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.

STRONG FOUNDATIONS

MORE OPTIONS

ALL MEANS ALL

QUALITY SCHOOLS

EDUCATORS MATTER

Meeting Logistics & Desired Outcomes

Meeting: ESSA Committee of Practitioners
Date & Time: Thursday, March 2, 2023; 10:00 a.m. - 3:00 p.m.
Location: Daniels Fund, 101 Monroe Street, Denver, Colorado 80206

Meeting Leads: Amy Beruan (Elected Co-Chair), Joey Willett (Elected Co-Chair)
                Shannon Wilson and Rachel Temple (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.

Attendees: Sandra Rahe, Megan Eikleberry, Joey Willett, Marcie Robidart, Jesse Tijerina, Ryan Hartgerink, Jeremiah Johnson, Christy Sinner, Clinton Allison, Stephanie Hund, Cheryl Taylor, Amy Beruan, Alan Nall, Toni Vaeth, Kristin Duncan, Laura Gorman, Rochelle Garcia-Gomez

Agenda Items and Next Steps

Headline Time Presenters	Agenda Item	Summary/Notes
Welcome **Committee Business** 10:00-10:15 *Shannon, Rachel T.*	• Quick Introductions • Representation Map • Vote on the approval of the minutes from the previous meeting and review the agenda for the meeting • Revisit norms to ensure on track with expectations / commitments • New FPSU staff introductions	• November 2022 Meeting Minutes are approved.
FPSU Updates 10:15-10:45 *Nazie* Informational	• ESSA State Plan update • USDE Title I monitoring of CDE • High achieving schools study • Chronic Absenteeism • Offer of support from Equity Assistance Center Guiding Question: What questions or feedback do you have based on the updates? What additional information would be helpful?	Presentation Highlights: • The 2023 Equity and Excellence conference will be held November 1-2. The Save the Date and Call for Proposals will be released soon. • The additional information requested from USDE on the ESSA State Plan has been submitted; CDE is awaiting a response. SBE has requested a metric for measuring school climate. • 14 districts have failed Maintenance of Effort. If the LEAs fail again in the next 5 years, CDE will be required to reduce allocations. • Colorado failed State level ESSER III Maintenance of Equity under ESSER III. CDE requested level of tolerance from USDE and was approved. • CDE has identified high performing schools to study, which include ESEA Distinguished Schools and an Alternative Education Campus with high graduation rate. • CDE is participating in a learning series on chronic absenteeism and has created a state team to address rate increases. CoP Feedback:

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		• Recommendation to include the judicial system in conversations regarding chronic absenteeism. • When will 2023-2024 meeting dates be established? ○ CDE/Co-Chair Response: Meeting dates will be established at the last meeting of the year.

Revisit Bylaws Discussion
10:45-11:05
Amy, Joey
 	
Vote Needed
	• Review current bylaws
	• Discuss proposed changes
	• Vote on needed changes
	
	Guiding Question: What bylaw changes or additions will help our group function more effectively?
		Presentation Highlights:
		• Based on proposed changes to the CoP Bylaws, the following updates have been made:
		  ○ 3.1: Updated "membership will include the following" to "each such committee shall include"
		  ○ 3.4: "Members unable to participate for half of the meetings scheduled for the year may have their membership revisited or possibly terminated by a majority vote of the committee at the final meeting of the year"
		  ○ 4.2: Omitted proxy voting
		  ○ 6.3: "Officers shall serve staggered 2-year terms"

District Managed Activities Discussion 11:05-11:25 *Laura* Feedback Needed	• Share proposed list of allowable uses for district level activities during transition application • Share plan for transition application and 24-25 school year. Guiding Question: What does CDE need to consider with the transition	Presentation Highlights: • Based on new guidance provided by USDE, CDE is proposing to revise its DMA guidance to better align with the new guidance. The revised guidance would be made available in 2023-2024, however requirements would not go into effect until the

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	and timeline? What guidance will LEAs need (coding in Cons App)?	2024-2025 school year. The transition year would allow districts to identify needs and adjust their budgets accordingly. • Although the expenditures are not allowable as district level expenses, they continue to be allowable with the school's Title I allocation, and in some cases allowable with other ESEA Titles. • CDE to reach out to BruMan for further guidance and consider flexibilities on a case-by-case basis. Small committee formed (Laura M. and Joey) to work on guidance. CoP Feedback: • This will be a big shift for LEAs using district managed set aside. • Allocation size is a factor. • ECBOCES has not used DMA in the past because the pot of funds is so small. • Staffing concerns with DMA. There are district level positions funded out of DMA. • We cannot put it in a school budget as LEAs are allotted PPA based on students. • Recommendation to update guidance language to be more positive and list allowable activities at top.

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Spring Consolidated Application Training and Resources 11:25-11:40 *Shannon, Rachel E.* Feedback Needed	• Share out what we have been doing for RNMs this year and what we did for the Cons App last year • Discuss what resources and training would be most helpful for this year Guiding Questions: What kind of training would you like for 23-24 Cons App (technical, program specific, fiscal requirements, guided work time)? What format (recorded, live virtual, or in-person)? When should training happen?	Presentation Highlights: • CDE is preparing for the 2023 Consolidated Application training. Members are asked to complete a short survey providing feedback on the preferred date, format and kind of training offered. • Small Bite recorded trainings are available on CDE's website. Topics include Schoolwide Programs, Using Title III for Translation Services, and Title III Immigrant Set-Aside. CoP Feedback: • In favor of having virtual and in-person training opportunities. • Request for system training and program/budget training. • Recommendation to provide Small Bites training on common errors and provide a fiscal cheat sheet.

Monitoring Update
11:40-12:15
Tammy, Kristin, Bill
 	
Feedback Needed
	• Update on 22-23 monitoring
	• Program Requirements
	   ○ document format
	   ○ new indicators
	
	Guiding Question: How do we ensure that the monitoring process and resources/tools are supportive to LEAs?
		Presentation Highlights:
		• The program requirements document is being reorganized to align ESEA indicators to the Program Monitoring Self-Assessment.
		• CDE is currently reviewing Program Monitoring Self-Assessments, selecting indicators for Tier II and III LEAs, and scheduling onsite visits.
		
		CoP Feedback:
		• Spring is the best time to talk to district staff. School visits will likely need to occur at a different time as the end of the year (starting in Feb) is usually busy with testing and wrapping things up. March is hard for building administrative staff. Recommendation to meet

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		with schools early in the progress and follow up with central staff later. • Would notification schedule or cycle change based on when visits happen? • The preferred time for BOCES to meet is Spring, dependent on leadership changes. • Recommendation to notify districts as soon as possible and provide flexibility in timing. • When do you release tier I, tier II and tier III lists? o CDE Response: Districts are notified of their tier in the notification letters. • Request for the self-assessment to be made available in advance. Districts can work on the assessment in the Fall. • The release date and deadline have posed an issue for EC BOCES in the past which has resulted in extension requests.
Subbing and Volunteering Pilot Program *Rachel* Feedback Needed		Presentation Highlights: • A small team from the Federal Programs & Supports Unit is working to develop a subbing and volunteering pilot program. • The purpose of the program is to provide an opportunity for licensed/eligible CDE staff to substitute in schools in their communities. • To successfully launch the initiative, CDE is seeking feedback from members on their initial thoughts, and what questions/factors should be considered by CDE and/or LEAs.

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		CoP Feedback: • Request for CDE to provide the districts with advance notice of the dates available to support. • Recommendation to work with the district Federal Program staff to get connected. • Due to liability concerns, districts likely will not allow volunteer substitutes. Some districts require that fingerprints be on file for anyone supporting in the classroom, including teachers and paras. • Would CDE's insurance provide coverage while subbing? • As a loophole, could district's pay CDE for subbing? CDE could donate the funds. • Volunteers needed to help free up bandwidth. Schools need paras, support with crosswalk, lunch, etc. With the change in FRL, there is concern around feeding all students with the existing staff; recommendation to connect with the district's nutrition services team. • Concerns that the subbing program is inequitable. When looking at the state, the program is metro, front range centric. • Request for CDE to help recruit substitutes and get people into the candidate pool.

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Working Lunch 12:15-12:45		

Stronger Connection Grant
12:45-1:15
Tammy, Nathan, Evita
 	
Feedback Needed
	• Share public comment results
	• Timeline for grant
	• Gather feedback on application
	
	Guiding Questions: Are there any changes to the proposed definition of "high-need" LEA that need to be made? Are any revisions to the draft application needed?
		Presentation Highlights:
		• SCG timeline:
		   ○ 3/24: EDAC meeting
		   ○ 4/12: RFA & application published
		   ○ 5/24: Intent to apply due
		   ○ 6/7: Application due
		   ○ 7/20: Applicants notified
		   ○ Mid-to-late Aug: GALS distributed
		• CDE is proposing the following Equitable Services process:
		   ○ Is the LEA eligible based on CDE's high-need LEA definition?
		   ○ Does the LEA intend to apply? If yes, the LEA will need to consult with all NPS' that would intend to participate with the scope of the LEAs proposed activities. If no, then no consultation is required, or the LEA would consult with the NPS to determine if there are needs that the LEA could apply for on the NPS' behalf.
		   ○ If the LEA is not eligible and does not intend to apply, no further action is necessary
		CoP Feedback:
		• Recommendation to provide an open-ended question for applicants to list activities. Unique circumstances are not captured in CDEs data (ex: school shooting, distance

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		from law enforcement, natural disasters). • If an LEA does not want to run a grant themselves, but has an interested NPS, how would finances flow? What would cash flow look like and who is responsible? ○ CDE Response: Guidance states the LEA is responsible. We are awaiting clarification from the USDE. • Recommendation to not set a minimum amount, however, do establish a maximum. • District level costs or school specific? ○ CDE Response: It is up to the LEA; however the grant has an activity focus. • $60,000 is spreading it too thin. Recommendation to not exceed 40 LEAs (ideally 20 or 30). • Strain on smaller districts to make it competitive.
Free and Reduced Lunch Data and Discussion *Laura* 1:15-1:35 Informational	• Update on the use of Free and Reduced Lunch as it relates to the Healthy Meals for All program. Guiding Question: What additional resources or information would be helpful?	<u>Presentation Highlights:</u> • Beginning in 2023-2024, districts will no longer have the option to select multiple data years; the most recent 2022-2023 poverty data will be required. • 2022 October Count will be the only data source for FRL pre-populated into the system. The LEA may opt to use another allowable data source and change pre-populated data. • The Federal Programs & Supports unit is working closely with colleagues in CDEs School Nutrition team as well as the Department of Ed to better understand the Healthy School Meals for All

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		program and implications on districts. • It is essential that schools and districts complete the FRL form. <u>CoP Feedback:</u> • Hard to get parents to fill out the form when they know everyone is getting free meals. • Recommendation to update name of form, omitting the word "lunch."
Title I Lists 1:35-1:50 *Laura* Vote Needed	• Introduce a new protocol and the reasoning surrounding the protocol for creating a drop deadline for finalizing the annual list of Title I schools. Vote: Can the CoP members support finalizing the Title I school list by August 1?	<u>Presentation Highlights:</u> • CDE is recommending that districts must have their Title I list finalized by August 1. Districts will not be able to make changes to the Title I list after that date. • The School profile from the Consolidated application is used to identify schools that will have the Title I program for the SY; determine the type of program (SW or TS); used for ESSA identification; and used to prepopulate Title I status in the Student Interchange and Title I interchange <u>CoP Feedback:</u> • Recommendation that the Title I list on file be considered final when the district receives substantial approval. • Recommendation to not establish a deadline as it provides CDE more flexibility. • Provide reminder at Cons App training. • Small schools may experience change in enrollment.

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CS Year 4 Plans 1:50-2:50 *Nazie* Feedback Needed	• Brief overview of requirements for schools identified for CS Year 4+, proposal based on stakeholder input to date, and next steps. Guiding question: Any feedback on the proposed plans? How can we better support the schools that are identified for four or more years? What action should be taken if performance does not improve?	Presentation Highlights: • ESSA requires that when a school has been identified for comprehensive support and improvement: o The schools UIP meets ESSA improvement planning requirements, has been approved by CDE and includes evidence based (EB) strategies o EB strategies have been implemented with fidelity and are resulting in progress toward addressing reasons for identification o EB strategies have been progress monitored and the challenges/barriers have been identified and addressed o If the EB strategies are not resulting in progress toward meeting the exit criteria, the SEA will take more rigorous action in the fourth year • Based on ESSA requirements, CDE is proposing to meet with schools and districts to develop a plan for more rigorous action that builds upon the improvement efforts taken to date. • CS-Y4+ schools must: o Have an approved plan o Have a diagnostic review within the past 2 years or get one next year

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		○ Be implementing evidence-based strategies that address reasons for identification
		    ○ Progress monitor implementation
		    ○ Evaluate progress towards meeting exit criteria
		    ○ Make adjustments if progress is not being made
		• The school, district and CDE would meet twice per year to review progress of implementation.
		• The Empowering Action for School Improvement (EASI) Grant opportunity is available for identified schools; application for next year will open in the Spring.
		• Notification letters were sent to districts in September 2022. CDE will send a follow-up communication detailing the requirements and will provide upcoming training details.
		• CDE is working with LEAs to get CS UIPs approved, and determine the status of implementation of major improvement strategies.
		• CDE is seeking feedback from members regarding recommendations and concerns regarding the proposed framing. Who from the district should receive the letter outlining requirements, and who from the district should attend the training?
		
		CoP Feedback:
		• List all district recipients (from same district) in the 'to' field vs the 'BCC' field.

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		- Send letters to the district authorized representatives who can then coordinate who else needs to be involved. - Important that the process be supportive; process based, and not individual action based. - Would this plan be for schools other than AECs? - CDE Response: This would become the model for any CS-Y4 schools that are not on the accountability pathway. - Recommendation to meet more than twice a year. - CDE Response: Our intent is to meet schools and districts where they are. If schools would like us to come back, we are happy to do so, however, we did not want to make it a requirement. - Recommendation to include the individuals who oversee Special Ed. - Recommendation to provide a Small Bite training on root causes. - Incorporate and leverage district resources that can be relied on, i.e. data, assessments, school improvement, academics. - How many AEC staff attend E&E? If it's only 1 session, they likely will not attend.
Closing and Next Steps 2:50-3:00 *Rachel T., Shannon*		Next meeting: April 20, 2023

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