CDE Meeting Agenda & Notes – TAP

Tuesday, November 17, 2026

Attendance

TAP Members Present

- Norman Alerta
- Jessica Alzen, PhD
- David Bahna
- Victoria Crownover
- Carol Eaton, PhD
- Debra Gustafson
- Ryan Marks
- Joshua Quick
- Laurie Rossback, EdD
- Benjamin Shear, PhD
- Julie Shue
- Susan Thomas
- Scott Weldon – TAP Chair
- Pamela Wong

TAP Members Absent

- Stefan Richarz

CDE Staff and Presenters

- Marie Huchton
- Joel Ignizio
- Anne Laesecke
- John Lyons, EdD – facilitator
- Anna Perkins, PhD
- B Sanders, PhD
- Luke Leiden – CU Boulder/CADRE (guest presenter)

Other Participant / Public Comment

- Tanya Alcaraz – Poudre School District

Meeting Logistics and Desired Outcomes

Meeting: Technical Advisory Panel on Longitudinal Growth (TAP)

Date and Time: November 17, 2026, 1:00–4:00 PM

Facilitator: John Lyons, CDE, Accountability Reporting Analyst

Meeting Objectives:

- Discuss national and Colorado WBL practices and receive panel feedback
- Discuss and receive panel feedback on recommended CCRBG numerator methodology

Agenda Items, Discussion Notes, and Next Steps

Welcome from Scott Weldon, TAP Chair

- Scott Weldon welcomed participants, reviewed meeting norms and invited TAP members to contribute perspectives; public comment was reserved for the close.

October Feedback Review

- October feedback supported counting qualifying AP/IB and concurrent enrollment regardless of Guaranteed Transfer status and excluding developmental education as the sole credit experience.
- Most respondents supported a three-credit CCRBG threshold, 12 or more high-school college credits for PSP without restricting named programs, and continued recognition of industry-recognized credentials; questions about rigor remained.

Purposes of Accountability and WBL

- Anne Laesecke connected WBL accountability to direct school/district involvement, quality, verifiable evidence, equity, and manageable reporting burden.
- Luke Leiden reviewed six states; recurring quality features included sustained engagement, training plans, employer partnerships, competency alignment, supervision, and evidence of learning.
- Discussion and chat raised questions about differing hour thresholds, rural and disability impacts, graduation credit, CTE alignment, and unintended consequences. The interstate review was exploratory, not an exhaustive policy inventory.

WBL Homework Sharing

- Six of eleven districts submitted descriptive WBL homework; support structures, activity definitions, and tracking practices varied, with limited rural representation.
- Chat emphasized geographic differences in rural access, employer availability, and district capacity. Members suggested additional rural outreach, potentially through the Accountability Working Group; further submissions were encouraged.

CCRBG Numerator Methodology – WBL

- Anna Perkins reviewed statutory requirements, draft quality assurances, and activity-specific eligibility for WBL in the CCRBG numerator; accountability criteria were distinguished from Sustain Fund and CTE rules.
- Members discussed whether structured on-the-job training should qualify, how internships and industry-sponsored projects are distinguished, employer participation and documentation burdens, and school involvement.
- Chat raised concerns that requiring employer agreements may restrict equitable access and favor the three-credit college pathway; members also asked about district-based internships, registered apprenticeship codes, and a possible CTE data-sharing agreement.
- CDE clarified that cumulative 60-hour WBL reporting across high-school years will initially be incomplete because the collection is annual; Sustain Fund hours must occur within a single school year.
- Preliminary 2025–26 data showed under 10% of grades 9–12 reported with 60+ WBL hours, with differences by student group and school context. CDE cautioned that these exploratory results reflect inconsistent first-year submissions.
- Members sought transparency about overlapping CCRBG pathways. CDE clarified that students count once in the combined numerator, while activity-specific WBL, college-credit, and IRC totals will also be reported.
- Draft requirements remained open for comments; no final TAP vote or binding methodology decision was recorded.

Meeting close and public comment

- Tanya Alcaraz (Poudre School District) advocated retaining qualifying on-the-job training, citing documented skills and structured pathways; CDE agreed to consider oral and written feedback.
- CDE will collect and share feedback, seek additional district examples, and distribute meeting materials (excluding restricted data slides). The December 8 meeting will continue CCRBG/PWR work, including IRCs and transition-program questions.

Break

10-minute break following WBL homework sharing.