in any cases?

9 UNIDENTIFIED VOICE: So Teaching Strategies  
10 Gold has the ability to be used at a district discretion  
11 up through third grade so that's what those color bands  
12 beyond that show.

13 UNIDENTIFIED VOICE: Third grade?

14 UNIDENTIFIED VOICE: Up through third grade  
15 at the discretion of a district if they would choose to do  
16 so.

17 CHAIRMAN DUNHAM: To your knowledge, do many  
18 of 'em do that or is it common, uncommon?

19 UNIDENTIFIED VOICE: There are a number of  
20 districts who are looking into that to seeing as a way to  
21 kind of support kind of what they call like the whole  
22 child all the way through -- through third grade.

23 CHAIRMAN DUNHAM: Thank you.

24 UNIDENTIFIED VOICE: So the purple band is  
25 kindergarten?



1 UNIDENTIFIED VOICE: Correct.

2 UNIDENTIFIED VOICE: And then first, second,  
3 third?

4 UNIDENTIFIED VOICE: Exactly. So those other  
5 color bands so that you get a sense of kind of what would  
6 be appropriate for older children --

7 UNIDENTIFIED VOICE: That makes sense 'cause  
8 I -- I actually had a little trouble thinking that was a  
9 kindergartener that was gonna --

10 UNIDENTIFIED VOICE: And one other piece --

11 UNIDENTIFIED VOICE: Research on Egypt --  
12 research and writing on Egypt --

13 UNIDENTIFIED VOICE: Yep, yeah. Yeah. Okay  
14 (indiscernible)

15 UNIDENTIFIED VOICE: It seemed a bit of a  
16 stretch in the second.

17 MS. FLORES: May I make a comment?

18 CHAIRMAN DUNHAM: Dr. Flores.

19 MS. FLORES: I know you have a lot of  
20 questions about this, but you know, for someone who is  
21 beginning to teach, and let's say the first three years of  
22 teaching, this would be very helpful for -- for a person  
23 who's going to get better. And I'm sure that after -- you  
24 play a violin, okay, so you play, you -- pretty soon you -  
25 - you're doing -- you look at the first note, an arpeggio,



1 and you just do it quickly. And in a sense, this helps.  
2 This helps teachers. And I -- I don't -- I think that  
3 it's great that we have measurement tools such as this  
4 that can help. I mean, I would've liked to have had a  
5 tool like this when I was training teachers. I -- I  
6 understand the concern about the data and what's going to  
7 happen to the data. I think that is at the crux of -- of  
8 a lot of these questions, but I think these tools can  
9 really be very helpful to teachers and to kids and to the  
10 development of the child.

11 CHAIRMAN DUNHAM: Dr. Scheffel.

12 DR. SHEFFEL: Yeah, my thought would be that  
13 these tools represent a course in child development across  
14 the domains of cognition, social and emotional  
15 development, language, and so forth, and this should be  
16 what teachers learn in college about child development.  
17 Put it in a -- in an assessment where you're kid watching  
18 to the minutia of each of these descriptors and then going  
19 into a database and entering data, including pictorial and  
20 video data -- though it's not required, most of the  
21 schools use it -- strikes me as a huge invasion of  
22 privacy. So I think you're right, it can be helpful, but  
23 all we need to do is pull out a child development textbook  
24 and look at the checklists, and this is what teachers  
25 should come to the job knowing.



1 UNIDENTIFIED VOICE: But at the same time, I  
2 can also see this being used when you're thinking about  
3 early childhood as a -- an industry. And where you have  
4 unskilled individuals who are coming to basically a  
5 profession and you want to pay 'em \$10.00 an hour. And  
6 you have -- you have this. You -- you have to have this  
7 because they don't have the training. So I don't know,  
8 and I think that's where kind of we're going. We're --  
9 we're privatizing early childhood and this may be a tool  
10 that industry needs to -- I don't know. It's -- but I --  
11 I agree with you. That would be very helpful at the  
12 beginning when in training.

13 UNIDENTIFIED VOICE: And I would say if we  
14 think about young children as an industry, I think we've  
15 really drifted from where we need to be in education. I  
16 mean, these are the tender moments of a child. One, two,  
17 three and four, trying to figure out if they're sharing  
18 something or if they cry for two minutes or one minute  
19 when their parents leave or if they can get their shoes on  
20 straight. I mean, no parent wants that kind of intrusive  
21 information in a database, and teachers need to know how  
22 to -- how to observe children across a number of domains,  
23 yes, but to put it in a database, secure or not, it's just  
24 an outstanding invasion of privacy.

25 UNIDENTIFIED VOICE: Mr. Chairman.



1                   CHAIRMAN DUNHAM: Please.

2                   UNIDENTIFIED VOICE: So to your point that we  
3 wanted to focus on data privacy and security, we'll turn  
4 our attention to there right now with that background of  
5 kind of this work.

6                   In your packets, you will have the data  
7 privacy and security policies for each of the different  
8 approved assessment tools. You will be glad to know we  
9 won't go point through point through each of those  
10 policies, instead I'll be turning this over to my  
11 colleague, Marsha Bohannon, who is going to kind of broad  
12 overview of these policies in relation to our own data  
13 privacy and security policies with the recognition that  
14 the districts themselves contract with these publishers.

15                  So at this time, I -- I would just like to  
16 make sure we note that on the phone that we do have two  
17 representatives from Houghton Mifflin Hartcourt, we have  
18 four representatives from Teaching Strategies, and we have  
19 two representatives from West Ed who are here with us.

20                  So Marsha will talk broadly in terms of each  
21 of these, what -- her review, and then if you have  
22 specific questions on any of these tools, we have  
23 representatives here to answer those questions because we  
24 don't want to speak on behalf of a -- of a publisher, so.

25                  CHAIRMAN DUNHAM: Before we go down there,



1 I'd just to ask people from TS Gold, what do you charge  
2 for this per student per year or is that the way you  
3 charge it or tell me how you -- how much this costs.

4 UNIDENTIFIED VOICE: Hi, I'm Suzanne Sheel  
5 (ph) from Teaching Strategies. The kindergarten  
6 assessment tool for -- per student is 8-95 per portfolio  
7 per year.

8 UNIDENTIFIED VOICE: Eight dollars --

9 UNIDENTIFIED VOICE: \$8.95 per student, sorry  
10 --

11 UNIDENTIFIED VOICE: (indiscernible) a little  
12 worried there for a minute.

13 CHAIRMAN DUNHAM: And then you say per  
14 portfolio --

15 UNIDENTIFIED VOICE: Mmm hmm.

16 CHAIRMAN DUNHAM: -- is that per child per  
17 year?

18 UNIDENTIFIED VOICE: Per child, correct.

19 CHAIRMAN DUNHAM: Per child per year --

20 UNIDENTIFIED VOICE: (indiscernible) testing.

21 CHAIRMAN DUNHAM: -- and then -- pardon me.

22 UNIDENTIFIED VOICE: Any testing charges or  
23 ancillary charges or district charges or anything that  
24 goes with it?

25 UNIDENTIFIED VOICE: (indiscernible)





1 CHAIRMAN DUNHAM: So for that you provide --  
2 what do you provide for 8.95 --

3 UNIDENTIFIED VOICE: So there -- there is a  
4 web-based training that's included. There is online  
5 implementation support, technical support services, and  
6 all sorts of other customer service available.

7 CHAIRMAN DUNHAM: And the ability for the  
8 uplink and uploading of data and videos and that sort of  
9 thing?

10 UNIDENTIFIED VOICE: It's all included with  
11 that as well as the optional use of an app to support the  
12 implementation of the tool.

13 CHAIRMAN DUNHAM: And do you have people that  
14 if a video is uploaded someplace, is that -- do you have  
15 access to that in your company someplace and what is the  
16 utilization of that kind of information?

17 UNIDENTIFIED VOICE: Sure. I'm gonna turn it  
18 over to --

19 UNIDENTIFIED VOICE: Hi, David Ashpen (ph).  
20 I'm the CTO at Teaching Strategies. So the videos and  
21 photos are uploaded to secure encrypted storage in AWSS3.  
22 Provides redundant storage and ensures the security safety  
23 and reliability of the data that's put out there.

24 CHAIRMAN DUNHAM: And what do you use it for?

25 UNIDENTIFIED VOICE: It's only used by the



1 teachers and the administrators within those specific  
2 licenses. The data is not accessed by us within the  
3 organization.

4 CHAIRMAN DUNHAM: Thank you.

5 UNIDENTIFIED VOICE: Can it be deleted?

6 UNIDENTIFIED VOICE: By the -- yes, by --

7 UNIDENTIFIED VOICE: Yes.

8 UNIDENTIFIED VOICE: -- by the teacher and  
9 the administrator, of course, yes.

10 UNIDENTIFIED VOICE: So Marsha Bohannon is  
11 gonna talk broadly about some of the data privacy and  
12 security policies that she sees and I'll hand it over to  
13 here.

14 MS. BOHANNON: Thank you, Dr.

15 (indiscernible). I'm Marsha Bohannon, the chief  
16 information officer here. And we did review the policies  
17 that have been submitted by all of three of the  
18 publishers. We've worked a lot with TS Gold in not only  
19 just reviewing their policies, but actually in several  
20 conversations because they -- they are supporting 97  
21 percent of our district so there's -- they're just more  
22 prevalent in Colorado.

23 So essentially after looking through the --  
24 through the policies, and if you had -- took any time to  
25 do that which is a little tedious, what -- what you'll see



1 in there is that everybody has -- I think what it  
2 represents is that people have a good -- the publishers  
3 have a good feeling for the fact that the security's  
4 important and they go through and you can read the, you  
5 know, some of their security requirements. I think there  
6 is probably still some question about whether various  
7 components of the -- are requirements for security are  
8 still -- are already in place or will be in place, but  
9 overall, I think there's a good understanding of the need  
10 for that.

11 I think they all laid out their security  
12 procedures pretty well with, you know, their -- their own  
13 different formats, different -- and they approach it a  
14 little differently so we do need to have more follow up  
15 with the -- with the two smaller -- the ones that don't  
16 support us quite as much just to drill in on some of the  
17 questions and some of the -- the more detailed  
18 requirements we have.

19 As you know, we've already gone through and  
20 identified some very specific data privacy and security  
21 requirements. We've talked about that at previous board  
22 meetings. So we -- we have -- we have those that we are  
23 working through with all of our vendors and this group of  
24 publishers no -- is no different so we're working with  
25 them on it.



1                   So they all have some level of encryption in  
2 place. Not necessarily to the level of detail that we  
3 would like in some cases so that's one of the areas we're  
4 working on. They all address retention and deletion of  
5 data --

6                   CHAIRMAN DUNHAM: (indiscernible)

7                   UNIDENTIFIED VOICE: Just -- could I -- I'm  
8 sorry.

9                   CHAIRMAN DUNHAM: It's all right.

10                  UNIDENTIFIED VOICE: Ms. (indiscernible) can  
11 you say a little bit more about what encryption at rest  
12 means 'cause that looks like that's a challenge for  
13 vendors and I think it would be helpful if we just explain  
14 why that's an issue.

15                  UNIDENTIFIED VOICE: Sure. There's multiple  
16 kinds of encryption, but basically what we're talking  
17 about here is if you have a database where the -- the  
18 relevant data that we're talking about is stored and it's  
19 in your production system what we want to see is that that  
20 is encrypted which means if somebody else were to get into  
21 that they couldn't make any sense of it. Basically it's -  
22 - think of it like it's in another language.

23                  There's -- the other ways you can encrypt  
24 data is as it's moving, so if for example if a district  
25 were to submit data to us then that's -- that's what you



1 call the encryption in -- in transit. So if it's on its  
2 way somewhere then that's the mechanism for exchanging  
3 that data is encrypted so you can't tell what that says  
4 either. So there's different ways of protecting it, and I  
5 think Teaching Strategies would -- would be able to  
6 explain in much more detail about what other sort of  
7 compensating controls they have in place.

8 But we do consider the encryption at rest  
9 where it's -- when it's just sitting in their production -  
10 - we consider that a very important piece of the whole  
11 process, so.

12 UNIDENTIFIED VOICE: And that's still a  
13 challenge for --

14 UNIDENTIFIED VOICE: And that is a challenge  
15 for -- from what I can tell -- and like I said, I have --  
16 we haven't dug into it really deeply with real or with  
17 DRDP, but I think that's still a challenge for all three  
18 of them.

19 UNIDENTIFIED VOICE: It's a challenge for the  
20 vendors who provide encryption and the data is just  
21 sitting there.

22 UNIDENTIFIED VOICE: In their production  
23 environment, and yes, they do have other technology to --  
24 to help protect it, but this is one of our requirements  
25 that we've laid out as being necessary for all of our



1 vendors to -- to conform to. So we're gonna -- we're  
2 pretty strict on that so going forward we want to make  
3 sure we get that in place.

4 And we've had discussions with Teaching  
5 Strategies and they are planning to put that in place, we  
6 just need to work through when that's gonna happen. So  
7 did that help?

8 UNIDENTIFIED VOICE: Yeah.

9 UNIDENTIFIED VOICE: (indiscernible)

10 UNIDENTIFIED VOICE: So I think -- I think  
11 the other thing that came through in these procedures and  
12 policies that I read is they are all using Cloud providers  
13 and there's certain kinds of requirements that we want to  
14 have in place for Cloud providers. And what that means is  
15 they're -- they may have a third party, some sort of an  
16 organization that provides them services that contributes  
17 to the whole solution that provide the districts. And  
18 they are by and large requiring their third parties to  
19 follow the same procedures that they're following and that  
20 we're requiring them to follow. But that's one of the  
21 areas that we want to make sure we have some visibility  
22 in, like, through audits, third-party audits, independent  
23 audits or CDE performing audits on 'em. So that's another  
24 area that they -- that we're talking with them on.

25 So essentially, you know, that's -- I don't



1 if there's really anything else of significance that I can  
2 tell you the -- the publisher representatives are here so  
3 if you have specific questions for them, I would encourage  
4 you to ask them. But what I -- I will say real quickly  
5 that the follow up required for all of these is  
6 essentially the same. We need to talk more with them  
7 about the encryption at rest, the ability for CDE to audit  
8 or a third party on CDE's behalf to audit. And just to  
9 make sure that all our definitions are aligned; what is a  
10 breach, what's an incident, what, you know, just make sure  
11 we're talking the same language.

12 And we have -- we have a sort of a plan in  
13 place for going forward and -- and helping the districts  
14 with these items because the districts are really the ones  
15 that have the contracts with the publishers. It's not --  
16 not CDE. So our plan is -- and we've mentioned this at  
17 other Board meetings. Our plan is to have a list of items  
18 that we're working on and what we're doing to communicate  
19 with the district so some tips on how to handle the  
20 contract with vendors that couldn't -- that collect PII or  
21 somehow are exposed to it, we're gonna have -- have it in  
22 form of guidance. We're gonna have -- I think if we model  
23 this behavior, if we model the, you know, the right  
24 standards and processes in place then it's gonna go a long  
25 way to helping the district see what they can do.



1                   We'll have sample contract language; we've  
2                   already been working on that. I think you guys have --  
3                   have looked at some of our transparency contract language,  
4                   so we'll be doing that. Training is a huge, huge thing.  
5                   Whether it's training for people here, training for people  
6                   at the districts, but all sorts of different levels. So  
7                   how do teachers and people in the schools actually use the  
8                   tool; we don't actually provide that training, but we can  
9                   provide guidance, we can help them work out the best way,  
10                  you know, the best instruction to give their teachers so  
11                  they know how to handle the data and what -- how to use  
12                  it, that sort of thing.

13                  Not -- not from a -- from a teaching  
14                  perspective, but more from if this is PII, if this is  
15                  sensitive data, then there's certain procedures that you  
16                  need to know about. And if you see something that isn't  
17                  right, somebody's seeing something they shouldn't, you  
18                  need to notify people, that kind of training.

19                  And just more sort of visibility into how to  
20                  -- how to handle systems and tools like this that do have  
21                  -- have sensitive data in it. So we're working pretty  
22                  hard on getting those kinds of -- of pieces in places so  
23                  that we can provide help to the districts.

24                  CHAIRMAN DUNHAM: Questions? Yes. Ms.  
25                  Rankin.





1 MS. RANKIN: I think I understand the data  
2 protection coming from the company to the district, but  
3 what -- what Emily showed us -- what she might -- let's  
4 just say email to a parent, can the parent somehow include  
5 that to email back with -- with her comments or because I  
6 can see some firewall or data breaches going between the  
7 district and the parent. I mean, things like that that  
8 doesn't even involve your company that might -- might be  
9 questionable, might even have anything to do with the  
10 company. It could be locally, but it still is an issue no  
11 matter how you look at it. So I wonder if somebody could  
12 address that.

13 UNIDENTIFIED VOICE: Yeah, I think that  
14 Teaching Strategies can talk a little bit about how that  
15 email portion works because as -- as they -- parents get  
16 an email, they just get an email that indicates that a  
17 teacher's provided a comment and then the parents have  
18 their own individual log in into the system --

19 UNIDENTIFIED VOICE: (indiscernible)

20 UNIDENTIFIED VOICE: -- and then they can  
21 either log in or not and they can request that in, you  
22 know, they can have a conversation with the teacher  
23 through that, but I'll have Teaching Strategies talk a  
24 little bit more about that if that's okay.

25 UNIDENTIFIED VOICE: Can I -- I just have one



1 little follow-up. What other states are using this and to  
2 what extent? 97 percent seems like a lot, but maybe this  
3 is --

4 UNIDENTIFIED VOICE: Yeah. So as Teaching  
5 Strategies comes up, they can maybe augment the number of  
6 states. We -- we understand from review of -- of states  
7 that have policies for school readiness or kindergarten  
8 readiness assessments that Delaware, Massachusetts,  
9 Michigan, Washington State, and Washington D.C. use  
10 Teaching Strategies Gold either as a component of or in  
11 its entirety.

12 UNIDENTIFIED VOICE: To what -- to what  
13 percentage in those states? I mean, is it as big as ours,  
14 or close to it or are we talking --

15 UNIDENTIFIED VOICE: Yeah, some of these  
16 states have a menu similar to Colorado. Others it's just  
17 a single assessment for the entire state --

18 UNIDENTIFIED VOICE: Okay.

19 UNIDENTIFIED VOICE: -- and I can follow up  
20 with more if you would like, but Teaching Strategies  
21 probably is a better sense of who their --

22 UNIDENTIFIED VOICE: Okay. Thank you.

23 UNIDENTIFIED VOICE: -- users are.

24 UNIDENTIFIED VOICE: Yes, thank you. That's  
25 a great question, and you perfectly explained how the



1 parent interface works and the parent communication piece  
2 so a parent has a secure log in to be able to access  
3 anything the teacher has shared. We are -- we are used  
4 across the United States, and again, Melissa gave an  
5 excellent explanation. It depends on the state and the  
6 nature of the agreement. We are -- we were primarily used  
7 in -- in programs serving infants, toddlers, twos,  
8 preschoolers, and -- and Pre-K children have been used  
9 more now at the kindergarten level in the last few years  
10 and have some -- some states choosing to use the  
11 assessment in first and second grade, but it really  
12 depends on the state what the -- the legislation if there  
13 was any that was involved in the assessment decision or --  
14 and what the mandate is in the state.

15 UNIDENTIFIED VOICE: Thank you.

16 CHAIRMAN DUNHAM: Dr. Scheffel.

17 MS. SHEFFEL: I just have a question about  
18 the data. How long it lasts, who owns it? What is it  
19 used for after its life? Is it life birth through third  
20 grade and then what happens to the data?

21 UNIDENTIFIED VOICE: I think I'll ask  
22 Teaching Strategies to answer that.

23 UNIDENTIFIED VOICE: Sure. So again, it  
24 depends on the -- on the program. So there are some  
25 programs who let's say they're using Gold for kindergarten



1 entry assessment. They may just choose to keep that data  
2 for that one school year. We have other states who like  
3 to look at longitudinal data and want to compare year to  
4 year. So they may choose to what -- what we call archive  
5 their data rather than delete it all at the end of the  
6 year. The program -- the user, the -- whoever the  
7 customer is it's up to them how long that data is stored,  
8 but we do have some states that choose to archive data so  
9 that they can look at the 2015 kindergarten class and the  
10 2016 kindergarten class.

11 UNIDENTIFIED VOICE: (indiscernible) data  
12 (indiscernible) it's by child, right? I mean, how is it  
13 stored?

14 UNIDENTIFIED VOICE: At the smallest, level,  
15 yes. Data is associated with a child. When you move up  
16 within an organization, organizations tend to look at  
17 their data in aggregate, not at the child level. So they  
18 may look to see how all of the children within a certain  
19 school system or district and look at it a higher  
20 aggregate level. And again that depends on the contract  
21 and the user. So for example, in Colorado, there we're  
22 working on the contract now to -- to limit the access to  
23 certain data. If you wanted to speak to that, Melissa.

24 UNIDENTIFIED VOICE: So like it can be  
25 identified by child? It is by child?



1 UNIDENTIFIED VOICE: Yeah, so at the smallest  
2 level, the teacher is the one who is entering that  
3 information and it is by child.

4 UNIDENTIFIED VOICE: I guess I just had one  
5 more comment. I'd just like to say that I appreciate the  
6 vendors. I mean, obviously the Department of Education  
7 doesn't want to hire (indiscernible) test (indiscernible)  
8 for all these tests that are required by statute, but I  
9 would say in the field of education to the extents that we  
10 have allowed early childhood in many aspects of education  
11 to be reduced to this kind of reduction -- reductionistic  
12 detail is kind of shameful for us as educators. We have  
13 essential oversight over education in this state,  
14 including early childhood. And to look at childhood being  
15 reduced to these minutia -- this minutia and these data  
16 points saved by child over time no necessary end point,  
17 it's really embarrassing I think as professionals and I  
18 hope that we can have a deep discussion about that because  
19 it's very intrusive on parents and kids and I would say  
20 it's not good education. It's highly reductionistic, so  
21 thank you.

22 CHAIRMAN DUNHAM: Do you have any additional  
23 information or presentation (indiscernible) any additional  
24 questions from the -- I'll make a couple of comments.

25 This is one of those areas where these



1 vendors have to be approved by the Board and this first  
2 came to my attention from a parent who was very surprised  
3 and I would say unpleasantly so when her kindergartener  
4 told -- told her about being filmed during class. Parent  
5 went to the teacher and said, yeah, that we're required to  
6 do that by TS Gold which I suspect is not accurate. She  
7 then went to the district. The district also said their  
8 contract with TS Gold required them do to this sort of  
9 thing which I suspect is also not accurate.

10 But I think in light of what Dr. Scheffel  
11 says what we've gotten into is a parent who is not  
12 comfortable with the amount of data being collected about  
13 their child up to and including photographing and  
14 videotaping, which I have to say I would personally find  
15 offensive, really -- really has no place to go because the  
16 district's first reaction is to -- is to deny all  
17 responsibility apparently when in fact they are likely  
18 responsible to try and get the heat off.

19 And I think -- I think what -- what has  
20 happened is what would appear to be an easy concept of  
21 determining whether a child is ready for kindergarten  
22 and/or first grade has gotten to be unbelievably complex  
23 and I would suspect unnecessarily so and is accumulating  
24 data at apparently a very significant pace. And that  
25 someone -- and I will say about data collection what I've



1 said, and I'm sure the Board is getting tired of hearing  
2 it, the only secure data is that which is not collected.  
3 All other data can be hacked by the Chinese or the  
4 Russians or somebody. I don't know if they have any  
5 particularly incentive to do it, but so question is how do  
6 we minimize the personal intrusion that a parent feels by  
7 the fact that this data is being collected and uploaded in  
8 the first place.

9                   And -- and I think -- I think staff --  
10 Marsha, I think you've done a good job in trying to work  
11 on the one end of data security. We're trying to make  
12 sure what is collected is secure as it can be. I think  
13 the larger challenge is trying to determine what data is  
14 legitimately collected for educational purposes. And I  
15 would say on a personal note, the uploading these videos,  
16 I'm not buying that there's a legitimate educational  
17 purpose for that. And we do have the ability to not  
18 approve vendors that have that particular capability or  
19 offer that as a particular option if we decide to go that  
20 far. And I think it's time for districts to take  
21 responsibility and, you know, you need to seek --  
22 districts need to seek affirmative parental consent before  
23 they're doing these things and before they're -- they're  
24 filming students and -- and perhaps collecting data that  
25 people could find offensive.



1                   And if the districts aren't willing to -- to  
2 do that, and I have a very suspicious feeling -- suspicion  
3 is in the eye of the beholder -- that -- that that they're  
4 probably willing to do it. The Board has the ability to -  
5 - to not approve vendors that don't prohibit that in their  
6 contracts. So I would -- I would think that the entire  
7 education community needs to focus on legitimate privacy  
8 concerns of parents, and but that's not really being done.  
9 I think I've determined on a number of occasions that  
10 really what we get is this; the State makes us do it.  
11 That has proven generally not to be true. The vendor  
12 makes us do it; that has proven oftentimes not be true.  
13 So you have a district that finds it convenient, lazy, for  
14 whatever sets of reasons. They're not willing to take the  
15 extra necessary steps to get this done and -- and I think  
16 that it's created enough pushback. You're gonna see  
17 privacy legislation (indiscernible) capitol that if -- if  
18 we don't get our handle on -- we need to get a handle on  
19 this. We need to resolve it in a way that makes sense.

20                   And the way to resolve it is you can't  
21 collect data that you don't need. Period. I don't care  
22 whether -- and I don't care what stage whether it's  
23 kindergarten or whether it's twelfth grade, if you don't  
24 need the data you can't collect it because it can't be  
25 saved.





1                   So any other comments? I think we'll --  
2 we'll probably see if we can work on this and bring this  
3 back for action -- we'll at least put it on the agenda for  
4 the October meeting. I don't know that we'll be ready to  
5 do it. We might lay it over, but to formulate a legal  
6 course of action to deal with this.

7                   Yes.

8                   UNIDENTIFIED VOICE: Some clarification I  
9 think they're all (indiscernible) what action --

10                  UNIDENTIFIED VOICE: What action --

11                  UNIDENTIFIED VOICE: What action is in mind?  
12 Possibility of what action?

13                  CHAIRMAN DUNHAM: Well, I think we -- we  
14 probably need to revisit the certification of the vendors.  
15 And -- and whether or not they can continue to be  
16 certified to do business in Colorado will depend on their  
17 -- their sensitive privacy issues and whether willing to --  
18 - whether they're willing to demonstrate to the State that  
19 they're willing to go a little extra to protect the  
20 privacy, and in some ways, it's unrealistic to expect 179  
21 school districts who are required to do this to do any  
22 more than minimal due diligence as to what the legitimate  
23 privacy things are.

24                  So -- so the hook we have is -- is the  
25 ability to -- to decertify vendors who don't take privacy



1 concerns seriously, and the first privacy concern as far  
2 as I'm concerned is what data are you allowing to be  
3 accumulated on your server. If you do control that and  
4 you can keep control of that if you're -- or if you're a  
5 vendor.

6 UNIDENTIFIED VOICE: How does that line up  
7 with what we -- has been going on because you all -- there  
8 has been ongoing work contacting, collaborating, trying to  
9 work out these (indiscernible) so that all of that is  
10 taken into account. So this is actually a -- a kind of a  
11 call to action on our part to either put a -- put an end  
12 to this, put a decision on this, put (indiscernible) that  
13 we would be looking at possible changes in relationship.  
14 Is this what's needed for -- for severance of a  
15 relationship with a particular vendor for continuation of  
16 a relationship? Is that where we're headed  
17 (indiscernible) action on the existence of the contract?

18 CHAIRMAN DUNHAM: I'd kind of put it in this  
19 (indiscernible) it's kind of what my dad used to tell me.  
20 Discipline yourself or somebody else will do it for you.  
21 We have an undisciplined data collection system out there.  
22 It could be cleaned up voluntarily by the participants; I  
23 hope they'll do it.

24 So any -- okay. Any other questions or  
25 comments?



1 Yes, ma'am. You wish to --

2 UNIDENTIFIED VOICE: So I just wanted to say  
3 that there is the ability for us within our tool to -- to  
4 eliminate that particular set of functionality, and that's  
5 certainly something we will be -- we can -- can talk to  
6 with -- with our partners if that's -- if -- if the issue  
7 is around the data collection of observation notes and  
8 photos and children's classroom work samples over time and  
9 that data being stored online rather than in a paper  
10 portfolio or a classroom folder somewhere that's -- that's  
11 a choice within the tool to just limit the access to that,  
12 so.

13 CHAIRMAN DUNHAM: Thank you.

14 Yes, Ms. Rankin.

15 MS. RANKIN: I just want to add to that. I  
16 feel very uneducated on this TS Gold program right now and  
17 tomorrow I'm gonna attend an all-day seminar over in Rifle  
18 in regards to this and I would like to get out and talk to  
19 constituents that are using it more and educate myself  
20 more of what it is before I -- I make any decisions. So I  
21 just want to throw that out there. I'd like to do --

22 CHAIRMAN DUNHAM: Yeah, absolutely. Okay.  
23 Other questions. Going once, going twice. Where are we?  
24 What did I do with my agenda? Can I borrow yours?

25 UNIDENTIFIED VOICE: (indiscernible)



1                   CHAIRMAN DUNHAM: Okay. So we're now --  
2 okay. We're now -- let's see. Let's proceed back in time  
3 to Jane. You're -- well, Board member reports. And I've  
4 got -- I had a nice piece of paper delivered. What'd I do  
5 with it?

6                   UNIDENTIFIED VOICE: Thank you for doing  
7 that. We have -- I don't -- I did not commit or  
8 (indiscernible) spend a lot of time on this today, but  
9 long enough to give you all a chance to --

10                  CHAIRMAN DUNHAM: Do you want to do it --

11                  UNIDENTIFIED VOICE: Do you want to do it now  
12 or later?

13                  CHAIRMAN DUNHAM: Do you want to do it at the  
14 next meeting? Is that timely?

15                  UNIDENTIFIED VOICE: We don't have time for  
16 part of this --

17                  CHAIRMAN DUNHAM: Okay.

18                  UNIDENTIFIED VOICE: -- if we wait that long.

19                  CHAIRMAN DUNHAM: Okay. Well, let's do what  
20 we need to do.

21                  UNIDENTIFIED VOICE: Not all -- not all three  
22 of the request decisions need to be made absolutely today,  
23 but one of 'em kind of does because then that sets up for  
24 being able to align some later activity.

25                  In particular, I think we need to make a



1 decision in order to have contact the candidate group. I  
2 didn't mention it yesterday. I am the chair -- current  
3 chair of the NASBE nominating committee. So our group has  
4 -- we have some -- after nominations are made and -- and  
5 materials are submitted and -- and State Board's across  
6 the country get a chance to get acquainted with who's  
7 running, we -- we follow through with the Board back to  
8 them about the status of perhaps recommendations that are  
9 made in each state and a little bit of a timeline for what  
10 the parameters are for campaigning and so forth. It's an  
11 informational responsibility that we have.

12 So I -- I would be -- I would encourage us to  
13 first of all decide if we want to make certain  
14 recommendations for candidates either -- especially in the  
15 president elect and/or area director election. I do think  
16 that -- that would be helpful for the candidates if we can  
17 do that this month.

18 Now, in October if we want to take a few  
19 minutes or even in the interim by email conferencing or  
20 something to decide around if we want to add, recommend,  
21 give some directive to the delegates that we send around  
22 the public education positions, there's still time to do  
23 that because that will be presented on the floor of the  
24 business meeting just like other new business is presented  
25 at those large gatherings so that'll be some floor



1 discussion and decisions (indiscernible) but it's -- it's  
2 at your discretion about what you want to do today. I'm -  
3 - I'm just -- I'm advocating for a pretty quick decision  
4 about candidate recommendations so I can notify people of  
5 that.

6 You want me -- you want a little tiny  
7 background first or would you rather just --

8 UNIDENTIFIED VOICE: You want to send it out  
9 by email?

10 UNIDENTIFIED VOICE: Pardon me.

11 UNIDENTIFIED VOICE: Would you send it out by  
12 email?

13 UNIDENTIFIED VOICE: I already did.

14 UNIDENTIFIED VOICE: Yes.

15 UNIDENTIFIED VOICE: This.

16 UNIDENTIFIED VOICE: We got it today.

17 CHAIRMAN DUNHAM: Yeah, there's a hardcopy,  
18 too.

19 UNIDENTIFIED VOICE: Yeah.

20 UNIDENTIFIED VOICE: Oh.

21 CHAIRMAN DUNHAM: Some place. I finally  
22 found mine.

23 UNIDENTIFIED VOICE: It was up here this  
24 morning.

25 CHAIRMAN DUNHAM: Yeah. I managed to file it



1 with my other papers.

2 UNIDENTIFIED VOICE: Okay.

3 UNIDENTIFIED VOICE: So Jane, you are likely  
4 to be our delegate, right?

5 MS. GOFF: Well --

6 UNIDENTIFIED VOICE: And so you're asking for  
7 our recommendation --

8 MS. GOFF: I guess so because you -- you're  
9 really not in a good -- you're not (indiscernible) and as  
10 far as I'm aware, it is the two of us who are attending  
11 this year. Unfortunate conflict with the Ed --

12 UNIDENTIFIED VOICE: Educational Excellence -  
13 -

14 MS. GOFF: Excellence -- excellence event  
15 conferences. I wish I had a clone. I'd like to go to  
16 both, but I can't. So -- so we need to -- we need to make  
17 that official for sure that way the name goes in, then I  
18 will get certain information that I -- that I  
19 (indiscernible) so that -- that's part of it, but I'm just  
20 saying that as your conduit right here today and you're --  
21 you're a Board Member of NASBE that happens to be a Board  
22 mate of your all -- y'all -- it would be good to have the  
23 recommendation of the candidate endorsement so to support  
24 if you want to call it that today so I can communicate  
25 with the whole slate. We are voting on a western region



1 director. We are also -- we will vote on president elect  
2 and a new secretary treasurer which is uncontested, but  
3 it's the -- those officer elections that everyone votes  
4 on, every state, and you would expect to be able to ask  
5 for and you will probably receive communication from those  
6 two candidates.

7           So if there -- if there's someone you would  
8 like to direct your delegate, whether that is myself or  
9 someone else, this year it's me. If you want to -- if you  
10 want to give me a direction about which one of the two you  
11 prefer, you would recommend that would be -- that would be  
12 helpful.

13           But I do -- I totally empathize with having  
14 time to read and think and make -- make decisions. I'm  
15 just saying we -- we -- and we do -- we do need to make an  
16 official kind of Board decision, especially on the  
17 delegate choice so we'll -- we'd have to figure out  
18 (indiscernible) unless we do that today, we'll have to  
19 figure out some way to do that.

20           And the candidate recommendations are --  
21 they're not required to be part of our official record  
22 (indiscernible) so that's -- that's all I'm asking.

23           CHAIRMAN DUNHAM: So the rules under which  
24 NASBE operates this Board as a whole is supposed to  
25 designate (indiscernible) based on whatever the Board





1 procedures are to designate someone.

2 MS. GOFF: It's to designate among the states  
3 who will be attending that we are a -- we're a member.  
4 We're a member state. So if we have -- if we have people  
5 attending then the state is in attendance. And one, we're  
6 in -- each state's entitled to a voting delegate no matter  
7 how many people vote.

8 CHAIRMAN DUNHAM: Right.

9 MS. GOFF: And that person attends the --  
10 does the voting at the business meeting, does the voting  
11 at the area meetings where the directors are elected. It  
12 doesn't mean that everyone else is not (indiscernible) of  
13 course everybody's welcome to (indiscernible) but the vote  
14 itself is designated as one per state.

15 CHAIRMAN DUNHAM: And how that person's  
16 selected (indiscernible)

17 MS. GOFF: Sure, it gets varied. It can be  
18 by consensus (indiscernible) official vote on our -- on  
19 our Board record. We're in public which is fine. That's  
20 we conduct this business -- association business is done  
21 in public as well. So if you want to make a formal motion  
22 that's fine. If not, it can be done by consensus.

23 UNIDENTIFIED VOICE: What kind of votes --  
24 what kind of -- kind of matters would our representative  
25 be voting on?



1 MS. GOFF: Well, officer elections is --

2 UNIDENTIFIED VOICE: Officer elections.

3 MS. GOFF: The public education position  
4 proposals which are on the last page of -- there -- there  
5 are changes, updates, additions, modifications being  
6 proposed in two areas of our policy statements, position  
7 statements. One's on public school funding and the other  
8 is on teacher equity. So that would be the overall  
9 mission, the overall interest and desire in promoting a  
10 diverse teaching workforce in which states -- states work  
11 hard to recruit the representatives --

12 UNIDENTIFIED VOICE: So this would be  
13 something we -- we'd be -- we would be voting on for NASBE  
14 to take a position --

15 MS. GOFF: Right (indiscernible) it's a  
16 stated position. It's --

17 UNIDENTIFIED VOICE: NASBE's probably gonna  
18 take that position regardless of how we vote on it.

19 MS. GOFF: Well, you're like a democracy here  
20 --

21 UNIDENTIFIED VOICE: Democracy.

22 MS. GOFF: -- this is another way of talking  
23 about democracy --

24 UNIDENTIFIED VOICE: We're a republic.

25 MS. GOFF: -- every state -- every state --



1 every state has a vote. These things are prepared,  
2 vetted, put together, planned (indiscernible) membership  
3 throughout the year. This is the product of this past  
4 year's (indiscernible) recommendations. This is what they  
5 came down to after they (indiscernible) available  
6 (indiscernible) these are the new ones and they are -- so  
7 they're already -- I don't know what the right word is  
8 (indiscernible) I guess (indiscernible) gone through and  
9 screened and reviewed and (indiscernible) and modified and  
10 amended by a (indiscernible) so that part's been done, but  
11 it's -- our bylaws. We have bylaws that operate. I mean,  
12 the membership is (indiscernible) we have to say this is  
13 fine.

14 UNIDENTIFIED VOICE: I think, Mr. Chair, and  
15 I probably need a little more time to look at this to feel  
16 like I was ready to take a position --

17 UNIDENTIFIED VOICE: (indiscernible)

18 CHAIRMAN DUNHAM: Jane, what --

19 UNIDENTIFIED VOICE: -- on the officer  
20 candidates?

21 CHAIRMAN DUNHAM: Jane, what is your --  
22 what's your deadline? Let's --

23 MS. GOFF: You know, Monday would be --  
24 Monday would work. If I can know something by Monday.

25 CHAIRMAN DUNHAM: Why don't we just do this?



1 I think it'd be the simplest thing. You're the only two  
2 that are going. You're a candidate so if I use -- I mean  
3 I at least have some appointment authority. If I just  
4 appoint Jane to serve as the delegate since -- as the  
5 voting delegate --

6 UNIDENTIFIED VOICE: (indiscernible)

7 CHAIRMAN DUNHAM: -- if there's no objections  
8 from anybody, I'll do that. Then in terms of who you vote  
9 for, I have no (indiscernible) idea.

10 UNIDENTIFIED VOICE: You might recognize  
11 Angelika's name there.

12 CHAIRMAN DUNHAM: No, but I mean I'm talking  
13 about the president elect --

14 UNIDENTIFIED VOICE: (indiscernible)

15 CHAIRMAN DUNHAM: (indiscernible) or  
16 Michigan. Okay. Fine. And --

17 UNIDENTIFIED VOICE: I actually have an  
18 opinion on that one if you care to hear it.

19 CHAIRMAN DUNHAM: Okay.

20 UNIDENTIFIED VOICE: I know one of the  
21 candidates fairly well and I work with him and I don't  
22 nominate him.

23 CHAIRMAN DUNHAM: (indiscernible) what?

24 UNIDENTIFIED VOICE: Do not nominate him.

25 Just by virtue of the role of the president. You got to



1 be able to talk your way out of a paper bag.

2 CHAIRMAN DUNHAM: Okay.

3 UNIDENTIFIED VOICE: Which -- which candidate  
4 is that, Arkansas or Michigan?

5 CHAIRMAN DUNHAM: She's not going to tell us.

6 UNIDENTIFIED VOICE: No, Michigan.

7 UNIDENTIFIED VOICE: Oh.

8 UNIDENTIFIED VOICE: Nice guy, bright guy. I  
9 think he's a minister. All sorts of nice things, but we  
10 would be there for months I think --

11 UNIDENTIFIED VOICE: (indiscernible)

12 UNIDENTIFIED VOICE: -- and Jay Barth (ph) is  
13 --

14 CHAIRMAN DUNHAM: Okay.

15 UNIDENTIFIED VOICE: -- got a great  
16 reputation. He's not a (indiscernible) these are just my  
17 personal --

18 CHAIRMAN DUNHAM: All right. Fine.

19 MS. GOFF: Let me -- let me just make sure  
20 you understand. It is not required that we as a Board  
21 make a recommendation or an endorsement if you want to  
22 call it --

23 UNIDENTIFIED VOICE: Oh, I thought we did.

24 MS. GOFF: No, we don't have to. We do have  
25 the option --



1 CHAIRMAN DUNHAM: Okay. Well, let's just --  
2 let's just stay out of that and then --

3 UNIDENTIFIED VOICE: Yeah, let Jane decide.

4 CHAIRMAN DUNHAM: Yeah.

5 UNIDENTIFIED VOICE: I can't really talk  
6 about it either.

7 CHAIRMAN DUNHAM: And with -- for western  
8 region director, I'm sure that'll be a tough choice, but  
9 Jane'll figure that out.

10 And then I think I -- I think maybe the best  
11 thing to do since we don't have a lot of time to spend on  
12 these initiatives is just to abstain from voting on the  
13 initiatives and so just do that. If it requires approval,  
14 nobody objects to us just abstaining.

15 MS. GOFF: That's fine. I would -- I would  
16 encourage as you will get some more information  
17 (indiscernible) I will need to (indiscernible) some of our  
18 (indiscernible) I will make sure that you all get the  
19 links into the bylaws, the NASBE bylaws (indiscernible)  
20 got those (indiscernible) and the full set of positions  
21 (indiscernible) put those in your bookmarks  
22 (indiscernible) and then throughout the year  
23 (indiscernible)

24 CHAIRMAN DUNHAM: Yes.

25 MS. GOFF: I would like to suggest that we



1 have is a little time on a -- as a standing agenda item so  
2 that whether there's something to say (indiscernible)  
3 feedback (indiscernible)

4 UNIDENTIFIED VOICE: A standing agenda item  
5 for NASBE?

6 MS. GOFF: Just part of -- like we've been  
7 doing --

8 CHAIRMAN DUNHAM: Yeah, I think -- I think  
9 you could certainly add it to your --

10 MS. GOFF: Just put it on there. It doesn't  
11 mean it has to be anything --

12 CHAIRMAN DUNHAM: I think you could certainly  
13 add it to your Board report, Jane.

14 MS. GOFF: Yeah.

15 CHAIRMAN DUNHAM: That would be fine, but I  
16 think at the present time let's just saw we'd prefer to  
17 abstain from those.

18 And then why don't we do the Board reports,  
19 see what everybody's been doing, if anything, and we'll go  
20 from there.

21 Pam, anything?

22 MS. MANAZEC: Well, not -- not really. I'd  
23 just like to -- given the discussion we just had, I would  
24 just like to say that my children were blessed to have a  
25 kindergarten teacher in Larkspur named Cheryl Yost and she



1 came to the children's house --

2 UNIDENTIFIED VOICE: Well --

3 MS. MANAZEC: -- every child in her  
4 kindergarten class. She had -- she had two classes at the  
5 time; the red class and the blue class. And she came to  
6 the house and she talked to the children and she talked to  
7 the parents and she observed their children in their own  
8 home, she observed the home. She asked them to write  
9 their names and did they know their numbers, did they know  
10 their colors. So essentially, this kindergarten teacher  
11 did what is required to find out if a child is ready for  
12 kindergarten, right? And I -- I would just like to say  
13 that's a much more personal and a much safer method for  
14 teachers to find out if children are ready for  
15 kindergarten. I'd just -- I'd like to see it return to  
16 that.

17 UNIDENTIFIED VOICE: (indiscernible)

18 CHAIRMAN DUNHAM: (indiscernible)

19 UNIDENTIFIED VOICE: I spent a one-day  
20 seminar on student-based budgeting and backpack funding  
21 and found that very informative. And as I mentioned  
22 tomorrow, if I can catch the bus, I'm gonna try to get to  
23 -- to see TS Gold out in Rifle tomorrow and I'd just  
24 appreciate these opportunities to just learn by just  
25 walking in and sitting down.





1                   CHAIRMAN DUNHAM: Jane, anything in addition  
2 to (indiscernible)

3                   MS. GOFF: Yeah, thanks for putting me -- I  
4 have been in the time that it has been around, I've  
5 attended the -- I guess you could call it a launch or a  
6 kickoff for attendance matters month. And in Colorado,  
7 Adams County has been more on the frontlines of that --  
8 leading that up.

9                   Lots of good information out there that's not  
10 necessarily on our first tier to look for every day, but  
11 the attendance rate, and as we -- we think in terms of  
12 graduation rate, drop-out rate, that's becoming more of a  
13 -- more of a topic that filters in there. And then you  
14 have truancy. So learning and thinking around how truancy  
15 rates are different than attendance rates that are related  
16 to drop-out rates, but they're all (indiscernible) anyway,  
17 Adams County's youth initiative group has done a great job  
18 of -- of really studying and researching a lot of  
19 different areas of kid life. They focus right now -- the  
20 focus now is on high school age in relation to opportunity  
21 in that demographic there are some unique needs as there  
22 is everywhere in the state.

23                   But internships, the whole career in tech ed  
24 conversation comes along and then it -- but their focus  
25 during September, and this is nationwide is on how does --



1     how -- how is good attendance -- how does good attendance  
2     have an impact on achievement. And it's one of those duh  
3     questions. People are working pretty hard to -- to help  
4     that along. So that's what I've been focused on among a  
5     couple of things.

6                     And then getting ready to -- to -- putting  
7     together and having conversations that you will hear  
8     eventually more detail about later. The idea of literacy  
9     and tied in with biliteracy so we're -- we're -- I'm  
10    meeting with some foreign language colleagues from the  
11    past just to toss around and look at what other states  
12    have done, what's going on in some of the locals in the --  
13    across the country, but also in Colorado. We have three  
14    districts that are -- have initiated and are moving ahead  
15    with what's called a seal of biliteracy so we can look at  
16    the tie in to language, development and acquisition and  
17    how -- how kids can benefit and get some -- it's a -- I  
18    guess it would be a -- another indicator of -- of an  
19    achievement or an indicator of skill. It's a competency  
20    measure in a way, too.

21                    So that's for later. I'll just give you the  
22    heads up. The conversations are rekindling again. I  
23    talked about this with various people about a year ago,  
24    but we're back. So probably after the session starts  
25    there will be more activity around this conversation, so.



1 CHAIRMAN DUNHAM: Dr. Schroeder, any  
2 comments?

3 MS. SCHROEDER: Yeah. So Val Flores and I  
4 both attended a post-secondary and workforce readiness  
5 stakeholder (indiscernible) recently. And I missed the  
6 first one, I don't know if you were -- I wasn't -- I don't  
7 remember being invited to the first one.

8 MS. FLORES: I was invited -- I mean I  
9 attended the -- the --

10 MS. SCHROEDER: The first one or the -- or  
11 the one that you and I both attended?

12 MS. FLORES: That one.

13 MS. SCHROEDER: Okay. So this was part two.  
14 I don't know if there's another meeting, but it's -- it's  
15 -- the effort is around having a clear definition for what  
16 is career ready for Colorado. It's simple maybe, but it's  
17 really not simple into what it actually means because our  
18 standards -- I mean, for example, when we looked at  
19 graduation requirements, we started looking at things --  
20 what is really career readiness, and yet, not sure we have  
21 a very good definition. So it was -- it was a little more  
22 than a half-day process of coming up with -- with a  
23 definition. Multiple different sectors of the business  
24 and education community invited plus students. There were  
25 a number of high school students and college students. It



1 was a fascinating discussion.

2 UNIDENTIFIED VOICE: Stakeholders.

3 CHAIRMAN DUNHAM: Okay. Two weeks ago, I  
4 attended an awards presentation and helped present to  
5 Colorado Early Colleges in Fort Collins. They were chosen  
6 number one ranked school in the state for career and  
7 college readiness. I think they had none of their people  
8 went to college were -- needed remediation which was given  
9 statewide average fairly phenomenal accomplishment. It  
10 was one of Senator Keith King's schools that's been very  
11 successful in -- in providing students -- many of them  
12 very poor students the opportunity to get some free  
13 college credits. And I think maybe we might consider  
14 finding some -- looking into that award that he got and  
15 maybe we can add a little bit to that from here in terms  
16 of certificate or something for Senator King's school  
17 there in Fort Collins. Also I want -- I'm gonna continue  
18 to try and work on a retreat perhaps in association with  
19 the -- what is it (indiscernible)

20 UNIDENTIFIED VOICE: CASBE.

21 CHAIRMAN DUNHAM: CASBE conference in  
22 Colorado Springs in December so I'll go back to work on  
23 that and see if I can come up with anything -- any other  
24 alternatives that might work. And that's been -- I think  
25 that's all that needs to be mentioned.



1 Val, anything?

2 UNIDENTIFIED VOICE: (indiscernible)

3 everybody else, we could do it November 7th.

4 CHAIRMAN DUNHAM: Well, I hate to -- I hate  
5 to by definition leave somebody out. Particularly such a  
6 flimsy excuse, but --

7 UNIDENTIFIED VOICE: I'll have to tell you  
8 the backstory on this. You might not appreciate like the  
9 women would, but anyway.

10 MS. FLORES: I've been attending schools and  
11 I attended a very interesting meeting with teachers and  
12 they showed a documentary called -- it's on Douglas County  
13 in (indiscernible) called Education, Inc. --

14 UNIDENTIFIED VOICE: Education, Inc.

15 MS. FLORES: Yes. So that was very --

16 UNIDENTIFIED VOICE: Did you see me in it?

17 MS. FLORES: No, I didn't see you in it. It  
18 was very interesting.

19 Also I'm a teacher so I like to be around  
20 teachers. I've also been attending schools and I'm going  
21 to be going out to Bradley over in the Green Valley Ranch  
22 area (indiscernible) Bradley Charter School on Tuesday.  
23 And I also attended the Colorado Workforce Development  
24 Council and I was asked by one of the people if I would  
25 join the -- be an advisor member for the education and



1 training steering committee of -- of this group, and I  
2 accepted, is that okay? So -- so I'll be working as a --

3 UNIDENTIFIED VOICE: Which office?

4 UNIDENTIFIED VOICE: It's the Colorado  
5 Workforce Development Council. So I was asked to be a --  
6 be on it as a Board member. Just an advisor member.

7 CHAIRMAN DUNHAM: I think that's fine. Can't  
8 see any problem with that.

9 UNIDENTIFIED VOICE: Okay.

10 CHAIRMAN DUNHAM: Good. Anything else for  
11 the good of the order? Okay. I'm gonna have Item 9.0 lay  
12 on the table 'til further notice. And with that, we're  
13 adjourned. See you next month.

14 (Meeting adjourned)

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C E R T I F I C A T E

I, Kimberly C. McCright, Certified Vendor and Notary, 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 5th day of February, 2019.

/s/ Kimberly C. McCright

Kimberly C. McCright

Certified Vendor and Notary Public

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