

# Meeting Logistics & Desired Outcomes

Meeting: ESSA Committee of Practitioners

Date & Time: Thursday, April 28, 2022; 10:00 a.m. - 3:00 p.m. Location: Virtual (Zoom)

Meeting Leads: Laura Gorman and Amy Beruan (Elected Co-Chairs)

Shannon Wilson, Rachel Temple, and Tammy Giessinger (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: Clint Allison, Cassandra Berry, Amy Beruan, Shineth Cunanan-Gonzales, Megan Eikleberry, Rochelle Garcia-Gomez, Sandy Gecewicz, Laura Gorman, Ryan Hartgerink, Alan Nall, Moses Regidor, Christy Sinner, Mitzi Swiatkowski, Cheryl Taylor, Clare Vickland, Marjorie Wickham, Joey Willett.



# Agenda Items and Next Steps

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| **Headline Time Presenters** | **Agenda Item Prep (if needed)** | **Summary/Notes** |
| **Welcome Committee Business 10:00-10:15**  *Laura, Amy, Shannon, & Tammy* | * CoP members will 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 | * The February 10, 2022 Meeting Minutes are approved. |
| **Membership Survey 10:15-10:30**  *Laura, Amy, Shannon, & Tammy* | * Review bylaws regarding membership and co-chairs * Survey to members asking if they will return for next year | Presentation Highlights:   * Two members have terms ending this year. * Laura is at the end of her term as chair; Amy Beruan will move into the lead chair role next year. * Please complete the [survey](https://app.smartsheet.com/b/form/72ee7801de524ca9a646a847a026cbe8) to let us know if you will be returning next year. Please indicate if you are interested in being a co-chair. We will vote on a chair at the May 2022 meeting.   Feedback from CoP Members:   * Recommendation to provide additional time for members to consider their interest in serving as chair. * Send membership survey to committee members who are not in attendance at today’s meeting. |



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| **ESSER and ESEA**  **Monitoring Practices 10:30-11:30**  *Tammy Monitoring Team* | * Overview of monitoring purpose and process * ESEA Monitoring Status Updates * ESSER Monitoring Status Update   + How LEAs can prepare for future ESSER monitoring | Presentation Highlights   * The purpose of monitoring review is to support LEAs with potential risks and/or non-compliance identified in the document review process, in order to prevent or mitigate non-compliance and identify areas of improvement. * Program requirements are divided into four categories: Meaningful Stakeholder Engagement and Partnership, Identification and Delivery of Services, Evaluation of Program Impact (newly added), and Fiscal Requirements. * CDE’s monitoring team is currently completing evidence reviews and writing reports for districts monitored in 2021-22 (51 districts). CDE is finalizing program requirements and preparing notification letters for districts to be monitored in 2022-23 (82 districts). * The monitoring team is refining internal systems around tracking findings and follow-up needed and implementing internal norming activities, including monitoring vs. auditing.   CoP Feedback:   * Recommendation to show exemplary monitoring examples at office hours. * Request for CDE to stabilize and outline monitoring indicators. Those |



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|  |  | being monitored this year will have fewer indicators than those monitored in 23-24.   * Request for CDE to share the indicators and necessary documentation in advance with districts. Clearly message that districts are monitored on expenditures, policies, and plans from the previous fiscal year. * Request for CDE to provide updates and clarification, as available. * Additional feedback from small group discussion was [recorded here.](https://docs.google.com/document/d/1r5-vYJ3wBH_ilhTgt7REMACZ9wbZFsQio5FMM0aXIVI/edit?usp=sharing) |
| **Introduction to School Quality and Support Division**  **11:30-11:45**  *Rhonda Haniford* | * Introduction to School Quality and Support division; How the new Federal Programs and Supports office fits into the division | Presentation Highlights:   * The School Quality and Support division is made up of the Accountability and Continuous Improvement Unit, Federal Programs & Supports Unit, Schools of Choice Unit, Field Services & Support, and School & District Transformation Unit. * The vision is to further build continuity of supports and services to the field with better alignment with other units within the divisions. |
| **Consolidated Application Updates 11:45-12:30**  *DeLilah, Michelle, Niko, Shannon* | * Consolidated Application and Allocation status * Grants Management System updates * Title II Alternative EDT Calculator * Resources and training | Presentation Highlights: Consolidated Application:   * The 2022-2023 Consolidated was launched April 14. Allocations are posted to the Grants Fiscals website and should be uploaded into the |



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|  |  | application soon. Applications are due June 30, 2022.   * Regional Contacts reached out to districts that had a greater than 10% reduction and reduction was $10,000 or more.   Title II Alternative EDT Calculator:   * CDE is developing an Alternative EDT Calculator that LEAs with identified gaps can use as a resource to meet compliance. * In the 22-23 Cons App, LEAs with gaps have the option to select the Alternative Calculator assurance. If compliance cannot be demonstrated with the calculator, EDT Plans must still address the existing gaps. * The EDT Alternative Calculator process guidance is available on CDE’s website. CDE will provide an EDT training (series training #4) on May 31, 2022 from 10am-12pm.   Resources and Training:   * CDE provided a 2022-2023 Consolidated Application virtual training on April 12. A Consolidated Application Virtual Training library is now available on CDE’s website. * The Federal Programs and Supports Unit will be providing in-person regional work sessions this May to support LEAs with completing the 2022-23 Consolidated Application. |



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|  |  | CoP Feedback: Consolidated Application:   * The update of fiscal information into the application will not have a negative effect on activities and items budgeted, correct?   + CDE Response: Correct. The number on the funds allocation page may update. If there are changes, LEAs may need to adjust line items on the program pages to align with items prepopulated. * Is this year 2 of the 3 year cycle (2021-22)?   + CDE Response: 2022-2023 is year 3 of the application cycle. * Did a lot of districts see a greater than 10% reduction? Could we potentially use funds from the 10% state ARP set aside?   + CDE Response: We had a large number of districts with more than a 10% reduction, greater than $10,000. We are working with Grants Fiscal to see if funds are available for reallocated grants. If Title I funding is not available to reallocate, we will work with the ESSER steering committee to identify what/if other |



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|  |  | resources are available from the 10% set aside.   * Did Title IV go down at the federal level or was it a function of what the formula is based on?   + CDE Response: Title IV is based on the prior year Title I. We will provide a high level overview of how the allocations are calculated/tied together at an upcoming office hours.   Title II Alternative EDT Calculator:   * When will EDT results come out?   + CDE Response: We are gearing up to run the EDT results in the next two weeks. We are hoping to share results with districts prior to the May 31 training. * Do districts have the choice to use the most recent May data released and/or data they already have to demonstrate compliance?   + CDE Response: Yes, the requirement is to use at least 20-21 school year data. * The new data received this May will be used to inform next year’s cycle, correct?   + CDE Response: Correct, data released this May can be used to inform next year's cycle. |



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| **Lunch 12:30-1:00** |  |  |
| **Comprehensive Support and Targeted Support Identification and Planning**  **1:00-1:30**  *Tammy* | * Updates on status of CS UIP approvals * Discussion of feedback and approval options * ESSA Identification implementation plans - year 4 CS schools and ATS schools - preparing to implement in 2022-2023 | Presentation Highlights:   * Requirement that the State review and approve UIPs for schools identified for Comprehensive Support and Improvement. Districts are responsible for reviewing UIPs for schools identified for targeted support (TS & ATS). * In the current school year, we reviewed 115 UIPs, 14 UIPs have received approval for meeting CS criteria. The CS rubric is currently embedded in the Quality Criteria rubric and feedback is accessed through the online UIP system. * A UIP pilot template is starting in June. If you or someone you know is interested in participating in the pilot, please submit the interest [form](https://docs.google.com/forms/d/e/1FAIpQLScdbPoa5mADebqvJykaY39syKPthl057GZLK_4JfzJxHw6PLA/viewform). * Please use this [form](https://docs.google.com/forms/d/e/1FAIpQLSfU3GqUIqXl7Ic_ZjBDC-SjRrUBfryNlJrUdnAxLFM8RSJcZQ/viewform) to provide UIP feedback. * Schools identified for comprehensive and additional targeted support and improvement are required to identify and address resource inequities.   Feedback from CoP Members: CS UIPs: |



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|  |  | * What is the expected timeline for schools to submit revisions? What is the timeframe for granting approval?   + CDE Response: If there are required changes based on our review, the expectation is that revisions are made by the next submission. The CS identification is a 3-year identification; the expectation is that the plan is approved within the 3-year identification. * The UIP online system is not user friendly. Is there talk of making a new system? Several years ago there was a small stakeholder group that gave feedback on functionality and how the system was working from the end users point of view. Recommendation to resume the stakeholder group. * When does feedback come to districts? The majority of districts take UIPs to their Board in September. If feedback is shared in March, that provides districts time over the summer to work on UIPs.   + CDE Response: It varies based on the UIP submission timeline changing. This year feedback was shared in March. * Recommendation to provide video resources that outline common |



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|  |  | mistakes and examples. Provide training opportunities early August/late July.   * Recommendation to assign a CDE point contact for districts.   Resource Inequities:   * Are resource inequities asked at the school or district level? Recommendation that this be a district level question with a narrative response option. Schools have limited knowledge of EDT and comparability. Will the resource allocation questions be tweaked for charters? * Are there districts who have been successful in articulating the resource inequities piece? * Recommendation that schools provide their process for ensuring identified schools have access to the resources they need. * Parallels with Supplement, Not Supplant (SNS) methodology in how we declare the process for districts.   + CDE Response: We have contemplated having an SNS methodology collection for identified schools with additional resources. * Recommendation to provide examples/models of resources and how to use pre-existing resources. |



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|  |  | Look at the state review panel for resources.   * CDE Response: We will develop a proposed template and share it with CoP for feedback. * Curious as to how many districts with rural and small rural status have been identified as having CS schools? Recommendation to develop a rural based training. * Recommendation to keep resource inequities separate from the district UIP, like we do in SNS. |
| **Federal Programs & Supports Updates 1:30-2:00**  *Nazie* | * Introductions of new staff members * Reorganization * Regional Contact updates * update on proposal and status of addendum approval | * CDE is undergoing a reorganization in order to better support and meet the needs of the LEAs that we serve. The ESEA Office will be the Federal Programs and Supports Unit responsible for the administration of ESEA and ESSER programs, including application review, technical assistance, monitoring, evaluation and reporting. The Grants Program Administration office, led by DeLilah Collins, will be focused on the improvement of system functionality and review process and timelines. The Grants Fiscal Management Unit will provide support on fiscal requirements and regulations and provide technical assistance on fiscal matters. |



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|  |  | * As part of our restructuring to provide * better support, we are reviewing ESEA Regional Contacts (RC) assignments. Considerations include the size of regions, size of and total of ESEA awards within a region, and size of districts within a region. * ESSER application leads have been assigned to LEAs. The list of leads can be found on [CDE’s website](https://www.cde.state.co.us/fedprograms/esserapplicationleads).   CoP Feedback:   * RCs are the primary point of contact. Specialists are contacted when there is a general question, early in the planning phase. * Helpful to have a secondary RC per region for quick responses to questions. * Inconsistency in ESEA application review dependent on the reviewer. Districts receive denials/comments on items that were previously approved.   + CDE Response: We are addressing inconsistencies by having norming activities and keeping a comment log. * Members love having an ESSER lead contact! They provide consistency in their review and respond promptly. * Time and space needs to be protected for people overseeing teams. Members are supportive of having RCs |



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|  |  | and leads in place to provide district support.   * Office Hours have been very beneficial. |
| **Updates and Q&A from members 2:00-2:45**  *Nazie* | * Questions from CoP members | Presentation Highlights:   * The USDE has requested additional information regarding the ESSA Identification Addendum. CDE is waiting to hear back from the USDE. |
| **Closing 2:45-3:00**  *Laura, Amy, Shannon, & Tammy* | The CoP leads will share final thoughts and provide a reminder for the next meeting. | * Our next meeting is scheduled May 12 from 10am-12pm. * Recommendation to offer hybrid meetings, with lunch provided, for upcoming year’s meetings. |

*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.*