

# Meeting Logistics & Desired Outcome

Meeting: ESSA Committee of Practitioners

Date & Time: Thursday, April 11, 2024; 10:00 a.m. - 3:00 p.m. Location: Virtual via Zoom

Meeting Leads: Mitzi Swiatkowski (Elected Co-Chair), Joey Willett (Elected Co-Chair) Rachel Temple and Nathan Hickman (CDE Leads)

Objective: To allow the Colorado Department of Education the opportunity to provide updates to and elicit recommendations from the Colorado Committee of Practitioners regarding relevant and timely issues related to CDE’s responsibilities under the Elementary and Secondary Education Act (ESSA).

Agreed Upon Norms:

* Be present and engage fully.
* Let everyone have a voice and be heard! Don’t talk over each other.
* When not talking, turn off mic on your computer/phone to minimize background noise.
* Begin and end meetings on time. Stick to times allotted for topics, to the extent possible, or develop next steps for moving the work forward if running out of time.
* Use time productively.
* Assume positive intent and ask for clarification when something lands wrong.
* Come prepared.
* The chair of the meeting should enforce the norms.
* A minimum of 6 members must plan to attend in-person to proceed with a hybrid meeting; if less than 6 members indicate that they will attend in-person, the meeting will be fully virtual.
* In the event of unsafe travel conditions due to weather, CDE staff will consult with the CoP co-chairs to determine whether to cancel the in-person option.

# Agenda Items and Next Steps

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| **Headline Time**  **Presenters** | **Agenda Item** | **Summary/Notes** |
| **Welcome, Introductions, and Committee Business**  10:00-10:30 (30)  *Rachel T., Nathan, Co-chairs: Mitzi, Joey* | * CoP members will vote on the approval of the minutes from the previous meeting and review the agenda for the meeting | CoP Feedback:   * Meeting Minutes approved |
| **MEP CNA**  10:30 - 10:45 (15)  *Noemi Aguilar*  Informational | * CoP members will receive an update on the MEP comprehensive needs assessment process currently taking place | Presentation Highlights:   * Transition to Service Delivery Plan outlines activities the Migrant Education Program and Regional Programs are committed to implementing for the next 3 years. * Comprehensive Needs Assessment process:   + School Readiness   + ELA/Mathematics   + OSY   + Supplemental Services * Colorado MEP draft CNA report to be finalized May 2024. Comments and suggestions from CDE and Parent Advisory Council, and Stakeholders to be incorporated into the finalized   CNA report by June 2024. |
| **ESSA State Plan**  10:45-12:15 (90)  *Nazie, Tina*  Informational | * Grad Rate Comparative Analyses * Chronic Absenteeism * Science Achievement * Growth to Standard * EL to ML Guiding Questions: * What questions do you have about the changes needed in the ESSA State Plan? * What follow-up analyses or additional data would be helpful for this conversation? | Presentation Highlights:   * ESSA State Plan revision timeline:   + April - Sept 2024: Stakeholder input and drafting of revisions   + Fall 2024: Finalize revisions and post for public comment   + Feb 2025: SBE and Commissioner of Education sign off/review   + Mar 1, 2025: Submit plan for review and approval by the USDE * Remaining decision items:   + CDE is required to use 7-year graduation |

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|  |  | rates for identifying CS-Low Graduation Rate Schools. Should we only use the 7-year graduation rate for exiting schools?   * Consider resuming use of the traditional definition of chronic absenteeism, inclusive of excused absences. * Should we add chronic absenteeism as the K-2 SQSS indicator and if so, based on traditional or modified definition of chronic absenteeism?   CS-Low Grad Methodology:   * CDE must revise its methodology for identifying schools for Comprehensive Support and Improvement - Low Graduation. * Current process:   + Three single years of data     - 4-year graduation rates from 2019-20, 2020-   21, and 2021-  22 separately   * + - 7-year graduation rates from 2019-20, 2020-   21, and 2021-  22 separately   * + School must have a 4- year and/or 7-year graduation rate for each year, and all available rates are below 67 percent. * Proposed methodology:   + Average across three years (2019-20, 2020-   21, and 2021-22)   * + - Option 1: 4-   year and 7- year graduation |

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|  |  | rates   * Option 2: 7- year graduation rate only * Average graduation rate(s) below 67 percent * CoP [feedback](https://forms.gle/uo5f2xAm76njHEKx9) is requested on the preferred identification and exit process.   Revising Chronic Absenteeism:   * Current process:   + Calculate chronic absenteeism rates based on unexcused absences only. * Proposed revision:   + Calculate chronic absenteeism rates based on all absences (excused and unexcused), to align with traditional definition of chronic absenteeism.   + Revise cut scores to align with the new distribution of chronic absenteeism rates. * CoP [feedback](https://forms.gle/1GPX2HrTmaWnCmbx8) is requested on the chronic absenteeism method.   Revising K-2 Identifications:   * Current process:   + Include the following indicators for K-2 schools:     - Achievement (percent SRD)     - Growth (change in SRD and ELP) * Proposed revision:   + Include the following indicators for K-2 schools:     - Achievement (percent SRD)     - Growth   (change in SRD and ELP) |

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|  |  | * SQSS (chronic absenteeism) * Option 1:   Based on unexcused absences only   * Option 2:   Based on all absences (excused and unexcused)   * CoP [feedback](https://forms.gle/RxLMnC3H5ti14G2E8) is requested on the SQSS indicator for K-2 schools.   CoP Feedback:   * In support of 7-year. AEC’s are impacted by grad rate and have expressed frustration as students don’t always graduate within 4-years. * LEAs are highly impacted by newcomers; the 7-year option speaks to equity. When extended, it relieves the burden of low grad rates off the shoulders of particular student groups.   Chronic Absenteeism.   * With the current process, has the whole state seen an uptick based on unexcused? Will the new identification affect upticks? * Does CDE have a breakout of the number of schools in secondary that would be identified vs number of schools in elementary? Pauses across two different settings are very different. Elementary is an adult problem; secondary is a kid problem. Something we have been battling since pandemic, however the control we have to change outcome is very little when it is an adult centered problem.   + CDE provided the breakdown before the   end of the meeting. |

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|  |  | CDE to provide breakdown. |
| **Lunch Break**  12:15 - 12:45 (30) | | |
| **Grant Management System Updates**  12:45-1:15 (30)  *DeLilah Collins*  Discussion | * Review of system updates * ARAC Process * Questions | Presentation Highlights:   * CDE is finalizing configuration of the Consolidated Application in GAINS. All pages have been configured and data is being pre-populated into the system. * CDE will conduct testing on the system prior to releasing the application. * Each LEA will be required to complete the ARAC in GAINS.   + The ARAC is located in the Application Supplement section of the system   + ARAC contains the Acceptance, Assignment and Relinquishment of funds section, School Improvement Retention of Funds selection, Tribal Consultation Attestation, Certifications and General Assurances * The general assurances form will be downloaded, signed by the Board, then uploaded into GAINS. * School Improvement Retention   of Funds and Tribal |

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|  |  | Consultation Attestation will be required for those LEAs that are required to complete the section of the ARAC.   * BOCES will review and certify the members that assigned funds to the BOCES after each LEA has completed the LEA ARAC. * GAINS platform requires the grant to have an allocation before the application can be opened.   + Grants Fiscal needs 2-4 weeks to determine LEA allocations   + GPA will upload allocations as soon as they are ready * Allocations have been released from USDE.   CoP Feedback:   * In the paper application there is no place to enter a Homeless Liaison on the contact page. * Can you give us an idea of what happened with the states allocation? Is it up, down, flat? It will give us an idea of what it looks like?   + Down by 3% in Title I- A, flat in II and III, and 4.5% increase in Title IV. * Will ARAC forms be digitally signed or will a hard copy signature be uploaded?   + Semi digital. * Request for CDE to provide a 3- 5 minute video indicating how to assign funds in the new system.   + CDE’s [GAINS website](https://www.cde.state.co.us/gains/gainstrainings) has small bites trainings posted. A short ARAC video will be posted soon. * Is there a way for BOCES to see who is assigned at the member district as an ARAC signee?   Concern that communications |

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|  |  | may get lost in inboxes, and BOCES will likely need to provide support.   * What will the process be if there are BOCES glitches?   + Please contact [GAINS](mailto:GAINS@cde.state.co.us) [administrators](mailto:GAINS@cde.state.co.us) with any questions or concerns. * Will BOCES districts just need an LEA ARAC role or will they need other roles assigned to turn over funds?   + There will be an LEA ARAC role for member districts. * On the GAINS website is there a list of all the roles and the purpose of each?   + Yes, the [module 1](https://www.cde.state.co.us/gains/gainstrainings) [presentation](https://www.cde.state.co.us/gains/gainstrainings) (under previous GAINS virtual training) has a slide that describes the roles. Additionally, the [FAQ](https://www.cde.state.co.us/gains/gainsfaq) has a roles section which gives an overview of the types   and permissions. |
| **Equity and Excellence Conference**  1:15-1:30 (15)  *Evita, Kim*  Informational | * Capture ideas for E&E dates, topics, and keynote speakers in a brief survey | Presentation Highlights:   * CoP [input](https://forms.gle/quesp73Dg6Xh8GiP8) is requested on preferred dates, topics, and keynote speakers for the 2025 Equity and Excellence Conference.   CoP Feedback:   * The keynote speaker last year, Horacio Sanchez, was fantastic. * Instead of breakout sessions being particular for certain groups and fields, consider days of the conference being focused on tracks (ex, day 1 is specific for teaching and   learning). |

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| **Persistently Dangerous Schools Discussion**  1:30-2:00 (30)  *Nazie, Tina*  Informational Feedback Requested | * Share analysis with updated info from working group * Questions   + Is CoP in support of using new categories?   + Using 3 years of data vs. 2 years? * What steps to take next? | Presentation Highlights:   * Colorado’s current definition of persistently dangerous was last updated in May 2003 under NCLB. Since implementation, no schools have been reported as persistently dangerous and new behavior types have been added to the discipline collection. * A CoP Persistently Dangerous Schools Subcommittee was formed in 2019 to gather input and provide recommendations for revising/updating CDE’s definition.   + Recommendations were provided regarding the definitions of “persistently” and “dangerous”, but work was suspended due to the COVID-19   Pandemic.   * Recommendation to revise definition for “persistently” component to require that schools meet the identification criteria for three consecutive years before being identified.   + Create an early warning system to notify schools that may be on track to meeting this definition. * Recommendation to revise definition of “dangerous” to only include the following behaviors/incidents:   + Drug violation   + First/second degree or vehicular assault   + Dangerous weapons   + Robbery   + Other felony   + Sexual   violence/battery (other than rape)   * + Rape or attempted   rape |

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|  |  | * Firearms (all incidents, regardless of resulting action) * CoP [input](https://forms.gle/8k56UbFZr76SjW9z9) is requested on persistently dangerous schools.   CoP Feedback:   * Whole definition needs to be updated. Changes have been dramatic for several communities across the front range. Strong gang impact in the community. Based on definition we would have to close all middle schools. * Data quality concerns; some schools look great, others not so much, however it was all about how schools were reporting data. Has the system been updated so that data is more consistent?   + CDE is transitioning from school level aggregates to student based, which has improved data quality. * I would question the early warning system as reporting may be negatively impacted in an attempt to remain off of the "list". * If you do go to an early warning system, consider sharing at a higher district level and provide education about why getting the early warning. * What would be the benefit of “early warning”? What kinds of support or funds would be available to those schools? * Insufficient resources in the community to provide support; grant money won't make a difference if the resources are not available. * Is CDE required federally to have definition and track data?   + Yes, we are required to have a definition and |

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|  |  | report data based on definition. Whether we have an early warning system and process for notifying a school/district if a school is on the trajectory is optional.   * Recommendation to have data available and leave it up to the LEA at the local level to determine how they use the data. * Consider an alternate name than “early warning”. * Provide education on the 3- year reporting requirement. * It's about where the community resources are; schools are a reflection of the society and communities they are housed in. * There is a huge difference between the size of schools considered and the number of incidents to reach the threshold as a percentage. For example, 90 incidents in a school body of 300 is 30% and 90 incidents in a school body of 599 is 15%. That's a huge discrepancy. A consistent ratio based upon enrollment would be more equitable but maybe harder to track? On the flip side, a very small district with only 50 students would not take many incidents to reach the threshold if based upon a straight percentage. * An early warning system won't tell us anything we don't already know. We know what's happening in the system, does the community around us know? A warning system is redundant; how do we share information with the   community so that they can |

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|  |  | join in conversation and help resolve issues?   * 2 years is sufficient. If you look at this from a student/parent point of view, I do not believe that they would have to wait 3 years before their school is identified and there is support for them to select a different   school. |
| **FPSU Updates & Listening Session**  2:00-2:30 (30)  *Nazie*  Informational Feedback Requested | * Monitoring process in GAINS * ESSER Reporting Findings - approved proposal for reporting | Presentation Highlights:   * ESSA State Plan: drafting revisions this summer. * ARP ESSER III unused funds: CDE is considering a modified rapid request process/grant or Donors Choose. * SCG Round 2:   + 10/13 have final approval (3 working on resubmission)   + $1.93 million awarded * SCG Evaluation: requesting input on the evaluation tool * Program monitoring: review completed for all 67 LEAs; on track to complete all monitoring reports by June 30. LEAs will submit through GAINS for monitoring next year. * Cons app:   + Currently: launch of applications in GAINS   + April-May: training and norming on application reviews   + June: review early submissions   + July: all hands on deck CoP Feedback: * Recommendation to utilize ESSER III funds for mental health staff within schools.   + With staffing, obligation happens when the employee does the work, therefore work would have to happen by   Sept 30. |

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|  |  | * If you do a rapid request for ESSER III, is the obligation date Sept. 30, 2024?   + Yes. * For fiscal monitoring, if districts need to submit additional monitoring evidence, would the request for additional documentation have been requested at this point?   + GFMU has sent the initial request for documentation (FMQ, policies and procedures, and GLs) to the FY24 tier 2 and 3 LEAs. For those, there will be sample selections for which we will request supporting documentation. CDE has not yet reached out to tier 1 LEAs to provide training and request they complete the FMQ. * For the new ESSER monitoring, will a draft letter be sent to the LEA before it is sent to the board and superintendent? If there is a finding will the LEA be notified prior to the superintendent being notified?   + The current process is to send a preliminary draft report to authorized representatives, however the process varies per tier. * As we look at the $5 million shortfall, in the past if a district has gone down in an extreme way, there has been some thought into Hold Harmless   provision. |

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| **Headline Time**  **Presenters** | **Agenda Item** | **Summary/Notes** |
| **Membership Discussion**  2:30-2:50 (20)  *Mitzi, Joey, Rachel, Nathan*  Informational Feedback Requested | * Review membership list   + Discuss outreach to members not meeting attendance requirements   + Membership extension form forthcoming * Chairperson   + Both chair positions are open   + Nominations   + Vote held at May   9th meeting | Presentation Highlights:   * Membership extension form forthcoming. * Both chair positions are open. Nominations welcomed; members will vote on co-chairs at the May meeting. |
| **Next Steps and Closing**  2:50-3:00 (10)  *Nathan, Rachel* | * Dates for next year’s meetings * Looking ahead - needs? * Next meeting is May 9 (virtual) | Presentation Highlights:   * 24-25 CoP draft scheduled to be shared at May meeting. * 2025 CASE conference scheduled 2/19-2/20 * CDE to send survey to members to seek input on scheduling (Tuesday or Thursday). * Next meeting: May 9   CoP Feedback:  24-25 Scheduling:   * Tuesdays or Thursdays recommended. * Prefer to get them on the calendar now, and if we need to cancel along the way, that's better. * What is CDE’s projection for work of the committee with ESSER winding down and GAINS being released?   + ESSER III late liquidation and impact from closeout and wrap down of funds.   + ESSA State Plan review of red line version in the Fall.   + Waivers   + 4 traditional meetings with 1-2 hold dates.   YAAG Document:   * Add Title VI section |

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|  |  | * Add monitoring tab * Confirm AFR and fiscal pieces are included. Add reminder to check data to spend down remaining funds * Update to reflect changes in GAINS * Add clarification that the TIV winter CSPR is part of AFR and CDE will reach out to districts directly for separate data collection. * Recommendation to hold new directors training late   September. |

*Feel free to share your agenda topic submissions through the* [*submission request form*](https://app.smartsheet.com/b/form/80d4a142008c43ef9fd51be7e7e25346)*. Please let us know if you have any questions.*