



Meeting Norms

Stay focused and student centered | Listen actively, respectfully, and without judgment | Communicate with integrity
Honor board time with starting on-time and not being redundant | Limit sidebar conversations
Independent thought and one voice for decisions | Maintain confidentiality

AGENDA - WORK SESSION

Mancos School District Board of Education: The Mancos Public Schools Board of Education provides highly effective governance for our school's strategic student achievement efforts.

March 16, 2026

5:00 PM

HS Room #223 - Boardroom

1. Establish Quorum
2. Approval of Agenda
3. Review Norms
4. Strategic Plan
 - A. DAC Presentation Brief: Academic Outcomes, Accountability, and Innovation Plan Overview
5. Work Session Topics
 - A. Student Board Member Seats 2026-27
 - B. Resolution Proposal: SB26-135 State Public Education Funding
6. Admin
 - A. Calendar Review
 - B. New Topics and Agenda Proposals
7. Adjournment

 Team Driven Shared Leadership
 Data Based Problem Solving and Decision Making
 Comprehensive Screening and Assessment System
 Layered Continuum of Supports (LCS)- Evidence Based Practices, Instruction, and Interventions
 Family, School, and Community Partnerships

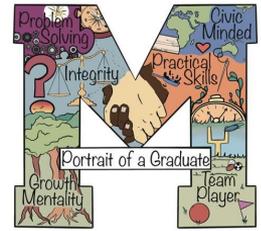


Academic Outcomes, Accountability & Innovation

DAC & BOE Presentation

March 2026

Accountability and Outcomes



KEEPINSPIRING.ME

“

**Accountability
is the glue
that bonds
commitment
to results.**

”

- Bob Proctor -

Mancos Schools

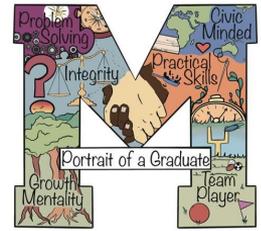
Mission Statement

In our partnership with community, we will foster positive, safe and rigorous learning experiences.

Mancos Schools

Vision Statement

Every student will graduate with a broad academic foundation which enables each to demonstrate the skills of critical thinking, problem solving, teamwork and independent judgment. All students will understand democratic principles and recognize their civic responsibilities, and will be capable of ambitiously and appropriately participating in an age of dynamic technological change within a global context.



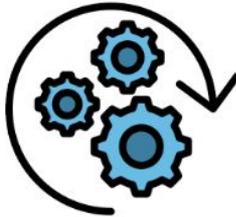
2025-26 District Goals



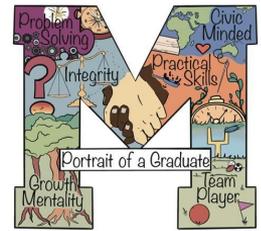
Healthy Community: We will cultivate a connected community where students, staff and families feel agency and belonging.



Engaging Learning: We will create learning environments that are rich with challenging, student-led learning experiences.



Cohesive Systems: We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.



Colorado State Standards



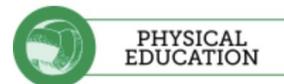
[Careers](#)

[Superintendents](#)

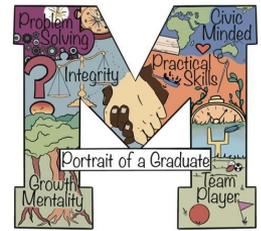
[About CDE](#)

[Content](#)

Content Areas



Assessment & CO Accountability Connection



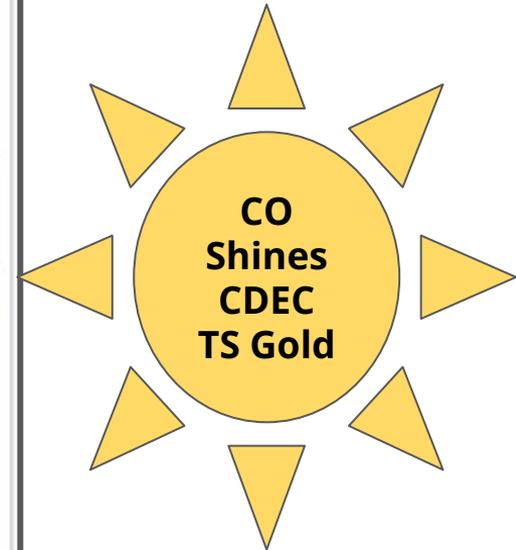
K-12

CMAS
PSAT
SAT

“PWR”

<p>ACADEMIC ACHIEVEMENT</p> <p>Average scores on state assessments</p> <ul style="list-style-type: none"> CMAS assessments in English language arts, math and science PSAT <p>For all students and disaggregated student groups</p>	<p>How Scores are Weighted for Elementary and Middle Schools</p> <p> ● Academic Achievement ● Academic Growth ● Postsecondary Readiness </p>
<p>ACADEMIC GROWTH</p> <p>Progress students make in their achievement on assessments from one year to the next. Growth is calculated on the following assessments:</p> <ul style="list-style-type: none"> CMAS assessments in English language arts and math PSAT and SAT ACCESS assessment for all students who are still learning the English language <p>For all students and disaggregated student groups</p>	<p>How Scores are Weighted for High Schools and Districts</p>
<p>POSTSECONDARY READINESS</p> <p>High school and district ratings depend on the following factors which represent how well schools are preparing students for college and the workforce.</p> <ul style="list-style-type: none"> Graduation rates Dropout rates Average scores on the SAT Matriculation into a college or career certificate program <p>For all students and disaggregated student groups</p>	

Preschool



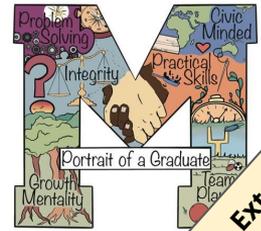
CO School Performance Framework



How does this translate to the classroom?



Assessment



Internal & External
Accountability

TYPE OF ASSESSMENT

FORMATIVE

- Frequent and ongoing
- Data informs short-term curricular and instructional planning



INTERIM

- Intermittent; however, administered once per year for Developmental Screenings
- Generally aggregate formative assessment data to reveal child growth on a smaller scale and inform short term curricular and instructional changes

SUMMATIVE

- Infrequent
- Data reveals "big picture" growth, and informs long term programmatic improvement



Informal (Authentic) and/or Formal (Standardized) Assessment Practices



Examples of Assessment:

Formative

(throughout)

- Rubrics
- Class discussions
- Checklists
- Questionnaires
- Journals/progress notes
- Self evaluations
- Observations
- Conferences /interviews
- Peer/self evaluations

Summative

(at the end)

- Rubrics
- Written tests
- Creative assignments
- Presentations
- Portfolios
- Written reports
- Projects/products
- Practical examinations
- Peer/Self evaluation





Examples of Assessment:

Formative

(throughout)

- Rubrics
- Class discussions
- Checklists
- Questionnaires
- Journals/progress notes
- Self evaluations
- Observations
- Conferences /interviews
- Peer/self evaluations

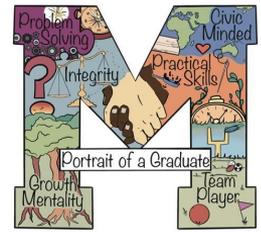
Summative

(at the end)

- Rubrics
- Written tests
- Creative assignments
- Presentations
- Portfolios
- Written reports
- Projects/products
- Practical examinations
- Peer/Self evaluation

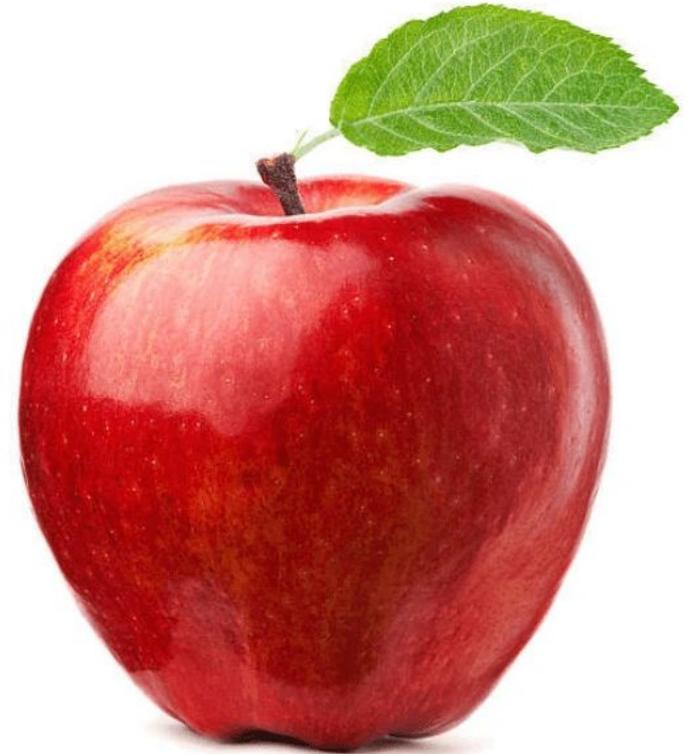
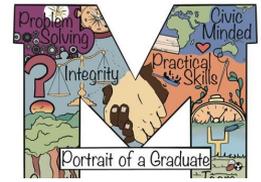


MELC - Whole-Child Development & Teaching Strategies GOLD

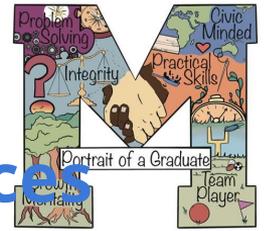


Preschool accountability looks different than standardized testing, but it is measurable, intentional, and data-informed.

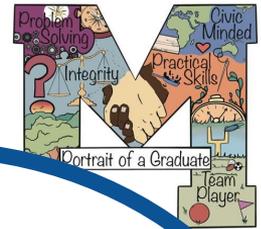
Do you like apples?



Young Children Learn Through Real Experiences



- Learning happens across many developmental domains at once
- Sensory exploration drives curiosity and language
- Play and investigation build problem solving and thinking
- Authentic experiences create observable learning



How We Measure Learning at MELC

Teachers document learning through:

- Observations
- Photos and work samples
- Conversations
- Documentation of play and problem solving

Three Checkpoints per year in TS Gold

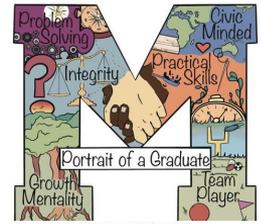
- Fall
- Winter
- Spring



Teaching Strategies GOLD is a nationally recognized assessment system used in high-quality early childhood programs across the country.

Student Growth Data

Programs: Mancos School District



Report Created: 03/10/2026

Created By: Tyra Hughes

Checkpoint Period: Fall 2025/2026, Winter 2025/2026

Summary Social-Emotional Physical Language Cognitive Literacy Mathematics

Below Expectations Meeting Expectations Exceeding Expectations

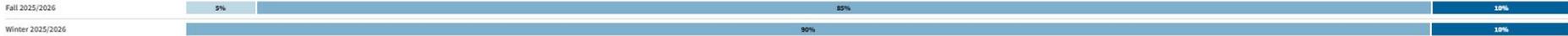
Social-Emotional



Physical



Language



Cognitive



Literacy



Mathematics



Accountability at MELC



MELC is **standards aligned**

Assessment is **intentional and structured**

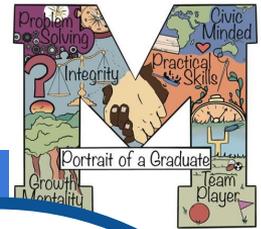
Preschool supports the **PK–12 learning continuum**

We use TS GOLD data to:

- track student growth
- identify strengths and gaps
- guide instruction
- support individual students
- communicate progress with families

In early childhood, accountability is measured through growth over time and ensuring children develop foundational skills.

Alignment with Colorado Academic Preschool



TS GOLD Objective

Skill Area

Colorado Preschool Standard

Objective 8: Comprehends Language

Listening & Understanding

Oral Language and Listening

Objective 9: Uses Language to Express Thoughts

Speaking & Communication

Oral Language Development

Objective 15: Demonstrates Phonological Awareness

Early Literacy

Reading Foundations

Objective 20: Uses Number Concepts

Mathematics

Number Sense

Objective 21: Explores Patterns & Measurement

Mathematics

Algebra & Measurement

Objective 11: Demonstrates Positive Approaches to Learning

Cognitive Development

Approaches to Learning

Teaching Strategies GOLD objectives align with the Colorado Academic Standards for Preschool, ensuring children develop foundational skills needed for kindergarten readiness.

Example of Authentic Assessment

█ pointed out that her winter jacket on the ground was covered in snow because someone threw snow at her. I told her to bring it to me, and I would help shake it off. She crinkled up her face, and said "no, it's cold." She looked around, grabbed a traffic cone, walked over to her coat and used the cone to scoop it up, and brought it to me.

TS GOLD Objectives

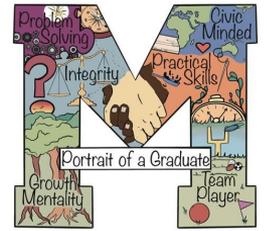
- 1c – Takes care of own needs
- 11c – Solves problems
- 11e – Flexible thinking

Aligned Colorado Preschool Standards

- Approaches to Learning – Problem Solving
- Approaches to Learning – Creativity and Flexibility
- Self-Regulation and Independence



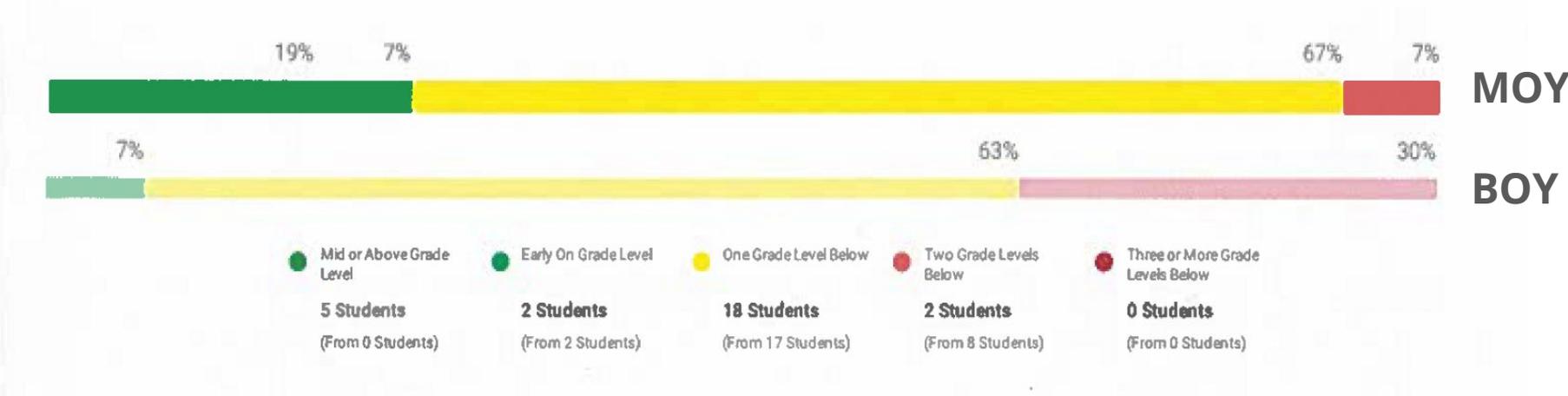
Questions?



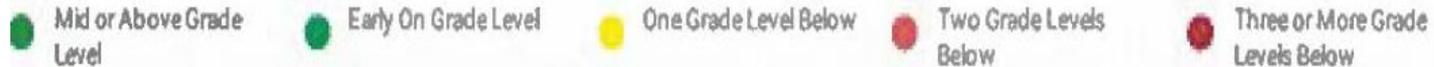
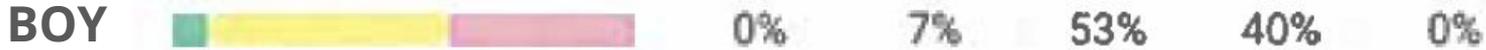
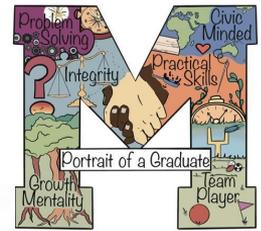
ES - i-Ready: Formative & Summative Assessment Data Dive



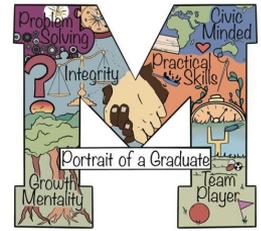
Over Placement



i-Ready = Individual Classrooms

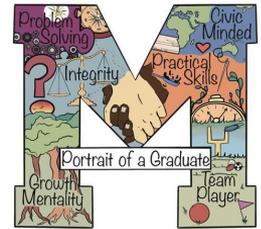


ES - i-Ready: Formative & Summative Assessment Data Dive



Example of Teacher Comment

- The i-Ready Math data reveals that while individual student effort has led to some remarkable successes, the current instructional system is not consistently facilitating growth for all learners, particularly those at the margins.
- Who is growing?
- Which students are ESS?
- I want to compare from beg of year to mid year.
- I think we could use this data to create our MTSS Tier groups.
- I need to use the individualized lessons more to reach everyone at their individual levels.



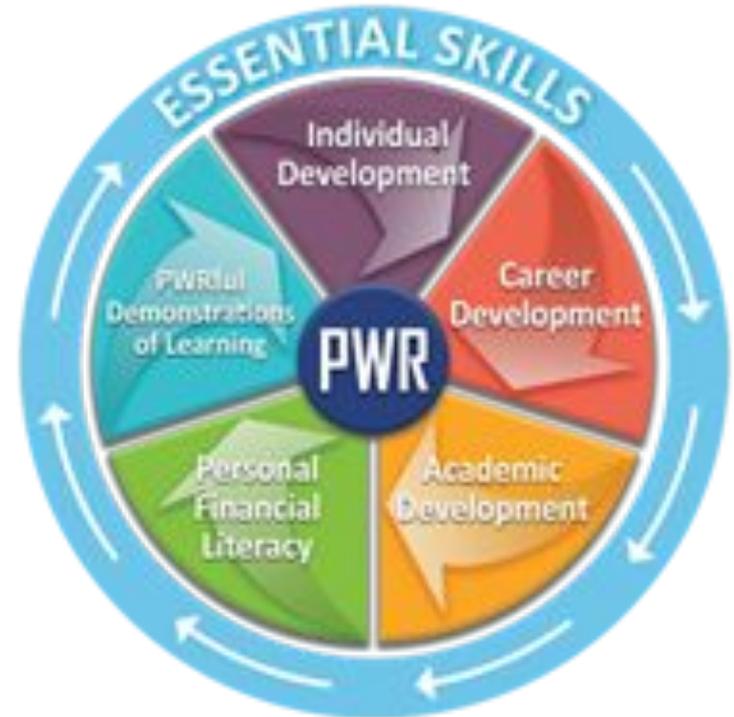
ICAP and PWR

Individual **C**areer and **A**cademic **P**lan

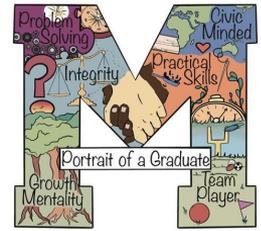
Postsecondary and **W**orkforce **R**eadiness

“ICAP is how we PWR.”

*Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens.**



Middle School ICAP/PWR – Explore

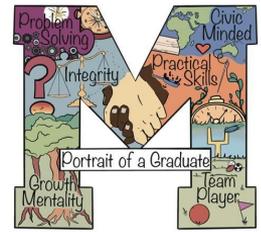


MS Career Exploration (8th) – ‘By engaging in this hands-on experience, students not only gain a deeper understanding of potential career paths but also develop a clearer sense of their own passions and aspirations.’

Exploratory Classes – “We aim to offer a range of subjects to our students, as an opportunity to try new things that they may not otherwise get to.”

Crew/Advisory (next year) – In development this year

High School ICAP/PWR – Develop & Refine



PCAP (Portfolio/Capstone) (9th) – Students learn “how to freshman” with skill enhancement such as Google Suite, general email etiquette, vetting and citing sources, and avoiding plagiarism in the age of AI. They then move into using the Defined Learning platform to begin building their eventual portfolio, take a career matching assessment, and work on a project that matches their skills and interests.

POG Studio (a part of Advisory) – One day a week, students work on something that has to do with their portfolio, PWR, ICAP, or Portrait of a Graduate competencies.

CTE Classes – Culinary, Business, and Health pathway classes allow students to explore these fields. Next year, we will offer three industry certification tests.

Work Study/Internship – juniors and seniors

Concurrent Enrollment – Students can earn college credit through certain courses, ie Comp 1 & 2, Creative Writing, Intro to Lit, Business Comms, Patient Care Tech

Menu of College and Career-Ready Demonstrations



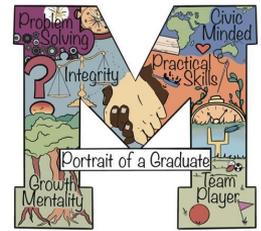
Local school boards establish high school graduation requirements that meet or exceed the Colorado Graduation Guidelines for the graduating class of 2021.

Local school boards and districts select from this menu to create a list of options that their students must use to show what they know or can do in order to graduate from high school, beginning with the graduating class of 2021. School districts may offer some or all of the state menu options, may raise a cut score on an included assessment and may add graduation requirements in other content areas.

Graduation Guidelines begin with the implementation of Individual Career and Academic Plans (ICAP): 21st Century Essential Skills, and Colorado Academic Standards for all content areas, including Civics.

Students must demonstrate college or career readiness in English and math based on at least one measure.

Districts have the authority to adopt the college and career demonstrations necessary to earn a standard high school diploma to accommodate for English learners, gifted student and students with disabilities.



MENU OF OPTIONS: This menu lists the minimum scores required.

ACCUPLACER

Class	ENGLISH	MATH
Classic	62 on Reading Comprehension OR 70 on Sentence Skills	63 on Elementary Algebra
Next Generation	ENGLISH 241 on Reading OR 236 on Writing	MATH 255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QA)

ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill levels.

ACT

ENGLISH	MATH
18 on ACT English	19 on ACT Math

ACT is a national college admissions exam. It measures four subjects – English, reading, math and science. The highest possible score for each subject is 36.

ACT WorkKeys – National Career Readiness Certificate

ENGLISH	MATH
Bronze or higher	Bronze or higher

ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students who score at the bronze level (at least 310 Applied Mathematics, Graphic Literacy and Workplace Documents), earn the ACT's National Career Readiness Certificate.

Advanced Placement

ENGLISH	MATH
2	2

AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).

ASVAB

ENGLISH	MATH
31 on the AFQT	31 on the AFQT

The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.

Concurrent Enrollment

ENGLISH	MATH
Passing grade per district and higher education policy	Passing grade per district and higher education policy

Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit and concurrent enrollment. An eligible concurrent enrollment course is: 1) the prerequisite directly prior to a credit-bearing course or 2) a credit-bearing course.

District Capstone

ENGLISH	MATH
Individualized	Individualized

A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a student's best work.

Industry Certificate

ENGLISH	MATH
Individualized	Individualized

Industry certificates are credentials recognized by business and industry. They are district determined, measure a student's competency in an occupation and they validate a knowledge base and skills that show mastery in a particular industry.

International Baccalaureate (IB)

ENGLISH	MATH
4	4

IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).

SAT: Scores updated for SAT (2016)

ENGLISH	MATH
470	500

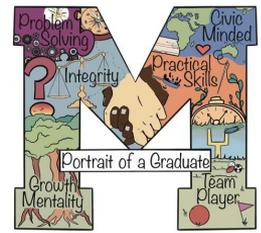
The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.

Collaboratively developed, standards-based performance assessment

ENGLISH	MATH
State-wide scoring criteria	State-wide scoring criteria

An authentic application of Essential Skills for Postsecondary and Workforce Readiness, through the creation of a complex product or presentation, (in development)

Colorado Department of Education's Menu of College and Career-Ready Demonstrations



Questions and Discussion

Classroom Practices *Outcomes & Accountability*

MSD Assessment & CO Accountability Connection



CMAS=

“Insufficient Data”

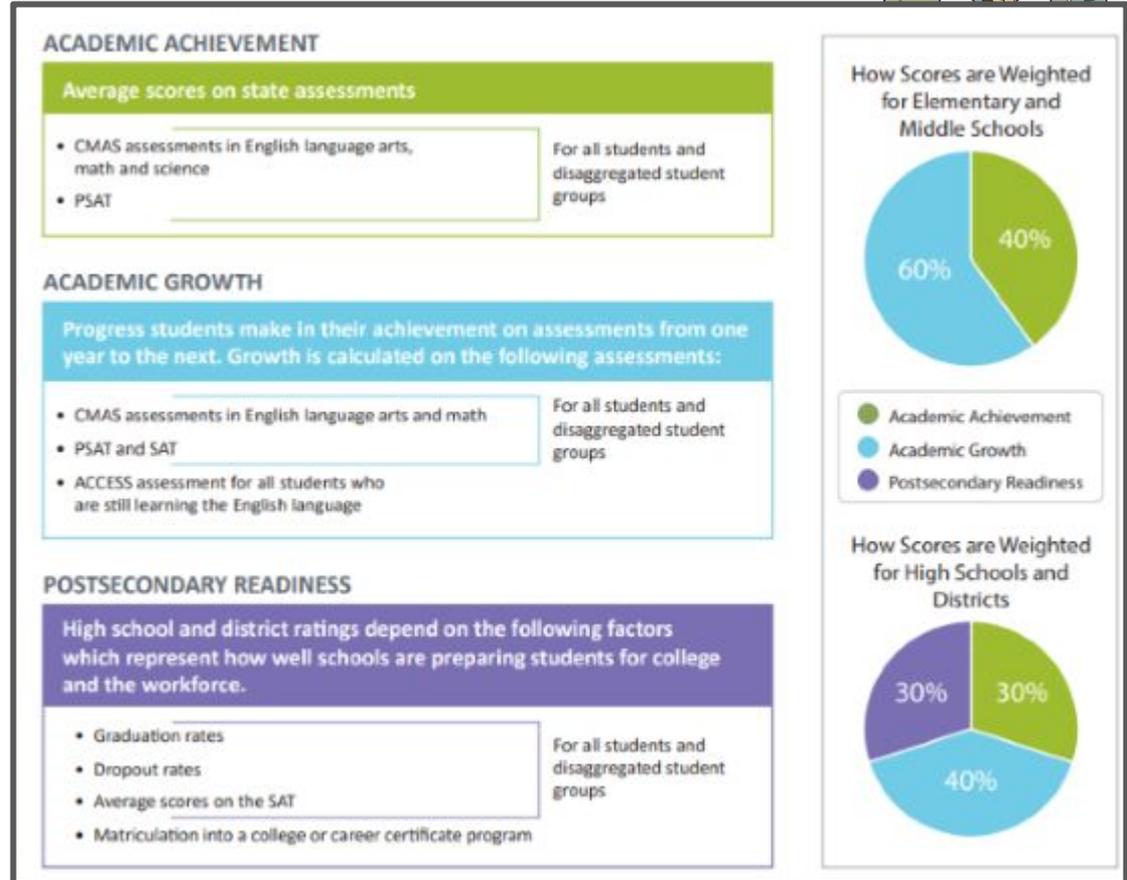
Lack of disaggregated data
(gender, socioeconomic,
race, language,
special education)

PSAT

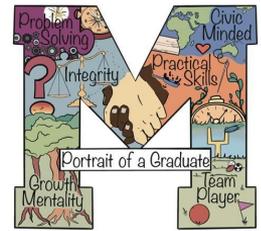
SAT

“PWR”

Possible changes from CO ahead.



Innovation Plan - 2016



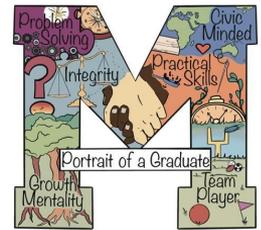
- **Teacher Qualifications and Hiring**

- **Purpose:** To increase flexibility for bringing in high quality candidates without a license
- **Waiver:** Ability to obtain license within 3 years of hiring date
- **Current status:** C.R.S. 22-60.5-205 - Significant updates to address teacher shortages in 2017, 2018, 2020, and 2022 and allow for multiple pathways for non-licensed teachers to be obtain a license while teaching.

- **Teacher Evaluation (Educator Effectiveness)**

- **Purpose:** To have a system that is high quality and efficient.
- **Waiver:** To use district-approved summative assessments (NWEA) in place of CMAS. Rationale: “Failure to provide results in a timely manner.”
- **Waiver:** To move to a 3 year evaluation cycle for non-probationary (3yr + experience in Mancos). Rationale: Language references time burden and critical that the state evaluation process does not accurately measure “great teaching practices.”
- **Current Status:**
 - Continue to use NWEA as an evaluation measure for student learning within the teacher evaluation process.
 - Continue to evaluate non-probationary teachers every three years.

Innovation Plan - Current Waivers



5446	Mancos Elementary School	2070	Mancos Re-6	12/15/2016
	22-2-112(1)(q)(I) 22-9-106	22-63-103 CCR 301-37	22-63-201 CCR 301-87(6.01)	22-63-203 22-63-402
5452	Mancos High School	2070	Mancos Re-6	12/15/2016
	22-2-112(1)(q)(I) 22-9-106	22-63-103 CCR 301-37	22-63-201 CCR 301-87(6.01)	22-63-203 22-63-402
5450	Mancos Middle School	2070	Mancos Re-6	12/15/2016
	22-2-112(1)(q)(I) 22-9-106	22-63-103 CCR 301-37	22-63-201 CCR 301-87(6.01)	22-63-203 22-63-402

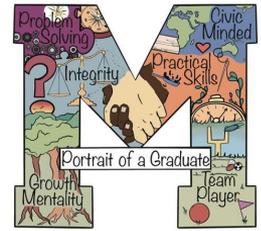
Statutes

- a. §22-63-201, C.R.S., (**Employment-license** required-exception)
- b. §22-63-402, C.R.S., (Services-disbursements)
- c. § CRS 22-63-203, C.R.S., (TECDA- **Requirements for probationary teachers, renewal and non-renewal**)
- d. § CRS 22-63-103, C.R.S., (TECDA- Definitions)
- e. § 22-9-106, C.R.S., (Local board duties concerning performance evaluations)
- f. § 22-2-112(1)(q)(I), C.R.S., (Commissioner Duties reporting **evaluation ratings**)

Regulations

- a. 1-CCR-301-37 (RULES FOR THE ADMINISTRATION OF THE **EDUCATOR LICENSING ACT OF 1991**)
- b. 1-CCR-301-87 (RULES FOR THE ADMINISTRATION OF A STATEWIDE SYSTEM TO **EVALUATE THE EFFECTIVENESS OF LICENSED PERSONNEL** EMPLOYED BY SCHOOL DISTRICTS AND BOARDS OF COOPERATIVE EDUCATION SERVICES)
- c. 1 CCR 301-87(6.04) (i), (A), (C) (2) (b, d, and e), and (C) (3) (a) – (REPORTING ON TEACHER EVALUATIONS)

“Innovation Zone”



Collection of schools PK-12, not three individual schools

Have an “Innovation Status” waivers as noted in previous slide.

No other special provisions can be added, unless we go through a waiver process.

Deeper dive needed - 10 yrs

Accountability Reporting & Communication



Unified Improvement Plan (UIP)

- Connected to Strategic Plan
- Using NWEA and other district-level assessments
- District UIP due to our small size

Consider alternative, more authentic ways to report.

EXPLORE SCHOOL & DISTRICT DATA



Go beyond the basics and get a closer look at any Colorado public school or district.

Search for a school or district:

[Browse Districts](#)



STATE
SNAPSHOT

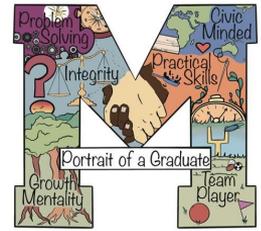


EXPLORE
FAQs



CONTACT
US

SCAP: Student-Centered Accountability Program

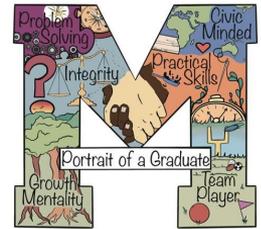


“The Student-Centered Accountability Program (S-CAP) is a collaborative, grassroots network improvement community originally driven by a diverse group of school district leaders representing 30 rural districts throughout Colorado. The group coalesced in 2015 around their common commitment to expand the State accountability system to reflect multiple measures in evaluating student learning to better reflect and communicate growth of the whole child in a meaningful, localized way.”

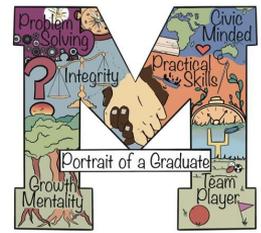


Student-Centered
ACCOUNTABILITY PROGRAM

Next Steps



- Continue data-cycles with teachers
- Strategic Plan foci in 26.27 - *Student-centered assessment*
- Monitor state level adjustments to School Performance Framework and assessment requirements
- Explore SCAP with faculty
- Grading and Reporting review for best practices and alignment



Discussion

Colorado's History of K–12 Funding Ballot Measures

Background on SB 26-135 and the Long Road to Stable School Funding

Overview

Education advocates and legislative sponsors recently unveiled [SB 26-135 “State Public K12 Funding”](#), a proposal that would divert taxpayer refunds under the Taxpayer's Bill of Rights (TABOR) to help fund the state's share of K–12 education. If the bill passes the Colorado General Assembly — which appears likely given broad Democratic support — it would go before voters at the November 2026 general election.

CASB is among the coalition of education organizations supporting the measure, which also includes the Colorado Education Association, Stand for Children, and the Colorado Children's Campaign.

The proposal is driven in part by the structural squeeze on Colorado's state budget, which is threatening to delay implementation of the new K–12 funding formula approved in 2024 and could revive the Budget Stabilization Factor (BSF) — the mechanism used for years to reduce state education funding below required levels.

How SB 26-135 Would Work

The bill — still subject to further amendment as it moves through the legislative process — would function as follows:

- For a 10-year period (budget years 2027–28 through 2036–37), TABOR taxpayer refunds would instead be directed to K–12 education through a mechanism called the "Positive Factor."
- Legislative staff analysts estimate approximately \$203.6 million would be distributed annually through the Positive Factor.
- These funds would be supplemental — outside each district's Total Program Funding (the school finance formula) — and could only be used for: increasing teacher pay, improving teacher retention, reducing class sizes, and expanding access to career and technical education.
- The measure is projected to reduce TABOR refunds by approximately \$817 million in the first year (2027–28), with varying amounts in subsequent years.
- After the 10-year period, revenues would revert to standard TABOR disposition for non-education spending.

Supporters draw a parallel to Referendum C (2005), which similarly allowed use of TABOR surpluses — for five years — to fund education, health care, highways, and police pensions.

A Long Record of Failed School Funding Measures

SB 26-135 is the latest in a series of proposals — stretching back more than two decades — in which education advocates have sought new revenue for K–12 schools. Every previous attempt to

increase general education funding through the ballot has been rejected by Colorado voters. The table below summarizes the record.

Year	Measure	What It Would Have Done	Mechanism	No Vote
2023	Prop HH	Modified local property taxes and created a new TABOR revenue cap, freeing funds for K–12	TABOR cap change	59%
2021	Prop 119	Increased marijuana taxes to fund out-of-school learning opportunities	Tax increase	54%
2019	Prop CC	Raised the TABOR cap; freed-up funds split between education and transportation	TABOR cap change	54%
2018	Amend. 73	Increased income taxes on higher earners and corporations; established Quality Public Education Fund for per-pupil and special programs funding	Tax increase	54%
2013	Amend. 66	Raised income tax rates to fund a new school funding formula championed by then-Sen. Mike Johnston	Tax increase	64%
2011	Prop 103	Raised state tax rates for five years to generate \$530M+ annually for K–12 and higher education	Tax increase	63%
2008	Amend. 59	Diverted TABOR refunds to K–12 education through a new distribution mechanism	TABOR diversion	54%

The pattern is consistent: proposals relying on income tax increases or TABOR diversions have failed across different political climates and economic conditions, with no-vote margins ranging from 54 to 64 percent.

When Colorado Voters Have Said Yes

The record is not uniformly negative. Colorado voters have approved education-related tax measures in more targeted circumstances:

- Proposition MM (2025) and Proposition FF (2022) both raised taxes on higher-income filers to fund the Healthy School Meals for All program.
- Proposition EE (2020) increased taxes on nicotine products; those revenues now serve as a primary funding source for Colorado's universal preschool program.

-
- Referendum C (2005) allowed TABOR surplus revenues to be retained and spent — for five years — on education, health care, highways, and police pensions. It also modified how the TABOR spending cap resets after economic downturns.
 - Amendment 23 (2000) established the constitutional requirement that base per-pupil K–12 funding be adjusted annually for inflation and enrollment changes.

The distinguishing factor in successful measures appears to be specificity of purpose and a dedicated funding mechanism, rather than broad general revenue increases or structural TABOR changes.

Other 2026 Ballot Measures to Watch

SB 26-135 would not be the only tax or finance-related measure Colorado voters could face in November 2026. Several additional proposals are in play, though none have yet qualified for the ballot:

- A proposal to restrict highway-related tax revenues to highway-related uses exclusively
- Creation of a graduated state income tax structure
- A requirement for voter approval of new government fees
- A reduction in the state income tax rate
- Tightening of TABOR voting requirements

The presence of multiple tax-related measures on the same ballot could affect voter attention and the political environment for SB 26-135.

Implications for School Boards

If SB 26-135 passes the legislature and proceeds to the November ballot, school boards should be prepared for questions from staff, parents, and community members about what the measure would mean for their district. Key points for board awareness:

- Funding would be supplemental to — not a replacement for — Total Program Funding under the school finance formula.
- Allowable uses are limited by statute: teacher pay, teacher retention, class size reduction, and career and technical education.
- The measure does not resolve the underlying structural budget pressures that could affect Total Program Funding in the near term.
- Colorado's ballot measure history suggests voter approval is not certain, even with broad coalition support.

CASB will continue to monitor the bill as it moves through the Appropriations Committee process and will provide updated analysis as amendments are considered. Members with questions should contact CASB Director of Public Policy and Advocacy Matt Cook, mcook@casb.org.