

**FINAL MINUTES**  
**GE-SAC Meeting**  
**Date: February 2, 2022**

AGENDA:

**Zoom Meeting                    VIRTUAL**  
 Minutes Taken By: Shalelia Dillard

Topic	Notes
Members Present	Heather Savory, Nikki Myers, Elena Henry, Connolly Sherwood, Shalelia Dillard, Michelle Barkmeyer, Amy Graefe, Terri Loiselle, Miles Skoog, Qing Hua, Joi Lin, Mury Sutherlin, Michelle Stout, Ruthi Manning-Freeman, Kayla Steffens, Lindsey Reinert, Wendy Niccoli, Marcy Palmer (BOCES Representative replacing Terri Jones), Natalie Brown, Becca Koster, Marcy Palmer, Darcey Perlman, Karen McKay, Diane Barranco, Noelani Ramon, Tim Kahle, Michelle Pacheco DuBois, Jaci Durrie, Jennifer Rizzo Hamilton, Kate Bachtel, Kristin Shapiro, Marissa Benson, Michelle (no last name), Cecilia Quintanilla, Carrie Veatch
Members Absent	Rebecca McKinney
Introductions and Welcome	Welcome: Name, Congressional district and use one word to express how you feel about the meeting today.
Approval of Minutes	Motion to approve minutes made by Natalie Brown and seconded by Michelle Barkmeyer. Motion Passed.
Remark Rebecca McKinney CDE Gifted Director	March Director Meeting, updated identification guidance. Grant funding to support monitoring for AU leads and BOCES. Twice exceptional work on creating two courses, have over 100 students in those courses. Will have some course offerings for the summer. Question: About the COVID considerations for identification criteria and guidelines. Especially for considering more identified students.
Guest Speaker: Tim Kahle  Topic: School Finance Funding Formula (State total Program and Categorical Programs)	Link to Tim's slides: <a href="#">School Finance 101.pptx</a> Presentation: School Finance Funding Formula (State total Program and Categorical Programs). Has an interim committee on legislators and will be resuming work after the current session. There is concern for SPED and GT to be incorporated in the formula. Reach out to reps in the committee to share comments. Currently operates under 1994 Formula. Send out surveys for districts for students to count projections. 900,000 students that they fund. The Pandemic has affected projections and were off quite a bit, needing to make some corrections (slide 2). Replace projections with actual enrollment #'s to modify funding for school districts. Legislators will not accept changes after January 15, if there are any more students that need to be added. Question: Fiscal Year= July 1- June 30th. June 1st projections based on prior years to look at trends, and responses from surveys. Slide 3: Rebecca McCree can talk further about October Count.

	<p>Slide 4: Funding of formula done at at least 90(.5) but less than 360(1.0). Part-time ECE students get the .58 funding.</p> <p>Question from Nikki Myers: One of the state issues that has often occurred, across the whole state, some charter schools have not been fully up to speed with charter processes. In practicality, what can occur— local school district takes the state allotment for each gifted student, divides it by the ENTIRE population of the school district, and then allocates a per-gifted-student amount to the local charter... which could be from \$9-20 for each identified gifted student in that charter school. The district/s doing this have said that this is to support universal screening of all students (at second and 6th grade). The current formula only uses the FRL numbers, will look at other ways to incorporate at-students and populations in CO.</p> <p>Slide 5: School Finance Formula- total program, will be changing to add online and extended high school to incorporate more programming</p> <p>Slide 6: If the total program is 3M and getting 2M from property taxes, then local share will give 1M.</p> <p>Slide 7: Cost of living survey done every other year to determine each county and district's cost of living.</p> <p>Slide 8: Finance act takes funding from budget to help with state funding</p> <p>Slide 9: State or local bucket determines where the money is coming from when the district has to pay the state back.</p> <p>Evan Davis: can talk more about categorical formula breakdown.  <a href="https://www.cde.state.co.us/cdefinance/sfdetails">https://www.cde.state.co.us/cdefinance/sfdetails</a>  <a href="https://www.cde.state.co.us/cdefinance/fy2021-22_district_funding_calculation_worksheet_january_2022">https://www.cde.state.co.us/cdefinance/fy2021-22_district_funding_calculation_worksheet_january_2022</a></p>
<p>Remarks  Karla Esser  State Board of  Education</p>	<p>Not Present</p>
<p>Affinity Groups  Parent  Community  Educator</p>	<p><b>Questions for committees:</b> How does the funding formula support gifted learners? In what ways does it fail to support gifted learners? What additional information or learning is needed?</p> <p><b>Parent: Parent Group:</b> Where does GT stand in the categorical programs?  Can state funding be equal to SPED?  Per pupil funding should be used as intended  Why are there huge discrepancies across CDs and SDs? Equity across congressional districts and ages - secondary declines  Another push for everyone to understand what gifted means.  What additional information or learning is needed? Can we communicate with the guest speaker?</p> <p><b>Educator:</b> How can we collect and effectively communicate data about gifted student mental health, including suicide ideation and suicides? Attendance rates (each at the district and school levels)?</p> <p>Glossary: <a href="#">Glossary of Terms.pdf</a></p>

	<p><b>Community:</b> Needs more transparency and education for admin and school districts to understand that the funding needed for GT actually needs to be used for gifted learners. Need more funding for Talent Pool. More incentivisation for PD and teachers to have information about training for GT. More opportunities for gifted learners to meet with other gifted peers. How much funding goes into districts in order to allocate more funding for community organizations to serve students. Tracing how funding is spent in the school district (more transparency).  Recommendations: As Rebecca- What is publicly available for funding. Clear to find and understand where the gifted funding is coming in and how much and where can we find it? GT programming creates report on where the funding is coming from.</p> <p><b>Larger Conversation:</b>  We do need to get our voice in the larger committee and conversation to talk about gifted learners considered as “at risk”.  Mention of gifted “dropout risk and substance abuse” to be considered in the gifted “at risk conversation”</p>
<p>Affinity Groups  Congressional  Districts</p>	<p>CD1  CD2  CD3  CD4  CD5  CD6</p>
<p>Standing  Committees –</p>	<p><u>Outreach:</u>  Recommend a State-Wide parent and community satisfaction survey. Questions: Do you intend to remain in public education. Opinions on services?  Questions for AUs? Account for money in and out specific to GT? Do you have what you need?  Funding sources available for gifted  form a report to push out to the community - parents and community local advocacy  What would you do with gifted funding?  CDE to generate, to GESAC  not GESAC  GESAC can push out to community/state. How could it be incorporated into the GEMS? Is it something that could be incorporated into the GEMS?  <a href="https://docs.google.com/presentation/d/1tn4jRCRFmCXXpwYtmbwUxA0K0sGlx2AbI-TXaJTW5V8/edit?usp=sharing">https://docs.google.com/presentation/d/1tn4jRCRFmCXXpwYtmbwUxA0K0sGlx2AbI-TXaJTW5V8/edit?usp=sharing</a></p> <p>TLCC survey is available. Where is that available from the  <u>Legislative:</u>  Recommendations have been given to the JBC. Representative McLachlan in Durango called out GT and said that gifted learners need more funding. Our job is take recommendations to the SBOE. How can we help Districts with people who don’t have qualified personnel apply for that USQP because they do not have the</p>

	<p>experience, but they need the experience, but they can't apply for the funding because they don't have the experience.</p> <p><u>Membership:</u>          Strong Focus- how do we hit those other regions? How do we get other high school students involved?          New Members:          Heather went over the role of GESAC members and how the group functioned.</p>
Guest Presenter:	None in the afternoon. See above for Tim Kahl
BOCES	Has not met since our last meeting. Next meeting Feb 14-15. Focus is on the Legislative session. Will have luncheon with Legislatives to discuss relevant policies.
CAEGTC	<p>Lindsey: Melissa and Matthew will be taken on roles. This weekend they will have their retreat. Inducted 22 new members. Dr. Joy Lawson Davis is honorary member. Launch of Creativity eTips- Interested in accessing these resources visit <a href="https://www.caegtc.org/pd.html">https://www.caegtc.org/pd.html</a> Can be used as resources for PD, parents and teachers, eTips will be on culturally and linguistically diverse learners.</p>
CAGT	Legislative Day- Governor is willing to meet with him and have a discussion with a representative and because of the small numbers of enrollment. Registration is open again for this week only. If they are interested, they can reach out to their gifted coordinators for the application. Senior Day later in the year to give them the opportunity to engage in Legislative Day.
Gifted Education Coalition	N/A
University Updates	<p>Amy Graefe- Recruiting for next cohort of students (two cohorts in progress),</p> <p>DU/Lindsey- 2022 Gifted Education Policy Symposium &amp; Conference- March 17-18, 2022- Register at <a href="https://bit.ly/2022GEPSC">https://bit.ly/2022GEPSC</a> Register to receive zoom links and access to recordings. Poster Proposals related to our conference theme Reflecting on Giftedness: <a href="https://bit.ly/2022GEPSCPosterInfo">https://bit.ly/2022GEPSCPosterInfo</a></p> <p>•Conference Website for More Information: <a href="https://bit.ly/2022GEPSCInfo">https://bit.ly/2022GEPSCInfo</a></p> <p>Planning DU will be hosting the 2022 International Dabrowski Congress on July 18-19, also with an online-only option. <a href="https://bit.ly/DC2022Info">https://bit.ly/DC2022Info</a> WCGTC Global Principles for Professional Learning in Gifted Education. <a href="https://bit.ly/2021GPPLGE">https://bit.ly/2021GPPLGE</a></p> <p>DOC students: June 2023 next cohort for PhD in Gifted Education .</p> <p>UCCS- News endorsement program. Info session this evening at 2:30. Fast-pace. Two semesters and a summer. Can continue on to access higher degrees</p>

<p>Gifted and Talented Leaders of Color and Allies</p>	<p>Organization that uplifts the voices and professionalism of BIPOC Gifted Leaders and the allies that uplift the BIPOC leaders.</p>
<p><b>Action Teams</b> Strategic Planning Work- Prioritize two pillars to focus on for the year</p>	
<p>Open Comment time</p>	<p>Will look at the SBE meetings</p>
<p>Meeting Recommendations to SBE</p>	<p>Letter to SBE for support on revisions to the Social Studies Standards. <a href="https://go.boarddocs.com/co/cde/Board.nsf/Public">https://go.boarddocs.com/co/cde/Board.nsf/Public</a></p>
<p>Upcoming Meetings</p>	<p>Thursday February 3rd, 2022, virtually. Heather shared that on MArch 23rd at 6 PM there will be a Student Board presentation for GESAC members. Main Meeting May 5th</p>
<p>Adjournment</p>	<p>Motion to adjourn made by Connolly; seconded by Joi Lin-. Motion passed. Meeting was adjourned at 2:01 p.m.</p>