COLORADO
Department of Education
CDE

STATE AND FEDERAL ACCOUNTABILITY CROSSWALK: STAKEHOLDER ENGAGEMENT

Introduction to Stakeholder Engagement expectations in State and Federal Accountability systems

Meaningful Stakeholder Engagement requires structures and processes that ensure the ongoing collaboration and input of a variety of stakeholders who adequately represent the demographics and the needs of schools and districts. **Stakeholders include: families, students, educators, and community members.** State and federal expectations highlight the importance of stakeholder engagement (e.g., school leadership, teachers, parents, and other members of the community) throughout the school improvement process. Schools identified under ESSA (i.e., Comprehensive, Targeted Support, Additional Targeted Support) and/or under the state accountability system (i.e., Priority Improvement, Turnaround plan types) also have specific requirements for stakeholder engagement.

This document provides a crosswalk to identify and integrate stakeholder engagement activities that meet both State and Federal accountability requirements. The crosswalk illuminates how stakeholder engagement requirements under ESEA, EASI, and ESSA can be integrated and documented in the Unified Improvement Planning process, to create a comprehensive plan for stakeholder engagement that eliminates redundancy and maximizes time and effort of staff, families, and stakeholders. Aligning state and federal requirements in a systemic approach elevates stakeholder engagement practices beyond compliance in a cycle of continuous engagement and improvement and supports LEAs in meeting monitoring requirements.

Unified Improvement Planning and State Identification: Links and Acronyms	ESEA Consolidated Application: Links and Acronyms	Additional ESSA Requirements for Schools Identified under Federal Accountability: Links and Acronyms	Additional Requirements for EASI Program Grantees: Links and Acronyms
Unified Improvement Planning Handbook April, 2023 **Priority Improvement/Turnaround Supplement, August, 2023** **School and District Quality Criteria**	**ESEA Program Requirements**	**ESSA Improvement Planning Requirements**	**EASI Planning Document**
UIP: Unified Improvement Plan **QC:** Colorado Unified Improvement Planning Quality Criteria **State ID:** Schools and districts identified for Priority Improvement or Turnaround	**ESEA:** Elementary and Secondary Education Act Program Requirements in the Consolidated Application **ESEA SE:** Stakeholder Engagement Requirements **ESEA ID:** Stakeholder Notification and Delivery of Service Requirements **ESEA EP**: Evaluation and Program Impact	**ESSA:** Every Student Succeeds Act Requirements for schools identified for support and improvement **CS:** Comprehensive Support **TS:** Targeted Support **A-TS**: Additional Targeted Support	**EASI:** Empowering Action for School Improvement including federal programs of support and improvement for ESSA-identified schools

Stakeholder Involvement in Needs Assessment (or Diagnostic Review) and Program Evaluation

Stakeholder Engagement in conducting needs assessments, as required under ESEA, EASI, and Federal/State Accountability Plans can be met and documented in the Unified Improvement Plan, if all program requirements and assurances below are met and evident. A comprehensive needs assessment for ESEA Plans and Title School Plans must contain 3+ years of data, disaggregated by student group, with trends and priorities identified. This aligns with UIP requirements outlined in the UIP Assurances, in the Student Performance Priorities (SPPs), and in the SPP Evidence and Reasoning section. For schools identified under state and federal accountability, data and trends associated with the reason for the identification must be considered (as reflected in the Assurances). For EASI applicants, a comprehensive diagnostic review involving stakeholders is required to identify and prioritize needs, and improvement actions must be documented in the UIP. For additional guidance on ways to involve stakeholders in improvement planning visit the Office of Family School and Community Partnerships @ **Engaging Stakeholders in Planning.**

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Meaningful stakeholder engagement is expected in annually assessing and addressing school/district needs. Stakeholder engagement is appropriate and expected in reviewing high-level student, school, and district performance, describing notable trends, prioritizing performance challenges, and identifying root causes. **Additional Requirements for Stakeholder Engagement in K-3 Schools with Priority Improvement or Turnaround Plans include:** ● Early Learning Needs Assessment ● Actions Promoting Family Engagement: Promising Partnership Practices	Meaningful stakeholder engagement is required in the annual development and review of the Comprehensive Needs Assessment (CNA). Stakeholder engagement in the CNA is appropriate and expected in reviewing student, school, and district performance, describing notable trends, prioritizing performance challenges, and identifying root causes. CNA review must include stakeholders that represent district and Title I school demographics. **Additional information on** ESEA Program Requirements **for stakeholder engagement in the CNA:** ● Title I Schoolwide Program Plans (ESEA ID 1.12) ● Title I Schoolwide Program Evaluation (ESEA EP 1.1) ● Title IV Part A Needs Assessment (ESEA SE 4.1) ● Title IV Part A Program Evaluation (ESEA EP 4.1)	The CNA must be considered when developing improvement plans for ESSA Identified Schools (CS, TS, ATS) to meet additional requirements for a school level needs assessment and the evaluation of resource inequities. CNA review must include stakeholders and activities that align with the reason for the school's identification **Additional information on ESSA stakeholder engagement requirements in needs assessment:** ● School Level Needs Assessment ● Evaluation of Resource Inequities	The components of the EASI Exploration route assist LEAs in identifying areas of strength and need (External Diagnostic Review), engaging a variety of stakeholders in improvement conversations (Stakeholder Engagement), and building a plan centered around those prioritized needs (Improvement Planning). **Additional information on EASI stakeholder engagement requirements in needs assessment:** ● Exploration Route Activities ● Exploration Grantee/Provider Expectations (2023-24)

DOCUMENTATION IN THE UNIFIED IMPROVEMENT PLAN: Findings of a comprehensive needs assessment are reflected in the Root Cause (rationale for selection) section of the Unified Improvement Plan. Stakeholder engagement in conducting the needs assessment, as well as the structures, processes and outcomes are included in the UIP in the sections described below. ESEA program requirements for stakeholder involvement in the Comprehensive Needs Assessment, as well as ESSA and EASI requirements for stakeholder involvement in assessing the needs of identified schools and districts can also be identified and documented within the UIP.

Evidence of or planning for Stakeholder Engagement may be included in the following sections of the UIP:
- **Priorities & Targets (QC1):** Student Performance Priorities Evidence and Reasoning (i.e., rationale for selection of priorities)

Root Causes & Strategies (QC2): Rationale for how Root Cause was selected and verified

Stakeholder Engagement in Plan Development

Stakeholder Engagement is required in the development of ESEA, EASI, and Federal/State Improvement Plans. Schools and districts may attest to the completion of these requirements by checking off the relevant Assurances in the Unified Improvement Plan, if all program requirements and assurances below are met and evident. For additional guidance on ways to involve stakeholders in improvement planning visit the Office of Family School and Community Partnerships @ **Engaging Stakeholders in Planning**.

Unified Improvement Planning and State Identification	ESEA Consolidated Application	ESSA Identified Schools	EASI Grantees
Meaningful stakeholder engagement is required in District and School Unified Improvement Planning and monitoring progress toward targets through the School and District Accountability Committees. CDE provides resources to support Unified Improvement Planning here. **Additional Requirements for State Identified Schools (Priority Improvement and Turnaround):** ● Family Notification of Plan Type Assignment Priority Improvement or Turnaround	Meaningful stakeholder engagement is required in the development, monitoring and evaluation of the LEA ESEA Plan, as outlined in the Consolidated Federal Application. Planning activities must include stakeholders that represent district and Title I school demographics. **ESEA requirements for stakeholder engagement in the development of the LEA ESEA Plan:** ● Stakeholder Engagement in LEA Plan Development (ESEA SE 9.1) ● SE 9.2 Reasonable Opportunity for Public Comment ● Annual Consultation for the Equitable Participation of Non-Public Schools (ESEA SE 9.1) ● Title I Schoolwide Plans (ESEA ID 1.12) ● Title I Consolidated Schoolwide Plans (ESEA ID 1.14) ● Title I Targeted Assistance Plans (ESEA ID 1.15) ● Evaluation of Title I Schoolwide Plans (ESEA EP 1.1) ● Evaluation of Title I Targeted Assistance Programs (ESEA EP 1.2)	Meaningful stakeholder engagement Is required in the development of ESSA identified Comprehensive, Targeted, and Additional Targeted Improvement and Support Plans (CS, TS, ATS Plans). Planning must include stakeholders and activities that align with the reason for the identification. **ESSA Requirements for stakeholder engagement in the development of CS, TS, ATS plans.** ● Multiple opportunities for stakeholder engagement ● Stakeholder awareness of ESSA Identification ● Address Resource Inequities (ESEA ID 1.10 ● Comprehensive Support and Improvement Plans ● (ESEA ID 1.3) ● Targeted Support and Improvement Plans ● (ESEA ID 1.4) ● Additional Targeted Support and Improvement Plans ● (ESEA ID 1.5)	Meaningful stakeholder engagement is required in the development and monitoring of improvement plans in the following EASI routes: ● Exploration ● Accountability Pathways ● Connect for Success ● School Transitions ● School Transformation Network ● Rigorous Action through Redesign Stakeholder engagement *may* be required in the following EASI routes: ● District Designed/Led Planning must include stakeholders and activities that align with the reason for the identification.

DOCUMENTATION IN THE UNIFIED IMPROVMENT PLAN: Stakeholder engagement in plan development, including participants, processes, activities, timelines, and outcomes, are included in the UIP in the sections described below. ESEA and ESSA program requirements can be met if stakeholder engagement activities, timelines, and outcomes are described in the District UIP, Title I School UIPs, and the UIPs of federally identified schools.

Evidence of or planning for Stakeholder Engagement may be included in the following sections of the UIP:
- **Priorities & Targets (QC1):** Student Performance Priorities Evidence & Reasoning, Targets, Interim Targets
- **Root Causes & Strategies (QC2):** Rationale for how Root Cause was selected and verified

Implementation & Actions (QC3): Implementation Milestones

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Public Comment Period

A Public Comment period is required under certain circumstances, in both state and federal accountability requirements. Under ESEA, the public must be given a reasonable opportunity to comment on the LEA ESEA Plan (Consolidated Application) and public feedback must be considered in plan development. For schools on the state accountability clock, year 5, a public comment period is also required prior to finalizing an accountability pathway plan.

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Public Comment is required for State Identified schools in Year 5, prior to adopting an accountability pathway plan. The pathway plan is designed with stakeholders to create dramatic change, and target the root causes of the performance challenges. **Additional Public Comment requirements for State Identified Schools:** ● Year 5 State Review Panel Activities ● Year 5 Public Comment Period	Reasonable Opportunity for Public Comment on the Consolidated Application is required. Data and results from the Public Comment Period must be considered, and the process can be described in the UIP. **ESEA stakeholder engagement program requirements for public comment** ● Public Comment Period (ESEA SE 9.2)	N/A	N/A

DOCUMENTATION IN THE UNIFIED IMPROVEMENT PLAN: Additional stakeholder engagement processes, activities, timelines, and outcomes are required and Included in the UIPs of identified schools in the sections described below. Processes, timelines, and outcomes of the ESEA Public Comment Period requirements can also be described in the District UIP and Title I School UIPs.

Evidence of or planning for Stakeholder Engagement may be included in the following sections of the UIP:
Assurances & Requirements: *Although a description of these opportunities is not required in the UIP narrative, the school must check off assurances related to these requirements. The school must also be prepared to present artifacts or other evidence of these activities in the event of state or federal monitoring processes.*

Required Stakeholder Meetings, Reports, or Updates

Stakeholder engagement in schools and districts is an ongoing and continuous process that includes both formal and informal opportunities for families, parents and the community to be involved. In Colorado, formal stakeholder groups are formed at the school and district level (SAC and DAC), and bring structure, continuity and support in an ongoing cycle of engagement. A number of stakeholder engagement meetings, updates and reports are required under ESEA, ESSA and Federal/State Accountability, to provide important information to stakeholders and gather stakeholder input. These opportunities for stakeholder engagement can be organized, scheduled, and conducted to meet a variety of requirements, and activities can be documented in the Unified Improvement Plan.

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Engaging primary stakeholder groups in the development and monitoring of the UIP is required. At minimum this includes: ● School Accountability Committee Meeting Annually ● District Accountability Committee Meeting Annually ● Board of Education Approval Annually **Additional requirements for State Identified Schools:** ● Initial Public Hearing; ● Year 3 Community Meeting; ● School Accountability Committee Input ● District Accountability Committee Input ● Board of Education Approval	Specific ESEA stakeholder meetings, reports, and updates are required for schools and districts receiving federal ESEA funds. **Specific ESEA stakeholder engagement meetings, updates, and reports:** ● Title I Annual Meeting (ESEA SE 1.1) ● Annual School Report (ESEA SE 1.2) ● Annual Update of School-Level Title I Parent and Family Engagement Policy/Compact (ESEA SE 1.4) ● Review/Update of District Title I Parent and Family Engagement Policy KB/KBA (ESEA SE 1.3) ● Meeting with parents of Early Childhood Students transitioning to Kindergarten (ESEA ID 9.6) ● Meeting with Parents and Families of English Learners (ESEA SE 9.9)	Specific ESSA stakeholder meetings, reports, and/or updates are required for schools with CS, TS, ATS federal identifications. These must include stakeholders and activities that align with the reason for the identification. At minimum this includes: ● School Accountability Committee Update Annually ● District Accountability Committee Update Annually ● Board of Education Update Annually **Additional information about schools under ESSA Identification:** ● Comprehensive Improvement and Support (ESEA ID 1.3) ● Targeted Improvement and Support (ESEA ID 1.4) ● Additional Targeted Improvement and Support (ESEA ID 1.5)	Specific stakeholder meetings, reports, and/or updates may be required for schools and districts participating in select EASI services. It is important to update primary school and district stakeholder groups on EASI improvement efforts. At minimum, this includes: ● School Accountability Committee Update Annually ● District Accountability Committee Update Annually ● Board of Education Update Annually

DOCUMENTATION IN THE UNIFIED IMPROVEMENT PLAN: Stakeholder meetings, processes, activities, timelines, and outcomes are Included in school and District UIPs in the section(s) described below. ESEA, ESSA, and EASI stakeholder meetings, reports, and/or updates can also be included in the District UIP, Title I School UIPs, and UIPs of schools identified CS/TS/ATS.

Evidence of or planning for Stakeholder Engagement may be included in the following sections of the UIP:
Assurances & Requirements

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Capacity Building Opportunities for Parents and Families

Specific requirements under ESEA, ESSA, and Federal/State Accountability call for schools and districts to commit to building the capacity of parents and families to be informed, involved partners in the learning lives of their students. Capacity building opportunities for parents and families must be developed in collaboration with stakeholders, and can include information sessions, training opportunities, and other activities that build the collective capacity of stakeholders to partner with schools, advocate for students, and support student and school success.

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Stakeholder engagement is recommended to develop and deliver capacity building opportunities for parents and families, as outlined in School and District Unified Improvement Plans.	Capacity building opportunities and training, developed with the input of stakeholders, are required under ESEA. **Specific ESEA stakeholder capacity building requirements:** ● Capacity Building Opportunities for Parents and Families (ESEA SE 1.6) ● Notification, outreach and training under Title III, Part A Immigrant Set-Aside (ESEA ID 3.6) ● Notification and Provision of Parent, Family, and Community Engagement Activities (ESEA ID 3.1)	Capacity building opportunities and training, developed with the input of stakeholders, are recommended for parents and families of students at CS/TS/ATS schools., as part of the school support and improvement plan. Training opportunities should be designed to address needs identified in the CNA, as well as the reason for the identification. Activities must include stakeholders that represent the demographics of the school and those closely related to identified student groups and areas of need.	Capacity building opportunities and training, developed with the input of stakeholders, are recommended in schools with EASI support and improvement plans. Training opportunities should be designed to address needs identified in the diagnostic review, the CNA, as well as the reason for the identification. Activities must include stakeholders that represent the demographics of the school and those closely related to identified student groups and areas of need.

DOCUMENTATION IN THE UNIFIED IMPROVEMENT PLAN: Descriptions of capacity building opportunities for and with stakeholders are included in the UIP in the sections described below. Capacity building opportunities required under ESEA, ESSA, and EASI can also be included in the DUIP, Title I School UIPs, and UIPs of schools identified CS/TS/ATS.

Evidence of or planning for Stakeholder Engagement may be included in the following sections of the UIP:
Implementation & Actions (QC3): Action Steps