



**COLORADO**  
Department of Education

Colorado State Board of Education

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

**October 12, 2017 Meeting Transcript -- PART 2**

BE IT REMEMBERED THAT on October 12, 2017,  
the above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board Members:

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



1 CHAIRMAN RANKIN: Before we begin is there a  
2 motion on the floor?

3 MS. MAZANEC: (indiscernible) did we deny?

4 CHAIRMAN RANKIN: The research work.

5 MS. MAZANEC: The research project.

6 CHAIRMAN RANKIN: Do I have a second?

7 MR. DURHAM: Second.

8 CHAIRMAN RANKIN: Thank you. Proper motion.  
9 Commissioner is present and prepared to provide an overview.  
10 Commissioner is phantom, so...

11 MS. STACY: I'll go ahead and get us started.

12 CHAIRMAN RANKIN: Thank you.

13 MS. STACY: So what we are bringing to you  
14 today is a request to approve or deny the research for  
15 student level data. This research will be conducted by the  
16 American Institutes of Research, which was founded in 1946,  
17 and is one of the world's largest research entities. They've  
18 partnered with the University of Colorado at Boulder, and I  
19 have one of their representatives here with me today. They  
20 are implementing and are trying to determine the benefits of  
21 the Safe Community -- Safe Schools program, which is  
22 designed to create a safer school environment for students.

23 This model, the Safe Community -- Safe  
24 Schools model, was developed by stake holders in order to  
25 improve school safety, and it was originally created to



1 provide schools a process to include -- to improve school  
2 safety, and by integrating in the 2001 Columbine Commission  
3 Report on School Safety.

4                   We originally brought this to you in August  
5 and provided you with some materials. We went ahead and  
6 included those back in your materials for this week, or for  
7 this meeting. We do not need to actually -- thank you,  
8 though. We do not need to present this to you. We just  
9 wanted to provide you with August's presentation in your  
10 material, so you can use it for your reference. We don't  
11 need to display it. Thanks though.

12                   So after the -- or during the meeting we had  
13 some very specific questions from you that we went ahead and  
14 worked to answer. You requested to see a copy of the survey  
15 being given to students as part of an agreement between the  
16 researchers and the participating schools and districts, so  
17 we provided you with that. We also provided you with the  
18 consent form that is given in advance to --

19                   MR. DURHAM: (indiscernible) received a copy  
20 of that.

21                   CHAIRMAN RANKIN: It's on the board notes.

22                   MS. STACY: The survey?

23                   MR. DURHAM: No, the --

24                   CHAIRMAN RANKIN: You mean this one? The  
25 survey.



1 MS. STACY: We provided that to you  
2 previously --

3 UNIDENTIFIED VOICE: (Indiscernible comment)

4 MS. STACY: Yeah. Yeah, I didn't provide you  
5 with --

6 MS. GOFF: We don't remember it, and  
7 (indiscernible)

8 MS. STACY: Well, then I can actually walk  
9 you through it if you'd like me to.

10 MR. DURHAM: This is the -- this is the  
11 survey's question. I think I saw it, and it's coming back to  
12 me, but I don't have a copy. As I recall there were a number  
13 of things that I was not -- didn't think were particularly  
14 appropriate to ask (indiscernible) without having it in  
15 front of me -- without having it in front of me I can't  
16 specifically reference them.

17 MS. STACY: Right, right.

18 UNIDENTIFIED VOICE: Do you want me to  
19 forward them to you?

20 MR. DURHAM: No, that would be  
21 electronically, wouldn't it?

22 UNIDENTIFIED VOICE: Yes.

23 MR. DURHAM: No.

24 MS. STACY: I do have paper copies, but I  
25 have just one. If you'd like to go ahead and reference it --



1 MR. DURHAM: I promise to give it back.

2 UNIDENTIFIED VOICE: Give it to

3 (indiscernible)

4 MS. STACY: There you go. That is including  
5 both the survey and the survey consent form. So to give  
6 everybody else and understanding of what that contains;  
7 basically the survey consent form talks to parents about the  
8 content of the survey, and provides them with a link to the  
9 actual survey content, and then it asks them to  
10 affirmatively consent to their student participating. Once  
11 they do so they -- their children -- their child can  
12 participate. However, that student still has options to not  
13 answer any questions that he or she may not be comfortable  
14 with. The survey does ask some relatively sensitive types of  
15 information related to violence, drug and alcohol use, and  
16 other things like that.

17 It is an anonymous survey, however they do  
18 collect certain demographic information, so the survey will  
19 collect race, ethnicity and gender. The information we are  
20 providing to them also includes race, ethnicity and gender.  
21 There is a potential for the researchers to combine race,  
22 ethnicity and gender in one level and then with the other,  
23 however, they have absolutely no interest in doing so. It  
24 would be very, very difficult. It would not be identifiable  
25 to the majority of students, and it would actually be



1 prohibited by our data sharing agreement. It would also be  
2 prohibited by their IRB requirements.

3                   So we wanted to bring this to you today to  
4 sort of discuss this, allow you to ask any questions of me  
5 in terms of the data sharing agreement, or the researcher in  
6 terms of that. But we do have confidence that the researcher  
7 has no interest in doing anything unethical with the data.  
8 They have quite the reputation to withhold, and they also  
9 would be tightly, tightly bound by our data sharing  
10 agreement, and there are ramifications in the -- the state  
11 data privacy law around what would happen if there was a  
12 breach of that contract. That would also be quite a hit to  
13 their reputation.

14                   So I will turn it over to Sabrina Mattson,  
15 with the University of Colorado at Boulder, who can answer  
16 your questions about the research, about the study, about  
17 the survey, and that sort of thing.

18                   MS. MATTSON: Hello.

19                   CHAIRMAN RANKIN: Do you have any comments  
20 you wanna make?

21                   MS. MATTSON: No. I, I, I guess the only  
22 other thing I want you to know is that I'm the Research  
23 Director at the Center for the Study and Prevention of  
24 Violence, and it's my job to maintain the anonymity and  
25 confidentiality of the -- of our participants in all of our



1 research, so that -- we -- that's very important to us.

2 CHAIRMAN RANKIN: Okay, thank you. Board  
3 Member McClellan?

4 MS. MCCLELLAN: I just -- I know this is  
5 something that you touched upon last time, but I just wanted  
6 to give you an opportunity to just kinda touch upon the  
7 protocols for disclosure to those whose data will be used,  
8 and consent, and I also wanted to mention that although this  
9 would not be the basis of my decision, I am pleased to hear  
10 about the nature of your research, because I think it's  
11 important in the State of Colorado, and I appreciate that  
12 you're doing this. But even if I wasn't interested in the  
13 research that you were doing this would still be the  
14 question that I would be asking, is if you would like to  
15 touch, again, upon the -- the protocols for making sure that  
16 your subjects are -- the subjects of the data are being  
17 respected in the process. This is a perfect time to do that  
18 again, even though I know you did touch on that before.  
19 Thanks.

20 MS. MATTSON: Sure. I believe you have a  
21 document that includes all of the steps that we as  
22 researchers go through to -- to ensure the protection of the  
23 student data. Do you have it? It's called --

24 CHAIRMAN RANKIN: Yes.

25 MS. MATTSON: Yes, okay, so -- so the first



1 thing we do is make sure we follow adequate -- appropriate  
2 procedures with obtaining an IRB approval, and we -- we are  
3 approved, and all of our protocols have been reviewed and  
4 approved. That -- the next thing we do is provide the  
5 parents with adequate consent and notice of our research,  
6 and that consent form is provided to the parents at the  
7 beginning of the year, and they have about a month and a  
8 half to -- to change their minds if they want to. The -- the  
9 survey's not administered until October and November of --  
10 in the fall, or in the spring, typically in April and May.  
11 And, and as Jill said; they -- they can either choose to  
12 consent, or not to consent, and even the students -- if the  
13 parent provides consent the students can change their minds  
14 and not do the survey if they don't want to. They can opt  
15 out of answering any questions. There are not consequences  
16 for not participating in the survey.

17                   Then we also provide -- make sure that the  
18 survey coordinators provide very important instructions  
19 about maintaining the confidentiality of the -- of the  
20 students in the tests -- in the survey taking environment.  
21 So they would take the survey in a very similar way that  
22 they take tests, so they're instructed not to look at other  
23 people's answers, and just complete the survey in the best  
24 way that they can, the survey's anonymous, and if they have  
25 questions they're supposed to ask the survey administrator.





1 And then we also have strict data security procedures. Only  
2 people on the project have access to the data. The data are  
3 maintained on secure servers, and there's -- we -- we log  
4 transfers of data, but there's no transfer of data that we  
5 don't -- we don't get requests for data to be transferred.

6 MS. STACY: And I'll just tack onto that; our  
7 data sharing agreement has very specific requirements around  
8 what can and cannot be transferred. Basically the -- the --  
9 if it's not prescribed in the actual data sharing agreement  
10 and agreed to us by -- in writing they cannot transfer data  
11 to any other third parties, so we take care of that, too.

12 CHAIRMAN RANKIN: Board Member Durham, did  
13 you have a comment?

14 MR. DURHAM: No, I'll yield to Dr. Flores.

15 CHAIRMAN RANKIN: Okay.

16 MS. FLORES: I am not in agreement with the  
17 motion to deny. I'd like to say that I think that there are  
18 a considerable number of -- of children and parents who  
19 really want their kids to be safe in -- in schools. And I  
20 know that that's a big issue in -- in Denver, and also in  
21 Aurora and the other districts that -- that I have -- have -  
22 - well, that elected me. And I think that it is very  
23 important that kids attend school. Attending school and --  
24 is -- is important because not only are kids learning, it's  
25 -- it's a community. They form communities, they learn to



1 get along with others, and so especially for minority  
2 communities.

3       And when I have to go out and speak sometimes that is a  
4 question that is usually asked about "Is this school safe  
5 for...?" And so I really think that any research that is being  
6 done, and especially at the caliber of people such as AIR,  
7 and the University of Colorado at Boulder, I would say we  
8 need to support it. Because we need to have the communities,  
9 parents, have the trust and -- and know how we can build  
10 better, safer communities.

11                   CHAIRMAN RANKIN: Thank you. Board Member  
12 Durham.

13                   MR. DURHAM: Thank you, Madam Chair. I have  
14 quite a number of questions, so maybe the easiest way to get  
15 started is the safe -- could you describe the Safe -- Safe  
16 Communities Safe School initiative; Who initiated it? Is it  
17 enshrined in statute, either state or federal? And what are  
18 the legal underpinnings for the -- for this concept, or for  
19 this so-called initiative?

20                   MS. MATTSON: So this initiative started just  
21 after the tragedy at Columbine, and it was started by a  
22 variety of stake holders in Colorado. My mentor, Dr. Del  
23 Elliot, a variety of funders, the Colorado -- the -- it'll  
24 come to me, I'm sorry, and a variety of other stake holders  
25 interested in keeping kids safe in Colorado.



1 And we -- we used the Columbine Commission recommendations  
2 to set the foundation for Safe Community -- Safe Schools.  
3 And one of the important things that we learned from the  
4 tragedy was that there was not a lot of information sharing  
5 going on, and there was red flags that were -- that were --  
6 that came up, and that information wasn't being shared.  
7 There was -- kids knew about it, and -- and nobody said  
8 anything. So our -- our initiative really helps to -- and  
9 that the -- the climate was not a very good school climate.

10 And so all of those things contributed to --  
11 to the tragedy. And so this initiative really sets the  
12 foundation for creating a positive school climate in  
13 schools, and sharing information of students of concern when  
14 -- when that information needs to be shared.

15 And then -- and then there's a lot we know  
16 about implementing evidence-based programs to -- to really  
17 help create that positive school climate. Reduce problems in  
18 schools. We really want the schools -- kids to thrive and  
19 have a safe environment so that they can learn and they  
20 wanna come to school. And that's really the whole purpose of  
21 this -- of this initiative, is to create a -- a positive  
22 schooling environment where kids can thrive.

23 MR. DURHAM: May I try again, Madam Chair?  
24 The question was who is responsible for this initiative and  
25 does it have any governmental underpinnings. So if you wanna



1 name the stake holders and name the legislation, state or  
2 federal, that would support this initiative. Are there any?

3 MS. MATTSON: It was started at the Center  
4 for the Study and Prevention of Violence, so there's no  
5 legislation.

6 MR. DURHAM: So -- so there's no legislative  
7 mandate for this, and the stake holders involved in the  
8 creation of this are...?

9 MS. MATTSON: Researchers at the Center for  
10 the Study and Prevention of Violence. Dr. Del Elliot started  
11 this.

12 MR. DURHAM: But you said this was a product  
13 of a stake holder process, so in that stake holder process  
14 would have been organizations such as...?

15 MS. MATTSON: The Colorado Trust was a big  
16 funder in the -- initially. We had an attorney -- District  
17 Attorney Don Quick was a part of it. We collaborate with the  
18 Colorado School Safety Center as well.

19 MR. DURHAM: Okay.

20 MS. STACY: And I believe that the funding  
21 for the entire grant was from the National Institute of  
22 Justice?

23 MS. MATTSON: Justice, yes.

24 MS. STACY: Is that correct?

25 MS. MATTSON: Yeah.



1 MR. DURHAM: Good, that's -- because I'm  
2 getting to that question. I'm -- so we're -- we're work --  
3 so the -- the National Institute of Justice is a public or  
4 private organization?

5 MS. MATTSON: It's a public organization.

6 MR. DURHAM: It's government?

7 MS. MATTSON: Government.

8 MS. STACY: Yeah. It's with the Department of  
9 Criminal Justice at the -- at the national level, yeah.

10 MS. MATTSON: National Institute of Justice.

11 MR. DURHAM: So these are -- these are  
12 federal tax dollars then that are paying for this study, and  
13 it's 5.6 million dollars? Do I have the amount right?

14 MS. MATTSON: 6.2.

15 MR. DURHAM: 6.2 million dollars, okay.  
16 Alright, now you -- in -- if memory serves me correctly  
17 Columbine was April 20, 2000...

18 (Chorus of "1999")

19 MR. DURHAM: '99, April -- so that's, by  
20 quick math, 17 years ago?

21 MS. MATTSON: Yes.

22 MR. DURHAM: Little over 17, 18 years ago. So  
23 this project has survived 18 years. Is this the first --  
24 first attempt to learn anything through research in those 18  
25 years?



1 MS. MATTSON: That is correct. We're in the  
2 third version of our model. We continue to improve the model  
3 over time. The -- the first version really wanted to focus  
4 on improving the school climate. The second version worked  
5 on providing schools with the data-drive approach to  
6 implement evidence-based programs to improve school climate  
7 and reduce problem behaviors, and this third version also  
8 just incorporates other -- addressing other behavioral  
9 health needs of students.

10 MR. DURHAM: So did you do research for  
11 phases 1 and 2?

12 MS. MATTSON: We did not. We did not. This is  
13 the first randomized trial of our study.

14 MR. DURHAM: And the -- I -- I take it then  
15 these 46 middle schools that are targeted for -- for this  
16 survey and data collection have somehow been the beneficiary  
17 of phase 1 and phase 2, and that this is an attempt to see  
18 if phase 1 and phase 2 had any impact. Is that correct?

19 MS. MATTSON: That's right. So we collected  
20 process measures in phase 1 and phase 2, to see if, you  
21 know, the -- the schools liked our processes, that they were  
22 satisfied with the work that we were doing. And now we're at  
23 the phase where we can actually conduct an outcome  
24 evaluation to see if this is effective at improving school  
25 climate, improving safety in schools, reducing



1 (indiscernible).

2 MR. DURHAM: So how much money did you spend  
3 on phase 1 and phase 2?

4 MS. MATTSON: Phase 1 was probably 1 or 2  
5 million, phase 2 was 1 million. Phase -- yeah.

6 MR. DURHAM: Okay.

7 MS. MATTSON: I could get those details.

8 MR. DURHAM: So you -- so there was something  
9 then -- if -- if I look at the research goals it's to  
10 understand to what extent middle schools are able, or is it  
11 in this case is the word "are" incorrect, and "were" able to  
12 implement the model? You trying to measure the success of  
13 past actions, or is this to see if they're susceptible to  
14 future activities?

15 MS. MATTSON: We're in the second year of the  
16 project, so the extent to which they can implement our  
17 program as intended. So current --

18 MR. DURHAM: So you've got one year invested  
19 in -- and can you tell me specifically what you've asked  
20 each of these 46 schools to do?

21 MS. MATTSON: Sure. They participated in a --  
22 we -- we work with them, we partner with them, to help build  
23 a multi-disciplinary team that could already exist at the  
24 school. We work with them to understand their school  
25 climate, in phase 2, that's where we collect the survey



1 data. Then we share that data with them, we help them  
2 understand the data, they select an evidence-based program  
3 based on the priorities of the data that they wanna work on,  
4 and then in year two they implement the program that they  
5 selected and then they continue to implement for out to four  
6 years, and we help them address any other challenges that  
7 they would like to address in their school.

8 MR. DURHAM: With all due respect, I didn't  
9 find that to be a specific list of things you asked them to  
10 do. They have some -- is it just fair to say you want them  
11 to have some sort of multi-disciplinary team and that multi-  
12 disciplinary team is to do some feel-good outreach...?

13 MS. MATTSON: We ask them to meet with us monthly. We ask  
14 them to -- to look at their data, and we ask them to select  
15 an evidence-based programs.

16 MR. DURHAM: What data do you collect?

17 MS. MATTSON: Survey data, student and staff  
18 survey data.

19 MR. DURHAM: Have you already done a survey?

20 MS. MATTSON: The first cohort has  
21 administered surveys last year. We're in the second year of  
22 this study.

23 MR. DURHAM: And what were the -- what did  
24 the surveys last year ask? What questions?

25 MS. MATTSON: They ask all the questions that





1 are in that survey document. We ask them about school  
2 climate, we ask them about -- students about school climate,  
3 self-reported behaviors, and their other risk and protective  
4 factors for violence.

5 MR. DURHAM: For those of you who don't have  
6 it, the survey is 17 pages long and not very big print, and,  
7 unfortunately, I wish I had the one I'd marked up that I had  
8 read for the last meeting, but unfortunately it didn't make  
9 the transition, so we'll have to go through it in a little  
10 bit as I -- I'll try not to mark up yours, your only copy.

11 Alright, so then moving on to the data that you're  
12 requesting from CDE. So you're requesting data from 2016 to  
13 2019 for grades 6 and 8. Now it would appear -- excuse me.  
14 It would appear that truancy rates for each grade and  
15 demographic group is number one. Now that -- that -- that  
16 information is not personally identifiable. That can be  
17 given to you in the aggregate, is that not the case?

18 MS. MATTSON: I believe so.

19 MR. DURHAM: Next one you're asking for is  
20 race and ethnicity. That is, by definition, aggregate data,  
21 and requires no personally identifiable information.

22 MS. MATTSON: We want the -- t

23 he data test scores by race and ethnicity so that we  
24 can see whether this model is effective for all

25 (indiscernible)



1 MR. DURHAM: You don't have to tie that back  
2 to individual students to get race and -- to have a race and  
3 ethnicity background. You want to -- you want to know about  
4 individual students, or do you want to know about all  
5 minority students?

6 MS. MATTSON: We wanna -- we want data --  
7 certain data by certain demographics and gender.

8 MR. DURHAM: Why?

9 MS. MATTSON: So that we can see whether the  
10 outcomes vary by gender and --

11 MR. DURHAM: But that is not personally  
12 identifiable.

13 MS. MATTSON: We don't want any student  
14 names.

15 MR. DURHAM: Well, you don't need any student  
16 even non-names, you just need -- this is all aggregate data.  
17 This is not personally identifiable information.

18 MS. STACY: What they're requesting is  
19 individual level data that has each of those demographics  
20 with it.

21 MR. DURHAM: Why?

22 MS. STACY: You are correct that -- well --

23 MR. DURHAM: Tell me that's -- it says here  
24 you want race, and ethnicity data. That, by definition, is  
25 not PII. Why do you have to have it for individual students



1 if you're interested in obtaining a demographic explanation,  
2 or a -- or to draw demographically related conclusions?

3 MS. MATTSON: We -- we wanna know whether our  
4 model is having improvements in academic test scores and we  
5 wanna know if those test scores -- if vary by demographics.  
6 That's why we need the individual level data for certain --  
7 certain variables.

8 MR. DURHAM: I don't --

9 MS. MATTSON: I'm not sure I understand your  
10 question.

11 MR. DURHAM: Well, you're -- it appears -- it  
12 would appear, and I would certainly have no problem with you  
13 doing analysis on data that has been already crunched by our  
14 department that says, let's say for example, the Hispanics  
15 have performed x, because we do -- we can't identify them,  
16 that the -- and -- and African-Americans have performed in  
17 some other fashion. My point is to know that you do not have  
18 to have individual level data.

19 MS. MATTSON: That's correct, but --

20 MR. DURHAM: Thank you.

21 MS. MATTSON: Without under -- without  
22 including in this database with the -- the variables on  
23 academic performance, for example, with -- by a gender and  
24 not including our -- our model variables which say certain  
25 schools have received the model and certain schools have



1 not. We cannot make those comparisons for those different  
2 demographics by the academic outcome measure, for example.

3 MR. DURHAM: Well, either you're very smart,  
4 or I'm very stupid, because I could do it.

5 CHAIRMAN RANKIN: Steve.

6 MR. DURHAM: You do not have to have that  
7 demo -- that information down to the individual student to  
8 show exactly what you say you want to show. If, in fact,  
9 what you want to show is improvements of various -- various  
10 disaggregated groups; you don't need to know what Johnny --  
11 you don't need to know Johnny X. You need the aggregation of  
12 Johnny X with all the other similar Johnny X's. You just  
13 don't need it. Because the next one -- let me go through the  
14 rest of these.

15 Gender. You don't need -- it's either, you  
16 know, one or two. You don't need individual data. You can  
17 draw gender comparisons without having the records of a  
18 single individual student. If our department aggregates that  
19 data for you. You -- you must know -- what I'm gunning --  
20 sooner or later I'm going to get to the question What do you  
21 want to know about an individual student? Because if you  
22 can't tell me what you want to know about an individual  
23 student, then you don't need individual data. What do you  
24 want to know about student 1?

25 MS. MATTSON: We wanna know whether student 1



1 was in a school that was -- that received our model, and  
2 what their test scores are like, and what their gender and  
3 ethnicity is like, so we can determine if our model is  
4 having an influence on these students. If they're feeling  
5 safer in schools. We don't need to know their names, but we  
6 do -- we would like to know their gender and ethnicity to  
7 make sure that this model is effective for all demographics  
8 and gender.

9 MR. DURHAM: Let's go through the rest of the  
10 groups. English Language Learner, so you gotta know the  
11 individual -- you gotta have the individual data on an  
12 English Language Learner to know -- and each of the English  
13 Language Learners separately, even though we could give you  
14 the data on English Language Learners in the aggregate  
15 that's not good enough for you, because you need to know  
16 something about an individual. What is it about an  
17 individual English Language Learner that you want to know?  
18 And because what you just said in the answer the first  
19 question is, it was an -- it was an aggregate answer. We  
20 wanna know whether these kinds of students have benefited  
21 from x. What do you wanna know about Johnny? What -- what do  
22 you want to know about an individual student?

23 MS. MATTSON: We need the individual  
24 characteristics of the students linked to the data that  
25 we're requesting so that we can understand the differences



1 in our implementation if we -- we wanna make sure that our  
2 model is not -- is -- is not -- works for all students by  
3 all demographic characteristics, and gender, and learning --  
4 whether they're an English Language Learner, whether they  
5 are struggling with -- with learning.

6 MR. DURHAM: So you wanna know whether Johnny  
7 is struggling with learning, or do you really wanna know  
8 whether male African-Americans are struggling with learning?

9 MS. MATTSON: We wanna know if our model is  
10 different for different -- for different characteristics of  
11 students who are participating in our study.

12 MR. DURHAM: If you give our staff over there  
13 the characteristics you want to know about I promise you she  
14 can get that for and not -- and not give you a single piece  
15 of personally identifiable information.

16 MS. MATTSON: Sure. We -- but they don't have  
17 -- we can't match that up without -- we need these  
18 individual level data, so we can answer those questions.

19 MS. FLORES: Can we just --

20 MR. DURHAM: The answer is no, you don't. Let  
21 me go on. Free and reduced lunch; they either are, or they  
22 aren't. You want -- either you want to know about the effect  
23 on those who have free and reduced lunch, or you want to  
24 know about the effect on Johnny Smith, because if you want  
25 to know about Johnny Smith, you need Johnny Smith's data.



1 Although it will be masked by name, but you don't -- if all  
2 you wanna know is about free and reduced lunch you don't  
3 need Johnny Smith's individual data.

4 MS. MATTSON: Again, we wanna make sure that  
5 our model isn't -- is effective for those who receive free  
6 and reduced lunch for -- to understand that our model is  
7 effective for different socio-economic statuses, and we  
8 can't do that unless we have the data by those  
9 characteristics.

10 MS. FLORES: Can we call --

11 MR. DURHAM: Madam Vice Chair, I have the  
12 floor, Ms. Flores, so...

13 MS. FLORES: I'm sorry.

14 MR. DURHAM: Well, I guess we'll go on to the  
15 next page here. What -- so the Research Approval Panel,  
16 which is a CDE panel?

17 MS. MATTSON: Correct.

18 MR. DURHAM: The Research Approval Panel has  
19 approved -- has approved of the providing of individual  
20 data, Miss Stacy, for this purpose. Could you explain to me  
21 what I've been unable to understand in Mrs. Mattson's  
22 explanation. Can you explain to me why the data that you  
23 would give them if it was aggregated; why that would be  
24 inadequate for the stated purpose of the study?

25 MS STACY: I can attempt to. Correct me if



1 mistaken. We could provide them with the test scores of all  
2 the African-American students.

3 MR. DURHAM: Right.

4 MS. STACY: And then we could provide them  
5 with the test scores of all the gender, male, participants.  
6 If we know -- and we wouldn't know Johnny Smith, we would  
7 know Student A. If we know that Student A is --

8 MR. DURHAM: Let's start with aggregated  
9 data. Let's not get to -- if you were just give them the  
10 aggregated data is there anything on this list that you  
11 could not give them aggregated data that would not, given  
12 the state purpose -- and her stated purpose has been "We  
13 wanna understand the effect of these programs on various  
14 groups." To understand the effect on various groups you  
15 don't have to understand -- you don't have to know about any  
16 individual in that group. It's like reaching into the barrel  
17 of marbles and pulling out a handful and trying to determine  
18 if that handful, since you pulled out five black and four  
19 white marbles, is representative of the overall makeup of  
20 the barrel.

21 MS. STACY: I think what we would want to  
22 know, or what they would not want to know, is not just the  
23 black and white marbles, but the black marbles who is also  
24 on free and reduced lunch, who is also on SPED, who is also  
25 on these things. And you cannot compare and contrast the





1 different sub-groups all at the same time without an  
2 individual level data.

3 MR. DURHAM: So you're -- you're telling me  
4 that you -- if they asked for you -- let's say -- let's just  
5 take a look at this. Starting down the list. They asked you  
6 for students who were truant more than a certain percentage  
7 of time, who happened to be African-American, who happened  
8 to be female, who did not happen to be English Language  
9 Learners, who happened to be free and reduced lunch  
10 eligibility, who didn't happen to be involved in special  
11 education, and who had a PARCC score of above x; we can give  
12 them that information, can't we?

13 MS. BYANAN: If it's put like that, yes.

14 MR. DURHAM: Yes, and so what is it -- now  
15 let me go back to the same question. If you were trying to  
16 determine the effect on an -- you can pick your group. You  
17 can -- you can pick your group and we can give it to you.  
18 You don't need the personally identifiable information to  
19 get everything that I just described. I can break this down  
20 on -- because we have all this data and -- and we can punch  
21 it into the computer and we -- you can break it down 50  
22 different ways and we can get you 50 different comparisons  
23 without giving you one individual record. Can't we?

24 MS. FLORES: So, Steve, may I ask a question  
25 of you?



1 MR. DURHAM: I still have the floor, Dr.  
2 Flores.

3 CHAIRMAN RANKIN: He still has the floor,  
4 Board Member Flores.

5 MR. DURHAM: And I may be here a while.  
6 Because they're -- I'm gonna -- sooner or later I'm gonna  
7 get an answer, because if -- I mean, I'll question the whole  
8 validity of this survey little later on when we get to it,  
9 but first of all you have to convince me that there's  
10 something you want we -- and broken down in some way that  
11 actually we probably can get it better, and more accurately  
12 for you, than if you have to build your own program to  
13 analyze the data that we give to you on an individual format  
14 basis. I mean, you're gonna go have to build a whole  
15 computer model to extract each of these variables. You don't  
16 need to do that. You just have to ask.

17 MS. MATTSON: Right. So in the aggregate the  
18 -- if -- the data in the aggregate won't help us understand  
19 the -- it won't help us answer the question as to whether  
20 those outcomes, truancy outcomes, changes in truancy, or  
21 changes in academic outcomes, vary by the demographic  
22 characteristics if we don't have the individual  
23 characteristics linked to that outcome.

24 MR. DURHAM: I just -- I just say we give it  
25 to you any way you want it and you can make that



1 determination. The determination will be made based on the -  
2 - just however you want it broken down. You know, it really  
3 is the all, you know, how many left-handed Lithuanians do we  
4 have here? And -- and the reality is I'm sorry, but -- but  
5 what you're saying does not make sense. If you -- you told  
6 me what you want. I told you we could give it to you. You  
7 say that's inadequate because -- and essentially you wanna  
8 take our individual data that we're going to trust you with,  
9 and you're going to find a way to manipulate it in a way --  
10 in a -- in a way that's superior to the way which we can  
11 manipulate it, which I doubt, unless you've got a lot bigger  
12 budget that 5, 6.2 million dollars.

13                   You -- you cannot make a case to answer the -  
14 - whatever questions, and we'll get to whatever questions  
15 you ultimately want to ask, or want to have answered, but  
16 you don't -- you just don't need it.

17                   MS. MATTSON: If we don't have the outcome  
18 data by characteristics we can only say that we -- we can  
19 improve academic outcomes. We can improve truancy. But if we  
20 don't have the characteristics by those outcomes than we  
21 cannot say whether this is actually doing more harm than  
22 good for particular students; maybe of color, lower socio-  
23 economic status...

24                   MR. DURHAM: But if you can't identify those  
25 students by name, which you swear you're not going to care



1 about, now we're getting to the crux of it; you want to  
2 identify specific students you are -- you can't help,  
3 apparently, but what do you -- what is the point of that if  
4 you don't know who they are, because then you can't --  
5 because you still can't help them?

6 MS. MATTSON: The schools know -- understand  
7 who -- who the kids are who are struggling in the schools.  
8 We -- we just are here to help give them information to help  
9 them understand at the aggregate level and by demographic  
10 characteristics for whom this program is working for. And  
11 ideally it would work for all students, but as a researcher  
12 it's very important to me to make sure that we -- it works  
13 for males and females, for -- for students of color, for  
14 students -- for white students.

15 MR. DURHAM: Well we'll -- we'll let you  
16 know.

17 MS. MATTSON: And I can't do that without --  
18 without the data being linked by demographics.

19 MR. DURHAM: We are linking it by  
20 demographics. That's the whole point. We're giving you  
21 demographic data. But -- in any -- in any of these -- if --  
22 if these -- if these are the way you want the demographics  
23 sorted in any combination of this, I assure you we can sort  
24 it that way for you. You don't need an individual's records.  
25 We can tell you how many left-handed Lithuanians have a



1 reduced -- have a reduced truancy rate and how many have an  
2 increased truancy rate. We can tell you how many left-handed  
3 Lithuanians feel safe, and how many of them don't feel safe.  
4 We can -- we can answer every one of those questions for  
5 you. And -- and in any combination. Is it a left-handed  
6 Lithuanian who happens to be female, an English Language  
7 Learner, since they're Lithuanian, eligible for free and  
8 reduced lunch. What is it --?

9 MS. MATTSON: It's the (indiscernible)

10 MR. DURHAM: And unless -- and I think the  
11 statement you made is extremely troubling, is if you somehow  
12 provide the -- the school with the right information they  
13 can identify these individual students. I think that's what  
14 you said. Is that what you said? If -- if you give the  
15 schools the -- this data they'll be able to -- to identify  
16 the individual students that have filled out this survey,  
17 because they know -- I think I'm quoting you "they know who  
18 these students are". Is that what you said?

19 MS. MATTSON: Counselors at the school,  
20 Assistant Principals, Principals, Teachers; they -- they all  
21 know which students are struggling.

22 MR. DURHAM: I'll -- I'll yield to Ms.  
23 Mazanec.

24 MS. MAZANEC: Are you sure? If you're not  
25 done, go ahead.



1 MR. DURHAM: No, I'm not done. I'll come --  
2 I'll get another chance.

3 CHAIRMAN RANKIN: Board Member Mazanec.

4 MS. MAZANEC: So here's my question. You --  
5 this model is for -- let's see. The project purpose; you  
6 want to evaluate the feasibility and the impact of the Safe  
7 Communities -- Safe Schools model. So is this something  
8 schools buy?

9 MS. MATTSON: No. We provide this service to  
10 schools for free as a part of our funding.

11 MS. MAZANEC: Save Schools -- Safe models,  
12 and how many schools in Colorado are using this? I mean, is  
13 it a program?

14 MS. MATTSON: We're implementing this model.  
15 It's with 46 middle schools in the front range. This is the  
16 second year of the project, and we started with 10 last year  
17 and we're working with another 36 this year.

18 MS. MAZANEC: And this is primarily done by  
19 counselors, or is -- are there outside people that come in?

20 MS. MATTSON: Researchers --

21 MS. MAZANEC: I mean, what does it look like  
22 in the schools?

23 MS. MATTSON: Sure. We're researchers, and we  
24 have four implementation managers that meet with school  
25 teams monthly, and so the schools are already doing great



1 work. And what we're trying to do is really bridge research  
2 and practice and share the best about what is known from  
3 research, and share it with the schools who -- who are --  
4 are on the ground, educators. They don't have the time to go  
5 look and see what's -- what are the evidence-based programs  
6 and strategies that can be used to reduce truancy, to  
7 improve academics, to improve -- reduce violence.

8                   So we share that evidence-based information  
9 with the schools, and then the schools pick -- look at their  
10 data and identify the priorities they wanna work on and then  
11 they select and evidence-based program that we pay for  
12 through our funding for them to implement it. And then we  
13 work with them to ensure that the implementation is going as  
14 intended, and it's having the intended affects: improvements  
15 in school climate, reductions in problem behaviors...

16                   MS. MAZANEC: And so if you -- you're --  
17 you're looking to prove that this works.

18                   MS. MAZANEC: Yes.

19                   MS. MATTSON: And if you prove that it works  
20 what does that -- what does that do for children, or what  
21 does it do for adults? Both questions.

22                   MS. MATTSON: Sure. It -- it really will help  
23 create a positive school environment, so kids can thrive and  
24 learn and feel safe. For -- for teachers; teachers can also  
25 focus on teaching as opposed to solving problems and dealing



1 with bullying issues. So they can focus on teaching kids --

2 MS. MAZANEC: How would it -- how would it  
3 remove those kinds of issues from a teacher's life?

4 MS. MATTSON: These programs that we  
5 implement with schools have been shown to reduce problem  
6 behaviors by up to 50 percent.

7 MS. MAZANEC: But yet you still need more  
8 evidence, and you require personally identifiable  
9 information to prove.

10 MS. MATTSON: We're -- we are also  
11 implementing a model, so our program -- part of our program  
12 is to implement these evidence-based programs. And  
13 nationally only about 5 percent of schools implement these  
14 evidence-based programs nationally. And so, what we're  
15 trying to do is really figure out ways to partner with  
16 schools so that they can get the best information available  
17 so that they can implement these evidence-based programs.  
18 And we -- we can't just give them -- we -- what we learned  
19 in models 1 and 2, is that we -- it's not enough to just  
20 give them the -- the information. We -- we need to work with  
21 them on a monthly basis. We need to build the trust with  
22 them to -- to -- for them to be able to understand what --  
23 where we're coming from and believe in -- in our approach,  
24 and so build trusting relationships, help them to build  
25 healthy teams in the schools, so that the teams are all on





1 the same page about the priorities that the school would  
2 like to address --

3 MS. MAZANEC: That, you know, that all sounds  
4 very reasonable to me, but I don't understand why you need  
5 personally identifiable information to continue to do that.  
6 My concern is that while it's for the kids, it's exploiting  
7 the kids. You know, and is this for, for kids, or is it for  
8 adults? I mean, adults can figure out how to create safe  
9 schools without getting personally identifiable information.  
10 That's all -- I just -- it -- you -- you are not convincing  
11 me that there is a greater good here that -- that is worth  
12 it. So I will be voting "no".

13 MS. MATTSON: There are a lot of kids that  
14 don't feel safe at school, and

15 MS. MAZANEC: That's is not -- that's not  
16 what I said. We already know that, and you already said you  
17 have a model that -- that makes -- makes kids feel safer in  
18 schools. I don't think personally identifiable information  
19 is going to improve that. I think adults are capable of  
20 creating safe spaces in -- making schools to be safe without  
21 having to use personally identifiable information to do a  
22 study.

23 MS. MATTSON: If we don't have the personally  
24 identifiable information we will be able to know whether  
25 this model works or not, and that's --



1 MS. MAZANEC: You already said it does.

2 MS. MATTSON: And that's -- and that's it.

3 MS. MAZANEC: You already did say it does.

4 MS. MATTSON: We -- we -- it has not been  
5 tested through a randomized control trial, which is, you  
6 know, the best way --

7 MS. MAZANEC: Phase 1 and phase 2 were --  
8 told you --

9 MS. MATTSON: Yeah. Those were process  
10 measures, so they told us whether the schools thought it was  
11 feasible, they were satisfied with it, they were -- liked  
12 it, they were happy, but we don't know without conducting an  
13 outcome evaluation whether we're actually doing more harm  
14 than good, and we don't know whether it's actually improving  
15 the safety of -- of all students by -- by -- does it vary by  
16 demographics? That's the importance of this request; is to  
17 make sure that our outcomes are the same for all students.

18 CHAIRMAN RANKIN: Board Member -- are you  
19 finished Board Member?

20 MS. MAZANEC: I'm still voting "no".

21 CHAIRMAN RANKIN: Board Member Flores?

22 MS. FLORES: I think that you need empirical  
23 data, and you need to show that a program really works, and  
24 you need this data. There's just -- you know, it's not --  
25 it's black and white; you need this data. And -- and I think



1 we cannot -- we maybe should have a class on how to do  
2 studies to show that a program works or doesn't work, and --  
3 I mean, I think we need this in -- I think of Denver Schools  
4 where there are programs that they're -- they've been using  
5 for years and years and years, and, you know, they don't  
6 show that it works, and they keep on doing it. But if they  
7 did a study like this they would show, maybe. And -- and to  
8 have actual data that you can see; you'd be able to say, you  
9 know, "Let's do it", "Let's not do it." So I am going to be  
10 a "yes" vote on this, and I -- I'd like to call the  
11 question. I mean, I think we --

12 MS. MAZANEC: Everybody's allowed to ask  
13 (crosstalk)

14 MS. FLORES: Oh, well that's true.

15 CHAIRMAN RANKIN: Board Member Flores, we are  
16 not finished with our discussion yet. Everyone needs to say  
17 what they need to say.

18 MS. FLORES: Yes.

19 CHAIRMAN RANKIN: Including you, so are you  
20 finished?

21 MS. FLORES: That's right.

22 VICE CHAIR RANKIN: Mrs. Mattson I -- I have  
23 one -- one question. This phase 3 is -- the title is  
24 "Behavioral Health Issues". Why is this not in Health and  
25 Human Services?



1 MS. MATTSON: Well, in phase 2 we really  
2 learned a lot about the -- the unmet mental health needs of  
3 kids, and -- and so we added that important component to --  
4 to our model. I believe that this type of thing could be  
5 understand from Health and Human Services, but we really  
6 take a comprehensive approach. It takes all the different  
7 silos to work together to really improve school safety and  
8 the -- the lives of kids. We -- we can't -- I think we've  
9 learned we've -- we've done it in silos for a long time, and  
10 it doesn't work that way, so we -- we do have a multi-  
11 disciplinary team of partners that we work with.

12 CHAIRMAN RANKIN: Board Member Durham.

13 MR. DURHAM: Thank you, Madam Chair. The -- I  
14 -- I guess I'd like to ask Ms. Byanan (ph) if she would  
15 come to a table for a minute. Ms. Byanan I -- the -- just  
16 from a high level perspective I -- I believe, and I think  
17 you've indicated that it would be possible for us to provide  
18 -- to aggregate the data that they want by any of the  
19 characteristics, at least, that are listed here, but it's my  
20 understanding that that would be kind of resource intensive.  
21 It's not something that you could today go push a button and  
22 do. Could you -- any idea what it would cost to -- if -- for  
23 you to build the system to do it, and -- and that you --  
24 amount of money you ought to be able to collect, then, from  
25 the researcher for building the system.



1                   And I -- I think -- I think it's safe to say  
2 that it's -- there's hardly any safe data today. I think  
3 we're all learning that. I mean, we do the best we can, but  
4 so far nobody's cracked that code. And the more places that  
5 data goes the more likely it is that it can be hacked,  
6 intercepted, corrupted, so on. So what would you have to  
7 charge in rough numbers, and I wouldn't hold you to a  
8 number. What would you have to charge the researcher here to  
9 analyze the data in the way they wanted it analyzed.

10                   MS. STACY: Can I just -- our data privacy  
11 law in Colorado prohibits the selling of data.

12                   MR. DURHAM: I didn't --

13                   MS. STACY: And while this is not necessarily  
14 selling the data --

15                   MR. DURHAM: This is not the selling of data,  
16 and I didn't ask you the question, Miss Stacy, I asked Ms.  
17 Byanan.

18                   MS. BYANAN: So what we would need to do an  
19 estimate; it -- it's really a matter of resource time. So we  
20 would have to, unfortunately, get more information from them  
21 as to how they want that -- the data aggregated. It's  
22 usually -- I mean, we use an estimate of about 100 dollars  
23 an hour for -- for, you know, what it would take for us to  
24 do that, so, I mean, as an example it would probably be -- a  
25 simple aggregation with, you know, maybe you've got two of



1 the demographic groups you've been talking about; that's  
2 probably gonna take somebody couple of hours to do that. So  
3 it would depend on how many they want, how, you know, how  
4 much data there is, too. So I could do some math and give it  
5 to you. I'm not sure if -- how accurate it would be, but --

6 MR. DURHAM: And the more -- more variables  
7 they wanted kind of exponentially more expensive.

8 MS. BYANAN: Right, right, yeah. And then --  
9 and part of what adds to the effort there is you've gotta  
10 look at the -- the sample size. So if you end up with some  
11 demographics that are, you know, you don't have as many of  
12 those kinds of kids in one group, then you've got to start  
13 looking at suppressing certain information. You know, if  
14 you're -- we're -- we're talking about keeping it all  
15 aggregate and -- and public.

16 So that, then, can take it up exponentially as far as  
17 the amount of work, because we have to look at is it under a  
18 certain number of kids, is it under 16, and if -- if that's  
19 the number that we're using. Is there a way to reveal the  
20 identity in some other way; like subtract it from 100. I  
21 mean, if there's two -- you got 100 kids and you -- you're  
22 saying you've got 10 males, you've got 90 females. You know,  
23 I mean, that kind of thing. So to start programming that;  
24 then it starts to add to the cost.

25 MR. DURHAM: Right, and then -- now in the



1 agreement that either you have in draft, or would be  
2 drafted, would you require -- would you inquire the -- the  
3 researcher to suppress data as well. If they're obviously  
4 gonna go back and share it with the -- with the schools,  
5 which gets to my point. I -- I think the intent is to reveal  
6 individual students here. That's what I think the intent is,  
7 because a quote "the schools know who these people are".

8                   So in order to get -- in order -- how would  
9 you verify that they, in fact, went through the same -- and  
10 I know suppression is a real problem in our area. How would  
11 you verify that they, in fact, did that suppression before  
12 they shared that information with the schools?

13                   MS. BYANAN: If it's the data that they have  
14 received from us, under our contract, we would look -- we  
15 would have the ability to look at whatever they share with  
16 anybody. Keep in mind that some of this research is being  
17 done directly with the schools, and that's -- that's --  
18 we're not involved in that contractual arrangement, so that  
19 would be between them and the schools. That's the --

20                   MR. DURHAM: May I interrupt and just ask a  
21 question. Would they be able to marry in some way the data  
22 we gave them anonymously with the data they got from the  
23 district which may not have the same protections that we  
24 have, and be able to do -- and be able to identify  
25 individual students, which would be in violation of state



1 law?

2 MS. BYANAN: And that question is the reason  
3 that we held it the last month, because when -- like you,  
4 when we saw the survey, we were concerned about the nature  
5 of it. It was not something we had any involvement in,  
6 because they have contracts and agreements with the schools  
7 and the districts, but our concern was that with that  
8 information, plus the other information that we give them,  
9 even if it's de-identified, they potentially could identify  
10 individuals. That's -- that's kinda where we are today.

11 We talked to them about that, and this is -- this is  
12 one reason we're bringing it through our person -- our PII  
13 process. Because there is the -- the possibility of that  
14 identification happening, we're taking it through this  
15 process. Otherwise, if it was totally aggregate, we wouldn't  
16 be -- (indiscernible) here.

17 MR. DURHAM: Yeah. We wouldn't be here if --

18 MS. BYANAN: Right.

19 MR. DURHAM: If they were asking for  
20 aggregated data and you could, in fact --

21 MS. BYANAN: Right.

22 MR. DURHAM: I mean, I think there's an -- an  
23 issue about resources and in dividing it as far as they  
24 wanted.

25 MS. BYANAN: Yep.





1 MR. DURHAM: But if they were willing to pay  
2 for that, or for the division, not for the data, they might  
3 be able to -- we could probably get them that. So thank you.  
4 I appreciate the commentary. I'm not the chair, but yes  
5 ma'am.

6 CHAIRMAN RANKIN: Can I just clarify that we  
7 -- the -- the official data that we'd receive from you will  
8 -- will only be used for the evaluation purposes, so we  
9 won't feed any of that data back to the schools. It's just  
10 to understand the outcomes of our study, and as we stated we  
11 would not -- we have no intentions of marrying the anonymous  
12 data with the official data.

13 We -- we answer different questions with the  
14 different data sets, and those will be kept separate. And we  
15 -- we would be willing to pay a fee to have the data  
16 aggregated.

17 MR. DURHAM: So then if you paid the  
18 appropriate fee then you wouldn't need the PII. You're  
19 willing to let us do it, pay us the fee, which I don't  
20 think'll be cheap, because I think when you're using as many  
21 variables -- I mean it, it probably costs us less than it  
22 would cost you to build this from scratch. But -- so you  
23 wouldn't need the PII and we could give you the information,  
24 if I understood exactly what you just told me.

25 MS. MATTSON: If we get the outcome data by



1 the demographics that we are requesting, then that would be  
2 acceptable. Is that -- is that --

3 MR. DURHAM: Ah, thank you. Thank you, Madam  
4 Chair.

5 CHAIRMAN RANKIN: Are you -- are you still  
6 (indiscernible) you still have the floor.

7 MR. DURHAM: Well I -- I -- I think the --  
8 I'm trying to think the -- the answer to the question is  
9 that they don't need the PII, and they just said they don't  
10 need the PII, and that they can purchase -- they can  
11 purchase whatever they need from us, and -- and we can give  
12 them whatever it is they wanted. Unless there is some other  
13 purpose that they haven't yet told us about.

14 MS. MATTSON: I'm sorry, we don't have any  
15 other purpose. But I do need the individual level data, so  
16 that we can answer the questions about the impact of the  
17 model by demographics, so I do need the individual level  
18 data, and we're happy to pay time for providing that data  
19 for us.

20 MR. DURHAM: Alright, well let me -- let me  
21 go back. If we massage the data in exactly the same way you  
22 tell us you're going to massage it, exactly what is it  
23 you're not getting that you want?

24 MS. MATTSON: The outcome level data by  
25 demographics.



1 MR. DURHAM: That's what she said she would  
2 give you. Ms. Byanan just said she would give you that.

3 UNIDENTIFIED VOICE: What do you mean by  
4 "outcome level"...

5 CHAIRMAN RANKIN: Wait. Mr. Durham has the  
6 floor. Thank you.

7 MR. DURHAM: Did I misunderstand, Ms. Byanan?

8 MS. BYANAN: No. I -- it -- what I was gonna  
9 add is I'm not a researcher, so there -- there may be some -  
10 - there may be a lot of factors here that I'm not aware of.  
11 So, I mean, we can aggregate data. If they give us the  
12 business rules, we can definitely do that. I just don't know  
13 what all those rules are, so we would have to work with them  
14 to, to see what it is they need. But, you know,  
15 technologically we could -- we could do that.

16 MR. DURHAM: No. I would say unless they're  
17 magicians they can't do anything you can't, because unless  
18 they can make something appear, or disappear. It's, you  
19 know, we're offering them everything they want, probably  
20 cheaper and easier than they can do it themselves, and  
21 that's still not adequate. Which I keep getting back to the  
22 question, if we can answer all the questions for you, and  
23 give you the outcome data, or whatever the heck it is you  
24 want, we can do that; why is that inadequate?

25 MS. MATTSON: We can't answer the questions



1 with aggregate level data.

2 MR. DURHAM: We're not -- you have stated if  
3 -- if you have stated once, you've stated a dozen times you  
4 want to know the effect of your programs on groups, on  
5 various groups. You haven't said you wanted to know the  
6 effect on any individual. If you want to know the effect on  
7 an individual, you need to say so.

8 MS. MATTSON: We -- we need the -- the data  
9 at the individual level to answer these questions.

10 MR. DURHAM: And Ms. Byanan will answer these  
11 questions for you by analyzing the data on an individual  
12 basis. What is the difference?

13 MS. MATTSON: I believe she said she would  
14 aggregate the data for us. I need the data at the individual  
15 level.

16 MR. DURHAM: Excuse me, but by definition  
17 when you're asking about statistics relative to race it is  
18 by definition aggregated, unless there's only one minority  
19 member of the community.

20 MS. MATTSON: That's not how it works in the  
21 -- in -- in a statistical data file for us to be able to  
22 answer the questions by -- by demographics.

23 MR. DURHAM: This is mathematics, and there's  
24 only one way it can work. And if we can do it, you don't  
25 need to do it, and if we can't do it, you can't do it. So



1 what -- there's -- there's something -- I mean, this is --  
2 this is computer programing questions. It doesn't have  
3 anything to do with -- we'll give you any -- any aggregation  
4 you want that -- that you wanna pay for. We'll tell you whom  
5 it works for, who it doesn't work for. We can give you all  
6 that, but I think what we're into is "We want the data and  
7 we've said we want the data and we're gonna make you give us  
8 the data." Because there's some magical thing that you can  
9 produce that we can't.

10 MS. MATTSON: We're requesting this  
11 information because it's important to understand the effects  
12 of the model by demographic characteristics, and we can't do  
13 that unless we have the data by -- at the individual level,  
14 not aggregate.

15 MS. BYANAN: I think I heard the phone I --  
16 I'm sorry.

17 MR. DURHAM: Alright, Madam Chair. I -- I  
18 don't think I need to go through the -- at this point the  
19 value of what I think this information will be once you  
20 learn it. Either this is -- this is soft science, at best.  
21 I, you know, I'm not surprised to see that the federal  
22 government would spend 6.2 million dollars on a program like  
23 this given what kinds of stuff they spend money on, but I  
24 think this will be of little or no help to anyone. We are  
25 now 18 years after Columbine, you know, we -- you would



1 think that he -- there have been a number of studies of  
2 that. I presume that there is -- there are -- the literature  
3 is voluminous, that great deal could be learned from the  
4 studies that have already been done, and this -- what you're  
5 doing here, has little, if anything, to do with that  
6 incident other than a -- you managed to get a program which  
7 won't die started at that time, and it's still here.  
8 So I'll -- I'll yield to the motion, unless anybody else has  
9 comments.

10 CHAIRMAN RANKIN: Thank you, Board Member  
11 Durham. Board Member McClellan.

12 MS. MCCLELLAN: Thank you, Ms. Rankin, thank  
13 you so much for providing answers to all of the questions  
14 today and for your patience in hanging in there and  
15 answering all of our questions. I just want to express that  
16 I am not comfortable placing our staff in the middle of a  
17 research program that they are not -- they are not research  
18 associates at the University of Colorado at Boulder, and I  
19 don't wanna force them, or shoe horn them, into that  
20 position, because I know that data analysis is an -- I'm not  
21 a professional researcher, but I take it that data analysis  
22 is a central and critical component to the research process.

23 So I'm not comfortable shoe horning our  
24 professional Department of Education staff into the middle  
25 of that process. That would be a whole separate discussion,



1 and I'm not sure that's one that -- I'm not sure that's a  
2 path that I wanna go down.

3 I am comfortable with the protocols as you've  
4 described them with respect to the ability to opt out, as  
5 well as the protocols for informing parents of their rights,  
6 and informing students of their right and for the  
7 protections of privacy for individual students. And so I  
8 will be voting consistently to support your request for this  
9 data. And with that, unless someone else has any additional  
10 comments, I hope we can move forward with a vote. And I  
11 would remind, as a point of information, that the motion on  
12 the floor is a motion to deny. I will be voting "no" on that  
13 motion, because I am supportive of providing you with this  
14 data.

15 CHAIRMAN RANKIN: Are there any further  
16 questions? If not, there is a motion on the floor. Ms.  
17 Cordial, I did not repeat the motion. Would you like me to  
18 do that at this point?

19 MS. CORDIAL: Sure, that would be wonderful.

20 CHAIRMAN RANKIN: The motion was made by  
21 Board Member Mazanec to deny the research request from Safe  
22 Community -- Safe Schools. We had a second with Board Member  
23 Durham. Ms. Cordial, please call the roll.

24 MS. CORDIAL: Board Member Durham.

25 MR. DURHAM: Yes.



1 MS. CORDIAL: Board Member Flores.  
2 MS. FLORES: No.  
3 MS. CORDIAL: Board Member Goff.  
4 MS. GOFF: No.  
5 MS. CORDIAL: Board Member Mazanec.  
6 MS. MAZANEC: Yes.  
7 MS. CORDIAL: Board Member McClellan.  
8 MS. MCCLELLAN: No.  
9 MS. CORDIAL: Board Member Rankin.  
10 CHAIRMAN RANKIN: Yes.  
11 MS. CORDIAL: Board Member Schroeder.  
12 CHAIRMAN SCHROEDER: No.  
13 MR. DURHAM: Okay, now we're gonna have  
14 another motion, and we're gonna have extensive discussion on  
15 that motion.  
16 CHAIRMAN RANKIN: Thank you, Mr. Durham.  
17 Board Member McClellan.  
18 MS. MCCLELLAN: Thank you. Do I refer to you  
19 as Madam Chair if you're filling in?  
20 CHAIRMAN RANKIN: Vice Chair.  
21 MR. DURHAM: You do.  
22 MS. MCCLELLAN: Vice Chair, Madam Vice Chair.  
23 MR. DURHAM: No, you refer to her as Madam  
24 Chair.  
25 MS. MCCLELLAN: You say "Chair" while she's





1 filling in the position of chair?

2 MR. DURHAM: Yes, that's correct.

3 MS. MCCLELLAN: Thank you, Mr. Durham. Thank  
4 you, Madam Chair. I move to approve the research request  
5 from Safe Communities -- Safe Schools.

6 CHAIRMAN RANKIN: That is a proper motion. Do  
7 I have a second?

8 MS. FLORES: I second that.

9 CHAIRMAN RANKIN: Second was made by Board  
10 Member Flores. Do we have a discussion?

11 MR. DURHAM: Thank you, Madam Chair, yes. I  
12 have an -- I would like to request a 5-minute recess, and I  
13 would move for a 5-minute recess.

14 MS. SCHROEDER: Mr. Durham, could I -- could  
15 I make a suggestion for -- before we follow through on this?

16 MR. DURHAM: Certainly.

17 MS. SCHROEDER: I've been -- I've been  
18 following the discussion. I am troubled that the researcher  
19 is unable to give an example as to why your recommendation  
20 does not work. I understand her position that it won't work,  
21 but I don't understand why. And even though we're not  
22 professional researchers, I think there ought to be a  
23 possible example that tells us why they need the PII as  
24 opposed to the aggregated data. So I'm wondering if we can  
25 consider holding this over to the next meeting, and give



1 this research group an opportunity to explain this to what  
2 we are, which is lay people, because that oughta be -- in my  
3 opinion, that oughta be possible.

4 CHAIRMAN RANKIN: Board Member Durham.

5 MR. DURHAM: Thank you -- thank you, Dr.  
6 Schroeder. I certainly agree. I mean, I've asked the  
7 question as many ways I can think of and I'm -- I'm sure my  
8 frustration more than shows through, because you are  
9 correct. There simply is no answer to this point about what  
10 they can do that couldn't be done for them without exposing  
11 the personally identifiable information of quite a number of  
12 thousands of students to one more holder, one more potential  
13 hack, and so --

14 Now I'm -- I'm likely to vote against this  
15 request just on the grounds that I don't think it's worth  
16 6.2 million dollars of anybody's tax payer's money, but that  
17 --

18 MS. SCHROEDER: That's a different -- that's  
19 a different issue.

20 MR. DURHAM: That discussion can take place  
21 at another point. But if -- I would support a motion to lay  
22 this over indefinitely, or longer, if you wanted.

23 (Laughter)

24 MS. SCHROEDER: I would -- can I make a  
25 motion to lay this over to the next meeting?



1 CHAIRMAN RANKIN: I think we already have a  
2 motion on the floor.

3 MS. SCHROEDER: And in the mean time -- in  
4 the mean time we would actually have some clarification,  
5 because I would agree with Mr. Durham that it was not clear  
6 why the aggregation would not give the necessary information  
7 to the researchers.

8 CHAIRMAN RANKIN: Madam Chair, I concur,  
9 although we have a motion on the floor, so I --

10 MR. DURHAM: Perhaps the mover and seconder  
11 would like to withdraw the motion, or we'll continue  
12 discussion, whichever they'd prefer.

13 CHAIRMAN RANKIN: Board member McClellan?  
14 Ball's in your court.

15 MS. MCCLELLAN: I'm capable of counting to  
16 four, I will withdraw my motion at this time.

17 MR. DURHAM: Second agree, Dr. Flores?

18 CHAIRMAN RANKIN: Board Member Flores, do you  
19 agree -- agree?

20 MS. FLORES: If we give a specific time when  
21 we will bring this again, and I say we bring it back in  
22 November.

23 MS. SCHROEDER: And before November a clear,  
24 written explanation example what would work with the  
25 aggregated data and what would not work with the aggregated



1 data. And I would love to have that in the next couple of  
2 weeks. Is that reasonable?

3 MS. FLORES: And may I also add that it would  
4 also be for lay people who don't understand empirical  
5 research. That it be done --

6 MS. SCHROEDER: Agreed.

7 MS. FLORES: Thank you.

8 CHAIRMAN RANKIN: So the motion is on the  
9 floor to put this off until November, with a response coming  
10 in, in the next two weeks, in lay man's terms as to exactly  
11 what is requested. Does everyone agree on that? Please,  
12 anyone disagree?

13 MS. SCHRODER: Yep.

14 CHAIRMAN RANKIN: Geez.

15 MS. MAZANEC: Nope, nope --

16 UNIDENTIFIED VOICE: No, she meant to agree.

17 MR. DURHAM: She agreed.

18 CHAIRMAN RANKIN: She meant to agree. Okay,  
19 so we'll put this off until next month. Okay.

20 MS. SCHROEDER: Alright. I'm at the airport.  
21 I'm checking out guys.

22 CHAIRMAN RANKIN: Bye.

23 MS SCHROEDER: Bye.

24 CHAIRMAN RANKIN: So the next thing on the  
25 agenda -- pretty much the last thing, is -- are the board



1 reports, so Ms. Goff, do you have a board report for the  
2 last month?

3 MS. GOFF: Ms. Byanan, can I also ask Ms.  
4 Byanan can we get the survey sent to us again maybe by e-  
5 mail? Marsha?

6 MS. BYANAN: Yes.

7 MS. MAZANEC: Can we get that survey sent to  
8 us again by e-mail? Because I was looking in the August, I  
9 haven't been able to find it in the August agenda.

10 MS. BYANAN: (indiscernible)

11 MS. MAZANEC: It might be good, that way we  
12 have everything. Alright, thanks.

13 CHAIRMAN RANKIN: Ms. Goff.

14 MS. MAZANEC: What are we doing?

15 CHAIRMAN RANKIN: We're doing board reports  
16 and list off.

17 MS. MAZANEC: She can't read her notes  
18 anymore, she spilled her coffee on it.

19 MS. GOFF: Thank you. I've been -- I'm gonna  
20 make this brief. I've been doing some presentations to a  
21 variety of community -- community groups, clubs,  
22 organizations and so forth. Feedback is, and I know others  
23 of you have been doing similar things, but the general  
24 feedback is that it's much appreciated. I don't know that  
25 people, it's a balance sometimes, you know. You either play



1 it low key, or you play it high key, and somewhere in the  
2 middle there's a good balance.

3                   But people do appreciate the information  
4 coming from us about policy with which we deal directly. And  
5 I -- it's helped me sort of focus and crystalize and refine  
6 the types of topics that I try to go into, and in my case, I  
7 always plan for more than is actually completable, so  
8 conversations go their way. But I do encourage you, if you  
9 get an invitation, to take part. No matter what size or at  
10 what level those groups are. I've been --

11                   Specifically, Kiwanis and rotaries and things  
12 like that, but also I have, I guess, kind of a standing date  
13 with the Osher Lifelong Learning Institute, which comes out  
14 of the University of Denver, so they have different  
15 chapters. One of them is in Jefferson County and I have been  
16 there a couple times. It's a delightful experience. And they  
17 are -- these people are in tuned and yet they don't know all  
18 of it, so it's always enlightening for everybody.

19                   I did go to a CASB Regional Meeting when they  
20 brought the locals together in similar regions, so our --  
21 our kind of metro area one is region 5, was pretty well  
22 attended. I thought maybe there'd be more -- more local  
23 board members there, but it was -- that was another example.  
24 It's a good, fruitful, opportunity to get some things out on  
25 the table and -- and talk to folks and hear what they're



1 thinking about which is -- that's always helpful.  
2 The Gifted -- my voice does that every time I say that  
3 phrase. Psychological connection to my, I don't know,  
4 teenage gifted education years, I don't know. GSAC, Gifted  
5 Education State Advisory Committee. Last meeting they --  
6 they're in doing sort of parallel work with what we're  
7 talking about right now in a -- in a way. Setting goals,  
8 targets, what they hope to achieve as a strategy planning  
9 group and in the way of professional development, and they  
10 talk a lot about needs around professional -- professional  
11 training. You know, just like any other part of our system  
12 of kids and teachers; it's an interest -- they're concerned  
13 about teacher shortage in general, because that chain  
14 reactions along and impacts their available numbers and  
15 people who are in the works for endorsements or  
16 certifications in that area, too. But districts are gearing  
17 up. Generally a good, healthy, forward-looking attitude  
18 about this school year. And, you know, encouragement around  
19 how -- how kids are gaining access and yet they still  
20 recognize all of the challenges we all share.

21                   And I had the pleasure of observing and  
22 celebrating and sending my mother on a continuing path of  
23 vivacity after her 90th birthday. The -- the woman is pretty  
24 amazing, and if I make it as long as she has already I will  
25 consider myself blessed.



1 CHAIRMAN RANKIN: That's great.

2 MS. MAZANEC: Well you're blessed.

3 CHAIRMAN RANKIN: Thank you, Ms. Goff.

4 MS. GOFF: You're welcome.

5 CHAIRMAN RANKIN: Ms. Mazanec, do you have...?

6 MS. MAZANEC: My -- my board report is that I  
7 became a grandmother again on September 26.

8 (Chorus of "awe.")

9 MS. MAZANEC: That's it. I now have a  
10 grandson and a -- a granddaughter and all is well.

11 MS. GOFF: That's great.

12 CHAIRMAN RANKIN: Congratulations. Ms.  
13 McClellan?

14 MS. MCCLELLAN: I cannot possibly top that.  
15 That is wonderful. I had a considerably quieter and less  
16 eventful month than Ms. Mazanec, but I did enjoy meeting  
17 with stake holders. We were hosted at the Anschutz Campus,  
18 and we met with stake holders from the Aurora public  
19 schools, and I wanna thank Commissioner Anthes for her  
20 generosity in coming out and spending the morning with stake  
21 holders in Congressional District 6 in APS, and it was a  
22 pleasure to address them, and -- and take their questions as  
23 well last month.

24 I also met with stake holders in Highlands  
25 Ranch, and then we had a great experience, as Ms. Goff





1 shared, at the CASB, District 5 meeting, and I was able to  
2 meet with a number of board members for the local boards  
3 whose districts coincide with my own.

4                   And then we also got to hear a nice update  
5 from Representative Young at that same meeting, so it was a  
6 great night, and looking forward to more constituent  
7 meetings in the month to come. So thank you very much.

8                   CHAIRMAN RANKIN: Thank you. Board Member  
9 Flores.

10                   MS. FLORES: Thank you. I've had the pleasure  
11 of attending several -- I guess they -- they would be a  
12 question and answer forums for board members that are  
13 running for the school board in Denver, and they've been  
14 very, very interesting. I mean, it gets me to kind of know  
15 the -- the various districts and -- and such, and what those  
16 people are thinking and what they think about the various, I  
17 guess, schools and -- and education in general.

18                   Also, I am very lucky that I have a policy  
19 group, an education policy group, that I meet with every  
20 month, and in a sense it -- it just gives me kind of an --  
21 an idea what these different people from -- from the -- now  
22 this is not the congressional district, this is just the  
23 Denver Dems, and one of the things that came up is -- I -- I  
24 don't know, there was a group from Aurora, and this was a --  
25 a question that I guess I -- I shared with our Commissioner,



1 and that was about why the Board is asking for information -  
2 - parent information, when kids are coming to school and  
3 being picked up, when there is a big issue with people  
4 giving their address and such, because of DACA, the issue  
5 with DACA.

6                                   And so Aurora has been -- I just wonder how  
7 you could just have attendance and have maybe aunties and  
8 uncles pick kids up, and I know -- I know this is hard  
9 without being able to, you know, give all that information.  
10 And you can think about it.

11                                   The other thing is that one of the things  
12 that we -- our policy group. This is the policy group in  
13 general, with Social Justice and such -- were asked by the -  
14 - another group -- another policy group, we're asked by the  
15 Denver Mirror to help them with the DACA -- the DACA issue.  
16 And so how -- how we could work with -- with making it safe.  
17 With making Denver safe for everybody, and safe, especially,  
18 for kids to go to school. And so this is a -- there's a lot  
19 of people out there that are -- a large number of people in  
20 our community which are scared, and are -- are having  
21 problems, you know, because of this whole DACA -- DACA  
22 issue, and also the immigration. Immigration in general.  
23 Thank you.

24                                   CHAIRMAN RANKIN: Thank you. Board Member  
25 Durham.



1 MR. DURHAM: Thank you, Madam Chair. Couple  
2 of things; one, Dr. Anthes, I did have a chance to read this  
3 entire study from the Center for Research on Education  
4 Outcomes that the board did vote, and I actually voted in  
5 favor of providing the data for this particular study. I  
6 thought it was -- it was very -- very interesting, and I  
7 think it's worth probably the -- it's 100 and some pages  
8 long, so I hate to suggest everybody read it, but I -- I  
9 would like to ask Dr. Anthes to have a member of staff go  
10 over it and -- and I at least would need to meet with a  
11 staff person about the -- see whether their interpretation  
12 study was as -- what I thought it was, and if so then at  
13 some point in time maybe we could have a presentation to the  
14 board on the outcome. Since it used Colorado data, number  
15 one. And number two -- so which proves I can vote for a data  
16 release, just for the record.

17 Number two, I wanna talk about an article in  
18 "Chalkbeat" today, which you hate to overly characterize  
19 things, but the headline at least constitutes fake news, and  
20 it's "Colorado bows to federal pressure, adopts second  
21 school quality system that penalizes schools for testing  
22 opt-out".

23 Now let me say -- let me say that that was  
24 not at all the result of yesterday's vote. Yesterday's seven  
25 to nothing unanimous vote was a vote that provided maximum



1 protection for Colorado schools, because they will not be  
2 penalized in anything that matters; funding, ability to  
3 apply for funding, access, ratings, any of that thing. They  
4 will not be penalized in any way for opt -- for parental  
5 opt-out and nonparticipation.

6                   The -- there will be a separate record  
7 transmitted to the federal government which, given the way  
8 the federal government manage to work, it'll probably find  
9 its way to some bushel basket turned upside-down without a  
10 light on the inside, and I think if this department treats  
11 the data with that particular federal data with the  
12 deference it deserves it will have no consequence whatsoever  
13 to Colorado schools, Colorado school districts, or Colorado  
14 school children.

15                   The objective of at least my vote yesterday  
16 was to protect parents and students from retaliation by  
17 schools and school districts that thought they might be  
18 penalized in some fashion for nonparticipation, and to  
19 discourage that behavior.

20                   And I think a number of things that happened  
21 since we've -- since we visited this issue first in 2015, as  
22 this article references. The most important thing that has  
23 changed is the legislature passed a statute making it  
24 unlawful for any school official, administrator, teacher, so  
25 on, to punish or withhold, or deny a student anything for



1 not participating in the test based on a parental opt-out.  
2 That statute's important, because its violation constitutes  
3 unethical conduct, unethical conduct is a violation of the  
4 license of the particular professional. So I -- I don't  
5 believe we'll have those same problems in the future. I  
6 dispute the article and the headline as being worse than  
7 misleading. It may -- it may encourage some school officials  
8 to commit illegal acts, and they should be advised that they  
9 are obligated to obey Colorado law and not in any way  
10 pressure students or parents to take any of the tests. So  
11 members of this board may have different opinions on whether  
12 they should or shouldn't, and we're all free to express  
13 those opinions, but -- but I -- I do think that it's safe to  
14 say that this article could have a potentially unfortunate  
15 negative consequence to some school officials.

16 CHAIRMAN RANKIN: Thank you, Board Member  
17 Durham. So I -- I have a report from my district and I would  
18 like to thank the 100s of people that are in the audience  
19 that have waited so patient -- so. Can we see the first  
20 slide? This is the actual fish that I caught, and this is  
21 the size. It didn't look that big last time, because it was  
22 a smaller picture, but I wanted to segue into my report, 23  
23 inches long. Okay, the next one.

24 So this is where we are, Denver, and then right there  
25 is where Carbondale is, and this is the trip that I took,



1 and I visited 10 different school districts. Now I have 57,  
2 so I have a ways to go. First one, down here in Montrose,  
3 was -- the Montrose was the Montrose Inner City School  
4 District. But before we get there I want you to look this  
5 next slide. This is what I had going over McClure Pass. Bizy  
6 can you do the next --

7                   Oops, there we go. And so if you didn't get  
8 out there, you can see some of the fall color that we had.  
9 It was beautiful day going over McClure. And then the next  
10 slide. These are the 10 districts that I went to. And I have  
11 to tell you, I've mentioned before, and today we talked  
12 about it a lot, how different our school districts are. And  
13 I've talked about the difference between the eastern plains,  
14 rural, and the western slope rural, and I was just amazed at  
15 how every school district is so very, very different.

16                   This first one here in Montrose, Stephen  
17 Schiell, he has been working in that district I think three  
18 years. Not very long. And they have a district STEM program,  
19 which he explained to me, and I started to understand what  
20 that is, and it started in the high schools and it's  
21 successful and it has been -- it will be brought into the  
22 middle school and the elementary school so that those  
23 students are prepared for the high school. Teachers are  
24 chomping at the bit to get to it.

25                   Steve Smith; he is a part-time



1 superintendent. He's only in Ridgway two or three days a  
2 week. He has a great staff that takes care of some of the  
3 things that -- that he isn't there for on the other days.

4                   Scott Panko -- I'm not gonna go through  
5 everyone, but this one really impressed me, because we  
6 talked -- today we were talking about the -- the graduation  
7 guidelines, and they have different types of pathways  
8 students can take. One of them is called the Honors Pathway  
9 and the -- the kids, the students, can sign up for that, and  
10 they have to get a score of -- what was it? Oh, I've got it  
11 wrote down. Wait, this is important, this is really  
12 important.

13                   Yeah, 1150 on their SAT in order to get this  
14 Honors endorsement on their diploma. And remember that our  
15 average in our state is, like, 2015 -- not that's not right,  
16 1015, so 1015 to 1150, I mean, they have put a stronger --  
17 but, but there's three other pathway students can go, too,  
18 so not everyone has to sign up for this, so that was rather  
19 interesting.

20                   Competency-based learning in -- in Dan  
21 Snowberger's district, and he needed 15 teachers. Remember  
22 how we -- we -- everybody needs teachers. They had a job  
23 fair, they had a booth with -- for teachers. 115 teachers  
24 went through and they were able to hire 15.

25                   MS. MAZANEC: that's wonderful.



1                   CHAIRMAN RANKIN: They had this Healthy Kids  
2 survey and it's an opt in, rather than an opt out. I had  
3 never heard of that before. And then I wanna show you, Brian  
4 Hankin's school. I think we'll go to Scott Cooper next.  
5 Bizy, can you go -- oh. I know what this is. This was Bruce  
6 --

7                   UNIDENTIFIED VOICE: (Indiscernible)

8                   CHAIRMAN RANKIN: Brian Hanson, right and  
9 Bruce Hankins. I get them mixed up, I'm sorry. This is Dove  
10 Creek, and that next picture is -- you won't know what this  
11 is, but I have --

12                   (Talking in background)

13                   CHAIRMAN RANKIN: It's a dinosaur bone, and  
14 if you look at right in that center that's the bone marrow,  
15 right there. And this -- he gave it to me. There are several  
16 there. There is -- so I'm gonna pass it around to everybody  
17 in the room.

18                   (Laughter)

19                   CHAIRMAN RANKIN: Okay, the next one, Bizy.  
20 Okay, this is -- this is Scott Panko had -- they just put a  
21 new front -- see that little part of the building that's  
22 been brought forward. That's all new, and that is a -- a  
23 small lockout, I guess you call it, where a parent, or  
24 anybody, can go in there, but they're not buzzed into the  
25 next door until they speak into the microphone and someone





1 on the inside lets them in, so we do have a lot of school  
2 safety built in out there.

3                   Next one. This is the oldest operating school  
4 in Colorado. It is 1909, oldest high school that's been in  
5 continuous use. Really a beautiful building. Really nice.

6                   MS. FLORES: So they had a high school before  
7 they -- in the '30s.

8                   CHAIRMAN RANKIN: This is Brian Hanson. Yeah.  
9 The next one, this is -- this CASB, my regional meeting, out  
10 in region 12, and that's in Cortez, and I was able to speak  
11 to that group. Next one. It's just another picture, it was a  
12 big dinner. That's Representative Rankin, he got to speak at  
13 that.

14                   And then going through the Dolores -- next to  
15 the Dolores River. I don't know if any of you have been out  
16 there, but this is one of the best kept secrets in Colorado.  
17 It's beautiful, the roads are very -- nobody's on them, so  
18 it's -- it's really a beautiful place. And we were there on  
19 a beautiful day.

20                   And then the next one. This was my very  
21 favorite all-time visit. I didn't get to Paradox Charter  
22 School, but it's all part of West End, and music is part of  
23 all of the curriculum. It's kind of a music charter school,  
24 and students start really early on the instruments. Next on,  
25 please.



1                   This is the celebration when the elementary  
2 school got off the clock, and there were about 200 community  
3 people came out. It was really, really amazing. Everybody  
4 was cheering for the students, and for the success that the  
5 school has had there. Next one, please.

6                   This one's for Katie. Katie, this teacher is  
7 on the Commissioner's Teachers Cabinet, and it's Denise  
8 Parritt, and I tried to get a picture with her, but  
9 Representative Rankin and -- and she were having -- he just  
10 took her over and they had a really great conversation.

11                   COMMISSIONER ANTHES: She's great. She's a  
12 teacher and the Vice Principal.

13                   CHAIRMAN RANKIN: Yeah, of the charter  
14 school. And then this is another picture of the picnic, and  
15 if you look back in there, next picture, this -- these are  
16 students from the Paradox School. This is the one senior,  
17 and he is also the School Body President, and he plays a  
18 mean guitar there. And the next one.

19                   UNIDENTIFIED VOICE: He's the only senior?

20                   CHAIRMAN RANKIN: Yeah. And the next one is  
21 Mike Epright; the Superintendent of Dove Creek, and  
22 everybody was wearing a t-shirt that said, "Worthwhile  
23 education promotes success." And I have to say that was a  
24 real highlight.

25                   From there I went to Gateway School as -- the



1 school in Gateway, which is part of Mesa, District 51, but  
2 in Gateway there's this auto museum and they have a huge  
3 assortment of very cool, antique cars, but this is the one  
4 that's worth 3 million dollars, and I just thought I'd put  
5 that in there for --

6 MS. FLORES: I'll take that in turquoise.

7 CHAIRMAN RANKIN: The next -- next slide;  
8 this is the Gateway School. There's 36 students in that  
9 school. There's the flag pole. At the end of the day the  
10 students gather around the flag pole and all 36 are out  
11 there. I mean, we're talking kindergarten through 12th  
12 grade, and they get to raise their hand and speak to tell  
13 what important thing they learned.

14 And one of the first-graders spoke about  
15 something -- we couldn't quite understand her, but she had  
16 colored something, and she was so excited about coloring,  
17 and everybody -- all 37 applauded. It was so cool.

18 And I have two more pictures just to show you  
19 fall in Carbondale and that was -- these were taken last  
20 Saturday. Isn't that pretty? And then the last one is just  
21 one tree. Yeah, I know, I live in a horrible place.

22 Thank you for indulging me at this late date.  
23 Thank you.

24 (Applause)

25 CHAIRMAN RANKIN: So is there any new



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1 business busy for next month, or anything we should...? We're  
2 dismissed.

3 (Meeting adjourned)

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3 COUNTY OF TRAVIS )

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12 IN WITNESS WHEREOF, I have hereunto set my hand  
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