



COLORADO
Department of Education

Consolidated Application and ESSA

**ESEA Committee of Practitioners Meeting
September 8, 2016**

Unit of Federal Programs Administration

Agenda

CoP Business

Approve minutes from last meeting

ESEA Consolidated Application 10:15 – 11:00

- CoP Role
- 2016 – 2017 Timeline
- New Platform Review
- CoP Guidance

ESEA Capacity Building 11:00 – 11:45

- Ongoing (Oct. 2016 – May 2017)
- Support for new elements
- CoP Guidance

Lunch 12:15 – 1:00

ESEA Basic Requirements 1:00 – 2:30

- ESSA Plan Guiding questions Activity



Agenda

- **CoP Business**
 - Intros and Membership Update
 - Approve minutes from last meeting
- **ESEA Consolidated Application**
 - CoP Role and Norms
 - 2016-2017 Timeline
 - New Platform Review
- **ESEA Capacity Building**
 - Ongoing
 - Transition to new Cons App and ESSA Implementation
- **Monitoring Overview**
- **Lunch**
- **ESSA Basic Requirements**
 - LEA Plan Activity
- **Supplement not Supplant Regulations Update**

Committee of Practitioners Role

- To ensure our Consolidated Application development process is *transparent, efficient and effective*
- To get support and feedback on the Consolidated Application *content, process and timelines*
- To ensure we are differentiating the application so CDE can effectively administer federal funds in an equitable manner, regardless of LEA, BOCES, or consortia characteristics

Norms

- **Participate – be present and contribute**
- **Represent your constituents, colleagues and the State of Colorado**
- **Speak your mind – this is a safe space**
- **Be a problem-solver**
- **Honor thoughts of all**
 - Everyone and every idea is respected
 - Control your sidebars and your technology
- **Balance listening and speaking**
- **Help to ensure that all voices are heard**
- **Provide feedback on the process and product**



Decision-Making

- How do we get to a recommended state plan that everyone can support/live with, so that we can ensure we get to the most important part of all this- implementation?
- How does this group make decisions?
 - *Vote (typical process for CoP)*
 - Consensus
 - *Minority opinions*



ESEA Consolidated Application



Consolidated Application

First things, first....

LEA Application

The LEA Plan¹ describes the LEA's overall plan for HOW supports and equitable access for all students will be provided by the LEA

The budget describes how funds will be used, specifically, through strategies and action steps, to provide the services described within the LEA plan

NOTE: Not all supports or programs within the LEA plan will be tied to a budget line item, but will still be required for approval of the LEA plan.

(d) **NECESSARY MATERIALS.**—The State educational agency shall require only descriptions, information, assurances, and other material that **are absolutely necessary for the consideration of the local educational agency plan or application.**

¹**SEC. 1112(a)(1) - LOCAL EDUCATIONAL AGENCY PLANS. SUBGRANTS.**—A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency



Consolidated Application 2017-18 Timeline



New Platform Review

2016-2017 application included:

- Pre-populated District and School information
- Program Allocations
- School plan types
- Consolidated Schoolwide
- Embedded Technical Assistance
- New Platform (eliminated separate budgeting)

How did it go for 2016-2017?

- How did you feel filling out the platform?

Are you in pain?



1 - 2
hurts just
a little bit



3 - 4
hurts a
little more



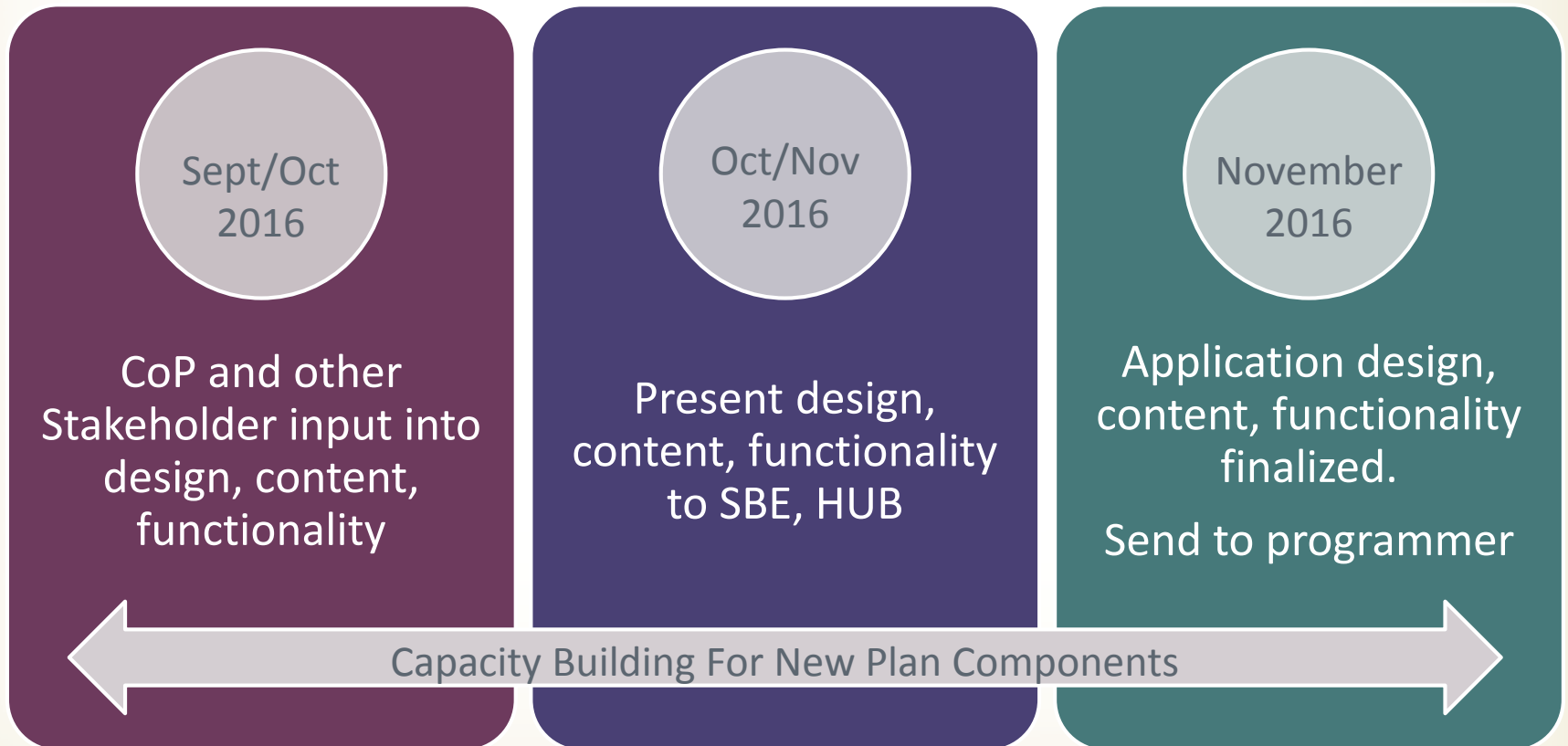
5 - 6
hurts even
more



7 - 8
hurts a
whole lot

- What worked for you and your team in the planning process?
 - What didn't work?

Cons App 2017-18 Development Timeline



CDE Timeline Details

September - October	October – November	November - January
Create an understanding among stakeholders of LEA plan expectations for 17-18 under ESSA	Before next CoP: take activity results for LEA plan requirements and synthesize (ESEA)	Draft of LEA plan questions
Provide all LEA plan requirements (activity)	At CoP: Present the questions – based on feedback and review as group.	Show modifications to the system
Collect feedback on the 2016-2017 application platform	Present possible changes to the platform based on feedback from what worked in 16-17	How should trainings be designed to support districts in completing the consolidated application

Cons App 2017-18 Implementation Timeline



Application Due: June 30, 2017

Application 2017-18

■ New Cons App features for 2017-18:

- Export to Excel
- Per Pupil Calculation
- Customization (Formerly know as progressive disclosure)
- **The consolidated application will include questions intended to capture content that CDE must have in order to approve LEA plan**
 - Note: Some elements of the plan may not be tied to a dollar amount

Multi-year Plan

- Plan carries forward from year to year
 - Annual revision should be made as needed
- Budget updated annually
 - Activity descriptions and strategies will carry forward from 2016-17 application



CoP

Please list at least 3, but no more than 5 features you would like to see in 2017-2018!



Consolidated Application Capacity Building



Capacity building together!

The intent of capacity building throughout the consolidated application process is to slowly and intentionally provide on-going meaningful supports. (see hand-out)

- Introduce the training (Scoop, email, and ESSA Newsletter)
- IGNITE your interest (Virtual Academy)
- Hands-on and in-person

Shorter trainings on the consolidated application throughout the year, will provide additional time for other requested supports; for example:

- Planning for Schoolwide implementation
- Needs assessments
- CGA trainings
- Grants Fiscal trainings
- CLDE/Title III
- Rank order

Capacity Building

- **What other trainings or resources would allow you to strengthen the implementation of ESEA programs?**
- **Will this format provide the information and training you need to develop ESEA programs and complete the Consolidated Application?**

ESEA Programs Monitoring



Tiered Program Reviews

Tier I: Universal

All LEAs

Universal Program Review Activities:

Self-assessment (using CDE Program Review Indicators and Combined Onsite Program Review tools)

ESEA Consolidated Application

Data Collections

- CSPR
- [EDFacts](#)
- Data Pipeline
- EOY Reports
- Set-Aside Reports

State Accountability System

Tracking of ESEA funds drawdowns

Comparability

Maintenance of Effort

HQ Data Collection (no longer required in 2016-2017)

Technical Support

- ESEA Programs Handbook (in development)
- Regional Networking Meetings
- Consolidated Application Trainings
- Annual Conference (November, 2016)
- ESEA Virtual Academy
- Data Driving Lessons

Tier II: Targeted

LEAs with Comprehensive Support schools

LEAs with schools who have persistently underperforming subgroups (Targeted Support Schools)

Identified LEAs needing support to serve EJs (TBD in our ESSA state plan)

LEAs with ESEA allocations above \$2 million

LEAs failing to meet ESEA fiscal requirements

LEAs failing to meet application/reporting deadlines

LEAs with new program administrators

Targeted Program Reviews (could include)

- Desk Review of indicators identified in Universal review
- Review of CSI plans
- Review of TSI plans for schools not showing improvement
- Targeted Onsite Program Reviews
- Areas of focus determined by desk review findings and relevant risk factors
- District UIP Review
- ESSA Program Evaluation and Plan Development Support, Including Required Title I Plan (if Schoolwide)
- Consolidated Application Planning Support

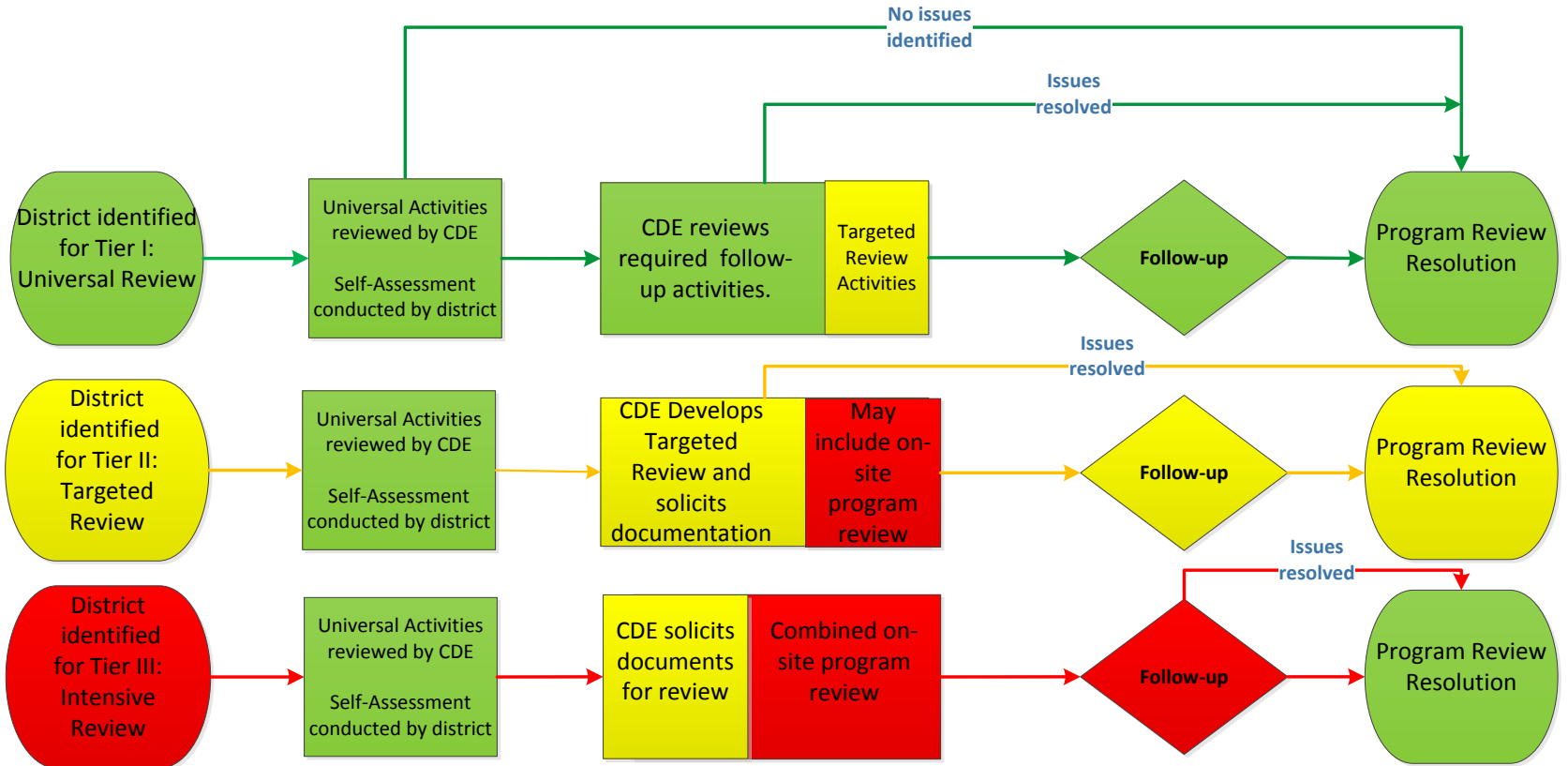
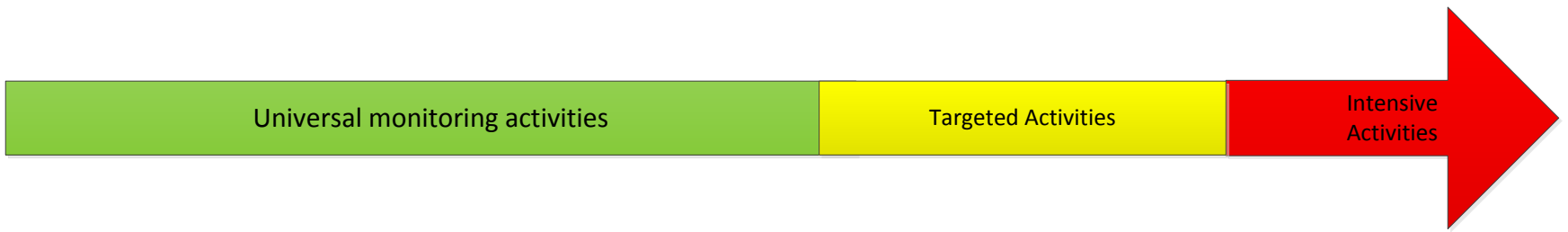
Tier III: Intensive

Priority Improvement and Turnaround LEAs

LEAs with schools in the lowest five percent (Comprehensive Support Schools)

Comprehensive Onsite Program Reviews (Continuous cycle)

- Pre-program review meeting with UFPA and ESSU staff
- Onsite Program Review (using the Combined Onsite Program Review tool)
- Collaborative action planning
- Progress Monitoring



Issues that may require follow-up:	Possible Follow-up Activities:	Customized review protocol components
<ul style="list-style-type: none"> • Subgroup not meeting targets (SPF) • Excessive carryover • Use of alt. comparability calculators • Required changes in Cons App 	<ul style="list-style-type: none"> • Virtual Academy or Cons App training • Submit comparability plan/formula • Monthly review of drawdowns • Cons App planning support 	Targeted list of indicators based on Tier II identifying factors and any issues identified through Universal Activities and Self-Assessment processes.

Universal Monitoring

- Most of the items listed in the Universal Monitoring Section are collected through other means.
- Consolidated Application collects the following information to ensure that ESEA basic requirements are met or used for ED Facts and CSPR collections:
 - Rank order requirements
 - LEA plan requirements
 - Title I school list (SW/TA)
 - Non-public school participation
 - Preschool participation

CoP Guidance

- **What other collections do we administer that could be moved to the Consolidated Application?**

Tier II: Targeted

- **Tier II: Criteria**

- Are these the correct criteria?
- Is there something we should add?

- **Tier II: Targeted Program Reviews**

- Concerns, questions or suggestions about the supports in this section of the monitoring process?

Tier III: Intensive

Tier III: Criteria

- Are these the correct criteria?
- Is there something we should add?

Onsite Program Reviews

- Emphasis on support for effective programs
- Review of effective implementation of programs
- Based on 8 standards for improvement
- Followed up with collaborative action planning and progress monitoring

Coming Soon

- Program Review document will be provided to CoP this fall for final review and roll out
- Calendar for Tiered Review System
- Program Review tool will be revised based on initial reviews and final ESSA rules

ESEA LEA PLAN 2017 – 2018

ACTIVITY....Requirements into Questions



Activity Purpose

- **Developing a Consolidated Application allows the SEA to combine elements and develop questions that address program requirements without dealing with each line of statute. However, the application houses the LEA plan and must satisfy the needs of USDE, CDE, and all stakeholders across the state including parents, advocacy groups, and other interested parties.**
- **We are seeking CoP's input on what questions need to be asked in the Consolidated Application.**

Basic Requirements

The challenge: Using the document provided, how would you group the program requirements described in statute?

- ❖ Focus on only the elements that require a **description**.
- ❖ Develop a question, for LEAs, that **merge the required descriptions** you have grouped together, without losing the intent of the original requirement.
- ❖ If you cannot group them together, what question would you ask to capture the requirement?
- ❖ *Consider how these funds can address the individual needs of individual students.*

Supplement not Supplant

Information provided by Council of Chief State School
Officers (CCSSO)



Supplement not Supplant under ESSA

- Consistent with prior versions of ESEA, SEAs and LEAs must use Title I, Part A funds to supplement (add to) and not supplant (replace) the state and local education funds LEAs would otherwise spend on Title I schools
- ESSA adds new language describing how LEAs demonstrate compliance with SNS

ESSA Section 1118(b)(2)

- To demonstrate compliance . . . a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under [Title I, Part A] ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under [Title I, Part A]

Overview of Proposed Regulation

- **LEAs must annually:**
 - Publish their methodology for allocating state and local funds in a format and language parents and the public can understand, and
 - Demonstrate, at such time and in such form as the SEA may reasonably require, that the methodology it uses gives each Title I school all of the state and local funds it would otherwise receive if it were not a Title I school
- **LEAs have 4 options for demonstrating compliance**

Option 1: Weighted Per-Pupil

- Distribute to schools “almost all of the state and local funds available to the LEA” through a per-pupil formula where students with educational disadvantage generate more money for their schools
- Educational disadvantage includes (but is not limited to):
 - Poverty
 - English learner
 - Student with disability

Option 2: Average Personnel and Non Personnel Costs

- **Distribute to schools “almost all of the state and local funds available to the LEA” through a consistent “resource formula” where each Title I school receives at least:**
 - The average districtwide salary for each category of school personnel, multiplied by the number of school personnel in each category assigned to the school under the formula, plus
 - The average districtwide expenditure for non-personnel resources multiplied by the number of students in the school

Option 3: State-Established Compliance Test

- **Distribute to schools “almost all of the state and local funds available to the LEA” in a manner chosen by the LEA that:**
 - Is applied consistently districtwide, and
 - Meets a funds-based compliance test established by the SEA that:
 - Is as rigorous as Options 1 & 2 (meaning it results in substantially similar amounts of state and local funds for Title I schools as would Options 1 & 2), and
 - Has been approved through a federal peer review process
- **SEAs are not required to establish a test, and if they do, LEAs are not required to use it**

Option 4: Special Rule

- **An LEA can use any methodology to distribute state and local funds as long as it results in the LEA spending at least as much per pupil in Title I schools as the average amount spent per pupil in non-Title I schools as reported under Section 1111(h)(1)(C)(x)**
 - Spending in Title I schools can vary up to 5% of average spending in non-Title I schools in a given year
 - An LEA can exclude any school with less than 100 students
 - An LEA can demonstrate compliance if it demonstrates that one or more non-Title I school gets extra money to serve a high proportion of students with disabilities, English learners, or students from low income families, which disproportionately affects the average spending in non-Title I schools

Flexibilities that Apply to All Options

- LEAs can demonstrate compliance under any of the options on a districtwide or grade-span basis
- An LEA is not required to demonstrate compliance if it has a single school, or in any grade span with a single school
- An LEA can exclude supplemental state or local funds spent for programs that meet the intents and purposes of Title I, Part A

Flexibilities that Apply to All Options (cont.)

- **An LEA can exclude funds spent for “districtwide activities” if:**
 - Each Title I school receives a share of those activities equal to or greater than the share it would otherwise receive were it not a Title I school, and
 - The LEA distributes “almost all of the state and local funds available to it for current expenditures”
 - Current expenditures = administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities
- **Districtwide activities can be administration, programs like summer school or preschool, and services like curriculum development or data analysis**

Timelines

- **By December 10, 2017 each LEA must:**
 - Demonstrate to its SEA it has a methodology for meeting SNS it will use no later than the 2018-2019 school year, or
 - Submit a plan to its SEA for how it will fully implement a methodology for meeting SNS no later than the 2019-2020 school year
- **Before 2018-2019 or 2019-2020 LEAs can demonstrate compliance using one of the new options or NCLB rules**

Upcoming Meetings

- **Thursday, September 22**
 - 1560 Broadway (most likely in the Aspen room on the 11th Floor)
- **Thursday, October 6**
 - 1560 Broadway (19th floor conference room)
- **Thursday, November 7**
 - Colorado Children's Campaign (1580 Lincoln)
- **Thursday, February 16**
 - Colorado Children's Campaign (1580 Lincoln)
- **Thursday, April 20**
 - Colorado Children's Campaign (1580 Lincoln)