ESSA Committee of Practitioners (Cop)

November 17th, 2017

Colorado Children’s Campaign

Committee Members:

Clinton Allison, Kirk Banghart, Amy Beruan, Lori Cooper, Jesus Escarcega, Mary Ellen Good, Holly Goodwin, Laura Gorman, Lynn Kintz, Lucinda Long-Webb, Bridgette Muse, Arlene Salyards, Mitzi Swiatkowski, Myra Westfall, Joshua Shoemaker.

By Phone: Tory Richey, Amy Spruce

CDE Representatives:

Brad Bylsma, Jennifer Simons, Jamie Rife, Lynn Bamberry, Dana Scott, Shelby Schaefer, Laura Meushaw, David Schneiderman, Kirsten Carlile, Linnea Hulshof, Barbra Goldsby

The meeting was called to order by chairman, Jesusu Escarcega at 10:00 am.

* Introductions- review the Minutes: Minutes are approved as is.
* Additional meeting on December 13th at CASB from 10-3: approved

Jennifer Simons introduced a discussion about the work of the Title Programs and Assurances Spoke Committee. CDE solicited feedback from those present:

* Change the word “frugal” to “good steward of the money” in the summary of grant management.
* This grant management is more “needs based” for districts and the people benefiting from the funds
* Group made a motion to move forward with this system of grant management

**Decision point: (3 % set aside)**: voices from rural districts to not pull money from schools to support different schools. Who makes decision of competative vs formula. What was the percent taken off in NCLB vs ESSA? Could funds pay for offsite transportation in a way that is flexible?

ESSA themes: does it make sense to organize work around themes? Where does support for families come in? Careful that we aren’t spreading it too thin. Lack of resources for capacity building. Most of these are addressed under the MTSS umbrella. Piece that needs to be flexible for different needs at different times- what does that look like at the state level? Don’t make it a requirement, but it under considerations and let the districts address them as need be. Well rounded is very vague: state identify some priority areas.

**Equitable Access to Excellent Teachers:** how will we collect the local plans? UIP vs consolidated application. UIP makes the most sense because you have everyone in the district looking at the UIP. Would there be a way to add recruitment of people of color to the grid? What will this look like for charter schools? Concensus to keep plan in UIP.

**Consolidated Application:** Jennifer handed out the Consolidated Application questions and review “rubric” for Title III for input from the CoP. Members were given time to review the proposed questions and sample “rubric”.

Kirk Banghart: small districts cannot meet all of the requirements in the rubric. There is not enough money there to do all of these things.

Morgan: these plan requirements are in legislation. There are 3 activities that are required but Title funds do not have to be used for each. The district may be supporting the activities through other funds.

Mary Ellen Good: Could someone in the small districts use it to get their endorsement? Morgan: yes, and can use funds to pay for endorsements etc.

Lori Cooper: can we have teacher take assessments vs getting a second endorsement?

Question numbers one and two: evaluations won’t be any different, but will be presented differently to be transparent about what the state is looking for.

**Consapp review criteria for Title I:** what criteria should be looked at to approve or not approve their responses? Would the UIP be a sufficient tool? Approving, monitoring and application process, those should be the buckets in which we capture the information. (Clare Vickland). Ask for timeline from districts. Jennifer will create draft for later date. Have the word universal for plan.

Can we bring back the idea of going back to assurance? When does the state have the obligation to provide support? Clare: explain how this process is different? ESSA shifts responsibility from SEA to LEA, then puts in a LEA plan requirement based on how it will carry out responsibility. Response could be answered in a short paragraph

Different data at different times of the year for the consapp.

DeLilah: current comparability is really a check to make sure that funding is comparable. Easier on districts

**Consapp platform comments**: should be able to accept the Title III set aside so that coordinators can be aware (for BOCES).

Great improvement from where it had been. Being able to have multiple users is very helpful. Be aware of when we districts will receive their allocations.

Running header needed for Title I.

Red flag instead of stopping from sending application into per-pupil allocations.

Title III data tables: may be collected in other existing data collections, or if it will still live in the application. Some of the major reporting requirements are no longer in ESSA.

What is you have carryover from an allocation but not current allocations. District will input the carryover.

What does it look like to let the field know in mass that the questions are coming vs training? Will be communicated in regional networking trainings etc.

With changes in politics, is it likely that the state plan will change?

**Review Process:** if districts don’t have preliminary allocations, it’s hard to make a plan from it without a budget. Approving activity vs funds for a lot of the time. It would be helpful to make sure that districts touch base with CDE throughout the year with upfront and important feedback. Peer review process: makes the process more transparent. Peer review is always a good thing, but concerned about the timing of it. Suggestion to have it in the fall. Only concerned about districts reviewing because CDE has the lens. Option to have CDE staff on team.

Is the percent in Title II expected to go down?

**Title I:** How do these numbers help in the planning process? Do small districts have the ability to decline the funds, and if so, do they still run the program without the funds? –no

Have something on CDE website that will inform districts about current distribution on funds (From David’s presentation)

Barbara Hickman- how do we communicate with districts about new allocations?

There is an individual answer for district allocations.

Data is based off of 14/15

**Vote for 3 percent- unanimous no- 17**

**Talk about Title IV in the next meeting.**