

CDE MEETING AGENDA



COLORADO
Department of Education

VISION

All students graduate ready for college and careers, and prepared to be productive citizens of Colorado.

MISSION

Ensuring equity and opportunity for every student, every step of the way.



Meeting Logistics & Desired Outcomes

Meeting: ESSA Committee of Practitioners
Date & Time: Thursday, November 18, 2021;
New Member Orientation 9:30 a.m.-10:00 a.m.
Committee Meeting 10:00 a.m. - 3:00 p.m.
Location: Virtual: Zoom

Meeting Leads:

Laura Gorman (Chair), Amy Beruan (Co-Chair)
Shannon Wilson, Kristen Collins, and Tammy Giessinger (CDE Leads)

Objectives: 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.

Attendees: Clint Allison, Zuben Bastani, Cassandra Berry, Amy Beruan, Shineth Cunanan- Gonzales, Erich Dorn, Megan Eikleberry, Rochelle Garcia-Gomez, Sandy Gecewicz, Laura Gorman, Ryan Hartgerink, Mindy Heller, Stephanie Hund, John McKay, Andrew Miller, Alan Nall, Mitzi Swiatkowski, Cheryl Taylor, Marjorie Wickham, Joey Willett

Feel free to share your agenda topic submissions through the [submission request form](#). Please let us know if you have any questions.

Agenda Items and Next Steps

| Headline Time Presenters | Agenda Description | Summary/Notes |
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| New Member Orientation 9:30-10:00 <i>Tammy Giessinger</i> | Newly elected CoP members will have the opportunity to learn about the purpose of CoP and the roles of members during meetings. | N/A |
| Welcome and Committee Business 10:00-10:15 <i>Laura Gorman and Amy Beruan</i> | CoP members will vote on the approval of the minutes from the previous meeting and review the agenda for the meeting. | The September 9 th Meeting Minutes are approved. |
| Membership 10:15-10:45 <i>Shannon Wilson, Kristen Collins, and Tammy Giessinger</i> | An update on recruiting efforts will be provided. CoP members will participate in introductions and receive an updated membership roster . | As of November 2021, all committee roles are represented, excluding members of local school boards. All regions are represented, excluding the Southwest. |
| Federal Programs Updates 10:45-11:15 <i>Nazie Mohajeri- Nelson & DeLilah Collins</i> | Leaders from the Federal Programs Unit will provide an overview of current work priorities and updates on several projects, including revisions to the ESSA State Plan. | Presentation Highlights: <ul style="list-style-type: none"> ▪ Current work priorities: <ul style="list-style-type: none"> ○ CDE is prioritizing finding a meaningful methodology for identifying schools for support and improvement for the Fall of 2022. ○ Utilizing ESSER III State Set-Aside funds, CDE is implementing programs that address current needs, given the shifting and changing priorities at the school and district level. ▪ CDE presented the Student Quality or Student Success (SQSS) recommended plan revisions to the State Board |

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| | | <p>of Education in November. Proposals will be posted for public comment in December/January. CDE will return to SBE as a decision item in January 2022. Plan proposals:</p> <ul style="list-style-type: none"> ○ Keep chronic absenteeism ○ Add student growth to standard ○ Add student, educator, and/or parent ratings of school climate ▪ CDE is developing a new grants management system. CDE will provide an update on the system and seek input from CoP over the upcoming months. <p><u>Feedback from CoP Members:</u></p> <ul style="list-style-type: none"> ▪ CCCS has updated their grant management system in the last several years. Recommendation to seek feedback/input from CCCS, and from districts that often deal with grants. |
| <p>Office of Migrant Education 11:15-11:30 <i>Tomas Mejia</i></p> | <p>The Office of Migrant Education at the Colorado Department of Education will submit a revision to the USDE for Section B. Title I, Part C: Education of Migratory Children of the Colorado ESSA State Plan. Please review the redlined version of Section B in the Colorado ESSA State Plan on Google Docs. The strikethrough text indicates deletion of text/sections and red text indicates additions. Please use <i>suggesting</i> mode on Google Docs to provide feedback or any questions you may have on a specific section. Please direct any questions to Tomas Mejia or Marissa Gonzales. Thank you!</p> | <p><u>Presentation Highlights:</u></p> <ul style="list-style-type: none"> ▪ The Comprehensive Needs Assessment (CNA) was published in March 2021. The CNA identifies the needs of migrant students. ▪ The Service Delivery Plan (SDP) was published in March 2021. The SDP matches services to the needs identified in the CNA plan. ▪ The Office of Migrant Education will submit a revision to the USDE for Section B. Title I, Part C: Education of Migratory Children of the Colorado ESSA State Plan. Primary changes to the plan include: <ul style="list-style-type: none"> ○ Reference to the new Colorado SMART database. ○ Addition of health as a focus area, |

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| | | <p>including physical, oral, and mental health.</p> <ul style="list-style-type: none"> ▪ CoP feedback is requested on the Colorado ESSA State Plan, section B. The plan will be posted for public comment prior to be submitting to the USDE. |
| <p>Consolidated Application 11:30-11:45 <i>Kristen Collins</i></p> | <p>CoP members will have the opportunity to provide input to ESEA Office program staff on the Consolidated Application.</p> | <p><u>Presentation Highlights:</u></p> <ul style="list-style-type: none"> ▪ Primary 2021-22 Consolidated Application functionality updates: <ul style="list-style-type: none"> ○ Non-Public Schools Profile Page: Upload of Non-public consultation forms ○ Title IV Content Category Calculations ○ Review Criteria built into platform ○ Login System (IdM) ○ Data Switch: LEAs select 18-20 or 19-20 student poverty data ▪ CDE will utilize a survey to collect feedback on year one changes for the 2023-2024 Application. The survey will be made available on CDEs website, and LEAs will be notified via the Beeline and email communications. <p><u>Feedback from CoP Members:</u></p> <ul style="list-style-type: none"> ▪ Request to add functionality to 2022-23 application allowing LEAs to identify when a budgetary activity was used and approved in prior years applications. Functionality provides interrelated reliability and allows CDE and LEAs to delineate between new and existing initiatives. ▪ Request to add tally functionality totaling remaining Title funds available at the top of every page vs solely on the summary page. |

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| | | <ul style="list-style-type: none"> ▪ Recommendation to streamline the Title IV budget and narrative. Content is duplicative, and often is copy/pasted from one section to the next. ▪ Recommendation to collect the survey feedback on an ongoing basis, including at the time of application completion. ▪ Flexibility requested when glitches occur with application functionality (specifically related to the BOCES application). When flexibilities are granted, members request official documentation is provided to the LEA. <ul style="list-style-type: none"> ○ CDE Response: CDE will not hold LEAs accountable if there are system issues prohibiting LEAs from finalizing an application on time. CDE will document the flexibility. ▪ Request to open the application to LEAs before allocations are released. LEAs can get programmatic pieces entered prior to budgetary information. ▪ Recommendation to seek feedback from various points of view when working with vendors to build the platform, including BOCES and large districts. |
| <p style="text-align: center;">Lunch 11:45-12:15</p> | | |
| <p>ESSER III State Set-Aside Funds 12:30-1:00 <i>Scott Jones</i></p> | <p>Based on CoP feedback, Scott Jones, CDE’s Chief Strategic Recovery Officer, has been invited to visit with the group.</p> | <p><u>Presentation Highlights:</u></p> <ul style="list-style-type: none"> ▪ The State was allocated \$1.8 billion in ESSER III funds. Of that, 90% of funds were allocated to LEAs, 10% were reserved for state level activities. |

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| | | <ul style="list-style-type: none">▪ The following three ESSER focus areas have been identified:<ul style="list-style-type: none">○ Academic acceleration: Math and literacy for children grades K-8○ Engaging and expanding learning opportunities: Strengthening student engagement and learning in the typical school day and beyond○ Strengthening state capacity: Building systems to support stakeholders now and in years to come▪ The ARP ESSER III State Plan was approved by the USDE November 4th. CDE is now moving forward into the implementation phase of the work.▪ The following priorities have been identified for the Fall and beyond:<ul style="list-style-type: none">○ High impact tutoring program○ Supplemental funding○ Educator workforce○ Career-connected learning (Rural coaction)○ Curriculum and instructional resources○ EASI○ Initial technical assistance <p><u>Feedback from CoP Members:</u></p> <ul style="list-style-type: none">▪ Mental health resources are a top priority for students, educators, and parents▪ Unless kids belong and see themselves in the learning, we will continue to see the marginalized communities with academic gaps widening |
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| | | <ul style="list-style-type: none">▪ LEAs do not have the workforce to provide afterschool programs. What does Tier I instruction look like, and how do we accelerate learning there? Often tutoring is more work and is not conducive to students' schedules if transportation is not provided. Some of our more marginalized communities need additional supports than just high impact tutoring.▪ The recovery effort should take into consideration the profession, including wages (minimum wage). LEAs are losing work force quickly as staff can make more money working for private sectors. Wages are not keeping up with the cost of living in Colorado. Additionally work force strains will have an impact on how and when districts are able to provide professional development.▪ Recommendation to broaden funding categories for districts that are already utilizing ESSER funds for high impact tutoring, and other proposed uses.▪ Districts are currently resource rich, however limited in flexibilities to be able to do the work. LEAs are not spending at a normal rate due to the restraints of the pandemic and/or the workforce. LEAs do not want to pass up on opportunities, however, also do not want to over promise and under deliver.▪ Recommendation to span the cycle over a year versus a season.▪ Request for an update on the 15% carryover waiver - Will |
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| | | <p>the waiver continue to be available? What are the indicators? Additionally, the FRL indicators are a big concern for districts – Even after pushes, percentages are skewed.</p> <ul style="list-style-type: none"> ▪ Recommendation to hold office hours in January providing targeted training on writing a narrative. ▪ District personnel are filling in at schools, and therefore are unavailable to complete applications and meet State deadlines. |
| <p>Monitoring: Feedback to LEAs 1:00-1:40 <i>Tammy Giessinger and Shannon Wilson</i></p> | <p>CoP members will have the opportunity to provide input to ESEA Office program staff on how feedback is provided to LEAs through monitoring reports.</p> | <p><u>Presentation Highlights:</u></p> <ul style="list-style-type: none"> ▪ CDE is striving to present monitoring findings in a clear, concise, actionable method while also honoring the feelings of fear and accountability. ▪ CDE will incorporate CoPs feedback and return at the April meeting with an updated sample monitoring report. <p><u>Feedback from CoP Members:</u></p> <ul style="list-style-type: none"> ▪ Recommendations for sharing monitoring feedback: <ul style="list-style-type: none"> ○ Utilize checkmark when demonstration of compliance is unmet. ○ Reduce summary page to one page. Utilize the monitoring report to provide details on indicators that are not compliant/partially compliant. ○ Replace the demonstration of compliance language “no” with “information still needed” ○ When areas are partially met, utilize |

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| | | <p>the areas of improvement section to provide further details</p> <ul style="list-style-type: none"> ○ Consider utilizing two reports – One report midway through the process, and a final report provided at the end of the process. Provide an intermediary step in which preliminary results are provided. ○ Highlight strengths and what is working well in the LEA. |
| <p>Identification for School Improvement 1:40-2:15 <i>Tammy Giessinger and Tina Negley</i></p> | <p>CoP members will have the opportunity to provide input to ESEA Office program staff on how feedback is provided to LEAs regarding UIPs submitted for schools identified for Comprehensive Support and Improvement and the development of a plan for Year 4 identification actions.</p> | <p><u>Presentation Highlights:</u></p> <ul style="list-style-type: none"> ▪ CDE began reviewing UIPs during the 2019-20 school year; most schools identified for Comprehensive Support and Improvement have had UIPs reviewed two or three times. ▪ Less than 10% of submitted UIPs have been approved. To address this concern, CDE has provided trainings, incorporated criteria into the Quality Criteria rubric, provided direct support, and opportunities to schools/districts that have to submit revisions. <p><u>Feedback from CoP Members:</u></p> <ul style="list-style-type: none"> ▪ Recommendation that CDEs Federal Programs team completes initial review of the plans, prior to the UIP team reviewing. <ul style="list-style-type: none"> ○ CDE Response: The UIP team completes the initial review. Federal Programs reviews their feedback before it goes to the school. ▪ The system is convoluted and not user friendly. |

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| | | <ul style="list-style-type: none"> ▪ Recommended to notify the districts Federal Programs staff when UIPs are under review. Consider utilizing a working document and provide a copy of the UIP to Federal Programs staff along with the feedback. |
| <p>New Director's Website 2:15-2:45 <i>Niko Kaloudis and Shannon Wilson</i></p> | <p>CoP members will have the opportunity to provide input to ESEA Office program staff on the proposed New Director's website.</p> | <p><u>Presentation Highlights:</u></p> <ul style="list-style-type: none"> ▪ CDE is developing a new director's "hub" – An adaptable, starting point for LEAs that are new to ESEA Title programs. ▪ Project broken into four phases: <ul style="list-style-type: none"> ○ Phase I: Launch website. Introductory sections include ESEA programs training, resources by topic, and year at-a-glance ○ Phase II: Develop specific content for new directors, with paired down, essential information on title programs ○ Phase III: Expand on topics/content provided ○ Phase IV: Final touches on layout and development, including topics, videos, graphics, specific guidance, etc. <p><u>Feedback from CoP Members:</u></p> <ul style="list-style-type: none"> ▪ Recommendations for the new director's "hub": <ul style="list-style-type: none"> ○ Simplify language to an accessible level. |
| <p>Closing 2:45-3:00 <i>Laura, Amy, Shannon, Kristen & Tammy</i></p> | <p>The CoP leads will share final thoughts and provide a reminder for the next meeting.</p> | <ul style="list-style-type: none"> ▪ Next meeting scheduled February 10, 2022. |

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