

ESEA Committee of Practitioners (CoP)
September 8, 2016
19th Floor Conference Room – 1560 Broadway, Denver, CO, 80202

Committee Members:

Jesús Escárcega, Mary Ellen Good, Arlene Salyards, Roy Holloway, John McKay, Amy Beruan, Mitzi Swiatkowski, Lynn Kintz, Lynn Mather, Jessica Martinez, Kirk Banghart, Clint Allison, Miles Pimentel (for Dawn Roedel), Lori Cooper, Laura Gorman, Myra Westfall, Melanie Jones, Tracy Thatcher, Holly Goodwin (phone), Lucinda Long-Webb (phone), Tory Richey (phone),

Guests:

Melissa Beck, Joshua Shoemaker, Kay Bridges, Jesse Tijerina (phone)

CDE Representatives:

Brad Bylsma, Pat Chapman, Jeff Klein, Sarah Cohen, Stacy Goodman, Jennifer Simons, Lynn Bamberry, Anna Young, Morgan Cox, Robert Hawkins, Dana Scott, Sharon Triolo-Moloney,

The meeting was called to order by chairman, Jesús Escárcega at 10:00 a.m.

Chair Escárcega introduced a discussion of the minutes from the August 18 meeting.

- Arlene Salyards was added to the list of attendees.
- Amy Beruan made a motion to approve the minutes with the updated list of attendees.
- Kirk Banghart seconded the motion.
- ***The motion passed by a unanimous vote – the updated August 18 meeting minutes were approved.***

Brad Bylsma updated the committee on the development of the Every Student Succeeds Act State Plan, noting the requirement that Colorado develop a performance management system for implementation and oversight of ESSA programs, including: distribution of funds (Consolidated Application); technical assistance; and monitoring (program review).

- CoP's role involves ensuring the process of developing the Consolidated Application is transparent, efficient, and effective
 - Ensure application equitably serves all LEAs, regardless of size, resources, or demographics
- A member question led to a discussion of parent involvement in application development and completion
 - Multiple members shared that their LEA's involve parents in conversations throughout development process (such as accountability committees) – parent input is used in completion of application, but parents are not directly involved in completing the application

- Parents are able to view the completed application when it is brought before district accountability committee and school board for approval
- Committee provided feedback on 16-17 application and made suggestions for future versions
 - One platform for application and budget was easier to work with
 - Multiple comments expressed appreciation with CDE customer service once application was released
 - New application was more user friendly than previous and it was efficient to allow multiple users to access application simultaneously
 - Red fields did not function properly this year but will be helpful in guiding applicants next year and providing immediate feedback
 - Assurances were the same for all LEAs which made some superfluous for districts that did not operate certain programs – make content more responsive so applicants only see what is relevant to them
 - Access and process to complete was confusing for BOCES – lack of clarity around timelines, how BOCES and districts could collaborate inside of application or access separately
 - Pre-approval of activities is helpful and can be scaled up so more LEAs can take advantage of this process
 - Add the ability to export budget from online platform to a sortable Excel budget
 - Add a search function to make navigating program budgets easier
 - Train applicants on formulas that drive budget and make budget functionality more transparent
 - Add a live totaling function to show budgeted and unbudgeted funds
 - Clarify GEPA statement requirement for BOCES and other consortia
 - Release application earlier in the school year

Stacy Goodman introduced technical assistance plans for the Office of Elementary and Secondary Education Act Programs

- Committee members asked for Equity and Excellence conference to be utilized as many practitioners plan to attend
- Members asked that dates of technical assistance opportunities be released as soon as possible for planning purposes
- Members asked that all webinars be recorded for future viewing and for those that cannot attend at time of presentation
- Members asked that technical assistance plans differentiate for new practitioners as well as those that have had years of training on basics and need more advanced training
- Members asked that CDE consider regions of districts and BOCES membership in an effort to equitably reach entire state

Jeff Klein introduced tiered program review plan for ESEA programs

- Graphic and flow chart were presented showing identification for Tiers I, II, and III, with associated review activities
- Committee provided feedback:
 - Consider different needs of schools/districts recently identified from priority improvement or turnaround versus those closer to the end of the accountability clock
 - Consider different needs and resources of small, rural districts
 - Consider how messaging will be received, both in terms used such as monitoring or performance review, as well as how process is introduced – support, compliance, audit, etc.
 - Be as transparent and clear at the beginning of process so LEAs know what to expect and can plan accordingly
 - Consider how Federal Programs processes blend or conflict with other offices and units of CDE and they work they already do with LEAs and schools
 - Don't use red in graphics to represent LEAs that require the most support and scrutiny
 - Focus on how to develop effective programs and how to use federal funds more effectively

Brad Bylsma led an activity that introduced LEA plan requirements under ESSA and allowed those present to provide recommendations for developing questions for the Consolidated Application.

- Feedback was incorporated into revised questions developed for subsequent CoP meetings
- Difficult to simplify and condense questions due to multitude of requirements
- Effort should be made to simplify questions and reduce number of questions
- Members asked for documentation that all questions were based on statutory requirements
- Rely on assurances, rather than narrative responses where possible
- Provide guidance on required depth and specificity of responses

Meeting was adjourned at 3:00