



TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION  
DENVER, Colorado  
April 8, 2020

BE IT REMEMBERED THAT on April 8, 2020, commencing at 9:00 a.m., the above-entitled meeting was conducted virtually via Adobe Connect, between the following Board Members:

Angelika Schroeder (D), Chairman (Madam Chair)

Steve Durham (R), Vice Chairman

Valentina (Val) Flores (D)

Joyce Rankin (R)

Rebecca McClellan (D)

Debora Scheffel (R)

Jane Goff (D)

Recording starts at 10 minutes, 45 seconds



MS. MARAMBA: Madam Chair, I'll turn it over to you.

MADAM CHAIR: Good Morning, All. Glad to hear some voices. So, the State Board will come back to order. Ms. Maramba, will you please call the roll.

MS. MARAMBA: Board Member Durham

MR. DURHAM: Here

MS. MARAMBA: Board Member Flores

MS. FLORES: Here

MS. MARAMBA: Board Member Goff

MS. GOFF: Here

MS. MARAMBA: Board Member McClellan

MS. MCCLELLAN: Here

MS. MARAMBA: Board Member Rankin

MS. RANKIN: Here

MS. MARAMBA: Board Member Scheffel

MS. SCHEFFEL: Here

MS. MARAMBA: Board Member Schroeder

MS. SCHROEDER: Here. Thank you. So, the first item that we want to discuss is some changes to our operating procedures. As you all know, were holding our meetings virtually during the COVID situation to follow the Stay at Home order and to promote physical distancing. Because we are holding our meetings virtually, we would like to suspend a portion of our operating procedures to allow us to suspend public comment during our regular-scheduled board meetings. This will be until we are meeting back in our regular format. I do want to clarify that the public can still provide



comments to the State Board of Education through email or snail mail.

Please email the State Board of Education at [state.board@cde.state.co.us](mailto:state.board@cde.state.co.us) or mail letters to the Office of the Colorado State Board of Education, 201 East Colfax Avenue, Denver, CO 80203.

Do I have a motion to suspend the operating procedures, please?

MR. DURHAM: Madam Chair?

MADAM CHAIR: Mr. Durham?

MR. DURHAM: Thank you. I move to suspend Article 5-A-4-f in the State Board operating procedures until our next in-person meeting.

MADAM CHAIR: Thank you, that's a proper motion. Is there a second?

MS. FLORES: Val Flores, second.

MADAM CHAIR: Thank you. Ms. Maramba, will you call the roll?

MS. MARAMBA: Board Member Durham?

MR. DURHAM: Yes.

MS. MARAMBA: Board Member Flores?

MS. FLORES: Yes.

MS. MARAMBA: Board Member Goff?

MS. GOFF: Yes.

MS. MARAMBA: Board Member McClellan?

MS. MCCLELLAN: Yes.

MS. MARAMBA: Board Member Rankin?

MS. RANKIN: Yes.

MS. MARAMBA: Board Member Scheffel?

MS. SCHEFFEL: Yes.



MS. MARAMBA: Board Member Schroeder?

MADAM CHAIR: Yes.

MS. MARAMBA: That passes 7-0

MADAM CHAIR: Thank you. Next item is a motion to approve the agenda. Um, If there are no new items on the agenda, could I have a motion, please?

MR. DURHAM: So moved. I move to publish the agenda as, I mean, to approve the agenda as published.

MADAM CHAIR: Thank you, is there a second to approve the agenda as published?

MS. SCHEFFEL: Second.

MADAM CHAIR: Thank you. Um, shall I go down the line? Does anyone want to discuss anything on the agenda?

MS. FLORES: Um, I'd like to remove a couple of things off the agenda.

MADAM CHAIR: That's the consent agenda, Ms. Flores.

MS. FLORES: Okay. Thank you.

MADAM CHAIR: Ms. Maramba please call the roll.

MS. MARAMBA: Board Member Durham?

MR. DURHAM: Yes.

MS. MARAMBA: Board Member Flores?

MS. FLORES: Yes.

MS. MARAMBA: Board Member Goff?

MS. GOFF: Yes.

MS. MARAMBA: Board Member McClellan?



MS. MCCLELLAN: Yes.

MS. MARAMBA: Board Member Rankin?

MS. RANKIN: Yes.

MS. MARAMBA: Board Member Scheffel?

MS. SCHEFFEL: Yes.

MS. MARAMBA: Board Member Schroeder?

MADAM CHAIR: Yes.

MS. MARAMBA: That passes 7-0

MADAM CHAIR: Thank you, Ms. Maramba. Next item on the agenda is the approval of the consent agenda. I will go down the line to see if anyone has any items they would like to pull from the consent.

MADAM CHAIR: Board Member Rankin?

MS. RANKIN: No.

MADAM CHAIR: Thank you.

MADAM CHAIR: Board Member Flores?

MS. FLORES: I do.

MADAM CHAIR: Which ones?

MS. FLORES: Um, they are um, one second please. They're all the um, the ones for Strive, which I believe are 5.08 to 5.10.

MADAM CHAIR: Thank you. Anything else?

MS. FLORES: That's it.

MADAM CHAIR: Board Member Goff?

MS. GOFF: No, thank you.



MADAM CHAIR: Board Member Scheffel?

MS. SCHEFFEL: No. I have nothing, thank you.

MADAM CHAIR: Board Member McClellan?

MS. MCCLELLAN: Nothing from me.

MADAM CHAIR: Board Member Durham

MR. DURHAM: Nothing.

MADAM CHAIR: Thank you. So, Items 5.08 through 5.10 have been removed from the consent agenda by Board Member Flores. Do I have a motion to approve the consent agenda as amended?

MS. SCHEFFEL: So moved.

MR. DURHAM: I move to...second.

MADAM CHAIR: Thank you. The motion was made by Board Member Scheffel, I believe, if I'm hearing voices

MS. SCHEFFEL: Yes.

MADAM CHAIR: Seconded by Board Member Durham.

MR. DURHAM: Yes.

MS. FLORES: Oh. Can you add 5.11

MADAM CHAIR: Sighs.

MS. FLORES: I'm sorry.

MADAM CHAIR: Alright. Let's start that over again, then. Board Member Scheffel? Wait a minute, let me just state it out. Items 5.08 through 5.11...

MR. DURHAM: That's correct.

MADAM CHAIR: Have been removed from the consent agenda. Now, Board Member Scheffel, could you kindly repeat that motion?



- MS. SCHEFFEL: Yes. I move to approve the consent agenda, with the relevant items removed; 5.08 through 5.11.
- MADAM CHAIR: Fantastic. Thank you. Board Member Durham?
- MR. DURHAM: Second.
- MADAM CHAIR: Thank you. Alright, that's a proper motion. Now, any further discussion? Board Member Rankin, do you have any discussion about the consent agenda?
- MS. RANKIN: Um, are we gonna take 5.08 to 5.11 individually? I was thinking that was what you wanted to do.
- MADAM CHAIR: Yeah. Why don't we let Board Member Flores start on this and figure this out. Board Member Flores?
- MS. FLORES: Well, I would like Bill um, to come to, I mean we talked about this, so if he could start off with my concerns?
- MR. DURHAM: Madam Chair?
- MADAM CHAIR: Board Member, Durham? Yes?
- MR. DURHAM: I think we should go ahead and vote to approve the consent agenda.
- MR. DURHAM: As amended?
- MR. DURHAM: Yes.
- MADAM CHAIR: I think that's a good idea. Ms. Maramba, could you do that for us, please?
- MS. MARAMBA: Sure. Board Member Durham?
- MR. DURHAM: Yes.
- MS. MARAMBA: Board Member Flores?
- MS. FLORES: Yes.
- MS. MARAMBA: Board Member Goff?



MS. GOFF: Yes.

MS. MARAMBA: Board Member McClellan?

MS. MCCLELLAN: Yes.

MS. MARAMBA: Board Member Rankin?

MS. RANKIN: Yes.

MS. MARAMBA: Board Member Scheffel?

MS. SCHEFFEL: Yes.

MS. MARAMBA: Board Member Schroeder?

MADAM CHAIR: Yes.

MS. MARAMBA: That passes 7-0

MADAM CHAIR: Alright. Board Member Flores?

MS. FLORES: Yes.

MADAM CHAIR: Were you meaning to ask Mr. Kottenstette to come forward?

MS. FLORES: Yes. We had talked about that. Yes. But if you want me to start on it...but, I believe that. We talked about it, so he was going to call in or... I don't know how it's done, but that's how we arranged it yesterday.

MADAM CHAIR: Can you be any more specific? Is there a particular item on those, uh, four?

MS. FLORES: Well, basically, what, uh, the , what uh, let's see, Green Valley Ranch and Strive Prep Montbello, as well as uh, the Strive Prep for Strive Prep Westwood, and also the Mountain View Academy. They're all asking to have um, teacher, the definition of teacher to be to be defined and also a sub, they're asking for a definition of a substitute teacher. And so, what these charter schools are basically asking is to be given a waiver for not, for not having certified teachers in the classroom and we've never done





this before. And I'm very concerned that we're just going to have probably some substitute teacher, and I don't even know if it's going to be every other day or whatever in those schools. And these are some of the most vulnerable kids, in both of these schools and I'm very concerned.

**MADAM CHAIR:** Now I understand what you're talking about. Is Mr. Kottenstette available, by any chance?

**COMMISSIONER ANTHES:** He is. He's on the line, yes.

**MADAM CHAIR:** Great. Could you help us with this, Mr. Kottenstette? And welcome, by the way.

**BILL KOTTENSTETTE:** Oh, thank you, and I'll introduce myself as well. This is Bill Kottenstette, Executive Director for the Schools of Choice Office at CDE. Um, so, the waiver request that is being discussed right now – there are three items for the Strive Network, um, and the statute that is being discussed is 22.63-103, um, definitions for uh teacher and substitute teacher. And, um, we discussed this with the school, and the rationale that they provided, in terms of what they are requesting, is they just wanted to be certain that the waiver that they have that is um, commonly requested by charter schools, I would suspect that actually all charter schools likely have the waiver, is the licensure waiver. And we found in the definition that teacher is defined as someone with a license, and so they just wanted to confirm that when they use the term teacher, they're referring to, um, all the teachers in their school even if they don't have a license.

**MADAM CHAIR:** Is that new?

**BILL KOTTENSTETTE:** Um, it is, so...I'll start with the substitute teacher waiver. That is a waiver that has been requested in the past. Um, right now there are 17 schools that have requested the waiver and they have been granted it in the past. Um, this one, specific to the word teacher, has been before the board before, um, from the Strive Network. Um, and, uh, it has been approved in



the past. There are only a handful of those waivers that have come forward, um, but they have come forward before.

**MS. FLORES:** Well, they've come forward before, but, you know, I mean, and they're the ones with the vulnerable students as well. Also, I-I do want to include the inappropriate material from the library. They don't describe what this inappropriate material is, uh, so are they trying to just get rid of books from the library? And so why did they buy them? I mean, I, um, to me it's kind of foolish in these days to really take material away from kids unless, indeed, they are pernicious, or they are not - inappropriate. But, you know, nothing is provided about the inappropriateness or the uh, perniciousness of material. What are they talking about? And these are all these schools.

**MADAM CHAIR:** Mr. Kottenstette?

**MR. KOTTENSTETTE:** Um, in the yep, so that is a waiver that has been requested before by charters, uh, and approved. And, um, typically, in the conversations that we've had, it is less about, you know, we-we haven't observed any, um, you know, high effort to, um, restrict materials or anything like that, um, but that they, um some- at times some schools say that they want to have, uh, flexibility, to look at decisions of the district, and if they feel that that material is appropriate, that they may choose to allow for that at their school or that if they feel that there is something that they have of concern that they would have flexibility in that space.

**MADAM CHAIR:** Okay, let me clarify Mr. Kottenstette, these waiver requests have passed the school board, right? They have.... The Denver Public School Board has agreed to these?

**MR. KOTTENSTETTE:** Correct. Yes. They have a signed contract in place.

**MADAM CHAIR:** Good. Okay. Thank you. Anything else, Board Member Flores?

**MS. FLORES:** Well, I mean, I really think we should consider, and give great thought to allowing, uh, teachers that are not certified to be in classrooms. I mean, I



don't mind if it is a certified teacher, that has been certified and is back as a substitute teacher. I hope that they do have their, um, that everything is on the up-and-up as far as being certified. But I just don't think that...we may have let something like that past, but I think this is a serious matter that we're allowing, uh, Strive to get away with.

MADAM CHAIR: Thank you. Any other colleagues wanting to make comments?

MS. RANKIN: This is Joyce...

MR. DURHAM: Madam Chair?

MADAM CHAIR: Let me go down the line. Sorry. Board Member Rankin?

MS. RANKIN: Thank you, Madam Chair. I-I don't think, uh, I gave the number to Angela earlier, but I don't think she, maybe she can clarify the online. I'm not sure the board members have seen it, so I think we should probably just leave it off and I should just explain it. Um, I thought that it was 5.08 and 5.10. I didn't know that it was also 5.09 and then we added 5.11. So, I want to look at, what I did was I looked at Strive and Green Valley Ranch, and all of the charter schools are 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade. It is not elementary. It is the middle schools, and this one Strive (and you know my emphasis is reading), so I looked at the ELA, end-of-year scores, and 6<sup>th</sup> grade, uh, 18.5% were proficient or above, and in 2019 24.2% that is up. They went from 33 to 37, that's up. And in 8<sup>th</sup> grade, they went from 32 to 42 percent. That's up. So, and this is, I just took the Strive, and then I pulled out all of the other Strive schools and I-I had their 2018 and 2019 CMAS scores for English Language Arts. I'm not as particular – I think, uh, a teacher can be a leader and I don't necessarily believe a 20-year teacher is a lot better than a second-year teacher. I think it is all individual there. But what I see here is this particular charter school group, I guess I would call them, as Strive Prep, um, I don't see anyone that actually maybe one, but there are a lot of these, uh, a lot of these schools and for the most part I think they really are, uh, helping the children that they, that they have



under them and if their parents didn't like what they saw they would be pulling them out and I think the attendance would be a lot lower or the school would disappear so I tend to support, uh, what they're doing at Strive, and at Green Valley Ranch, well, I'd just like to congratulate them. So, that is where I'm coming from and its based on the outcomes. Based on what's there for the student. Thank you.

MADAM CHAIR: Thank you. Board Member Goff, do you have any comments?

MS. GOFF: Uh, no, other than the fact that this is not an unusual waiver request from charter schools. I'm not recalling right off the top of my head if it was at least a semi-automatic waiver, I'd have to look at that list again. But we have done it before, and when the local board, um, approves that type of waiver requests I think we've set a precedent that needs to be acknowledged, at least for now, or until the waiver – the nature of waiver requests and the process is changed.

MADAM CHAIR: Thank you. Board Member Scheffel? Any comment?

MS. SCHEFFEL: Uh, yeah. Strive and Green Valley have a contract with DPS and that we allowed that flexibility previously and I would like to approve these waivers.

MADAM CHAIR: Thank you. Board Member McClellan?

MS. MCCLELLAN: Uh, yes, uh, Board Member Goff took the words right out of my mouth. And, I wanted to invite our legal counsel, but not require, I don't want to make a demand of them, but if they feel it's important to remind all of us why we should not be arbitrary and capricious. If this is the kind of waiver that we have been routinely approving, as Mr. Kottenstette has indicated, I feel like its arbitrary and capricious to hit Strive, in particular at this moment, all of a sudden, when others have been approved. Why them?

MS. FLORES: It isn't others, its only been Strive. I'm sorry.

MADAM CHAIR: Board Member Flores, could you please not interrupt? Um...



MS. MCCLELLAN: So, I just want to caution us not to jump out and discriminate against one operator in particular over a waiver that we've approved for others.

MADAM CHAIR: Okay. Thank you.

MS. FLORES: Um, may I speak, please? This is Val Flores.

MADAM CHAIR: Um, no, I'm sorry. I'm going down the line. I'll be glad to call on you a second time if need be, but first I'd like to ask a counselor if he or she, I'm not sure who the counselor is today, would like to, uh, address Board Member McClellan's comment.

MS. TOLLESON: Um, thank you, Madam Chair. It's Julie Tolleson.

MADAM CHAIR: It's she – welcome. (laughter). Good to hear your voice.

MS. TOLLESON: I think Board Member Schroeder summed it up that any time that you're deviating from a pretty traditional – common practice of approval, you'd want to tie it to a particular factual basis. And that certainly could happen, I mean it's not that you're bound to approve every request because you've done so in the past. But you would want to have a reason to do so.

MADAM CHAIR: Thank you. Board Member Durham?

MR. DURHAM: Thank you, uh. Thank you, Madam Chair. I think we've discussed this on numerous occasions and I will return– the licensure question - I will return to the example of Liberty Commons, which does have, not a huge number but a noticeable number of teachers who do not possess a license. All of those teachers have at least a master's degree, and many of them have Ph.D. s, and the results, I believe, speak for themselves – at least at Liberty Commons. So, this is a waiver that we have granted, should be granted, and allows the local school boards, the boards of charter schools and the parents to judge the quality of the offering absent an artificial constraint of requiring a license.

MS. FLORES: This is Val Flores. I'd like to speak



MADAM CHAIR: Excuse me a minute, Board Member Flores. I will call on you in a minute.

MS. FLORES: Thank you.

MADAM CHAIR: Board Member Durham, could I ask you to please make a motion for these four items, and then we'll continue discussion? I should have asked for that sooner.

MR. DURHAM: Yes. Yes, ma'am. I will move the approval of items 5.08, 5.09, 5.10, and 5.11.

MADAM CHAIR: Thank you. That's a proper motion. Do I have a second?

MS. SCHEFFEL: Second from Debora Scheffel.

MADAM CHAIR: Thank you very much. Alright, Board Member Flores? Another bite.

MS. FLORES: Another bite. Thank you. Well, first of all, that is not true that we have been doing this for, at least the definition of teachers, for other school districts. Its only been, come, its only come up for Strive Prep, and they have been, that group of charter schools has not been doing well. So, Strive has, maybe just, as we do, people sometimes don't look over the consent agenda as we should sometimes, and we allow things to just go by. But this time I think it's, we shouldn't do this, I mean this will make other charter schools ask for the same thing. And when they come in waves, as they did, in by Strive Prep, I really don't believe that indeed, we have allowed this before, in the numbers that we have. Now, that is true, we've had exceptions, and Mr. Durham is correct. We've had people with Ph.D. s, and we've had people with master's that we've approved. Individually before. But not – Strive Prep – is doing it for...maybe they want to pay less. Maybe they want to pay teachers less. And I think we are putting forth a precedent that is not a proper one. And certainly, not a good one for kids who go to schools, especially these schools, who are very vulnerable. And I think we should take notice, and I'm not going to vote for this.



MADAM CHAIR: Thank you, Board Member Flores. Are there any other comments before we call for the vote? Uh, Ms. Maramba, would you please call the roll?

MS. MARAMBA: Board Member Durham?

MR. DURHAM: Yes.

MS. MARAMBA: Board Member Flores?

MS. FLORES: No. And that's because it is my district and I don't believe we need to put vulnerable students on the line like this.

MS. MARAMBA: Board Member Goff?

MS. GOFF: Yes.

MS. MARAMBA: Board Member McClellan?

MS. MCCLELLAN: Yes.

MS. MARAMBA: Board Member Rankin?

MS. RANKIN: Yes.

MS. MARAMBA: Board Member Scheffel?

MS. SCHEFFEL: Yes.

MS. MARAMBA: Board Member Schroeder?

MADAM CHAIR: Yes.

MS. MARAMBA: That passes 6-1



**MADAM CHAIR:** Thank you very much. Next item on the agenda is a report from the Director of State Board Relations. You're on again, Ms. Maramba.

**MS. MARAMBA:** Good Morning, Everyone. Thank you so much for joining us virtually for this meeting. If anyone is having any issues accessing, um, the meeting space, please email [state.board@cde.state.co.us](mailto:state.board@cde.state.co.us). I apologize for any confusion and I thank you all for your flexibility as we continue to improve our virtual meetings. Also, your patience this morning is very appreciated. Um, we plan on convening all of our state board meetings virtually until the Stay at Home orders are lifted by the Governor. So, continue to use this site and call-in number. If you need to contact the state board, we encourage the public to contact us through our email, phone, or, um, through the U.S. postal mail. If you need up-to-date information on the evolving COVID-19 situation in Colorado please visit [covid19.colorado.gov](https://covid19.colorado.gov). And for any resources on COVID-19 and schools, please visit the [cde.state.co.us/safeschools](https://cde.state.co.us/safeschools). Thank you, and that concludes my report today.

**MADAM CHAIR:** Thank you, Ms. Maramba. Any questions, colleagues? You can yell, "no"

**MS. FLORES:** Well, I can't get on. If someone could help me get on, I would appreciate it, I mean...

**MR. DURHAM:** No.

**MADAM CHAIR:** You're on my dear, you're on.

**MS. FLORES:** No. I'm talking on BoardDocs.

**MADAM CHAIR:** Okay. The next item on the agenda is an update from Commissioner Anthes. Commissioner, I'll turn it over to you.

**DR. ANTHERS:** Thank you, Madam Chair. Members of the Board. Its good to hear your voice. Its amazing how we transition, and hearing peoples' voices is a nice thing when we can't see each other's faces. So, I hope you're all well and healthy, um, during this time. So, I'm going to give an update in, sort of in





three different categories today similar to what I did in the past meeting. And those will be one in our continuing collaboration and coordination with the Governor's office and other agencies as we manage the state of emergency that we are under. Then second, um, the support of districts, um, the communications and policy and guidance that we're giving to districts, and then, um, third, just our own organization and then some of the things that you guys should be expecting on your plate, coming up here.

So first, in Governor and other state agency coordination we're still actively involved in the emergency management operation of the state of emergency. We're on about two to five calls per day. Um, getting updates, helping to um, coordinate, um, how any new guidance might affect schools and school districts. Um, as you heard the Governor's Stay at Home order was extended until April 27<sup>th</sup>, um, he's very data-driven, so he doesn't want to do long extensions because he wants to see how the epidemiological data progresses and so it might go longer than that but I can tell you that the Governor is very motivated to scale back extreme measures as quickly as he can, but that is also as quick as safe and as safe as can be. You know, the main concern is our hospital capacity and our ICU bed capacity. Um, we are now in our coordination with other agencies and the Governor's office, we're now starting to think about what type of criteria, etc., what types of guidance and policies would be needed, um, as we reopen school buildings and if, and when. Uh, when we reopen school buildings, um, and so we are working on that with, in collaboration with health agencies and others. Um, and then we're also supporting, continue to support the Governor's office and legislators, also, on policy considerations that are going to need to take place. Um, you know, as we go through this crisis, and as we think about after, um, this situation abates. Um, to that point, about twenty (20) districts have already called, um, in-person learning for the year, so the Governor extended the school closure 'til April 30<sup>th</sup>, but he knows that school boards and districts have



the ability to, uh, make decisions, uh, above and beyond his order and so, about twenty (20) districts have already said, “We won’t be coming back to in-person learning this year” but we will continue our Stay at Home and, you know, continuous learning options, in a remote fashion. Um, we do expect other districts will probably follow, but, um, some are still waiting a little bit.

Um, the second piece is – is how we’re supporting districts and, um, policy and guidance. Um, we continue to crank out policy and guidance adjustments and FAQs, um, on a myriad of topics. Uh, Ms. Maramba told you the website that all of that is on as we complete it. You know, recently, we provided guidance on Educator Evaluations, School sign-ins, and more E-Learning Guidance. Um, we also recently submitted the next set of federal waivers. Um, for, to enable more flexibility in Title spending and Grant spending from the federal government. So, we submitted all of those waivers. We already have received preliminary approval on those waivers, and so that’s a good thing. Um, we are now awaiting, ah, ah, an application, for the federal CARES Act funds. So, as you know, um, the Congress and the President signed, um, the CARES Act bill which a, um, federal sort of stimulus to support states in these efforts. There is about \$13 billion dollars in that bill for, um, schools, and so there will be an application coming out. Our, the estimate...They haven’t given us concrete numbers yet or dates, but they estimate that application will be coming out in the next couple of days and then we will have a 30-day turnaround to, uh, apply for those funds and, um, get it back to, um, the U.S. Department of Education.

MS. FLORES: Is that billions, or millions?

DR. ANTHERS: \$13 billion for the whole country. But, obviously, Colorado will just get a portion of that.

MS. FLORES: Thank you.



MS. ANTHES:

Yeah. Um, and then lastly, in partnership with the Colorado Education Initiative, I'm saying thanks to them, we have worked to, um, kinda do a needs assessment for schools and districts. On, kind of, what are their challenges during this time. You know, we knew, anecdotally, that, you know, we still have districts that have broadband issues, we have districts that have device issues, we know that these types of issues can exacerbate inequities and gaps and...so we wanted, at this time, in order to appropriately and thoughtfully, you know, spend dollars, um, we wanted to get a sense of where, you know, what specifically are their needs. And so, a needs assessment has gone out, um, to all of our school districts to really get concrete and specific about what their challenges are. You know, just a couple highlights are we know from the survey already, you know its not done, we have about 55,000 students who don't have access to a device, a Wi-Fi-enabled device. Um, and then we have about 64,000 students that do not have access to the internet. So, that's just a little taste of some of the challenges, um, that we're still facing in terms of trying to bridge learning during this time. So that's really important information. And then, lastly in this category, uh, I was able to talk to about eight (8) teachers. Eight (8) active teachers yesterday, or sorry, Monday, um, and just got a sense of how remote learning is going from their perspective and I'll give you just a couple of snippets of what they told me:

Um, you know, first of all a lot of them were complimentary of their districts in terms of rolling out of, uh, thoughtful plans of how to do remote learning. Essentially on a moment's notice. Um, and, and then they all talked, universally, about like, the – the challenges and the efforts that parents are making during this time but that now the teachers are having to teach the parents as well as teach the students. Um, and so that's like a new, a new challenge for some of our teachers. Um, one of them, you know, most of them said they spend a lot of their time just on tech support and so they have to get through a lot of tech support, and that's in the best-case scenario, because, as I mentioned before, there are still a lot of



students that don't have access. Um, but they're spending a lot of time troubleshooting. Um, and then another challenge is for those that do have access to online, teachers are still seeing anywhere from 10 to 25 percent of their class that is not engaging yet. And so that's been troubling to them and that's been despite the teacher's best efforts to reach out by phone, try to reach out to the parents, try to troubleshoot any technical ability – you know, challenges, oh and try to, you know, give other ways of getting materials. Such as appropriate drop-off and pick-up. So, you know, that's just foreshadowing, I think, some of the challenges that are gonna come of this in terms of some gaps that we may see. Um, but I will also say that some really great things, um, I've heard some really great things from them. Many of the teachers said they have actually done more one-on-one connections with their students and they've actually gotten to know their students better, um, because their doing sort of one-on-one phone calls and one-on-one chat sessions and so they've been really, um, pleased about that. And then, um, a couple of them said that they are seeing a really nice unintended consequence which is because the recommendations you don't want a student staring at a screen for eight (8) hours, the recommendations are to do some online learning and then take breaks, um, so students have a little more time, and some teachers are reporting that students are actually using that time, um, to dig in to learn things that they want to do. Like, explore things that they are interested in, and then connect it to the lessons for that day. So that's been, um, fun to see.

MS. FLORES: Great.

DR. ANTHES: So, um, I will pause there. I have one more section to update you on, but I'll pause there and just see if there's any questions.

MS. GOFF: Um, this is Jane Goff. Um, Commissioner, we have. I don't know whether this is coming from your next part. Can you, are you at a point where you can brief us a little bit on conversations you've had with superintendents? Um, as far as general topics that I think a lot of them are interested in.



And, just as one example, uh, where we are in regard to graduation? And fulfilling graduation requirements, you know, through the districts? That's just one example. If at some point that's your intention to fill us in on that that's great. Otherwise, I thought I'd put that bug in your ear.

MS. FLORES: That's a great, question, Jane.

MS. ANTHES: Yes. Thank you, Board Member Goff. Um, well, I have spent a lot of time talking with, um, and hearing from superintendents. Um, I-I would say they're moving fast and adapting on a minute-by-minute basis as new challenges pop up and as, um, you know, thinking through alone which students have devices and which students don't and then how do you provide learning to those students. That's a big challenge that they're trying to overcome. You know, and so, they're trying to in some cases develop properly socially distanced, you know, drop off and pick up of learning materials. You know, paper-based learning materials. Um, that has become a little more challenging as the Stay at Home orders have become more intense, um, but they're still doing some of that. Um, some of the other challenges we hear a lot um about are about special education and how do we support special education students and how do we support English language learners during this time. Um, I will say teachers are very concerned about that too, and they are working very, very hard to do individual plans. Um, but you can imagine how that workload expands when you think about that. Um, and then I will just say, something, you know I woke up in the middle of the night about. Just the emergency feeding alone is a huge effort, um, operation. To make sure there are grab-n-go meals for our students that rely on breakfast and lunch. We have over 500 emergency feeding sites across the state. Um, and our superintendents really manage that. And so, they need to make sure they are following all the health and safety precautions, as well as, um, delivering really important needed meals during this time. Um, graduation as you mentioned, Board Member Goff, is a critical topic as well. I might actually



have Ms. Pearson, she was on a conference call recently related to this. If Ms. Pearson is on, maybe she could, uh, just give a few sentences on what she was hearing there.

**MS. PEARSON:** Sure. Good morning everybody. This is Alyssa Pearson. Um, we, as we worked on some considerations for districts with graduation, requirements for graduation, um, we did some calls with Katy's, um, or the Commissioner's Superintendent's Advisory Council as well as her Rural Council to get some information from them of are there concerns about will students be able to meet graduation requirements, is there flexibility that is needed, are there best practices that we need. Um, districts right now, this school year, still have a lot of flexibility with graduation. Decisions can be made with requirements from that, so we talked through what they have and gave them some of that information. Um, I think people are feeling pretty good about the ability to meet students' needs and have the flexibility that they need there. Um, we had some great staff members work collaboratively with CASB, and they did a webinar together with them to help them, to talk together about what districts are thinking about graduation, if they need to adjust board policies how they could go about doing that, and to talk about, um, some ideas, their ideas on actual graduation ceremonies because it is unlikely that those will be able to happen in-person this year, um the same way that they have in the past so think about some creative ideas people have to make sure we celebrate our graduating class. Um, so that's where we are with it. Um, there's a bunch of information on our website that we can resend to you all, um, but I think people are feeling okay with it for this year.

**MS. GOFF:** In relation with that, are we, are we sort of subject – subjected, well, we are, always, visions of other entities, for example at the federal level or a nationwide level. Are we anywhere close to understanding and knowing not so much AP, but knowing what is going to happen with SAT this year?



DR. ANTHES: Thank you, Board Member Goff. Yes. We are working diligently with, um, SAT and College Board to provide options for the fall for students. And so, you know, that - a lot of this is uncertain because we don't know what the path of this crisis is going to take and when things will start opening up again. Um, but we are...that's high on our radar screen and we are working with them uh, you know, on a daily basis to put plans in place and alternative plans and um, putting that forward.

MS. GOFF: And, um, lastly, I guess I would go back a bit to the special ed. - students with disability issue and if you could clarify the timeline. Um, I was under the understanding that Betsy DeVos was asked by Congress to submit recommendations for, especially the students with disabilities needs, within 30 days. I don't know, actually, how accurate that is. Uh, I have had contact from some teachers thinking that there was going to be no flexibility granted. That there would not be any waivers acknowledged and so forth. So, I would appreciate, if you can, some clarification on the timeline and what the real directive is and how Colorado and any state is sort of at the mercy of those decisions being made.

MS. ANTHES: Yes. Thank you, Board Member Goff. Yeah, I mean, this is the thing that is probably most on people's minds. Unfortunately, we don't have any more clarification on timeline. We have heard the same thing you have heard, which is there's discussion about it. Discussion about what type of waivers, etc. Um, but right now, there are none that have been given. And so, we're doing our best to support districts, you know, in creative ways. We obviously want to support all students, um, but also thinking about ways that um, districts can do that appropriately and if there's any timelines or things we can extend um, to support students, um, maybe as we go into the summer, um, so I don't have any more clarity on that right now but, um, I will note that and as we get clarity make sure we put that in an update to you all.



- MS. GOFF: Thank you, and I appreciate that very much. That has probably been the most-asked question I've had, as to where we are with that. Thank you.
- DR. ANTHES: Yes. And we are, we do have a FAQ on Special Ed., and so I'll make sure that the Board gets that so you can look at that as you're answering questions as well.
- MS. GOFF: Thank you.
- MS. ANTHES: Okay. I know I'm a bit over time here, but these updates are pretty important given the situation. So, the last category of updates I want to give you are just CDE organization's updates. As well as things you might be expecting in the future. So just to kind of prepare you for what might be to come.
- Um, so, first of all our organization just like everyone else, has had to adapt and adjust. We have about 500 people in our organization. We have moved to work from home fairly seamlessly. A huge shout out to our, um, IMS team, our technology support, because they were working day and night to make sure everybody was connected and had appropriate hardware, um, at their home so they could continue to work and serve the state of Colorado. And so, that has been, uh, pretty good. Um, we have instituted some new communication protocol, um, so that we can stay connected to our staff. Uh, I send out an email every day with the latest updates. You know, organization updates and other things just to try to keep morale, um, high when we're not seeing each other as much. Um, from what we know our staff are healthy. We started working from home a bit earlier, so I think that helped. Um, and so, that's – that's good news as well. We did, you may have seen an article published – I think it was yesterday or the day before on um, on the fact that both the JBC and the OSBP - the Office of State Budget and Planning – have asked state agencies to look at their budgets and to make cuts where possible for this year. Um, and we don't have explicit guidance about what that looks like next year, um, but we were asked to make cuts this year of about





\$800,000. We were able to do that by combing through our operations. By not filling currently open positions, um, by having some salary savings of retirements, and by some of the savings that you have when you're not putting on, you know, in-person trainings, you're not travelling, you're not, you know, submitting reimbursements. Um, so we were able, and then we were also looking at some of our contracts, we were able to find that dollar amount for this year. And so, we know this is a sensitive and a challenging topic. We also know that we are in unprecedented times and we have to do our part in the state of Colorado to, you know to support. Um, to support the legislature as they make tough decisions. There will be more. We will have to talk about that more as we think about next year. Um, and so we will...um, that will be probably a new topic of discussion. We always talk to you about budget, you know I think some of those things we asked you for several months ago are off the table now. Um, and so we'll be having more challenging discussions with you in the future.

And then, the last thing I want to discuss with you is your role in the coming months. We are really analyzing kind of in the last months our work has been more focused on like emergency and crisis management. Um, and what things do we need to get out of the way right, you know, right at the beginning, to be sure that districts have what they need and the authority they need to move forward. Um, but there will be some longer-term things that we'll need you guys to think about and weigh in on, and so there will probably be some emergency rulemaking coming up to adjust some timelines and deadlines of things that just really don't make sense in this new world. So, you know, we are cataloging right now, we are kind of saying, what things do I have authority on? What things does state board have authority on? What things does the legislature have authority on? And so, we're kind of doing that cataloging right now. Um, but I can, I can guarantee there are some things that are in, squarely in your purview, and that we will be bringing those forward in the coming months. Um, so,



with that, I know that was a long update, but I will stop there and turn it back to you, Madam Chair.

MADAM CHAIR: Thank you. Well, don't go away quite yet. Um, colleagues, additional questions?

MR. DURHAM: Madam Chair.

MADAM CHAIR: Board Member Durham? Go ahead.

MR. DURHAM: Thank you. Um, one, Dr. Anthes, do we...are you or have you or can you take a look at, you know we've had a number of people multi-district online schools that have demonstrated some expertise in distance learning. Do you have a way to, for those that are in a position to help, uh, schools that have not done much of this. Do you have a way to try and connect them to people that might be able to provide, uh, advice or services, um, that have done it successfully?

DR. ANTHERS: Thank you, Board Member Durham. Um, we have been making some of those connections, and I think school districts have also been making those connections, and some of that was taking our, our Schools of Choice and Innovation Unit have been helping to gather some of that material for kind of advice and brokering, um, but we absolutely have been trying to take the best of best practices and what has been working and connecting it to those folks that need it.

MR. DURHAM: Is there maybe some curricula, that sort of thing that doesn't have to be...there's no reinventing the wheel perhaps on some of that. So, anything that you and Mr. Kottenstette can do to try and expedite those exchanges would be appreciated.

MS. ANTHERS: Yeah. Okay. Thank you.

MR. DURHAM: Second, could you give me a quick status report on the School for the Deaf and Blind? Are the residential facilities closed, I presume? Uh, and what's the status of those students as far as you know?



MS. FLORES:

Great question.

DR. ANTHERS:

Yeah. Thank you. We have been reaching out to Superintendent Denham of the School for the Deaf and Blind to make sure that they have what they need. They did close, um, their school uh, a bit, I mean it wasn't too early, but it was early on before the Stay at Home order was issued. And so, they were able to get their students back and with families, um, in a safe place so they're not, I believe, they're not doing the residential piece of that anymore. But we, you know, I have reached out to the superintendent personally to say, if they're coming up with any challenges, um, you know, they should let me know immediately, so that we can, um, make sure that that is supported and any policies - we were able to make sure some of their requests were supported in, um, Governor's executive orders and, um, that sort of thing, so, um, they're working. They have some of the same, you know, same and additional challenges, um that some of our school districts have in terms of how you deliver this learning in a remote way. So, they're, they're standing up to that challenge along with all of our other districts.

MR. DURHAM:

Thank you. I appreciate that and I just – just one comment going forward that there are a number of things, I mean obviously the world has changed significantly and hopefully for, not on a permanent basis. But that, some things just are not, they're not possible to do in the short run. You can't make adjustments in the short run to accomplish some things for some individuals that you'd like. I think we just need to help people work through this time frame, um, because you're not going to be able to push the string up the hill in every instance, and I hope there's significant flexibility on those issues, particularly on those issues where compliance is extraordinarily difficult, if not impossible.

DR. ANTHERS:

Yes, absolutely Mr. Durham. I appreciate and am right there with you on that approach.

MR. DURHAM:

Thank you.



**MADAM CHAIR:** Thank you, Mr. Durham. Anyone else? Yes. Board Member Rankin; go ahead.

**MS. RANKIN:** Yes, um, Dr. Anthes on, uh, I think it was your fourth point, the JBC and OSBP. There's going to be a lot of budget cuts in education, and it bothers me that we aren't informed on how to prioritize these, or what's going on. If we can, um, foresee some type of uh, cuts, and help maybe prioritize which ones we think are important to give our input as they roll out, rather than have a whole bunch of things just put on a consent agenda. I think it would be easier. Easier for us to, um, vote on them in the end.

**DR. ANTHERS:** Thank you, Board Member Rankin. It's a great point and we will do our very best to try and figure out some ways we can do that. Um, just as an example, you know, we got a request from our JBC analyst on a Tuesday asking for feedback by close of business on Wednesday. Um, so, some of this is moving incredibly fast. Um, and so, but I definitely appreciate that you all want to weigh in. I do want to say, as your Commissioner, um, I have heard loud and clear what some of your priorities are and, to your priority, and actually our whole board's priority on reading, um, we have made that very clear. That, um, you know that critical lever right now and its probably going to be even more critical as we start to see gaps in learning, um, because of the, some of the loss of time. So please, please know I will do my best to try to engage you in this process, and maybe we'll have a little more time, um, you know for next year's, um, but I also feel like I know a lot of your priorities and I-I can, sometimes, um, you know, be able to present that, as well, but for next year we'll absolutely figure out some ways to engage you.

**MS. RANKIN:** Yes, that sounds fair, and I appreciate that. If there are, like, two or three that are kind of "flip a coin", if you send out an email and we just prioritized them 1, 2, 3 and sent it back, I mean that would take five (5) minutes. And it would, uh, it would give you some input if you need it. Its



better to get it up front than later, but I understand the stress you're under, and I understand the problems with the, uh, the money.

DR. ANTHES: Mm, hmm. Thank you.

MS. RANKIN: Thank you.

MS. SCHEFFEL: I was just going to say, thank you for what you're doing, Katy, and the CDE staff. Its challenging and we appreciate it. The public does, too. Thank you so much.

MS. GOFF: Yeah. Ditto on that.

MS. FLORES: Yeah. I just want to say that, the same thing, that I know you're putting a lot of hours in and I know the staff is putting in a lot of hours. I just asked some questions, and you know, was told that they're putting in a lot of hours as well. So, thank you so very much, for all that you're doing. We really appreciate it.

MADAM CHAIR: Ditto, Commissioner. But – This is Angelika. I do have a question to which I don't need an immediate answer, but I would like staff to be thinking about and listening. We have an hour requirement in our state for in-class, or in-school – I can't remember what it is, exactly. I'm guessing that's been waived, with online learning...

DR. ANTHES: Yes, it has been.

MADAM CHAIR: But I'm wondering what districts are doing. And, in particular, are any districts thinking about moving into the summer with their online learning, or at least beyond the end of the school year as planned, in order to insure that students, one, don't have to be in front of the computer for six hours a day. You know, maybe a more extended time across days would be better, etc. If those types of discussions are underway, if you could share that information with us, as you have time to breathe, I would be grateful. It's a question that I have had brought to me.

DR. ANTHES: Absolutely.



MADAM CHAIR: Yeah. Thank you. Thank you, Commissioner. We really appreciate it.

DR. ANTHES: Thank you. And I'll just say, as I close out this, I just do want to give a highlight to thank you for the incredible work that our teachers are doing during this time. You know, they blew me away with the amount of hours they're putting in trying to...trying to prevent learning loss. Um, and our superintendents and our administrators and all educators. I just...they're really stepping up to this challenge and I thank them for it.

MADAM CHAIR: And we do as well, as a board, Commissioner. Please pass that on.

MS. GOFF: May I just...

MADAM CHAIR: Board Member Goff?

MS. GOFF: Thank you. May I just tell the board, I received a letter, uh, yesterday, from a teacher, who is also one of my constituents. Uh, that summarizes a lot of things on, on their minds. And I, um, first of all would like to let Angela know that I will forward this letter to her and, um, ask, because I told the teacher I would try everything I could to make sure the board at least has a chance to read this letter. It spells out some of the issues, some of which I mentioned today, but, um, just to let you know a letter is coming, and thank you for reading it.

MADAM CHAIR: Great. Thank you, Board Member Goff.

MS. FLORES: And may I also add.... something?

MADAM CHAIR: Board Member Flores?

MS. FLORES: Thank you. Um, I just wanted to...to add that, um, I, too have gotten a lot of calls, and one particular issue, that I've gotten a lot of calls on, has been, and I know its been said before, um, asked before, and that is about summer school. Is there any way, that, if things are working along well online, that for .... there are monies that can continue on summer school. Summer school is a big question. Will we have summer school? And do we have any monies where we can, um, have a special curricula or



something. Even work with channel, uh, PBS, or I mean we have two PBS stations, so that, uh, we can, you know, have more...well, a program going for during the summer?

MADAM CHAIR: If you can give – if you need to give feedback on that later on, that’s okay.

DR. ANTHERS: Yeah, but we are working to try to figure out programming for the summer and options for the summer...

MADAM CHAIR: Oh, good.

DR. ANTHERS: and we actually are working with PBS on some things...

MS. FLORES: Oh great!

DR. ANTHERS: so, lots of things...lots of things going on.

MS. FLORES: Thank you. Thank you very much.

MADAM CHAIR: Again, thank you, Commissioner. Uh, next item, uh, is our legislative update. Is Ms. Mello available?

MS. MELLO: I am, I’m here. Can you all hear me?

MADAM CHAIR: Welcome. Nice to hear your voice. Please proceed.

MS. MELLO: It is nice to hear all of your voices, although, like all of us, would prefer to see you in-person, but...

MADAM CHAIR: Uh....not today! (chuckles)

MS. MELLO: (laughs) Um, well, I’m, okay, so, I’m just going to jump right in because this is a different format that I’m not really used to. So, in terms of the legislature, just to review. They’re currently on a break. That, I don’t think, is news to anybody. Um, we don’t know when they’re gonna come back, is the bottom line. Um, they have to come back at some point before June 30<sup>th</sup>, in order to adopt the budget for the upcoming fiscal year. Um, the School Finance Act is a related component to the budget. I mean, they’re two pieces of legislation that move, but they.... because they deal



with such large dollar amounts, they're intricately related. So, we know for a fact they have to come back for at least three days, uh, before June 30<sup>th</sup> to do all of that. That would be the bare minimum. Right? If they did that they'd be compliant, uh, they'd comply with their constitutional requirements, um, and nothing, uh, you know, and that would just be it and I think that it'll depend on, the nature of the crisis, right? I mean, it depends on how long it takes to bend the curve, how we're doing as a state, um, all of those things are key factors in the legislature's decision about when it will come back. If there turns out to be a little more flexibility, um, again from a health perspective, just a public health perspective, I think it is possible they would come back for a week or two, um, and really just handle a small number of issues. But issues that are incredibly time sensitive. For example, all the sunset bills we see each year. We have any number of entire categories of regulations that will go away without action by the legislature. I don't think there will be changes to that legislation, I think we'll just extend everything for a year, and we'll deal with it in 2021. But that would be an example of something being time sensitive. Another example, um, and issue is starting to develop in the criminal court system around the, a statutory requirement for a speedy trial. Well, we're not doing trials right now so we can't meet that test and there's some concern that, um, folks are being held for trial for some very serious crimes; murder, etc. could be let out because we can't give them a speedy trial right now. That would be another type of issue they would deal with, if, and when, they come back. Beyond that, there's an enormous amount of discussion going on, um, right now. Legislators, um, committee chairs are checking in with their folks what's really important. What has to move. As you can imagine, that is, um, everyone has a different opinion about that, right? Um, some think that every single thing that they've got going is critical and must happen, and there's no way, if we come back, we can't deal with it. Others are being more conservative and saying let's try and be thoughtful about what we have that has to happen and what





doesn't. Um, part of that, of course, is the budget situation. So, anything that costs money is highly unlikely to move forward at this point, um, because we don't have any money. As the Commissioner mentioned, briefly, in terms of how this is playing out at the Department of Ed., overall, it looks like right now, um, we are as much as \$1.4 billion below where we thought we would be in December. Billion, with a "b". That's a big number. Um, now, there's federal money coming in, again as the Commissioner mentioned, so as that is specific to K-12. Others – you know, there's all kinds of federal money coming in. Um, there's an enormous amount of effort happening right now to figure out what are those pots of federal money, where they can, um, shore up parts of the budget and where they can't, what's transferrable, what's fungible, you know, all of that. It's, as you can imagine, a really giant math problem with all sorts of, um, elements to it. And it's one that I know you are, everybody in the state, right? Schools, districts, parents, students, you all are desperate to know what does this look like? You know, are we gonna have the same amount of money as last year, are we gonna have less money next year? We're not gonna have more. I can pretty much tell you that much. Um, and the best I can tell you is that really, truly enormous work in good faith, with lots of integrity is happening right now to figure that out. We don't have answers right now. Um, and I think because its going to take a little bit longer to figure that out than we'd all prefer. I don't anticipate the legislature would come back to deal with the budget until the third – fourth week of May, at the earliest. So, let me pause there. That's a lot of schedule information and ....and, um, a lot of detail about things we don't know. I feel that that's what I spend a lot of time telling folks these days – Here's my best guess, but all of this could change in the next ten minutes. So, I'm happy to answer any questions about any of that, and then I have a couple of other things I want to share with you.

**MADAM CHAIR:** Colleagues, questions? I guess my question is, do...do my two colleagues need to meet regarding positions on bills anymore, for a while?



MS. MELLO: We have suspended those meetings. Um, Board Member Durham and Board Member Goff and I spoke about that and we are not having those meetings right now. There doesn't seem to be.. we don't know, um, I believe I sent this email to you all at the end of our last meeting and I had it up on my screen, but my screen went dim. Let's see, um, there...I have 78 bills up on the chart, um, that would impact the P-12 system or CDE operations. Five of those have been signed, or passed, um, at this point. Of the five that passed, two of them were related to supplemental appropriations. Um, and of the three that have been signed, none of them were, um, hugely substantive, although I will highlight HB 20-1301 – electronic attendance at school district board meetings. (Madam Chair chuckles). That is one of the ones they made sure got done real quick right at the end there for obvious reasons, right? So that all of our school boards throughout the state are able to, uh, convene electronically throughout all of this.

MS. GOFF: And everybody knows, right?

MS. MELLO: I know! Yes! Jane, I remember some of your comments about that bill when we first talked about it. You said yeah, this is a good thing. We should get this taken care of.

MS. GOFF: I think doing that made sense.

MS. MELLO: Right. Um, so, but that leaves 73 bills kinda sitting out there. And, um, my best guess is that very few of those will actually go forward. And we didn't feel, you know, as a leg. Contact entity it made a lot of sense to be talking about details of bills when we have no idea what's going to happen.

MADAM CHAIR: Thank you. So, I think that, um, we'll need to look to the Commissioner as to whether we want to have another virtual meeting on April 24<sup>th</sup> since it won't be a Legislative.



- DR. ANTHES: Yes. Thank you, Madam Chair. We will make sure that, um, the only reason we would probably have it is if we needed any emergency action by you all. Um, but we are assessing that, and we will let you know.
- MADAM CHAIR: Okay. So, keep the date open, but know that it may – that we may not need to have that meeting.
- MS. FLORES: Is that the Legislative meeting?
- MADAM CHAIR: Yes.
- MS. GOFF: Well, it wouldn't be that. If it needed for us, possibly, it would end up being more a special meeting rather than strictly legislative.
- MADAM CHAIR: Right. Exactly like it was at the end of March.
- MS. GOFF: Right.
- MADAM CHAIR: Thank you. Any other questions? Otherwise we will let Ms. Mello continue. Ms. Mello?
- MS. MELLO: The only thing I wanted to also highlight was, um, its an election year um, and, um, you know that is obviously a key part of the legislative work. As a reminder, every member of the house of representatives, er, every seat is open. So, um, many of them are up for re-election. Some of them are term-limited, which means there will be competition for that open seat. And, about half of our senate members are up. Um, this crisis is certainly changing the way we think about and handle elections in our state right now. You know, the caucus and that whole process, um, since this crisis hit and proceeded, and I think people are doing their best. They're doing things virtually and, um, it's a little different based on jurisdiction. This will reach its final conclusion within the next week or so when we finish the multi-county assemblies. And then, um, as you probably know, the primary is scheduled for June 30<sup>th</sup>. As far as.... we haven't gotten any information yet if the primary will be changed. Um, so I think again, it depends largely on, on where we are as a state in terms of this public



health crisis and how we might choose to handle that. Um, but I will say that it is changing – its changing the way that people run elections, right? There's no door-to-door campaigning happening right now. Um, legislators are not able to raise money from lobbyists, because they're prohibited from doing so while they're in session – which they still, officially, are. And...I was....I've been talking with several of them this week, and I think most of them agree that trying to raise money, just, in general right now, is probably not the best, um, way of showing sensitivity and understanding to the economic crisis that folks in Colorado are facing. So, the impacts on our elections we don't understand yet, but I think there will be some. Now, whether those are just temporary for the 2020 election or they become, sort of an ongoing change, like so many of the other issues we're seeing, like online learning for example, right?

MADAM CHAIR: Uh-huh.

MS. MELLO: Um, you know, we'll have to see, but we haven't been very focused on elections in this state because it's not super-present in our minds at the moment. But there is one this year and that will have impact. I also think that's one of the reasons why the legislature is unlikely, they could, by virtue of the supreme court ruling, come together for about six weeks and just pick up where they left off. I think that's unlikely, in some ways, because a lot of them need to go run for election.

MS. FLORES: Well, may I say something here? May I ask?

MADAM CHAIR: Go ahead.

MS. FLORES: Well, its not just the legislators. I mean, we have board members that are running as well. And it's very hard for us, as well. To do it.

MS. GOFF: But the rules about fund-raising during session do not apply to us.

MS. FLORES: Hm. I didn't know that.

MS. GOFF: That's limited to legislators.



- MS. FLORES: Well, maybe we'll have a better one. Based on not money, but actually people's ability to....to do well.
- MS. GOFF: Yeah. We're looking at the bigger picture right now.
- MS. MELLO: And I didn't mean to imply, obviously some of you have elections as well. I just am focused on my work for you all, which is legislative in focus.
- MADAM CHAIR: Thank you, Ms. Mello. Any other questions?
- MS. MELLO: Madam Chair, may I just say that I am available. I-I don't have anywhere to go – outside of my house (laughter). I'm at my house.... all the time. Which means I can answer calls and emails. Um, so please, if something specific comes up, don't hesitate to contact me directly. You can work through Angela as well, she's fabulous. She and I are staying in touch. Um, but I'm available and I'm a resource if you've got questions or concerns about things that are um, in the scope of work that I do for you all. So, have a great day! And good luck with your virtual call, here.
- MADAM CHAIR: Thank you very much, Ms. Mello.
- MS. GOFF: Thank you!
- MADAM CHAIR: You take care of yourself, as well.
- MS. MELLO: Thank you. You too, everybody.
- MS. SCHEFFEL: Thank you.
- MADAM CHAIR: Alright, colleagues. The next item on our agenda is a discussion and vote on Teacher Reading Assessment, to meet the teacher training requirements for SB 19-199. We discussed this at our last – at our March board meeting. We, as a board, asked for it to be voted on at the April meeting. A memo has been provided for us from staff and is available on BoardDocs. Um, Commissioner do we staff to provide an overview prior to the voting?
- DR. ANTHERS: Yes. Thank you, Madam Chair. Uh, Dr. Melissa Colman is with us, and Dr. Colleen O'Neil. So, I'll turn it over to Dr. Colman.



MADAM CHAIR: Welcome. Go ahead, Dr. Colzman.

DR. COLSMAN: Good morning, and can you hear me?

MADAM CHAIR: Yes.

DR. COLSMAN: Great. Well, good morning Madam Chair and members of the board. I hope you are all well. Um, it is really nice to hear your voices. Um, as Dr. Anthes noted, this item will be presented by myself, Melissa Colzman, Associate Commissioner for Student Learning, Colleen O'Neil, Associate Commissioner for Educator Talent, and then also here is Dr. Floyd Cobb, Executive Director of Teaching and Learning.

Just a quick orientation to the materials that we've provided. You'll note that we are not providing any PowerPoint presentation, but we do have a memo which provides background on this, uh, particular item. You also have three other accompanying documents. One is the, uh, Teaching Reading in Elementary 5205 Praxis study companion, the other is a technical report for the Teaching Reading in Elementary 5205 uh, multi-state standard document, as well as a cross-walk um, between the, um, the Massachusetts assessment and the Praxis, which was at the request of a board member, from our last, um, meeting. So the purpose of this item is to, um, support the board in approving the adoption of the Praxis Teaching Reading Elementary 5205 with a pass score of 159 as an approved content assessment as one of the options for meeting the teacher training requirement within SB 19-199. Uh, recall that at our last board meeting you um, uh, passed rules for changes to the READ Act from SB 19-199. And a big portion of that was around the different ways that a teacher may meet the, uh, teacher training um, evidence-based training requirements within SB 199. Among the options that you, um, approved, was to be able to pass a, uh, an assessment in the, uh, teaching of reading, so that teachers who may not be able to find their documentation of an old course or who have, um, attained the level of content knowledge that they need, through multiple means, um, to demonstrate that they have this, um, knowledge,



that they may pass this assessment in lieu of the other options. So as, um, uh, Board Member, uh, actually Board Chair Schroeder noted, we discussed that at our March meeting, which feels like ten years ago, and at that time the board requested to, uh, bring this back to the April meeting to allow you some time to review um, the materials, um, regarding this particular assessment. Um, the department was ready to make a recommendation on this particular assessment. Um, due to, um, the request from the, um, board, in, um, probably a year or two ago regarding just other content area assessments, for, uh, that – that the department may consider, related to, um, assessing teacher content knowledge. And so, we were, had already reviewed this particular assessment, and we believe it to meet the requirements within SB 199 on evidence-based reading. And I will, uh, turn this over now to, uh, Dr. O’Neil, to give you some additional background information and then we can answer some questions for you.

MADAM CHAIR: Thank you. Dr. O’Neil go ahead.

DR. O’NEIL: Thank you. Thank you, Chair Schroeder. Uh, thank you, Dr. Colman, for passing it along. And good morning, I think it is still good morning, to all members of the board. So, to give you just a little bit of background, I think Dr. Colman did a great job of explaining that, what we’re looking at here is an elementary teaching reading content assessment, Praxis content assessment number 5205, and as a quick bit of background, two years ago the state board gave direction to staff to start investigating additional content assessments. One of those content assessments was indeed the need for a teaching reading exam. So, throughout the 2018-19 year, the office of Literacy, in conjunction with team members from the Educator Talent division, worked to form a stakeholder group of literacy experts to review exam options. This group was very specifically made up of literacy experts with the intention to review the content of exams in an effort to determine the best possible option for the state of Colorado with regard to teaching reading at the elementary level. The group was created by



reaching out to stakeholders that work in our schools, our districts, institutions of higher education, private practice, charter schools, and advocacy groups. So, with representation from superintendents, district-level personnel, including curriculum and instruction leaders, instructional facilitators from both special education and elementary education as well as principals, teachers, higher education faculty and practitioners from private practice. School personnel were selected to represent both rural and urban settings. And we wanted to know that there were 21 stakeholders that were asked and contacted to be part of the group. Fourteen of them were active participants. Um, the others may have come in and out at points in time but due to other commitments they were not able to be active through the stakeholder group conversation. The group did review the two large content segment providers in addition to five other assessments. And, um, also took a look at how we could potentially, or if it was possible to create our own Colorado-based assessment. Um, and weighed all of those options. And the outcome of the group really was the recommendation and the suggestion of the assessment that you have before you today. Which, again that's the Teaching of Reading Elementary Praxis Content Assessment Number 5205. Also, as a quick final side note, and then we would love to entertain any questions you have, um, one of our Colorado team members, from the Colorado Department of Education, was on the standard-setting committee for this assessment a year ago. And so, um, that was very intentional on their part and on the individual's part. Really wanted to reach out and be an active participant, um, in any standard-setting, um, that was available to get more experience and depth of knowledge, um, around the assessment options that we had for teaching reading. So, was very active in this one but also very active in some others but they came with some subject matter expertise. So, with that, I will turn it back to you all for any questions you may have and/or, um, action going forward.





MADAM CHAIR: Thank you, Dr. O’Neil. Um, let me just go down the line and see if board members have questions prior to voting. Board Member Rankin? Do you have any questions or comments, please? Board Member Rankin?

MS. RANKIN: Can you hear me now?

MADAM CHAIR: Yes.

MS. RANKIN: Okay. Thank you. Um, first of all, I-I just want to say, this is incredible work. I really want to thank you for that. I was so fortunate to read through it, and this exam just absolutely parallels our bill, and I think that its wonderful. And you – you kind of touched on the standards-setting, which – that was going to be my question. Could we take that crosswalk and take Massachusetts out of it and put Colorado on it and match our standards in each of those, or at least in the areas that the Praxis tests?

MADAM CHAIR: Dr. O’Neil?

DR. O’NEIL: Board Member Rankin, thank you so much for that question, because we do actually have one of those standards. That was where we started with all of our assessments. Um, I’m happy to provide that to the board if you would like. Um, the reason it is not there is we actually did that crosswalk with every single assessment we looked at, um, so it is an extraordinarily large document. Um, but we’re happy to provide information around that. There was a one-to-one crosswalk within 99%, um, of this assessment. So literally, if you go through our, our teaching or our elementary content standards, and specifically around teaching reading and systematic and explicit instruction, then you also can crosswalk that to this assessment at 99%. Here is where it is lacking, in all - 100% transparency. It is lacking in orthography and the demonstration of orthography. That is the – that is the one thing that it says it does not test in depth. It kind of skims over the top of that. So that is the one thing that does not align 100%.

MS. RANKIN: Okay. I-I understand. I’m amazed that that has already been done. I don’t need the document, but will this be available online?



- DR. O'NEIL: Yeah. We can make that available.
- MS. RANKIN: Or throw it into BoardDocs. I think it's gonna be a good reference on other things, too, as we go forward with that READ Act. And-and then I – I was wondering do other states use this particular PRAXIS exam 5205 with their teacher prep programs?
- DR. O'NEIL: My apologies, Board Member Rankin. You broke up just a tiny bit in the middle of the question. Would you ask that one more time for me?
- MS. RANKIN: Sure. Are there other states that use 5205, the PRAXIS exam, in their teacher prep summative tests?
- DR. O'NEIL: Thank you. Yes. The answer to that is actually yes. There are approximately eight other states that utilize this assessment. Um, those numbers change kind of annually. In the last review of that there were about eight other states that use it in their educator preparation programs. Um, this is not, um, the assessment that we have recommended we have not recommended an assessment for educator prep programs um, but there are other states that do use it, yes.
- MS. RANKIN: Is there, is there, I mean, it makes sense to me that we would have that in our teacher prep programs in our state, if this is adopted. It just makes sense, but I know we're only K-12. So, um, how do we.... how do we talk about that?
- DR. O'NEIL: I – thank you very much for that question. I think at any point in time, the board, at your direction, could ask staff to instigate and or bring forward some opportunities around reading assessments within educator preparation programs. Um, and/or direct us to start investigating that to bring you information or an action item. So, um, please, I think at the last board meeting Dr. Scheffel did also ask us a little bit about investigating other assessment opportunities, and we're more than happy to take a look at that, um, from that level.



MS. RANKIN: Thank you very much. And, again, this is great work. Really great work. I appreciate it so much. Thank you.

MADAM CHAIR: Thank you, Board Member Rankin. Board Member Flores?

MS. FLORES: I'm sorry?

MADAM CHAIR: Do you have questions or comments about this issue?

MS. FLORES: Well, they. I think the group did a-a great job. And I'm – I'm just very grateful that they did.

MADAM CHAIR: Good! Good! That's great. Thank you. Board Member Goff?

MS. GOFF: I echo the, uh, appreciation for the work and also an acknowledgement that I-I would really probably have to work very, very hard to get re-certified in order to teach reading these days. I just appreciate everything that goes into it. Um, I do have sort of a question for Ms. O'Neil. There were K-12 teachers on the review group. Is that correct? The task force?

MADAM CHAIR: Dr. O'Neil?

DR. O'NEIL: Yes. Thank you, Board Member Schroeder. This is hard not to see your face. Yes. Thank you, Board Member Goff, there was.

MS. GOFF: Thank you. And, so, my presumption, assumption is that they were, they were enthusiastic about this exam and feel like it meets the needs, because I, and I had mentioned this to someone at some point. I don't recall, right now, whether or not our board, whether we had taken or invited public comment on votes for assessment approval. Um, so, with the change in our operating procedures, for today understandable and accepted, but I just wondered if there had been, outside of the review group, if there had been any other public input received before this recommendation was made.

MADAM CHAIR: Dr. O'Neil? Are you aware of anything else? Of any other input?

DR. O'NEIL: Yes. We did take it. We have talked with a few smaller groups, um, to include some educator literacy experts. We did ask all stakeholders to take



it back to their own groups to seek additional clarification and recommendations, um, and bring it forward. So, and then we also, very high level, have indicated that we, um, for our educators who are already in the field have asked about different directions right for an assessment. We have spoken with them in one-off conversations. With regard, I think you also asked, Board Member Goff, whether these assessments go with public comment? Um, the assessments usually do not go with public comment. Um, it is up to the board to identify those assessments, so its not like a rulemaking hearing. You can simply adopt those. However, this has been noted, several times, in each one of our READ Act presentations and in the webinars and has been, um, accepted and/or applauded over the time. So, I think we've had a good amount of response or reflection from the field on this, and the READ Act stakeholder group meeting has also been involved in that, that Dr. Colman leads.

**MS. GOFF:** Yes. Thank you very much. I have always been very confident of that, just I thought I would get clarification for our listeners, and the teaching force at large. Thank you so much.

**MADAM CHAIR:** Thank you, Board Member Goff. Board Member Scheffel?

**MS. FLORES:** M-M -. I'm sorry. I'm....

**MS. SCHEFFEL:** Uh, yes. I wanted to ask about the, uh, cut score? Colleen, you said it was 159. Can you just talk about that? How that was arrived at and the percentile rank and just, you know, what are other states are doing as far as the cut score?

**DR. O'NEIL:** Absolutely. Thank you, Dr. Scheffel. Uh, the cut score is usually arrived at um, of course, through, uh, analysis by Educational Testing Services as well as the individual stakeholders. It goes to the multi-state standard settings. And so they, there is a large group from across the nation that come together to identify and review the standard-setting process. That packet is actually in your material. Um, it is called the multi-state



standard-setting technical report. It is very technical, and I apologize but it is very technical in its nature. Um, but, through that standard-setting assessment process, they keep taking the assessment and then they, they utilize a system to create the cut score, um, and particularly this cut score has been the national cut score. Generally, with PRAXIS assessments or any other kind of larger assessments that we use, we identify the cut score and then we analyze that over the course of the year. Um, and really dig in deeply to those assessment scores. Each state has the opportunity to set their own cut score. We usually recommend that we go with the nationalized cut score or the general from the standards-setting and then, um, evaluate that for Colorado. If we see any deviances, up or down, we bring that back to the Board of Education with artifacts to demonstrate why we may want to look at a different cut score. We have done that in math, over the years you have - we have actually come and lowered the cut score for math, um, for pass rates that are still highly accountable. And so, this particular 159 cut score does align completely with the multi-state technical report. And then we will evaluate that over the course of the rest of the year.

MS. SCHEFFEL: Okay, great.

MS. FLORES: Inaudible.

MADAM CHAIR: Board Member Scheffel? Board Member Flores, would you hold back so that I can hear what Board Member Scheffel has to say?

MS. FLORES: Oh, sorry, I just wanted to add something. I'm sorry.

MADAM CHAIR: Will you please wait. We'll get back to you. Go ahead, Board Member Scheffel. I couldn't hear. Was that all of your questions?

MS. SCHEFFEL: Yes. That's helpful, and I see in the technical manual the range is 100-200, so 159 is great. So, I really appreciate the clarification and thanks for including the technical manual. That's helpful. Thank you so much.



MADAM CHAIR: Thank you. Board Member McClellan?

MS. McCLELLAN: Uh, thank you, Madam Chair. Yes. A little bit of input from folks who are concerned the inclusion for, um, specifically dyslexic learners. Um, can we have staff just briefly touch on, um, the way that, um, they move forward with their work to make sure that those concerns were included, um, within our work here, um today. And also, thank you for the great crosswalk and the sample questions. That was really helpful to be able to go through. I felt really well prepared. But if staff wouldn't mind maybe touching on what our department, um, has done to make sure that, um, that our work here is inclusive of those concerns, um, that would be much appreciated I think for some who are listening, um, from that, um, interest group. Thank you so much.

MADAM CHAIR: So, is this for, um, Dr. Colman or Dr. O'Neil?

DR. COLSMAN: This is Melissa. I'll start and then ask Dr. O'Neil, if that's okay?

MADAM CHAIR: Yes. Please. Thank you.

DR. COLSMAN: So, the, we actually met with um, a group of the dyslexia advocates and talked about, not this specific assessment, but instead, um, looking at the um, the licensure standards related to reading, to insure that from their perspective those licensure standards for reading contained the right content. And so, there was agreement that those, um, the content is the right content. And then, I would say, that our cross-walk, then, from the assessment over to that content that Dr. O'Neil mentioned before I think would then confirm, um, that we've got an assessment that adequately addresses that content.

MADAM CHAIR: Thank you. Board Member McClellan?

Ms. McCLELLAN: That's really helpful. So, I guess a fair way to say would be that that input was front-loaded, and we kept true to that consideration throughout the process.



MADAM CHAIR: Ms. Colsman? Dr. Colsman?

DR. COLSMAN: I'll let Dr. O'Neil answer that. She has a point to make.

MADAM CHAIR: Okay. Oh. Go ahead, Dr. O'Neil.

DR. O'NEIL: Thank you all, very much. Um, thank you for that question, Board Member McClellan. The answer is yes. This has been front-loaded in two different ways. In addition to what Dr. Colsman talked about, one – we had a stakeholder member from the Dyslexia Association, and that was one of our private members I mentioned earlier. Our stakeholders consisted of a private practice member. That was an individual from, uh, representing dyslexia. And then, secondly, the Educational Testing Services who provide the PRAXIS assessment, solicited the International Dyslexia Association, in the development of the assessment, at the front-end, as well.

MS. McCLELLAN: Oh. Thank you so much. That's reassuring. I appreciate it.

MADAM CHAIR: Right. Thank you. Board Member Durham, do you have any questions or comments, please? Board Member Durham?

MR. DURHAM: No, I do not. Thank you.

MADAM CHAIR: Thank you. So next, I would like to have a motion. Board Member Goff, would you make a motion please?

MS. GOFF: Yes. Thank you. Uh, one second. Okay, I move to approve the adoption of the PRAXIS Teaching Reading Elementary 5205, with the pass score of 159 as one of the approved content assessment options to meet the teacher training requirement within SB 19-199.

MADAM CHAIR: Thank you. That's a proper motion. Do I have a second?

MS. McCLELLAN: Second (followed may many others).

MADAM CHAIR: Lots of seconds. Board Member Flores, did you want to continue the discussion?



MS. FLORES: Yes. I did.

MADAM CHAIR: Please go ahead.

MS. FLORES: Um, one of the areas that I think, uh, came up, because I've been – I – I'm running of course, for, um, for my seat, and um, so there have been a couple of questions where people are asking about dyslexia but we'd better not, and so I-I believe that it is probably coming from individuals who have a lot of work to do, they're frustrated and they just don't have time to, maybe go to meetings, its low information, uh, people that I think I don't know how we're going to continue after this, but I have a suggestion. We-we, ask the CDE to write a report in such a manner that its understandable to people, uh, the districts, well, that districts can send out to the population that may not come to meetings about board meetings, I'm sorry about the READ Act, the new READ Act, and what that entails. And I'm not talking about a very complicated report. But something that hits the bullet. Bullet points about the new training of teachers, and that they will have information and skills to work with population. Dyslexia seems to be a big issue.

MADAM CHAIR: Board Member Flores, have you looked on the CDE website? What has been written up about the READ Act?

MS. FLORES: I-I do know. But I'm talking about the low information population. Working-class people that have a lot of, um, lots of jobs and don't have the time. And that's the population I'm talking about.

MADAM CHAIR: And how do you suggest, then, that...

MS. FLORES: Well, I just did. I did just suggest.

MADAM CHAIR: Your suggest is....

MS. FLORES: Would you listen to me?

MADAM CHAIR: Sure.





MS. FLORES: My suggest is CDE, and with the help of school districts, write a small, technical (and I don't mean too technical) report just letting people know that the rules have been re-written, and that teachers are getting the information and the skills they need – that they will need to work with, uh, with students. If you want me to, I'll give you an example of a call that I had. And it went on for about 45 minutes, and I did try to explain. And, she was the one that informed me well, you know, I may be able to thank you for, you know, giving me that information but I know, I know a lot of people in the Denver School District who have children who are now 20 and 18 years old, and have not had, you know, the opportunity to learn to read well. And so, she told me she had a fourth grader and she didn't want her fourth grader to end up like her 18 and 20-year-old. So what I'm saying is, let's give, and she was the one who suggested this, that this information be given to other people who may not be able to go to board meetings and such and you're talking about - I mean, here I'm having problems just getting into BoardDocs, okay? So, I can only imagine what the general population out there who does not have, can go to BoardDocs, and read all of this information. And I'm talking about low information population that needs to know we are working, and that, uh, that people will be – teachers will be taught. And they will get information and skills to work with, uh, the dyslexic population that are out there. And, and to reassure them that this is happening, because of the new READ Act.

MADAM CHAIR: Thank you, Board Member Flores. Any other comments, folks? Ms. Maramba, will you please call the roll?

MS. MARAMBA: Board Member Durham?

MR. DURHAM: Yes.

MS. MARAMBA: Board Member Flores?

MS. FLORES: Yes.

MS. MARAMBA: Board Member Goff?



MS. GOFF: Yes.

MS. MARAMBA: Board Member McClellan?

MS. MCCLELLAN: Yes.

MS. MARAMBA: Board Member Rankin?

MS. RANKIN: Yes.

MS. MARAMBA: Board Member Scheffel?

MS. SCHEFFEL: Yes.

MS. MARAMBA: Board Member Schroeder?

MADAM CHAIR: Yes.

MS. MARAMBA: That passes 7-0

MADAM CHAIR: Thank you. So, I believe, uh, Counselor Tolleson, that we could adjourn the regular meeting and go into executive session without coming back. Is that correct?

MS. TOLLESON: I think, just technically, the best way to handle it would be to um, go ahead and, and announce the vote that you're going to adjourn at the end of exec. It's a little hyper technicality, its just that executive session is part of the meeting. But you can just find a way to make the record clear.

MADAM CHAIR: Alright. Let me make the record clear, folks. Is that we are now going to go into exec. session, to, um, get some information from our legal counsel, but that, in fact, our regular meeting is over and I, we will technically adjourn it at the very end, but they'll be no longer – no more regular board meeting discussion. We will meet again, probably, um, at our regular-scheduled May meeting, but possibly on April 24<sup>th</sup>. April 24<sup>th</sup> is the next scheduled meeting, but we are not sure now if that will occur or not. We will keep you notified. Thank you very much. Ms. Maramba would you call us into exec. session, please?



MS. MARAMBA: An executive session has been noticed for today's state board meeting. In conformance with 24-6-403(a) C.R.S., to receive legal advice on specific legal questions pursuant to 24-6- 402(3)(a)(II) C.R.S. and matters required to be kept confidential by federal law or rules or state statutes pursuant to 24-6- 402(3)(a)(III) C.R.S.

MADAM CHAIR: That's a proper motion. Um – sorry! Do I have a motion to go in exec. session?

MR. DURHAM: So moved. (and others – so moved).

MADAM CHAIR: Second?

MS. FLORES: Second.

MADAM CHAIR: Thank you. So, I believe we need to call a different number. Is that correct? Ms. Maramba?

MS. MARAMBA: Yes. That is correct.

MADAM CHAIR: Okay. So, we will hang up and call our other number. Does anyone need that?

MR. DURHAM: Just don't give it out now.

MADAM CHAIR: I'm not, I'm not. I was going to have Ms. Maramba text it. But thank you, anyway, sir. Bye! See you guys in a minute.

All saying thank you and goodbye.

MS. FLORES: So, we hang up and then call again. Right?



