

Prior to submitting your comments, we invite you to read [a letter from Commissioner Anthes on Colorado's ESSA State Plan Development and release of the state plan draft.](#)

## Section 2: Consultation and Performance Management

### 2.1 Consultation.

*Instructions:* Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- The Governor or appropriate officials from the Governor's office;
- Members of the State legislature;
- Members of the State board of education, if applicable;
- LEAs, including LEAs in rural areas;
- Representatives of Indian tribes located in the State;
- Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;
- Charter school leaders, if applicable;
- Parents and families;
- Community-based organizations;
- Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;
- Institutions of higher education (IHEs);
- Employers;
- Representatives of private school students;
- Early childhood educators and leaders; and
- The public.

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. Be in an understandable and uniform format;
2. Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
3. Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.

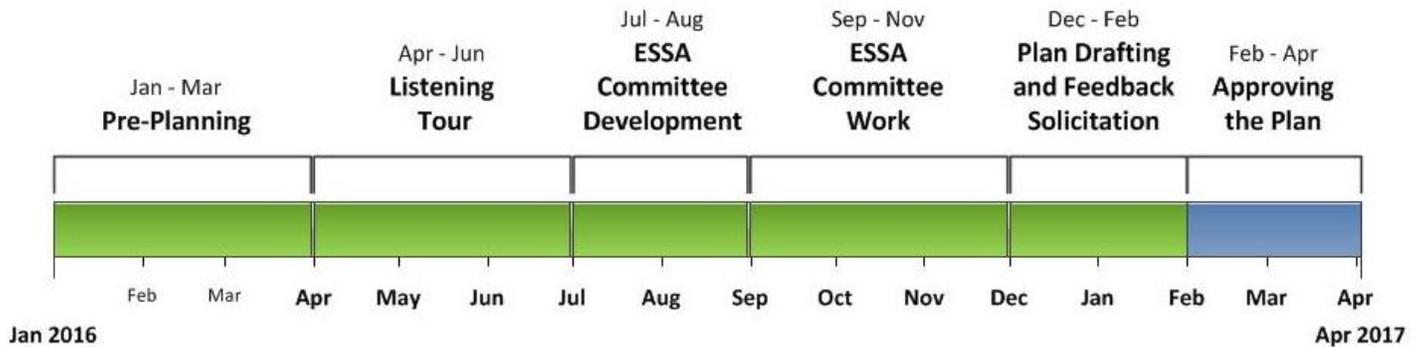
**A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

### Notices of Public Comment

The Colorado Department of Education (CDE) posted an initial state plan draft and sent out a notice of public comment through a variety of communication channels on February 10, 2017. The public comment period was open from February 10, 2017 to March 10, 2017 and comments were accepted through online survey, email, document upload, and mail. Please see Attachment XX to view this notice, and see the section on "Public Comment Process Following Completion of Initial Consolidated State Plan Draft" for more information on the process and details.

**B. Outreach and Input.** For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

- i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA’s plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.



## Introduction to Colorado’s Stakeholder Consultation and Engagement in State Plan Development

The Colorado Department of Education (CDE) recognizes that ongoing and meaningful stakeholder engagement is essential to the effective development and successful implementation of Colorado’s Every Student Succeeds Act (ESSA) state plan on behalf of Colorado students. Toward that end, CDE committed to providing multiple avenues and opportunities for interested individuals and organizations to review the decision points, options, recommendations, and drafts and provide feedback throughout the design and development of Colorado’s ESSA plan. In addition, CDE committed to making the stakeholder consultation and plan development process as meaningful and transparent as possible. Efforts to create transparency included frequent and widely disseminated updates on the process, timelines, and opportunities to engage at different stages and levels of plan development.

Colorado’s roadmap in support of effective stakeholder consultation included the following overarching strategies to promote engagement and participation opportunities:

- Building awareness and establishing a variety of communication channels with schools, districts, and the public through online and virtual engagement;
- Meeting with stakeholder groups throughout the plan development process, including, but not limited to: a statewide Listening Tour, participation opportunities in ESSA Committees, and multiple meetings with critical education partners; and
- Posting plan drafts and decision points for public input and comment prior to submission to USDE;
- Developing a formalized internal process to incorporate and address stakeholder feedback as appropriate; and
- Creating a system of continuous feedback to remove any barriers that could prevent broad, meaningful and authentic engagement.

## Building Awareness and Establishing Communication Channels

The Colorado Department of Education (CDE) established multiple reciprocal communication channels to disseminate news and updates, to receive questions and collect feedback, and to increase transparency and accessibility throughout the state plan development process. Shortly after ESSA was signed into law in late December 2015, CDE created the “ESSA in Colorado” website which became the main landing page to collect and post ESSA related guidance, resources, and news. CDE also created a dedicated email address to receive and respond to ESSA questions, comments, and concerns. In addition, CDE launched the “ESSA in Colorado Blog” as a new way for the public to engage with CDE with thoughtful ideas, comments, opinions and constructive feedback on the ESSA implementation in Colorado. CDE also established an ESSA E-Newsletter to more efficiently publish regular ESSA updates.

### Colorado’s ESSA Website and Online Resources

The Colorado Department of Education (CDE) committed to frequently updating and curating the department’s ESSA webpages for use as the main repository for all state and federal related ESSA items. CDE included a link to the main CDE ESSA webpage in all presentations and handouts with stakeholders and in all applicable ESSA communications including the *Scoop* (CDE’s weekly communication to the field), ESSA E-Newsletter, the CDE Update and ESSA-related email blasts. In addition to publicizing the website through those communication channels, staff directed the public to the web resources whenever inquiries came by phone, email, or other meetings.

CDE maintained three central ESSA webpages:

1. Main ESSA landing page (<http://www.cde.state.co.us/fedprograms/essa>)
2. State Plan Development Committees Page ([http://www.cde.state.co.us/fedprograms/essa\\_stateplandevlopment](http://www.cde.state.co.us/fedprograms/essa_stateplandevlopment))
3. State Plan Feedback Page (<http://www.cde.state.co.us/fedprograms/essastateplanfeedback>)

Utilizing these three central pages, CDE posted, publicized, and provided summaries of guidance and regulations as it was released by the U.S. Department of Education; posted updates to any timelines or submission dates as announced by the U.S. Department of Education or Colorado’s State Board of Education; and updated the list of Hub and Spoke Committee membership and meetings and posted materials, notes, agendas, and presentations from committee meetings. See the section below on “Colorado’s ESSA Hub and Spoke committee membership process” for more information.

### ESSA email

In early 2016, CDE created a central ESSA email address ([ESSAquestions@cde.state.co.us](mailto:ESSAquestions@cde.state.co.us)) to collect and respond to email inquiries regarding ESSA and Colorado’s state plan development process. This email address was displayed on ESSA webpages and disseminated as part of the ESSA listening tour. Inquiries, feedback, comments, and concerns received via this email address were used to inform CDE’s future stakeholder engagement efforts and were critical to CDE’s continuous improvement process to increase authentic stakeholder engagement and participation.

### Colorado in ESSA Blog

### What's New in ESSA

#### Submit Feedback on ESSA State Plan Drafts and Recommendations

- [Provide input on key aspects of Colorado's state plan](#)

#### Recent Guidance and Regulations from the U.S. Department of Education

- [Non-regulatory guidance on fiscal changes and equitable services requirements](#) (PDF)
- [Non-regulatory guidance on Title IV, Part A](#) (PDF)
- [Final Regulations for Assessments Title I, Part A and Title I, Part B](#) (PDF)
- [Final Regulations for ESSA Accountability, Data Reporting, and State Plans](#)
- [ESSA Consolidated State Plan Template](#) (Word)
- [ESSA State Plan Assurances Template](#) (Word)

#### ESSA Listening Tour Report

- [Final Listening Tour Report](#)
- [CDE ESSA Listening Tour page](#).

*CDE’S “WHAT’S NEW IN ESSA” SECTION PROVIDED QUICK AND EASY ACCESS TO NEW AND IMPORTANT ESSA RESOURCES*

In February 2016, CDE launched the “ESSA in Colorado” Blog and invited educators, district leaders, policymakers and others to participate in a conversation about the implementation of ESSA. The blog included information, questions and guidance, and encouraged readers to share their ideas, thoughts and feedback. Readers were encouraged to subscribe to CDE’s ESSA blog using an RSS feed, and could subscribe to all new blogs or only those tagged with the ESSA Blog Topic of their interest. Link to the “ESSA in Colorado” Blog: <http://www.cde.state.co.us/fedprograms/ESSABlog>

### Establishing Colorado’s ESSA E-Newsletter

Colorado Department of Education (CDE) created an ESSA E-newsletter to regularly communicate news and information on the progress of the Spoke and Hub committees, share any updates to the ESSA state plan development timeline, and announce any upcoming opportunities to provide input outside of the Hub and Spoke Committee Process (see Sections on Colorado’s ESSA Hub Committee and Colorado’s ESSA Spoke Committees). From late August 2016 to the end of state plan development, CDE sent out on average two E-newsletter issues per month. Each ESSA E-newsletter typically contained some variations of the following:

- Update on the most recent Hub Committee meeting including topics discussed, any content approved to move forward to the State Board, and a link to the materials reviewed;
- Preview of the upcoming Hub Committee meeting including a link to any materials to be discussed, spoke committees presenting and a summary of the topics on the agenda, and link to the Hub Committee “Listen Live!” function to live-stream the next meeting;
- Short description and link to new meeting agendas, presentations, and other materials for spoke committees as well as any major spoke committee news or updates;
- Any guidance, proposed and final regulations, or other news and updates on ESSA from the U.S. Department of Education;
- Any major decisions or actions taken by the State Board of Education related to ESSA from the board’s monthly meetings;
- Any upcoming opportunities to provide feedback on options and/or recommendations on decision points or state plan drafts through online surveys;
- News articles and other ESSA informational resources; and
- Link to submit a comment on ESSA state plan development.

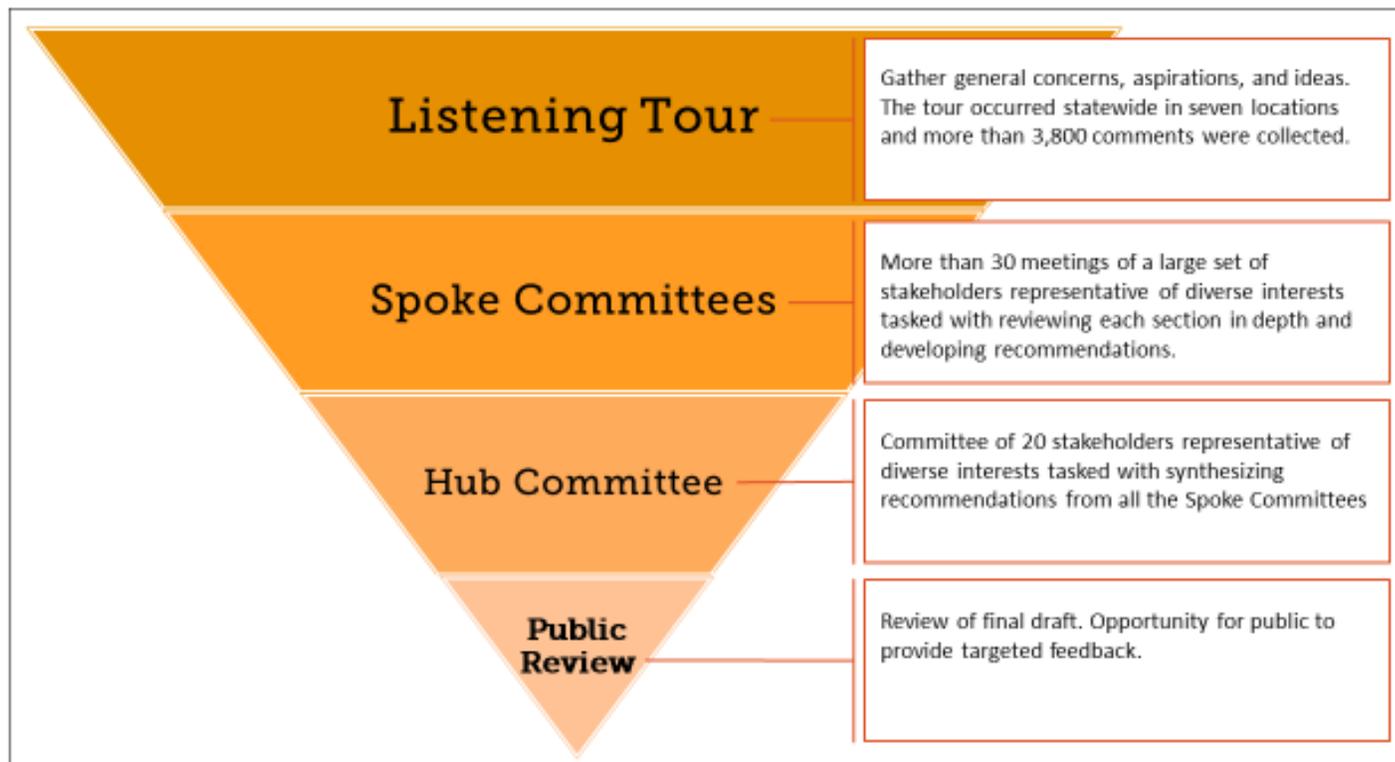
CDE included a subscription button at the end of each newsletter so that anyone could subscribe to receive new issues. At its peak, CDE had over 1,700 subscribers. Link to the ESSA E-newsletter archive: <http://us5.campaign-archive2.com/home/?u=bee6c43ae6102530cf98cadf9&id=03e3ec5c99>

CDE included links to Colorado’s ESSA website and blog, email address information, and ESSA E-Newsletter in all presentations and meetings with stakeholder groups, and publicized access and updates in the *Scoop* and CDE Update – CDE’s two main vehicles of communication to schools and districts. In combination with existing department communication networks and resources, CDE used these tools to reach a wide range of stakeholders across the state, target outreach to specific groups as necessary, and promote engagement at different stages in the development of Colorado’s state plan.

### Stakeholder Meetings and Engagement with Critical Partners Through Plan Development

Concurrent with the development of an open and transparent online presence, the department began planning for a multi-stage public input and stakeholder consultation effort to collect input and feedback on the components of the state plan at several stages and in various platforms throughout plan development. As illustrated in Figure XX, a statewide ESSA Listening Tour was a first step towards gathering broad and geographically diverse input and feedback from across the state on how Colorado should implement vital components of ESSA. Following the ESSA Listening Tour, the department convened a Hub Committee and multiple Spoke Committees to begin reviewing and making recommendations on options to address ESSA state plan requirements. The committees used the Listening Tour

feedback as a starting point for discussion and decision making. After recommendations and decisions were incorporated into state plan drafts, CDE planned to circle back with the public by posting a draft plan for public review and comments. Through all steps, CDE consulted with critical education partners and the Colorado State Board of Education.



### ESSA Listening Tour and other ESSA Listening Events

In order to solicit stakeholder input at a variety of levels across the state, the Colorado Department of Education (CDE) initiated the ESSA Listening Tour beginning in Spring 2016. The tour was held in seven locations around the state (Buena Vista, Durango, Grand Junction, Greeley, Pueblo, Limon and Thornton), which included both urban and rural sites. Each location provided an afternoon and evening session (1:00-4:00 pm and 5:30-7:30 pm) in order to increase attendance by parents, teachers, and other groups.

In addition to the formal listening tour events, CDE hosted or attended many events held by stakeholder groups to gather input before the formal writing of the state plan began (See Appendix XX for a listing of events). In order to elicit as much participation as possible, CDE cast a broad net for public outreach to publicize the tour sessions. The tour sessions were advertised through various electronic methods including press releases, emails, the *Scoop*, the CDE Update, CDE's ESSA website, and CDE's ESSA blog. CDE staff members also personally called district superintendents in the school district and surrounding areas where the sessions were being held to publicize the tour events. Local libraries and community centers were also contacted. All registrations were open to the public and translation services were offered when requested.

In total, through formal and informal listening events, CDE engaged in discussion regarding ESSA with more than 1,500 people across Colorado. From these listening events, more than 3,800 comments were gathered. Participants in the listening tour sessions represented a wide range of demographics and included stakeholders from the State Board of Education, the Colorado Education Association, Colorado Association of School Boards, Colorado Association of School Executives, school and district administrators (including superintendents and district Board of Education members), school staff (principals, teachers, paraprofessionals, etc.), college and university administrators, parents, and members

of the community including those representing nonprofit organizations, advocacy groups, and other interested parties. CDE also engaged with specific constituent groups and liaisons, such as Headstart, McKinney-Vento, Adult Education, IDEA and Native Americans, for their thoughts, ideas and feedback. The conversation with our Native American constituents has led to larger conversations and consultation with Colorado tribal groups. See the section titled “Native American Tribal Consultation” for more information on that process.

At each tour site CDE collected contact information and solicited participants to serve as a member of the Hub Committee, the various Spoke Committees, or simply to respond to future draft sections or specific decision points through a web-based system (See the following section on “Colorado’s ESSA Hub and Spoke committee membership process” for more information). In addition, CDE included all listening tour contacts in the ESSA E-newsletter and ESSA updates were provided at least monthly throughout the process to garner feedback from a wide variety of constituents

CDE compiled and analyzed the comments received from the listening tour into a Listening Tour Report. This report helped to provide the foundation for the future work of the ESSA committees. In addition to providing them with the Listening Tour Report, names of interested parties from the Listening Tour were provided to each of the Spoke Committee leads so they could reach out for additional membership on their committees or to gain additional insight from specific groups (e.g., parents, students).

As sections are drafted and presented both to the Hub Committee and State Board of Education, the feedback from the Listening Tour (from both official tour events and informal meetings) has been addressed and taken into account. All materials from the tour, including a full ESSA Listening Tour Report, can be found on our ESSA listening tour website: [http://www.cde.state.co.us/fedprograms/essa\\_listeningtour](http://www.cde.state.co.us/fedprograms/essa_listeningtour)

### Colorado’s ESSA Hub and Spoke committee membership process

Following the statewide Listening Tour and under the guidance of the State Board of Education, the Colorado Department of Education (CDE) utilized a Hub and Spoke Committee structure for ESSA state plan development illustrated through Figure XX. Through this structure, CDE instituted a centralized Hub Committee that would oversee the development of a state plan draft to be submitted to the State Board in early 2017, and ESSA topical Spoke Committees that would be responsible for developing and appropriately vetting sections of the state plan with the agility and flexibility to sections of the planned developed and written in a timely manner. The central Hub and topical Spoke Committees would draw membership primarily from the public and critical education partners.

## ESSA LISTENING TOUR INPUT

### APPROVAL\*

- Colorado Department of Education
- Governor's Office
- State Board of Education
- ESSA Committee of Practitioners

\* List of approvers is dictated in the federal law.

### CRITICAL PARTNERSHIPS FOR INPUT THROUGHOUT THE PROCESS

- General Assembly
- School Districts
- Education organizations
- Advocacy Groups
- Parents, students & community



### Colorado ESSA Hub Committee

The purpose of ESSA Hub Committee was to provide oversight of the ESSA state plan development and act in an advisory capacity to the Colorado Department of Education (CDE). The goal of the committee was to review and revise proposed state plan draft sections that reflect a final consensus of the respective Spoke Committees and the constituencies their members represent. The Hub Committee was also tasked with ensuring that the state plan draft was in alignment with the vision of the Colorado State Board of Education.

The 20 members of the Hub Committee were selected by the State Board of Education in collaboration with CDE staff and critical partners from three categories: representatives of those who create and approve legislation, rules, and policy related to ESSA; representatives of those who have to establish state and local policies/plans and implement ESSA; and representatives of those who have a vested interest in the success of ESSA implementation. A full membership list can be found on the ESSA Hub Committee Membership List webpage:

<http://www.cde.state.co.us/fedprograms/essahubmembers>.

### Hub Committee Membership

- Representatives of those who create and approve legislation, rules, and policy related to ESSA
  - State Board members (2 members)
  - State Legislators (2 members)
  - Governor's Office (1 Member)
- Representative of those who have to establish state and local policies/plans and implement ESSA (1 member each)
  - Colorado Association of School Boards
  - Colorado Association of School Executives
  - Colorado Education Association
  - Colorado BOCES Association

- Colorado Department of Higher Education
- Colorado ESEA Committee of Practitioners
- Representatives of those who have a vested interest in the success of ESSA implementation (1 member each, appointed by the State Board of Education)
  - Parents
  - Taxpayers
  - Business Community
  - Child Advocacy
  - Rural Educator
  - Charter Schools
  - Alternative Education
  - Urban League of Metropolitan Denver
  - Colorado Commission on Indian Affairs

CDE contracted with an external facilitator to maintain a balanced, neutral, and productive discussion and decision-making process for the Hub Committee. The facilitator assisted in supporting meeting agenda design with CDE staff; providing on-site facilitation for five of the Hub Committee meetings, and preparing meeting summaries for use in achieving CDE’s goals of transparency in communications with stakeholders. The facilitator also supported CDE staff in developing resources that were in clear, understandable language with minimal jargon and in accessible formats.

The ESSA Hub Committee met monthly from August 2016 through March 2017 and twice in January 2017 for total of nine, four to six hour meetings. Hub Committee meetings were open to the public with live audio streaming for the last seven meetings. CDE also created online and a paper public comment forms so that any member of the public could submit a comment at the ESSA Hub Committee meetings. At each Hub meeting, paper copies of Hub materials were made available to the public in adequate quantities on a first-come, first-served basis. All meeting materials, presentations, agendas, and minutes were posted on the Hub Committee website ([http://www.cde.state.co.us/fedprograms/essa\\_stateplandevlopment](http://www.cde.state.co.us/fedprograms/essa_stateplandevlopment)).

The Hub Committee heard presentations from the Spoke Committees’ leads throughout the plan development process on a rolling basis. A final list of the rolling presentation schedule be found in Attachment XX. Each Spoke Committee presented background and context of a topic along with an introduction to decision points and recommendations for decisions points on each of the state plan components. Hub Committee members agreed to strive for decision-making by consensus on issues to be sent to the State Board of Education for final approval. If there is disagreement, a vote would be taken with options to develop a minority opinion to accompany recommendations to the State Board. For an example, please see Section 5 description of “out-of-field.”

### *Colorado ESSA Spoke Committees*

The Colorado Department of Education convened seven Spoke Committees organized around the initial rules proposed by the U.S. Department of Education for state plan requirements: Standards, Assessment, Accountability, Effective Instruction and Leadership, School Improvement, Title Programs and Assurances, and Stakeholder Consultation/Program Coordination.

Each spoke committee was charged with addressing state plan requirements tied to their topic; drafting the section of the ESSA plan tied to their topic; thoroughly reviewing state plan sections with constituency groups and critical partners; and providing updates to, and reviewing plans with, the ESSA Hub Committee throughout the submission process

Spoke committees consisted primarily of members of the public and were led by two to three CDE staff members. Additional CDE staff were included as necessary to provide guidance and information as subject matter experts. CDE publicized spoke membership opportunities at each ESSA Listening Tour event and other ESSA stakeholder consultation

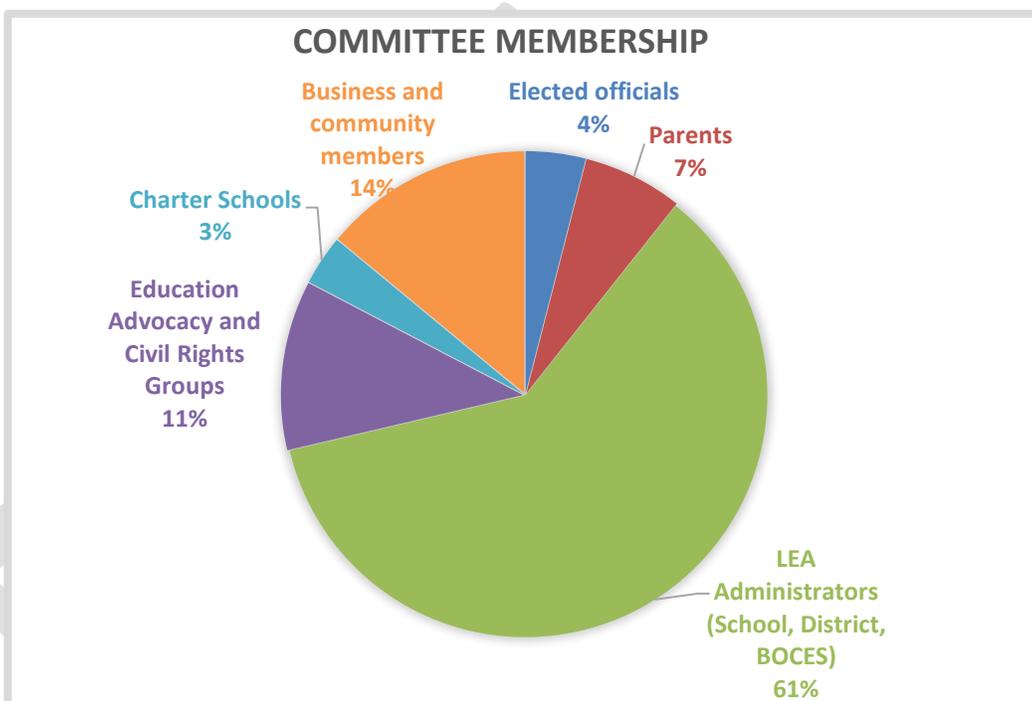
events, as well as email listservs, the *Scoop*, and CDE's ESSA Blog. CDE collected committee membership requests from interested attendees as well as any other requests of those indicating interest via email. During the committee development process, CDE kept interested parties updated on the status of committee requests and placements

CDE received an overwhelming response to the call for Spoke Committee participation. CDE staff sorted through the requests and attempted to find appropriate committee placements for each individual request up until committees reached capacity and/or committees began to meet and work on decision points. All Spoke Committee meetings were open to the public and publicized through the website and email announcements whenever possible.

In total, more than 130 non-CDE committee members served on spoke committees, including teachers, superintendents, school board members, charter school representatives, private school representatives, parents, child advocacy organization representatives, business community members, charter schools, and civil rights organization representatives (see Figure XX for a broad membership breakdown).

CDE committed to an open and transparent committee process by creating a dedicated webpage for each Spoke Committee that provided access to meeting agendas, minutes, presentation materials, supporting documents and resources, and state plan section drafts.

1. [Standards Committee](#)
2. [Assessment Committee](#)
3. [Accountability Committee](#)
4. [Effective Instruction and Leadership Committee](#)
5. [School Improvement Committee](#)
6. [Title Program Plans/Assurances Committee](#)
7. [Stakeholder Consultation/Program Coordination Committee](#)



#### *Stakeholder Consultation and Program Coordination Spoke Committee*

To further support stakeholder consultation efforts, CDE created a Spoke Committee with the singular goal of supporting the Department, the Hub Committee, and the Spoke Committees in meeting ESSA stakeholder consultation requirements. CDE's Stakeholder Consultation and Program Coordination (SC/PC) Spoke Committee assisted the other topical Spoke Committees in strengthening and supplementing stakeholder consultation efforts relative to requirements and decisions points for each of the state plan components by identifying and helping to address any memberships gaps; targeting and engaging with specific groups and interests outside of the Hub and Spoke process; and in soliciting, compiling, and sharing stakeholder feedback and input at multiple stages of the state plan development process.

The SC/PC Spoke Committee also collected, disseminated, and posted input and feedback from various groups and stakeholders including groups representing Native American students, Colorado educators, parents and community members, English learners, and the early learning community. Spoke Committees used this feedback to inform recommendations on decisions points presented to the Hub Committee. A sample of the feedback collected and shared can be found on the Stakeholder Consultation and Program Coordination Spoke committee webpage ([http://www.cde.state.co.us/fedprograms/essa\\_stateplandevlopment\\_stakeholderconsultation](http://www.cde.state.co.us/fedprograms/essa_stateplandevlopment_stakeholderconsultation)).

### Critical Partnership Groups and Meetings

Existing working groups and committees such as the Accountability Work Group, the English Learner Stakeholder Advisory Group, Native American Tribal representatives, the Statewide Advisory Council for Parent Involvement and Engagement, Early Childhood Leadership Commission, ESEA Committee of Practitioners, and the Colorado Special Education Advisory Council were identified as critical partners in vetting, reviewing, and soliciting input for the Spoke and Hub Committee drafting process. CDE specifically attempted to engage with critical partners representing historically underserved students and groups with insufficient or inadequate representatives on the Hub and Spoke Committees.

#### *English Learner Stakeholders*

The Office of Culturally and Linguistically Diverse Education (CLDE) convenes a CLDE Stakeholder Collaborative group for discussion and updates regarding English learner (EL) policy and practice. About 35-40 stakeholders attend monthly meetings. Membership includes representatives from nearly a dozen districts across Colorado. ELD Directors/Coordinators, Curriculum Directors, Bilingual Specialist, ESL TOSA coordinators, School Principals, and Higher Ed Directors are just a few positions represented at the meetings. In addition, representatives from the Colorado Association of Bilingual Education (CABE), Higher Educators in Linguistically Diverse Education (HELDE), and Colorado Teachers of English Speakers of Other Languages (COTESOL) are also actively involved.

From October 2016 to January 2017 CDE convened five meetings of the CLDE Stakeholder Collaborative group to present and receive feedback on key ESSA EL decision points as well as general ESSA decision points. The CLDE Stakeholder Collaborative heard from the Assessment, School Improvement, Accountability, Title Programs, and Standards Spoke Committees. The Collaborative provided input and made recommendations on statewide EL entrance and exit criteria as well as recommendations on the percentage threshold to provide assessments in other languages. Input and feedback received from the CLDE Stakeholder Collaborative was fundamental to the final recommendations presented to the Hub Committee and, subsequently, to the State Board of Education.

You can find full list of meetings, presentations, feedback forms received on the CLDE Meetings website: [http://www.cde.state.co.us/cde\\_english/CLDEmeetings](http://www.cde.state.co.us/cde_english/CLDEmeetings)

#### *Native American Tribal Consultation*

On November 17, the Colorado Department of Education (CDE) began a process of consultation with American Indian tribes of Colorado – the Southern Ute and Ute Mountain Tribes--which formalizes the relationship between the CDE and Tribal governments and sets forth guidelines for cooperation and communication. As a result of the initial State-Tribal Consultation, CDE learned of the following concerns: the need for Colorado Ute history in public schools, data collection, collaboration with higher education agencies, and meaningful consultation on statewide initiatives and programmatic decisions. Concerns are being addressed through a formal process of consultation and a programmatic action log.

In addition to our State-Tribal Consultation, multiple avenues and opportunities were created for Indian education constituents to solicit comprehensive input into the ESSA state plan. Feedback could be provided through a [blog](#), [ESSA newsletter](#), [listening tour](#) and stakeholder meetings. Input into the ESSA state plan from Indian education constituents can be found at

[https://www.cde.state.co.us/cde\\_english/meetingagendastitlevii](https://www.cde.state.co.us/cde_english/meetingagendastitlevii).

### *Parent Engagement Efforts – Statewide Advisory Council for Parent Engagement and Involvement and Colorado Parent Teacher Association*

The Colorado Department of Education (CDE) Federal Programs Unit, in partnership with the Improvement Planning Unit's Family Partnership Director, met with the State Advisory Council for Parent Involvement in Education (SACPIE) stakeholder group to provide information and updates regarding Colorado's ESSA state plan. SACPIE is a 23-member council representing parents, families, community organizations, teachers, higher education, charter schools, early education, and Colorado state departments. SACPIE is composed of 16 representatives appointed to three-year terms by the Colorado State Board of Education; four representatives appointed by the CDE; two representatives appointed by the Colorado Department of Higher Education and; one representative appointed by the Colorado Department of Human Services.

At the May 17, 2016 and again the November 11, 2016 SACPIE meetings, the Federal Programs Unit presented and received feedback on key ESSA parent and family engagement decision points as well as general ESSA decision points. The SACPIE Executive Committee met in September 2016 and created a list of recommendations which were then distributed to the Assessment, School Improvement, Accountability, Title Programs, and Standards Spoke Committees. These recommendations were used as the Spoke Committees draft their sections of Colorado's ESSA plan.

The Accountability Spoke Committee contacted the Colorado PTA to increase the outreach to parents on accountability issues. A survey on Accountability decision points was shared with the Colorado TPA email list and results from that survey were used to inform the Accountability Spoke Committee recommendations to the Hub Committee.

### *Non-Public School Representatives*

The Office of Elementary and Secondary Education Act (ESEA) Programs began meeting with non-public school representatives in December 2016. While this first meeting was conducted on an informal basis, in January 2017 a decision was made to move forward with a formal non-public school working group.

The working group is composed of non-public school directors and representatives, as well as LEA and BOCES representatives. The composition of this group is intended to foster a positive working relationship between non-public schools and Lead Education Agencies (LEAs) and Boards of Cooperative Education Services (BOCES) and facilitate an effective means of communication between CDE and non-public schools. During the working group meetings, the Office of ESEA Programs have presented issues arising during the implementation of the ESSA and receive input and feedback regarding the impact upon non-public schools and LEAs/BOCES. The working group representatives also assist CDE in ensuring information reaches the impacted non-public schools and districts throughout Colorado. The working group will continue to meet quarterly throughout the implementation of the ESSA. In addition to the quarterly working group meetings, the Office of ESEA Programs will host a meeting with non-public school principals and staff to present updates impacting non-public schools under the ESSA.

### *Early Childhood Community*

Several different representatives of Colorado's active Early Childhood community are engaged in our on-going ESSA work. That includes the Colorado's **Early Childhood Leadership Commission (ECLC)**. The ECLC is statutorily authorized body which serves as Colorado's state advisory council for early childhood. Its role is to be a statewide leader, subject matter expert and advocate for best and promising practices throughout the state. The ECLC consists of 20 Commissioners representing a full spectrum of advocates and leaders, including parents, early childhood professionals, Head Start, school districts, local municipalities, foundations, nonprofits, businesses and five state departments: Education, Health Care Policy and Financing, Higher Education, Human Services, and Public Health and Environment. <http://www.earlychildhoodcolorado.org/meet-our-commissioners/#>, The **Early Childhood Councils Leadership Alliance (ECCLA)**. ECCLA is a nonprofit membership organization formed to support Colorado's local early childhood councils. It provides leadership, innovation, influence and local perspectives at the state level to ensure Colorado has a

comprehensive, quality early childhood system. <https://sites.google.com/a/ecclacolorado.org/eccla/home>, CDE's **Preschool Special Education Advisory Committee**. This advisory committee consists of representatives from school districts, parents, higher education, child advocates, and others, CDE's ESSA Early Learning Stakeholder Committee. CDE established this stakeholder committee specifically to provide input on Colorado's ESSA state plan. Members represent school districts, early childhood advocates, higher education, Colorado Department of Education, Colorado Department of Human Services, Head Start, and other interested parties, Colorado's Early Childhood Professional Development (ECPD) Advisory Committee. The ECPD Advisory Committee provides input to the development, implementation and revision of Colorado's Early Childhood Professional Development Plan. <https://www.cde.state.co.us/early/ecpdadvisory>, **Early Childhood and School Readiness Legislative Commission (ECSRLC)**. The ECSRLC is a bi-partisan legislative committee convened to study issues of early childhood and school readiness. <https://www.colorado.gov/pacific/cga-legislativecouncil/2015-early-childhood-and-school-readiness-legislative-commission>, Early Childhood Summit. The Early Childhood Summit is a collaboration of state-wide organizations focused on programs and services for children from birth to age eight. Members represent education, social services, physical and mental health, child care providers, child advocates, and others.

#### *Rural Educators and Boards of Cooperative Education Services*

One hundred forty-seven of Colorado's 178 school districts are classified as "rural" or "small rural." Therefore, it is imperative that the provisions and requirements of ESSA are implemented in a manner that is supportive of Colorado's rural students as well as the schools, districts, and BOCES that serve them. Consequently, CDE has been intentional in ensuring that representatives from rural school districts and Boards of Cooperative Educational Services have a seat on the ESSA Hub and Spoke Committees that are involved in the development of Colorado's ESSA plan. In addition, beginning in the summer of 2016, CDE has regularly attended meetings of the Colorado BOCES Association, Colorado Rural Council, and Colorado Rural Caucus to provide information regarding the requirements and opportunities of ESSA and to provide updates related to ESSA state plan development. To help ensure that the voice of rural Colorado continues to be heard as we move from ESSA plan development to ESSA plan implementation, CDE will continue to work with its ESSA Committee of Practitioners, the organizations mentioned above, and others to administer ESSA programs in a manner that works for rural Colorado.

#### *ESEA Committee of Practitioners*

The Committee of Practitioners (CoP) was put in place to advise the state in carrying out its responsibilities under ESSA. It operates to identify issues across regions of the state and facilitate two-way communication between CDE and the preK-12 education community throughout Colorado. The CoP reviews, before publication, of any proposed or final state rule or regulation pursuant to ESSA. During ESSA State Plan Development, CoP members served as the primary members for the Title Programs and Assurances Spoke Committee.

#### *Additional Groups*

As CDE closes the loop with other critical partners, the department will add into the final plan a description of those interactions that are not yet listed in this draft plan.

## Opportunities for Public Input and Feedback

### Online Surveys to Provide Feedback During Design and Development

The Colorado Department of Education (CDE) created multiple web-based surveys and supporting materials to solicit public comments on recommendations and state plan draft sections from topical Spoke Committees. CDE opened windows of feedback via online surveys created using Survey Monkey and posted key decision points, recommendations, drafts, and survey links during key points in the plan development process.

Prior to public comment on a full draft, CDE opened surveys at two stages of plan development depending on the topic, the degree of consensus on decision points from stakeholder input thus far, and the types of decision points. Surveys on Spoke Committees' drafts sections were posted after the recommendations regarding decision points had been

thoroughly vetted by the Spoke Committee and critical partner groups, and the draft had been formally approved to move forward by the Hub Committee. Surveys on options and/or recommendations on decisions points were opened prior to drafting or Hub Committee approval and usually involved complex decision points without clear consensus from Listening Tour feedback and Spoke Committee discussion. Comments and feedback from surveys on the major ESSA state plan components during design and development have informed the final version of the ESSA state plan.

Please see Appendix XX to view the surveys and comments received during plan development.

<http://www.cde.state.co.us/fedprograms/essastateplanfeedback>

### Public Comment Process Following Completion of Initial Consolidated State Plan Draft

CDE posted an initial state plan draft and sent out a notice of public comment through a variety of communication channels on February 10, 2017. The public comment period was open from February 10, 2017 to March 10, 2017 and comments were accepted through online survey, email, document upload, and by regular mail.

To the degree practical, CDE developed a state plan draft and public comment supporting materials that were accessible and in a comprehensible, uniform format. These efforts included, but were not limited to:

- Developing text and audio versions of presentations for supporting materials;
- Including an email address in the notice for public comment to receive requests for information in alternative formats;
- Collaborating on stakeholder strategies and reviewing materials with an external facilitator to ensure resources developed were clear and understandable;
- Posting a Spanish translation of the state plan draft; and
- Conforming to Web Content 2.0 AA Accessibility Guidelines whenever possible.

For both the online surveys during the development and the notice of public comment for Colorado's combined state plan draft, CDE sent out a notice of public comment through a variety of communication channels, including, but not limited to:

- ESSA in Colorado Blog (<http://www.cde.state.co.us/fedprograms/essablog>)
- ESSA Main website (<http://www.cde.state.co.us/fedprograms/essa>)
- ESSA E-newsletter (<http://us5.campaign-archive2.com/home/?u=bee6c43ae6102530cf98cadf9&id=03e3ec5c99>)
- The Scoop (<http://www.cde.state.co.us/communications>)
- The CDE Update (<http://www.cde.state.co.us/communications>)
- Social Media including Facebook (<https://www.facebook.com/codepted/>) and Twitter (<https://twitter.com/codepted/>)
- Email blasts to a variety of stakeholder groups:
  - Members of the State Legislator;
  - Parents and families;
  - School and District contacts including members of Colorado's rural district representatives;
  - Teachers and other school-level staff members;
  - Civil rights organizations;
  - Groups representing historically underserved students such as English learners and students with disabilities;
  - Hub and Spoke Committee members; and
  - More than 1,500 attendees of Colorado's statewide ESSA listening tour.

*ii Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.*

Click here to enter text.

This subsection will be completed after the public comment process.

- A. Overview Comments received
  - a. Number of comments
  - b. Bulleted list summary of types of comments received
  - c. Link to all comments and stakeholder feedback
- B. Summary of how comments were addressed
  - a. Process to evaluate comments
  - b. Decision-making process to incorporate
- C. Summary of comments incorporated
  - a. Bulleted list: summary of changes made to the plan based on comments
  - b. Reference to sections of the plan where comments are addressed or were incorporated

**C. Governor's consultation.** *Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.*

This subsection will be completed after the public comment process

CDE included a representative from Governor Hickenlooper's office as member of the ESSA Hub Committee during the design and development of the state plan. CDE provided the state plan to the Governor's office for review. In addition, CDE staff plan to meet with officials from the Governor's office to answer questions, provide additional information, and receive feedback.

*Date SEA provided the plan to the Governor: 2/10/2017*

Check one:

- The Governor signed this consolidated State plan.
- The Governor did not sign this consolidated State plan.

## 2.2 System of Performance Management

**Instructions:** *In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.*

- A. **Review and Approval of LEA Plans.** *Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.*

Colorado's system of performance management is centered on the belief that ESSA programs can make a difference for Colorado students. The system is designed to help ensure that funds benefit students directly or, indirectly by positively influencing the adults that influence student outcomes and create equitable opportunities for students. The goal of the system is to maximize the impact of the programs and funds on behalf of students, parents, and taxpayers so that all students will have:

- Access to rigorous standards and aligned curricula
- Access to assessments that meaningfully track their academic progress
- Access to teachers that have the skills and supports to meet their needs
- Access to a system that holds schools and districts accountable for their performance

The CDE system of performance management consists of guidance regarding program requirements and best practice, support for effective planning, grant applications that support the development and implementation of effective programs, progress monitoring, monitoring, and program reviews to ensure program quality and effectiveness, and differentiated technical assistance based on performance. The parts of the system are connected by the following core components of an effective LEA plan:

- A comprehensive needs assessment that includes meaningful, ongoing consultation with parents, teachers, and other community stakeholders
- Identification of students who are need of additional supports and services
- Delivery of students supports and services aligned with best practice
- Supports for teachers, principals, and instructional support staff
- Progress monitoring, periodic program reviews, and program evaluation

Similar to the components of our LEA plans, CDE's system is needs-based and designed to identify the districts most in need of support and tiered to provide the most intensive support to LEAs most in need.

The consolidated application, monitoring, and technical assistance provided will be differentiated We believe that if we work collaboratively with schools and districts, that we can improve the effectiveness of educators and have a positive impact on student performance.



### Formula and Competitive Grant Applications

As noted in the prior section, CDE recognizes that stakeholder engagement is essential to the effective development of the applications and supporting materials on behalf of all students. The ESEA Committee of Practitioners (CoP) was put in place over 20 years ago to advise the state in carrying out its responsibilities under the Elementary and Secondary Education Act. It operates to provide oversight of the implementation and evaluation of Colorado’s ESEA plans. The CoP reviews, before implementation, any proposed ESEA policy or protocol.

The Educational Data Advisory Committee (EDAC) was created to review data demands placed on Colorado K-12 public education. The primary purpose of EDAC is to identify and eliminate the unnecessary collection of data and ensure the integrity of the data collection process. Each year, all data collected by the Colorado Department of Education (CDE) and other state agencies is reviewed by the committee before release to LEAs.

Colorado’s consolidated application and competitive grant applications are developed with the support of the CoP and other critical partners and are approved by EDAC prior to its release. Application development includes creating a consistent, equitable, and defensible process. The development of competitive, formula and state grants begins with the review of state and/or federal grant requirements. A review of previous year’s applications and approval systems is conducted with the support of our stakeholders. The content developed is developed and provided to internal programmers to conduct a gap analysis and a requirements document for the development of any new features and functions in the application. Throughout the development of the application, new data elements and questions are reviewed by stakeholders to ensure that they are reasonable, relevant, and necessary for the release of funds. After development, the content is to the CoP for review and approved by EDAC prior to release.

CDE consolidates Title IA, Title ID, Title II, Title III, Title IV and Title V under one application. The consolidated application is the LEA's plan required by the above programs in order to receive funds. The application process is a cyclical year-long process of planning, implementing, evaluating and adjusting activities through an online application system. Applications are reviewed for compliance and to ensure that all students receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

The application has a series of questions that help CDE understand the activities and programs that will be provided to students and staff. Applicant responses will provide a description of the meaningful consultation between LEAs, schools, and stakeholders. Applicants provide a description of their stakeholder engagement and needs assessment used to during planning, how the school will identify students in most need of support, the supports for those identified students, schools and teachers, and how funds are used to provide all children a significant opportunity to receive a fair, equitable, and high-quality education Applicant data and responses are pre-populated each year and applicants are able to update, add or remove based on the activities occurring during the funding year. The application questions align with the department’s strategic goals and essential components of the system of performance management.

The application is not just the mechanism to collect information from the applicant; it also provides supporting resources and considerations for responding to questions. The application lists the requirements for ensuring compliance, considerations for the type of activities that would be allowable and resources that will support all students, including subgroups identified in ESSA.

The review process is intended to help ensure alignment between the needs identified and the strategies to be implemented, and to support the use of funds for strategies and **services** that are allowable as well as evidence-based.

Review begins with an intake process that checks for required forms before applications can be assigned for review. Applicants need to submit the Approval and Transmittal, Acceptance, Relinquishment and Assignment forms and a check for comparability is done at this time. Once all components of the application are received, substantial approval is granted.

CDE uses internal reviewers for the Consolidated Application and State applications. External reviewers are commissioned for Competitive grants and the Consolidated Application will utilize a peer review process following the

*Consolidated Application ESSA Plan Question Example:*

*Title I, Part A - Describe how the LEA evaluates the implementation and effectiveness of the additional supports and services provided to students and determines when to modify, continue or terminate such services.*

initial internal review and approval of applications. Review teams receive training regarding

program requirements and best practices, how to navigate the online review system and the use of the review rubric. Each team has a federal program staff to ensure continuity during the review.

An application review rubric and checklist is created that describes requirements for funding and compliance with

*ESSA Consolidated Application Consideration Example:*

*Consider strategies in the UIP that may address this requirement.  
CDE Resources include Unified Improvement Planning - Resources, Data, Program Evaluation and Reporting (DPER) Resource Center, EL Data Dig Tool and ELD Program Review*

program rules. Districts with low performing schools and districts with less than 1000 students undergo

a differentiated review. The review for districts with low performing schools involves an in-depth review of the district and school’s Unified Improvement Plans and Schoolwide Plan (if applicable) to understand the greatest need in each school and to ensure that the LEA is addressing those needs. The LEA sets targets for identified performance challenges and improvement strategies, which are reviewed during application review, and checked for alignment between the activities described in the application and the identified needs in schools and districts.

Reviewers also verify allocations, poverty measures, schoolwide designations, and set-aside requirements as well as verify that the descriptions of the activities are reasonable, allowable and detailed enough to recommend funding.

Review teams provide feedback to applicants through the online system and make recommendations for changes based on the information and data reviewed. Applicants access the online application system to review comments and make recommended corrections to the application. Applicants will submit corrections and CDE staff will provide final approval.

### Continuous Improvement

CDE supports LEAs in continuous improvement through Program Effectiveness and Regional Networking Meetings. Through its Program Effectiveness meetings, CDE meets with district staff to discuss the activities and strategies to be implemented in struggling Title I schools. This opportunity for districts includes examining prior strategies and activities, evaluating their effectiveness on student outcomes, and determining whether these activities should be continued. During the meetings CDE provides information and resources to districts regarding the coordination of program resources, and evidence-based strategies.

CDE staff collaborates with identified districts, in order to support the identification of strategies and activities that have the greatest likelihood of improving outcomes for students, particularly students of poverty, students learning English, students with disabilities, and students of minority status. This opportunity for districts includes an examination of prior strategies and activities, evaluating their effectiveness on student outcomes and whether these should be continued. For districts with focus schools, there is an intensive examination of opportunity gaps across subgroups of students.

Regional Networking Meetings are held throughout Colorado. All district and school personnel are welcome to attend these meetings. These meetings provide a forum for stakeholders to engage with Federal Programs Unit staff and local practitioners, as well as communicate about local updates, needs, and concerns. Federal Programs staff, in concert with other CDE offices, uses this opportunity to engage with participants and provide locally relevant updates, as well as to identify technical assistance needs from LEAs across the state. Topics of discussion at Regional Networking Meetings to date have included Title I program quality and the differentiation of Title I services and other ESEA program services for subgroups, particularly English Learners. Future Regional Networking Meetings will continue to provide programming guidance and support for serving all subgroups including, but not limited to, economically disadvantaged students, English Learners, and students with disabilities.

See more at: <http://www.cde.state.co.us/fedprograms/federalprogramsregionalnetworkingmeetings>.

- B. Monitoring.** Describe the SEA’s plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

[Click here to enter text.](#)



### Monitoring

Monitoring is an opportunity to provide support to LEAs and leverage federal funds in support of better outcomes for students. CDE’s goal in monitoring is to help build the capacity of school districts so that they are aware of the requirements of the grants, have the ability to self-assess against the requirements of the grants, and understand how they can utilize funding under the grants to improve services for children.

## Formula Grant Monitoring

CDE has designed the program review system to accomplish the following goals:

<ul style="list-style-type: none"> <li>Focus on What Matters: by ensuring LEAs are making progress through implementation of federal programs toward increasing student achievement and improving the quality of instruction provided to all students;</li> </ul>
<ul style="list-style-type: none"> <li>Reduce Burden on LEAs: by combining and streamlining performance review protocols;</li> </ul>
<ul style="list-style-type: none"> <li>Improve Communication with LEAs: by strengthening the constructive partnership between CDE and LEAs through continuous feedback and assessment of the CDE performance review system;</li> </ul>
<ul style="list-style-type: none"> <li>Differentiate and Customize our Support for LEAs: by using the performance review system to identify technical assistance to support LEA needs and the areas where LEAs are making progress and can serve as a model or resource for other LEAs; and</li> </ul>
<ul style="list-style-type: none"> <li>Ensure Basic ESEA Requirements are Met: by reviewing fiscal requirements to safeguard public funds from waste, fraud, and abuse.</li> </ul>

The program review system is guided by a performance-based risk assessment and will be carried out through a combination of universal oversight and technical assistance opportunities, targeted desk reviews, and onsite program reviews. LEAs will be organized into three tiers based on the results of the risk assessment. Program reviews will be tailored for each district based on their unique characteristics, and may include universal, targeted, and intensive program review activities.

### Sample Consolidated Application Check List

Title I, Part A Questions	Not Addressed or Did Not Meet All Criteria (requires additional information)	Met All Criteria (clear and complete answers, addresses all subparts)
<b>Describe how the LEA evaluates the implementation and effectiveness of the supports and services provided and determines when to modify, continue or terminate such services, or the guidance and support the LEA provides to schools when that determination is made at the school level. <i>Include a description of the following requirements:</i></b>		
<input type="checkbox"/> <i>How principals and other school leaders, teachers, parents and community members are engaged in the evaluation/modification process.</i>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> <i>The data used to identify effectiveness of supports and services and the frequency with which data is evaluated.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Required Changes for Approval:</b>		
<b>General Considerations for Title I, Part A Questions:</b>		
<b>For 2017-18, For 2018-19,</b>		

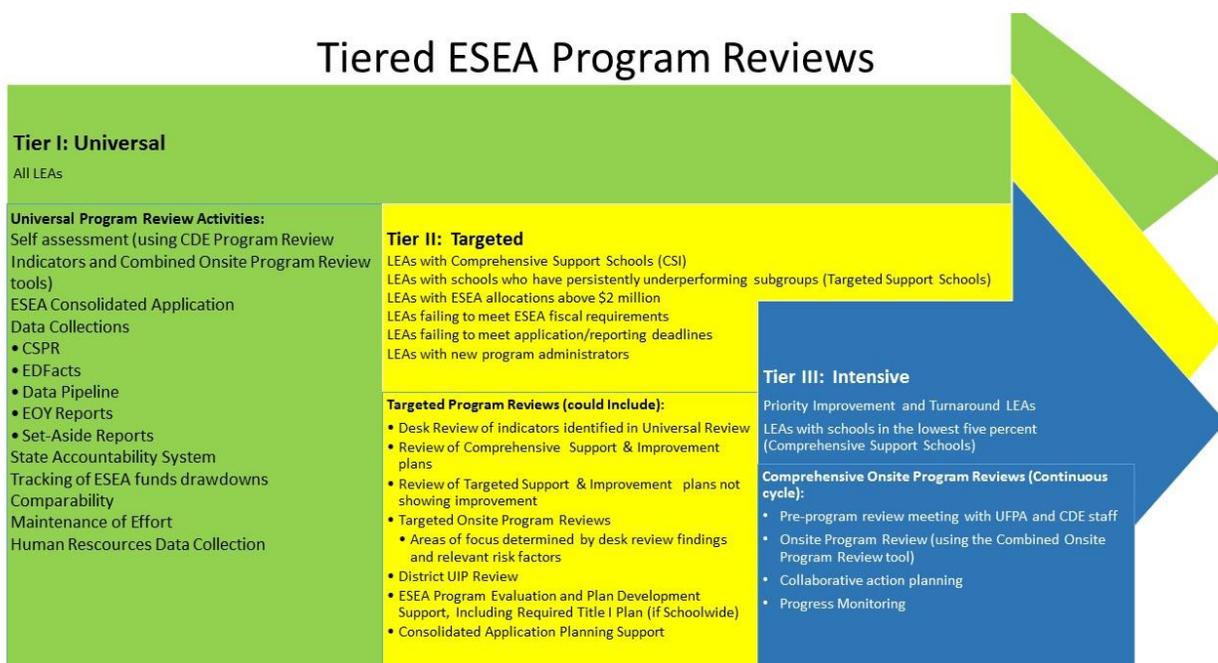


Figure 1 Tiered ESEA Program Reviews

#### Tier I: Universal

All LEAs, regardless of size, allocation, or performance rating will engage in universal program review activities. Universal activities are a combination of standard procedures required of all LEAs operating ESEA programs and CDE technical assistance opportunities available to all LEAs. Oversight activities include data collections, consolidated application for funds, and human resource documentation and reports. Technical assistance opportunities include an ESEA programs handbook, regional networking meetings, Consolidated Application trainings, ESEA Virtual Academy, and an annual conference for all ESEA practitioners.

Universal program reviews may lead to follow-up activities including desk and on-site program reviews, as well as a required plan of action for an LEA to carry out in the remaining and subsequent school year.

The purpose of Tier I, or universal, program review activities is to provide a basic level of oversight of all LEAs receiving federal funds to ensure compliance with basic program requirements. Providing a universal level of oversight through standard procedures and existing technical assistance opportunities ensures that all LEAs receive necessary oversight and support, while also reducing the burden of the comprehensive program and fiscal audits that have taken place in the past.

Tier I LEAs identified for monitoring will have some of the same requirements that Tier II applicants will receive however, the indicators will be differentiated for those LEAs that do not have high numbers of low performing students.

#### Tier II: Targeted

LEAs that meet certain indicators will be identified for targeted program reviews. Among the indicators to be considered are targeted support Title I schools operated by the LEA, student outcomes, fiscal risk, allocation size, staff turnover, and other indications that additional support is necessary.. Identified LEAs will be required to participate in Tier I activities, including a program and fiscal self-assessment, and will also engage with CDE in a customized, targeted program review. CDE will collaborate with LEAs early in the process to identify areas of focus and required evidence and documentation to be submitted by the LEA. Targeted program reviews may lead to follow-up activities including more detailed desk and on-site program reviews, as well as a required plan of action for an LEA to carry out in the remaining and subsequent school year.

#### Tier III: Intensive

LEAs with schools identified for comprehensive improvement and support will be identified for intensive program reviews. Intensive program reviews will include a comprehensive on-site program review focused on identifying areas where support for LEAs is needed and where federal programs can have the greatest impact on accelerating student achievement. CDE and LEAs will collaborate in developing a plan of action to measure and monitor progress over the subsequent two school years. Intensive program reviews are intended to assist the LEA in implementing effective strategies that best suit the needs of the students and families targeted for services under ESEA program.

#### Monitoring Indicators

CDE uses clear and consistent criteria—monitoring indicators—to determine the degree of implementation of LEA programs and activities. The use of such criteria ensures a consistent application of these indicators across monitoring teams and across LEAs.

#### Monitoring Protocol

All LEAs will be subject to Tier I level program review. Most of these activities take place annually through existing collections or will be collected through a desk review. LEAs identified for Tier II level program review will be notified by CDE staff and provided monitoring indicators that will identify specific criteria that will be reviewed. LEAs identified for Tier III level program review will work with CDE to schedule an onsite visit addressing all program review indicators.

#### Example: Desk Review Protocol

Although some compliance indicators may require slightly different procedures, in general, the following represents the basic desk review protocol:

- District/LEA notification of the specific indicators to be monitored, which identifies the timeline for district/LEA response, the evidence needed, and the process for submission

- CDE reviews the submitted evidence
- CDE provides a response within business 30 days to the district/LEA regarding the evidence submitted and a determination of compliance. If appropriate, this notification will include “actions to be taken” and the timeline for response.

Upon concluding Tier II and Tier III program reviews, LEAs will receive a monitoring report that outlines any recommendations, findings and required actions that the LEA will need to correct within the following year. CDE will work with the LEA to develop a corrective action, if necessary, and a timeline for resolution.

## Continuous Improvement

Monitoring supports continuous improvement in that it provides CDE and the LEA the opportunity to work together in reviewing evidence of compliance, reviewing the outcomes of the comprehensive needs assessment process, identifying areas for improvement, planning, and evaluating the use of funds.

Section 6.1 Well-Rounded and Supportive Education for Students will outline the strategies and supports provided to districts and schools to ensure that all students are prepared for success in society, work, and life.

**C. Continuous Improvement.** Describe the SEA’s plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.



### *Continuous Improvement*

By focusing CDE’s most intensive supports and monitoring on the LEAs most in need, CDE hopes to accelerate the growth of the students enrolled in those LEAs. To support the continuous improvement of Colorado’s system of performance management, Colorado will continue to work with stakeholders to evaluate the consolidated application and review process, monitoring and program reviews, and technical assistance.

**D. Differentiated Technical Assistance.** Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

[Click here to enter text.](#)



## Differentiated Technical Assistance

CDE believes that supports for districts and schools must be differentiated according to their performance and growth. As such, CDE has developed a tiered system of supports to meet the needs of a range of schools and districts.

In order to align with the program review system described in section B, CDE also utilizes a performance-based risk assessment to tier and prioritize technical assistance services.

The graphic below illustrates how LEAs and schools are tiered and what supports are offered within each tier. In addition to tiering the LEAs and schools who receive these supports, the types of supports within each tier are also categorized as either self-service resources, recommended regular services, requested services, or targeted outreach.

Self-service resources are documents and tools that are available for users to utilize in building their capacity to effectively administer ESEA programs. Recommended regular services are the supports, such as trainings and network meetings, that are regularly offered by Federal Programs Unit staff. The focus of these trainings and meetings is to continuously improve local capacity to administer ESEA programs. The content of these supports is regularly updated based on needs identified through ongoing stakeholder consultation and data analyses. Requested services are supports that are available by request. These supports are more individualized to the needs of LEAs and schools that request them. The requested services made available only to the targeted and intensive tiers are further intensified to meet the improvement needs in those LEAs and schools. Targeted outreach activities are the supports prioritized specifically for the targeted and intensive tiers. Similar to the requested activities, they are designed to be individualized to meet improvement needs. However, these supports are initiated by CDE and some are mandatory.

CDE believes that supports for districts and schools must be differentiated according to their performance and growth. As such, CDE has developed a tiered system of supports to meet the needs of a range of schools and districts. The table below outlines these supports to Colorado's districts. All districts may avail themselves of the Universal Supports, while the targeted and intensive supports for Tiers II and III represent more strategic and continuous incentives and supports for comprehensive and targeted schools.

A more detailed list containing descriptions and timelines of each of these supports is contained in [Appendix \[\]](#).

## Federal Programs Tiered Supports



### Continuous Improvement

Providing differentiated technical assistance allows CDE to individualize the supports LEAs receive that will best meet the needs of their individual staff and students. In addition to using performance and growth data to develop areas of technical assistance, CDE values stakeholder feedback and utilizes feedback to refine and develop future technical assistance opportunities.

\*\*\* [Click here to provide feedback on this Draft Section of the ESSA State Plan](#) \*\*\*