



COLORADO
Department of Education
Commissioner of Education

201 East Colfax Avenue
Denver, CO 80203-1799

Feb. 10, 2017

Dear Colorado residents,

For years, the state of Colorado has been a pioneer in education policy, writing some of the nation's foremost legislation to address standards, accountability, assessments, school improvement and educator effectiveness.

In 2012, Colorado sought and obtained a waiver from the federal No Child Left Behind education law that gave us flexibility based on Colorado education policies and allowed us to continue to innovate. Because of the waiver and the state's innovative education laws, many of the requirements sought by the new federal Every Student Succeeds Act (ESSA) are already in practice in Colorado.

Nevertheless, Colorado, along with every state in the union, has been called to draft and submit plans on how they will implement ESSA, which replaces the 15-year-old No Child Left Behind act. The new law shifts the country's education law from relying more on federal oversight to giving states more flexibility and more decision-making power at the local level.

Colorado, with a history of innovation and fierce individualism, fully embraces this approach to education. In fact, we have been doing it for quite some time.

Using state law as the backbone of our plan, Colorado has thoughtfully and diligently worked with many stakeholders to develop a set of plans under ESSA's new rules that address standards, assessments, school and district accountability, school improvement and educator quality.

We are proud today to release the draft of Colorado's ESSA plan for public review and to collect feedback. It is the culmination of a year's worth of hard work, thoughtful conversations and deep consideration about Colorado's education system. This stage of Colorado's ESSA plan development is important as it is another chance to react to the plan. The plan will be open for public comment for 30 days, from February 10 to March 10, 2017. The comments we receive from you will be compiled, included with the plan when it is submitted to the U.S. Department of Education (USDE), and incorporated into the plan as appropriate.

The plan's development required a robust outreach to collect input from stakeholders and the general public. I'm very proud to report that Colorado residents have been thoroughly engaged in the process.

Last year the Colorado Department of Education launched a statewide tour that visited seven sites around the state and discussed the plan with approximately 1,500 attendees. Since February 2016, the state has held more than 170 meetings on ESSA and received nearly 4,000 comments about the plan.

In August, CDE created a hub-and-spoke committee process to consider every aspect of the ESSA guidelines. About 130 community members joined seven topical spoke committees that held 30 meetings



altogether since August. The hub committee with more than 20 statewide leaders held eight lengthy meetings. Since they began meeting last summer, committee members have given generously of their time, made some tough decisions, and have worked hard to produce this draft of the ESSA plan. The public also engaged in decision points through online surveys that collected about 840 responses. My sincere thanks to all who have been involved.

The final plan to be approved by the State Board of Education and signed off on by the governor will be submitted to the USDE in April. The state is finishing its work even though uncertainty remains around how the federal plan will be implemented under the new presidential administration. We feel it is necessary to submit the plan to give educators an early understanding of what is expected of them in the coming school years.

Based on the direction set by the State Board of Education and the transition at the federal level, the plan Colorado submits to the USDE will address only the federal requirements. The state's ESSA plan will show that Colorado has developed an education system built to provide all children significant opportunities to receive a fair, equitable, and high-quality education and to close educational achievement gaps. Colorado has been and continues to be focused on implementing smart and effective state and federal policy in a manner that offers opportunities for each and every student to graduate college and career ready.

That doesn't mean the work is done once this plan is sent to the federal government. Really, our work is only beginning. The hundreds of comments and ideas that the ESSA process raised make Colorado's ESSA plan a living document, something that will be revisited continually, scrutinized regularly and modified as needed based on the ideas and feedback of people within this state.

In fact, as the department worked with stakeholders on the ESSA plan, many important ideas were brought forward. Not all of the input received is required to be included in our state plan, but instead it will inform the state's implementation of ESSA. Therefore, at the time the department submits its final ESSA plan to the USDE, CDE will be releasing an overview that summarizes common themes heard through our robust community engagement process and initial plans for implementation.

While the ESSA plan is a federal requirement, the education of our children is a Colorado priority. The plan may be a federal document, but it is a Colorado responsibility. And we intend to make it ours, for our children and for a better future for everyone.

Thank you.

Sincerely,



Katy Anthes, Ph.D.
Colorado Education Commissioner



Colorado DRAFT

Consolidated State Plan

Under the Every Student Succeeds Act



U.S. Department of Education
OMB Number: 1810-0576
Expiration Date: November 30, 2019

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.](#)

[Click here to provide feedback on the full draft of the ESSA State Plan](#)

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 2181 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)¹, permits the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. The Secretary must establish, for each covered program under section 8302 of the ESEA, and additional programs designated by the Secretary, the descriptions, information, assurances, and other material required to be included in a consolidated State plan.

The U.S. Department of Education (Department) encourages each State to think comprehensively about implementation of programs across the ESEA and to leverage funding to ensure a focus on equity and excellence for all students as it develops its consolidated State plan. Further, the Department aims to support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA works to close achievement gaps.²

The Department identified five overarching components and corresponding elements that integrate the included programs and that must be addressed by each SEA electing to submit a consolidated State plan. These components encourage each SEA to plan and implement included programs in a comprehensive way to support local educational agencies (LEAs), schools, and all subgroups of students. Consistent with the Secretary's authority in 34 C.F.R. § 299.13(d) to establish the date, time and manner for submission of the consolidated State plan, the Department has established this template for submitting the consolidated State plan. Within each component, each SEA is required to provide descriptions related to implementation of the programs the SEA includes in the consolidated State plan. The consolidated State plan template includes a section for each of the components, as well as a section for the long-term goals required under the statewide accountability system in section 1111(c)(4)(a) of the ESEA and 34 C.F.R. § 299.17(a).

The sections are as follows:

1. Long-Term Goals
2. Consultation and Performance Management
3. Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students

When developing its consolidated State plan, the Department encourages each SEA to reflect on its overall vision and how the different sections of the consolidated State plan work together to create one comprehensive approach to improving outcomes for all students. The Department encourages each SEA to consider: (1) what is the SEA's vision with regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

² In developing its consolidated State plan, each SEA must meet the requirements section 427 of the General Education Provisions Act (GEPA) and describe the steps it will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs.

Instruction for Completing the Consolidated State Plan

Each SEA must address all required elements of the consolidated State plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated State plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated State plan.

Submission Procedures

Each SEA must submit to the Department its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

The Department will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated State plan or an individual program State plan that addresses all of the required components received:

- On or prior to April 3, 2017 is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017 is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated State plan or individual program State plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

The Department will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

Publication of State Plan

After the Secretary approves a consolidated State plan or an individual program State plan, an SEA must publish its approved plan(s) on the SEA's Web site in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

Educator Equity Extension

☒ Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

- ☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- ☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- ☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- ☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- ☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- ☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

[Click here to enter text.](#)

Section 1: Long-term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

Colorado stakeholders indicated that normative long-term targets that are attainable, while also being ambitious, are the most appropriate measures of school improvement. Colorado's accountability calculations are anchored around the distribution of observed school results for each metric/content area. CDE previously reported on the percent of students scoring Proficient or Advanced on the CSAP/TCAP assessments, but due to student data privacy concerns and the desire to focus on the performance of all students, the state has shifted to using mean scale score as the metric for accountability reporting. By applying a percentile rank methodology to this school distribution, a consistent measuring stick is created in the baseline year which can be applied to all future assessment results to determine whether the system as a whole and/or individual schools have made progress. The cut-score for meeting state achievement expectations has historically been set at the 50th percentile in the baseline year. To meet the ESSA requirements for setting long-term goals, CDE analyzed historical data using this baseline percentile ranking methodology to determine the average amount of improvement across the state and within schools over varying time frames. The average percentile rank change per year was -.05 for Reading and +.02 in Math. Colorado stakeholders generally preferred a timeline of 5-7 years to achieve long-term goals, so CDE has settled on six (6) years to achieve the 53rd percentile on the baseline scale with interim progress checks every two years. Currently only one year of assessment data was used to set the baseline percentile rank scale and all disaggregated groups will be held to the same set of interim targets. In future years, once additional results have become available, the baseline scale and subsequent interim targets and long-term goals may need to be revised.

- ii. Provide the baseline and long-term goals in the table below.

Grade-level Table

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All students	50 th Percentile	53 rd Percentile	50 th Percentile	53 rd Percentile
Economically disadvantaged students	18 th Percentile	53 rd Percentile	19 th Percentile	53 rd Percentile
Children with disabilities	1 st Percentile	53 rd Percentile	1 st Percentile	53 rd Percentile
English learners	16 th Percentile	53 rd Percentile	19 th Percentile	53 rd Percentile
Minority	27 th Percentile	53 rd Percentile	27 th Percentile	53 rd Percentile
American Indian or Alaska Native	18 th Percentile	53 rd Percentile	16 th Percentile	53 rd Percentile
Asian	82 nd Percentile	53 rd Percentile	88 th Percentile	53 rd Percentile
Black	19 th Percentile	53 rd Percentile	15 th Percentile	53 rd Percentile
Hispanic	21 st Percentile	53 rd Percentile	20 th Percentile	53 rd Percentile
White	71 st Percentile	53 rd Percentile	72 nd Percentile	53 rd Percentile
Hawaiian/Pacific Islander	43 rd Percentile	53 rd Percentile	44 th Percentile	53 rd Percentile
Two or More Races	63 rd Percentile	53 rd Percentile	62 nd Percentile	53 rd Percentile

B. Graduation Rate.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

Colorado uses the 4-year plus extended adjusted cohort rate to determine whether the system as a whole and/or individual schools have made progress in graduating students who are college and career ready. The school-level distribution of graduation rates does not follow a normal distribution like the Academic Achievement and Progress indicators, therefore can't be transformed into a percentile rank scale for setting targets. Instead, Colorado examined the annual increase in the percent of all students graduating in Colorado for the past four years (the timeframe in which the adjusted cohort rate has been in place), and on average Colorado has shown a gain of 1.3% per year. Utilizing the same 6-year timeframe used for the other indicator targets, Colorado is setting a long-term goal of increasing 7.8%, with interim targets of +2.6% every two years.

- ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	82.5%	90.3%
Economically disadvantaged students	72.0%	90.3%
Children with disabilities	72.2%	90.3%
English learners	69.2%	90.3%
Minority	76.1%	90.3%
American Indian or Alaska Native	71.4%	90.3%
Asian	91.6%	90.3%
Black	76.6%	90.3%
Hispanic	73.6%	90.3%
White	87.2%	90.3%
Hawaiian/Pacific Islander	82.8%	90.3%
Two or More Races	85.4%	90.3%

- iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

NA

C. English Language Proficiency.

- i. **Description.** Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
 1. How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
 2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.
 3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

Colorado intends to create a student level timeline for attaining English proficiency and measure whether English learners are on-track to meeting this goal based on results from the WiDA ACCESS for ELLs assessment.

2016 marked a major change in the ACCESS for ELLs assessment. WiDA transitioned to and launched a revised assessment, ACCESS 2.0, which changed the format of the assessment to an online platform. In addition, WiDA made changes to the content

of the assessment to meet language demands of college and career readiness standards. For 2016, scores were based on the original ACCESS cut scores. 2017 will be the first year that student results will be based on the newly established cut scores that will be aligned to the increased language expectations required in classrooms with the goal of ensuring all students will be college and career ready. Although final results from the standard setting have not been fully reviewed, CDE expects students will need to showcase higher language skills in 2016–2017 than prior years to achieve the same proficiency level scores (1.0–6.0). Colorado requires student data based on the new cut scores to make a data-based decision on ambitious, yet attainable timeframes for reaching English language proficiency under these new more rigorous expectations.

Information about a student’s initial language proficiency status will be used to determine the timeline in which the student is expected to attain English fluency. Students entering with higher levels of language proficiency will be expected to achieve fluency within shorter periods of time than newcomers with lower initial levels of English proficiency. The age and enrolled grade level of a student may also be used for determining the English acquisition timeline for Colorado students. Colorado has begun and will continue to review available research literature on EL acquisition timelines to determine the appropriate maximum number of years to move from non-English proficient to fully-English proficient and what would be appropriate interim targets for determining whether students are on-track to meet this long-term goal.

- ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

Once standard setting and 2017 student level WiDA ACCESS results are available, CDE will apply the same percentile ranking methodology as is used for achievement measures to create a baseline scale and determine the appropriate long-term goals for increasing the percentage of English learners making progress toward English fluency. Future updates to the state plan will provide additional details.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English learners	TBD	TBD

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.*

2. **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.*

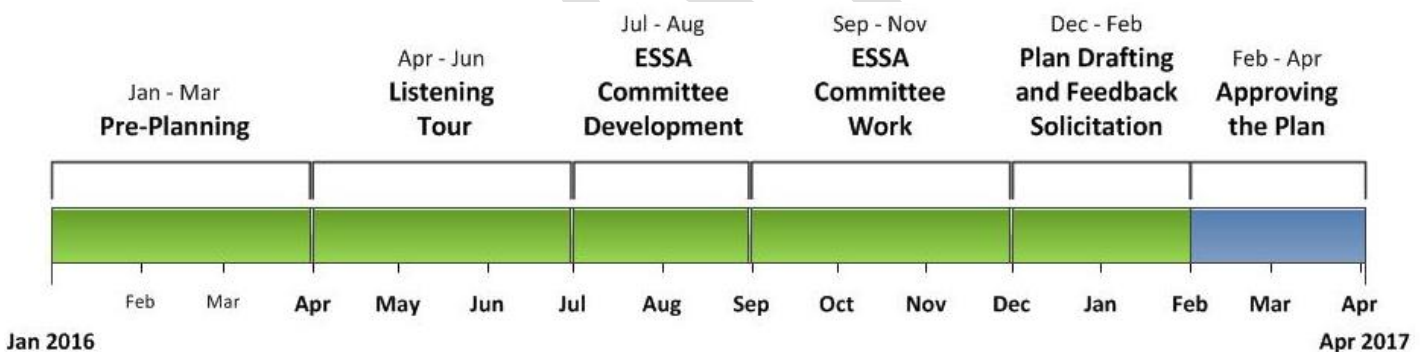
Notices of Public Comment

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.

2.1.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:*

2.1.B.i.

a. *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;
- 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

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

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_stateplandevelopment)
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) 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

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. You view the "ESSA in Colorado" Blog archive here: <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.

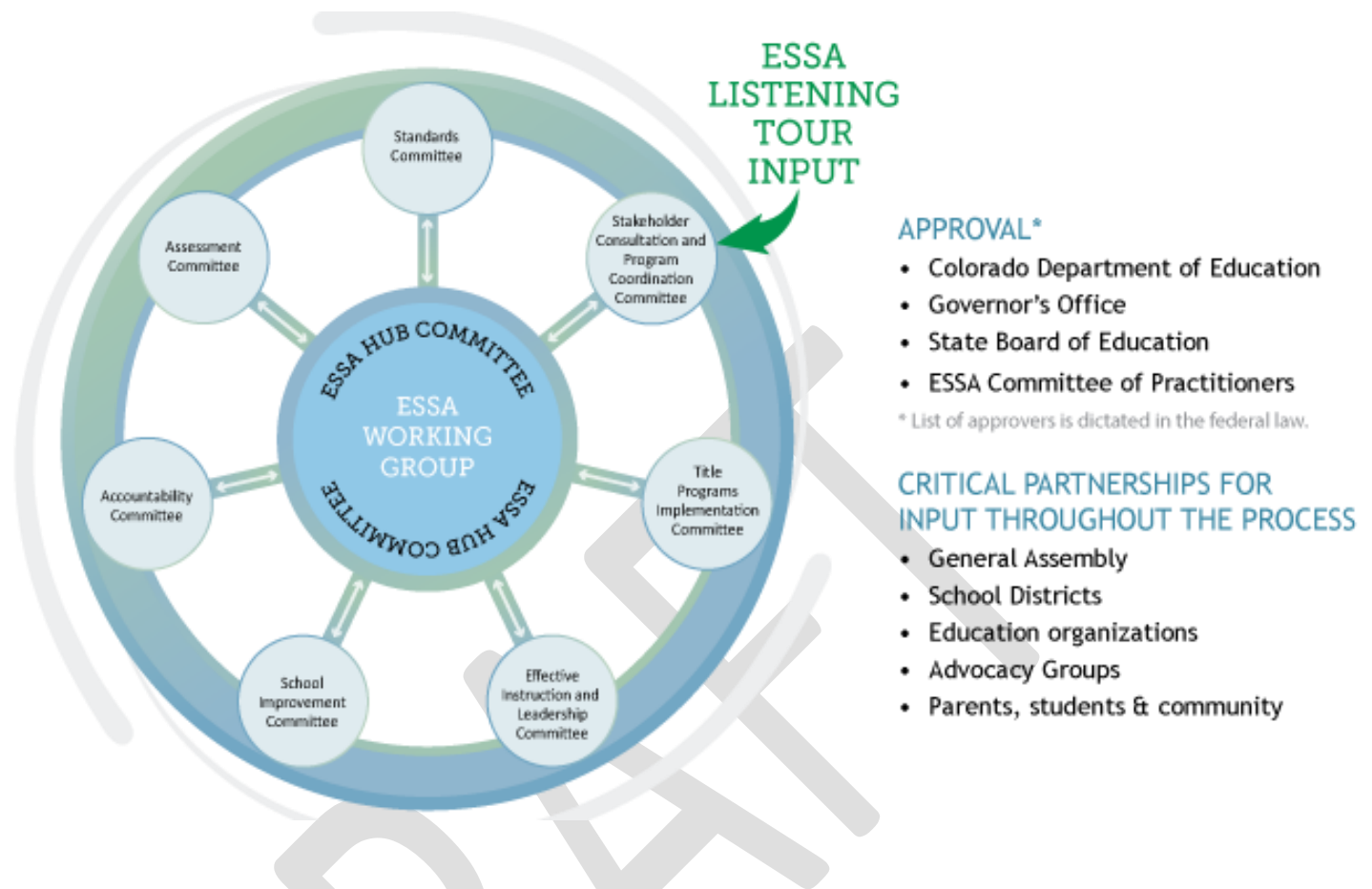
At each tour site CDE collected contact information and solicited participants to serve as a member of the Hub Committee, the various Spoke Committees, or simply to respond to future draft sections or specific decision points through a web-based system (See the following section on “Colorado’s ESSA Hub 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

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.



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).

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.

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.

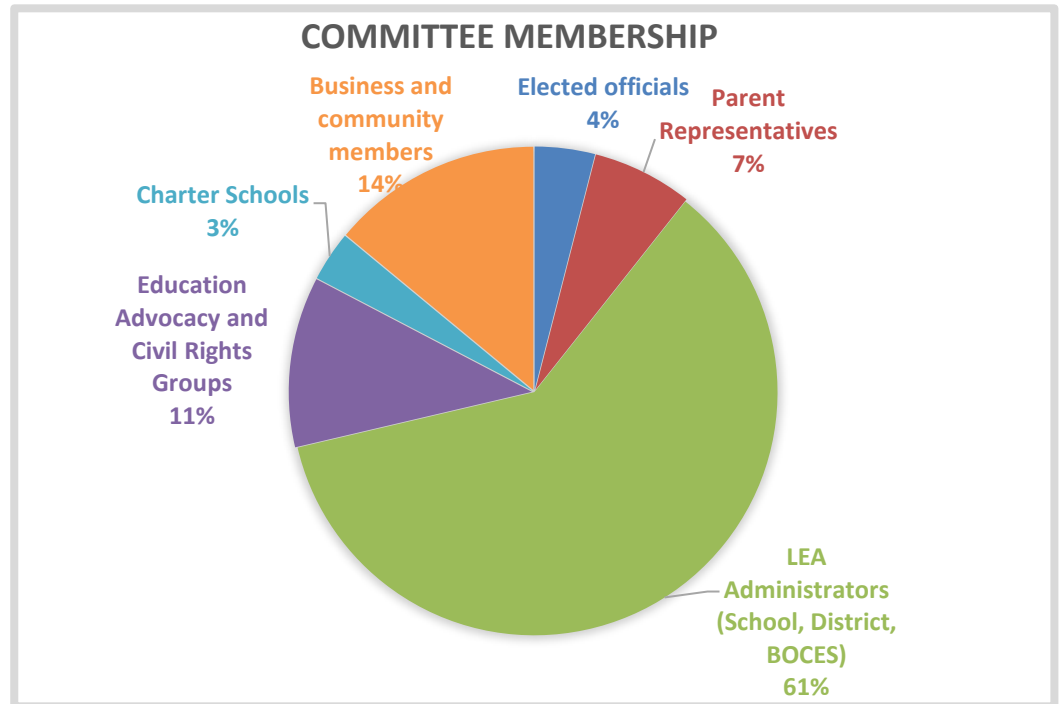
Each spoke committee was charged with addressing state plan requirements tied to their topic; drafting the section of the ESSA plan tied to their topic; thoroughly reviewing state plan sections with constituency groups and critical partners; and providing updates to, and reviewing plans with, the ESSA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

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.

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.

2.1.B. 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.*

This section will be completed after 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

2.1. 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.*

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.

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.

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 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 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

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

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.

CDE



Formula Grant Monitoring
has designed the program review system to accomplish the following goals:

<ul style="list-style-type: none">• 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;
<ul style="list-style-type: none">• Reduce Burden on LEAs: by combining and streamlining performance review protocols;
<ul style="list-style-type: none">• Improve Communication with LEAs: by strengthening the constructive partnership between CDE and LEAs through continuous feedback and assessment of the CDE performance review system;
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none"> • Ensure Basic ESEA Requirements are Met: by reviewing fiscal requirements to safeguard public funds from waste, fraud, and abuse.

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)
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>		
<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"/>
Required Changes for Approval:		
General Considerations for Title I, Part A Questions:		
For 2017-18, For 2018-19,		

Tiered ESEA Program Reviews



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 XX.

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.

Section 3: Academic Assessments

Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.

- A. Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?
- ☒ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).
- ☐ No.

Public feedback encouraged expanding this flexibility beyond 8th grade. Colorado understands that ESSA explicitly limits this flexibility to 8th grade and approval of expansion to 7th grade would be sought through a waiver.

All middle school students in Colorado have the opportunity to be prepared for and take advanced level courses prior to high school. Section 22-7-1013, C.R.S. requires local school boards to adopt policies for academic acceleration, which can include the systems and procedures to allow students in middle school grades to participate in secondary courses. Below, please find relevant statutory language:

(2.5) (a) Each local education provider shall review its procedures concerning academic acceleration for students. Academic acceleration allows a student to progress through an education program at a rate faster or at ages younger than the student's peers. The local education provider shall consider procedures that may include, but need not be limited to, the following:

(I) The process for referral for academic acceleration and procedures that ensure the fair, objective, and systematic evaluation of the students referred;

(II) A decision-making process for accelerated placement that involves multiple persons, including a student's parents, rather than a sole decision-maker;

(III) Guidelines for the practice of academic acceleration, including the categories, forms, and types of academic acceleration and the award of credit;

(IV) Guidelines for preventing non-academic barriers to the use of acceleration as an educational intervention; and

(V) An appeals process for decisions related to academic acceleration, as well as a process for evaluating the academic acceleration procedures and its effectiveness in successfully accelerating students.

Section 22-32-109(1)(t), C.R.S. provides the general statutory authority for local school boards to develop their own programs of study.

(t) [Each local board of education shall have the duty to] determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;

Section 22-32-109(1), C.R.S. outlines how individual career and academic plans can be used by middle school students, parents, and educators to ensure that they understand and plan for options for advanced-level coursework.

(1)(I) [Local boards of education have the duty to] adopt policies to require each school of the school district, including the charter schools, to assist each student and his or her parent or legal guardian to develop and maintain the student's individual career and academic plan (ICAP), referred to in this paragraph as an "ICAP", no later than the beginning of ninth grade. The board of education may require the schools of the school district to assist the student and his or her parent or legal guardian to develop and maintain the student's ICAP in any grade prior to ninth grade. Each student's ICAP shall comply with the requirements specified in section 22-2-136 and the rules promulgated by the state board of education pursuant to said section.

(II) The board of education shall further require each school of the school district to assist each student who is enrolled in the school and has an ICAP to use the plan effectively to direct the student's course selections and performance expectations in at least grades nine through twelve; to assist the student in meeting his or her academic and career goals as described in the ICAP; and to enable the student to demonstrate postsecondary and workforce readiness prior to or upon graduation from high school at a level that allows the student to progress toward his or her postsecondary education goals, if any, without requiring remedial educational services or courses.

(III) At a minimum, each public school shall ensure that, in developing and maintaining each student's ICAP, the counselor or teacher explains to the student's parent or legal guardian, by electronic mail or other written form, and to the student the requirements for and benefits of concurrently enrolling in courses with an institution of higher education pursuant to the "Concurrent Enrollment Programs Act", article 35 of this title. Based on a request from the student or the student's parent or legal guardian, the counselor or teacher shall assist the student in course planning to enable the student to concurrently enroll in courses with an institution of higher education.

B. Languages other than English. Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.

- i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

Consistent with Office of Civil Rights precedent, "Languages other than English that are present to a significant extent in the participating student population," is defined as 5% or 1000 persons, whichever is less, of the state grade-level English learner population eligible to be served or likely to be affected.*

*Students of a language background within a grade-level who have received content instruction in that language within the last year.

Spanish is the only language other than English that is present to a significant extent in the participating student population in Colorado.

For migrant English learners: Approximately 71% of our migrant students in our tested grades have a home language of Spanish. Written transadaptations are available to these students in science and mathematics. The next largest language group (Karen, Pa'0) falls to approximately 5% of the migrant group with no more than 11 students per grade out of our approximate 60,000 students/grade. State-provided written transadaptations for these students is not practicable.

For new to US English learners: Approximately 63% of our new to US English learners in our tested grades have a home language of Spanish. Written transadaptations are available to these students in science and mathematics. No other language group comprises at least 5% of our new to US English learners.

For Native American languages: The two largest Native American home languages for English learners in Colorado are Navajo (90 students across the tested grades with no grade exceeding 19 students) and Ute-Southern Paiute (30 students across all grades with no grade exceeding 8 students). While state-provided written transadaptations for these students is not practicable, we intend to connect with the most impacted districts to review the effectiveness of available accommodations.

For districts: Outside of Spanish, no more than 3 out of our 178 districts have more than 5% of their English learners associated with Colorado's top 5 home languages.* In all of these cases, the percent of students with the relevant home language is less than 10% of the English learners in the district. State-provided written transadaptations for these students is not practicable.

*To account for small n-size issues, districts were included only if they had an average of at least one student per tested grade (i.e., 7 students) from the relevant home language.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

In 2016-2017, Colorado has Spanish transadapted accommodated assessments for all CMAS math and science assessments. Local translations for all other languages are allowed consistent with the students' instructional and local assessment experience. Colorado intends to continue with this approach. Additional native language accommodations, such as word-to-word glossaries, are also available. Lastly, Colorado has a Spanish language arts assessment that mirrors the English language arts assessment in grades 3 and 4.

- iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

Not applicable.

- iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

Not applicable.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

Colorado's ESSA Assessment spoke committee includes parents; superintendents; principals; content educators; education experts of students with disabilities and English learners; assessment and accountability district staff; a legislator; and stakeholder organizations, including the Colorado Association of School Executives, teachers union representative and advocacy organizations. The Assessment spoke committee reviewed state data and considered the recommendations of Colorado's Culturally and Linguistically Diverse Education (CLDE) stakeholders group. (The CLDE Stakeholder Collaborative group was created in 2007 to bring stakeholders together for discussions and updates regarding English Learner policy and practice. The stakeholders involved include members from Colorado school districts, Colorado Department of Education, Higher Educators in Linguistically Diverse Education, Colorado Association for Bilingual Education, and Colorado Teachers of English to Speakers of Other Languages (CoTESOL).) The Assessment Spoke recommendation was shared with the Colorado Technical Advisory Committee, which consists of national and state technical and special populations experts. They were supportive

of the direction. In mid-December, the recommendation was shared with the ESSA Hub committee and the State Board of Education. The definition was revised after the Board meeting. Lastly, the key decision points were posted for comment in January with notice sent in accordance with the process outlined in Section 2.1 Consultation “Opportunities for Public Input and Feedback.”

Feedback centered on four themes:

- 1.) Some responders expressed a preference to expand the number of transadaptations so that they are available for (all) home languages found in our state, regardless of number of students with that home language.

After Spanish, the percent of students with other home languages drops drastically from above 75% to less than 2% at each grade level. There are well over 100 languages that appear in up to 2% of our English learner population. Providing written transadaptations for all of these languages is not practicable.

- 2.) Some responders acknowledged that while it is not practicable or necessarily helpful to provide fully transadapted assessments in languages beyond English and Spanish, additional strategies for serving English learners would be helpful.

Colorado allows a number of linguistic accommodations for English learners when consistent with instructional approach, including the use of word-to-word glossaries, translated and clarified directions in students’ home languages, and onsite translation.

- 3.) Some responders' comments indicated that they were unaware of the transadaptations already available for mathematics and science.

Increased emphasis on these will be pursued in our communications.

- 4.) Some responders expressed concern about whether our assessment practices supported the ongoing learning of Native American languages.

The two largest Native American home languages for English learners in Colorado are Navajo (90 students across the tested grades with no grade exceeding 19 students) and Ute-Southern Paiute (30 students across all grades with no grade exceeding 8 students). While providing written transadaptations for these students is not practicable, we will connect with the most impacted districts to review the effectiveness of available accommodations.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

- A. Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.
- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
 - To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
 - For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
 - To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

Indicator	Measure(s)	Description
i. Academic Achievement	Mean scale score	<p>The mean scale score for each state required content assessment in grades 3-11, in English Language Arts, Math and Science is included in the Academic Achievement indicator. This includes both traditional assessments and those aligned to the state's alternate assessment standards for students with the most significant cognitive disabilities. To ensure that student privacy is maintained, Colorado has transitioned to the use of mean scale scores. This methodology has several other advantages over percent at benchmark (Polikoff, 2016) and provides similar performance inferences for school accountability.</p> <p>As the state assessments are administered to meet federal requirements, they are subjected to the process of peer review by USDE. This</p>

Indicator	Measure(s)	Description
		<p>process ensures that assessments used for state summative reporting are aligned with the state’s academic content standards and are “valid, reliable, and consistent with relevant, nationally recognized professional and technical standards for the purposes for which they are used” (USDE, 2015). Colorado submitted the current battery of state assessments for peer review in 2016 and has received ratings of “substantially meets” for all assessments. Colorado will be working with the consortia and the USDE to provide the additional evidence requested.</p> <p>Since all public schools in Colorado annually administer the same required state assessments to all students, the school level results should be comparable statewide.</p>
ii. Academic Progress	Median student growth percentile	<p>The median student growth percentile for each of the CMAS English language arts and Math assessments in grades 4-9 will be included in the Academic Progress indicator. When an aligned system of high school assessments are fully implemented, Colorado plans to report median school growth percentiles for high school grades as well.</p> <p>Colorado has been using student growth percentiles calculated using a quantile regression model for many years. This normative metric describes a student’s observed progress in comparison to his or her academic peers. A number of research papers have been published exploring various facets of the student growth percentile model, its underlying calculations, aggregation possibilities, and uses for making school and district accountability inferences (Betebenner, 2009; Castellano, 2011; Dunn & Allen, 2009; Furgol, 2010). Additionally, the model was approved by USDE for use as part of the NCLB growth pilot in 2009, and has been adopted by numerous other states across the country for various accountability and reporting purposes. When used and interpreted appropriately,</p>

Indicator	Measure(s)	Description
		<p>growth percentiles are a valid measure of student learning and system improvement and demonstrate comparable technical qualities to other measures used for accountability reporting.</p> <p>Growth calculations are based on the required state assessments, so as long as a large and representative enough statewide sample of individuals are included, the student and aggregate results are comparable across all state systems (e.g. schools).</p>
iii. Graduation Rate	4, 5, 6 or 7 year graduation rate	<p>The four-year plus extended year graduation rates indicate the degree to which schools are successful in moving students through the secondary education system and achieving the end-goal of college and career readiness. Colorado values students graduating ready for the next phase of life even if it requires longer than the traditional four-year timeline, which is why the extended year cohorts are also included in the graduation calculation. All schools are required to report student graduation information in a consistent manner ensuring reliability and comparability of results across the state. “As required by state statute (in section 22-2-106, C.R.S.), in September 2015, the Colorado State Board of Education adopted a comprehensive set of guidelines to be used by each school district’s board of education in establishing requirements for students to receive a high school diploma. The guidelines have two purposes. The first is to articulate Colorado’s shared beliefs about the value and meaning of a high school diploma. The second is to outline the minimum components, expectations, and responsibilities of local districts and the state to support students in attaining their high school diploma and in providing evidence to employers, military recruiters, training program and college admission teams that they are ready for the next step after high school.” (CDE, 2016)</p> <p>Holding all students to the same rigorous expectations for post-secondary and workforce</p>

Indicator	Measure(s)	Description
		readiness is intended to ensure the reported graduation rates provide comparable inferences about school success and quality statewide.
iv. Progress in Achieving English Language Proficiency		<p>Colorado applies the same student growth model discussed above to the state's required English language proficiency assessment (WiDA ACCESS for ELLs). Student growth percentiles are calculated for grades 1-12 and reported as school-level medians for inclusion in accountability calculations. All of the validity, reliability and comparability information discussed for growth in the measures of Academic Progress section above, also applies to the state's ELP assessment.</p> <p>In addition to the median growth percentile, Colorado intends to include an additional metric for ELP progress gauging the proportion of student's on-track to attain fluency within the state allotted timeframe. The necessary assessment information is not currently available to set this timeline or progress expectations (see explanation for long-term EL progress goals above), but as soon as possible, Colorado will include this measure of growth-to-a-standard as part of the state accountability framework. Additional validity and comparability will be provided in a future state plan update.</p>
v. School Quality or Student Success-Elementary/Middle Schools*	Reduction in Chronic Absenteeism for Elementary/Middle Schools (Student engagement)	<i>Chronic Absenteeism</i> rates are currently being collected as part of the Colorado Department of Education School Discipline and Attendance data submission. The submission includes the reporting of the number of chronically absent students by school both overall and disaggregated by ethnicity/race, gender, special education, English language learner status, and homeless status. Starting with the 2018 data submission, the addition of free and reduced lunch status will need to occur to address the inclusion requirement for the disaggregated income subgroup.

Indicator	Measure(s)	Description
		<p>The definition provided by CDE to districts regarding chronic absenteeism is as follows: “the unduplicated count of students absent 10% or more of the days enrolled in the public school year during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g. illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. This includes students in grades K-12.”</p> <p>CDE staff in coordination with the state’s Technical Advisory Panel and other stakeholder groups will determine and finalize the methodology used to evaluate the reduction of chronic absenteeism in elementary and middle schools. We anticipate that the methodology will be finalized by the spring of 2018 to ensure that this information can be reported out by the fall of 2018.</p> <p>How is it valid? How it is reliable? And comparable across all Local Education Agencies in the state?</p> <p>Chronic absenteeism provides an absolute measure of the number of school days that has been missed by a given student during the school year. The validity of this indicator is supported on two grounds: 1) the documented findings from numerous studies suggesting strong linkages between chronic absenteeism and other key indicators of performance and student success such as academic achievement, increase in graduation rates, and the lowering of dropout rates; and, the actionable nature of this indicator for schools to coordinate with the broader community to develop strategies and plans to lower chronic absenteeism. The reliability of the collected data is largely ensured by a consistent reporting methodology, the use</p>

Indicator	Measure(s)	Description
		<p>of a standardized state definition of <i>chronic absenteeism</i>, and a singular data system that has already been established and used for reporting. However, the accurate reporting of attendance data will need to be continuously monitored by CDE and local education agencies to ensure that this indicator can be deemed over time as both valid and reliable across schools. At this time, we are restricting the reporting of this measure to elementary and middle schools. Although this indicator is considered by researchers to be important in high schools, this will not be applied and/or considered for the high school level until consistent reporting methods are established for determining absences for high schools. Also, additional stakeholder feedback will be considered before operationalizing this measure at the high school level.</p> <p>The reporting of chronic absenteeism is being required for the first time during the 2016-2017 school year as part of the School Discipline and Attendance data submission for every Colorado public school. This requirement will establish a comparable system both longitudinally and between local education agencies. Similarly, the U.S. Department of Education, Office for Civil Rights now requires states to report a measure of chronic absences. Thus, the obtained chronic absenteeism data will be comparable across LEAs and between states.</p> <p>How is chronic absenteeism supported by research that demonstrates high performance or improvement on such measure is likely to increase student learning?</p> <p>A number of research studies have demonstrated a relationship between chronic absenteeism and a variety of learning and performance outcomes including achievement, graduation rates and dropout rates. For achievement, studies indicate that chronic absenteeism is negatively associated with proficiency rates (see Goodman, 2014; Liu &</p>

Indicator	Measure(s)	Description
		<p>Loeb, 2016; Schanzenbach, Bauer & Mumford; 2016). Additionally, other studies indicate that chronic absenteeism is also negatively associated with graduation rates and positively associated with dropout rates (see Balfanz & Byrnes, 2012; Whitney, Camille, & Liu, 2016). A key takeaway point across these research studies is that schools that have systematically lower rates of graduation, higher rates of dropouts and lower rates of proficiency are likely to also suffer from high levels of chronic absenteeism. That is, these students are, on average, receiving far less exposure to instructional time relative to other peers in schools with lower chronic absenteeism rates.</p> <p>How does chronic absenteeism aid in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.</p> <p>Chronic absenteeism has been shown to vary among schools at the district and state levels. These variations likely represent meaningful differences in student success (see CORE district experiences at: http://coredistricts.org/why-is-core-needed). As indicated by researchers and organizations focused on reducing chronic absenteeism, the information captured by this indicator also presents an opportunity for schools to develop varied and targeted approaches to reduce chronic absenteeism. Schools suffering from higher and systematic levels of chronic absenteeism will likely need to take a multi-pronged approach to work closely with community groups and parents to address behaviors that may reduce chronic absences. Whereas schools with substantially lower levels or isolated cases of chronic absences may only need to establish closer ties with individual parents or guardians to ensure that those students are following through with required school work to ensure that these absences do not adversely impact academic performance.</p>

Indicator	Measure(s)	Description
vi. School Quality or Student Success – High Schools*	Dropout rates (PWR)	<p>Dropout rate has been a key indicator of high school quality in Colorado for many years. Preventing students from dropping out is crucial for ensuring that students are truly college and career ready. Students who drop out of high school are unlikely to re-enter and complete high school (REL West, 2008), which leaves them unable to pursue postsecondary education or career paths. Failure to complete high school, either by earning a high school diploma or through an alternate pathway, greatly constrains that individual's work choices and earning potential (US. Census Bureau, 2002). These individuals are more likely than peers who completed high school to live in poverty (NCES, 2011).</p> <p>The Colorado dropout rate is defined as an annual rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school during a single school year without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students.</p> <p>How is it valid? How it is reliable? And comparable across all Local Education Agencies in the state?</p> <p>The dropout rate serves as a direct measure of the extent to which schools are meeting postsecondary and workforce outcomes. In effect, reduced college-going rates and workforce opportunities have been shown to be tightly linked to high school completion. The reliability of the collected data is ensured by a consistent reporting methodology, established operational definitions of the constructs, and a single data submission system for reporting. The chosen metric is uniformly administered</p>

Indicator	Measure(s)	Description
		<p>and reported on within a required end-of-year submission by local education agencies to facilitate comparisons. The state conducts checks for students, across Colorado school districts, to improve the accuracy of the data.</p> <p>Address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.</p> <p>The validity argument for the inclusion of dropout rates is based on the body of research literature that demonstrates life outcomes are enhanced by college and/or career education opportunities resulting from high school completion (REL West, 2008).</p> <p>A large body of research supports the positive relationship observed between college going and workforce outcomes based on high school completion (2008). The identification of students at-risk of dropping out can lead to the implementation of remediation approaches that reduce drop-out rates and improve future life opportunities (Educational Testing Service, 2012). Similarly, monitoring change in dropout rates over time can serve as a measure of the effectiveness of intervention strategies</p> <p>The responses taken by schools to improve upon dropout rates would likely vary depending on the outcomes relative to context. In some cases, interventions would require increased wrap-around supports and community assistance in connection with academic supports, and in other cases, the intervention may require improvements to the academic programs instituted. Regardless of strategies selected, the larger objective is to ensure that the educational system is continuously improving to lead to more equitable opportunities and outcomes across all students.</p>

Indicator	Measure(s)	Description
		<p>How each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.</p> <p>Collected data have shown that dropout rates vary among schools and districts within Colorado (see CDE, 2015). These variations should drive different pathways and strategies for schools to take in coordination with parents and the larger community to ensure that all students are given the opportunity to better access workforce or post-secondary options after high school.</p>

Note. ‘*’: The successful implementation of an ‘other indicator’ requires sufficient time, resources, and reporting infrastructure to lead to the implementation of robust measures in both the short-term and long-term. The aforementioned short-term recommendations (i.e. 2018 inclusion) serves to bring forward meaningful data that is already available and removes the need for additional data collection. The long-term plan allows CDE and education stakeholders to examine school climate, PWR and social-emotional learning metrics at a deeper level to determine how to best address the needs of Colorado citizens. For full implementation to occur during the fall of 2017, all supporting data would need to be collected currently. Similarly, any new measures or tools would need to be in place. In order to improve the feasibility and relevance of recommendations we are anticipating a fall 2018 rollout to address short-term recommendations to be followed by a later roll-out of our long-term measures following a period of stakeholder work and tool development. The accountability work group, which is composed of a wide-range of education stakeholders, will be convened again during the spring of 2017. The membership includes professional organization representatives, advocacy group representatives, teachers, parents, and district administrators. The workgroup will develop preliminary long-term recommendations for the ‘other’ indicator during the spring and summer of 2017. The recommendations will be shared with the public no later than the fall of 2017. Feedback will be obtained via survey and focus groups. Based on the feedback, the workgroup will develop a final set of recommendations to bring to the Colorado State Board of Education no later than June 2018.

The following measures/metrics will be considered for the long-term:

- For climate, school safety, parent, student and educator satisfaction, and/or other engagement indicators will be considered.
- For postsecondary and workforce readiness, the possible development of workforce readiness specific indicators, such as completion of advanced coursework, students graduating with college credit and/or industry credential, and/or post-graduation employment will be investigated.

- For social-emotional learning measures, discussion time is required for defining possible indicators and determining what may be appropriate for inclusion for state accountability.

B. Subgroups.

- i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

Free or Reduced-Price Meal Eligible, Students with Disabilities (IEPs), and English Learners, as well as student from each major race/ethnic group (White, Hispanic, Black, Asian, American Indian/Alaska Native, Hawaiian/Pacific Islander, Two or more races), when each listed race/ethnic group meets the minimum N. If any of the individual disaggregated race/ethnic groups are too small to meet the minimum N separately, a combined group will be created to include the students from the remaining non-white groups not represented separately, as long as the combined group also meets the minimum N. For example, if all race/ethnic groups can be included separately except the American Indian/Alaska Natives and Hawaiian/Pacific Islander, those two groups will be combined and their combined data would be used, if they meet the minimum N.

- ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

Children formerly identified as having an Individualized Education Plan (IEP) are not currently included in the Students with Disabilities subgroup; however Colorado plans to pilot the change in upcoming years with the Administrative Units (Special Education LEAs).

- iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

Colorado English learners previously identified as Limited-English Proficient (LEP), who have been redesignated as Fluent-English Proficient (FEP), will continue to be included in the accountability calculations for the EL subgroup for an additional four years after redesignation (Monitor Year 1, Monitor Year 2, Exit Year 1, Exit Year 2). If a student previously redesignated as FEP is determined to need additional language instruction services, the student will return to being classified as LEP.

- iv. If applicable, choose one of the following options for recently arrived English learners in the State:

- ☐ Exception under 34 C.F.R. § 200.16(c)(3)(i) or
- ☐ Exception under 34 C.F.R. § 200.16(c)(3)(ii) or

- ☒ Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

If a student has been enrolled in a US school for less than 12 months and is classified as **Non-English Proficient (NEP)**- based on the WiDA screener and local body of evidence- he or she is **exempt** from taking the CMAS PARCC ELA assessment. A student's parents can opt the child into testing if they choose, and the score results will be used for accountability and growth calculations. If a student has been enrolled in a US school for less than 12 months and is classified as **Limited-English Proficient (LEP) or Fluent-English Proficient (FEP)**- based on the WIDA screener and local body of evidence- he or she should be **assessed** on the CMAS PARCC ELA assessment.

C. Minimum Number of Students.

- i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).

The minimum number to be used for accountability is 16 students for achievement and graduation rate indicators, and 20 students for growth indicators.

- ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

The same minimum number of students will be used for purposes of accountability and reporting.

- iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

In order to protect the privacy of individual students, Colorado previously established a minimum of 16 students for all measures of student achievement, and for all measures of post-secondary and workforce readiness (including graduation rates). When initially establishing the use of median student growth percentiles for accountability reporting, however, Colorado determined that a minimum of 20 students was necessary to ensure adequate cross-year stability of growth indicator ratings.

In order to ensure that, to the extent practicable, each subgroup of students can be included at the school level, while providing for statistically reliable information, Colorado will maintain a minimum of 16 students for achievement and graduation rate indicators (as opposed to increasing to 20 students) and a minimum of 20 students for growth indicators. To meet the requirements in 34 C.F.R. § 200.17(a)(i), the same minimum number will be used for all students and for each subgroup of students.

- iv. Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of

accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

For accountability reporting, Colorado follows the standard methodology for calculating means directly from student-level scores up to the required systems level (school, district, state, etc.). When combining data across years or grade levels, the same student-to-aggregate methodology is applied. This ensures that each student with a valid outcome measure who meets the inclusion requirements contributes the same weight to the overall calculation (regardless of grade level or data collection year). This applies to all accountability calculations other than growth (discussed next) at both the aggregated and subgroup levels.

For all academic progress metrics, Colorado reports the median student growth percentile. Mean and median are both measures of central tendency and for most applicable situations result in similar inferences about school performance. However, since medians are slightly less susceptible to outliers and were the original descriptive statistic reported for all growth percentile results, Colorado will continue to report system-level medians for the Academic progress measures.

While means and medians based upon very small sample sizes often show extreme volatility across time, Colorado has found that a minimum N of 16-20 students ensures a reasonable level of stability for accountability reporting. It is less likely that extreme outliers will skew the mean outcome when 16-20 or more students contribute to the system-level calculation. Additionally, the minimum N of 16 ensures student privacy and that in the achievement and growth metrics CDE is reporting it is exceedingly difficult to identify the performance of any individual child. Aggregating data across grade levels and years (when multiple years of assessment data become available) greatly increases the number of systems that can be included for accountability reporting. While requiring a minimum N of 30 students would potentially increase the stability of results even more, any gains are offset by the loss of systems and students that would no longer be reported. Colorado has a large number of very small schools that have student enrollments hovering between 16 and 30. Even more schools have subgroup enrollments that fall in this range and would be excluded from reporting if Colorado were to increase the minimum N requirement. There are no anticipated interactions between the calculation methodologies and the minimum N requirement that would have an appreciable negative impact on the statistical reliability or soundness of the data being reported for accountability purposes.

- v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

For 2016 achievement data, the state applied:

- A minimum group n-size of 16
- A minimum performance level cell size of 4
- Complementary suppression across subgroups and across schools

Colorado takes privacy of individual student data very seriously and engages in ongoing refinement of our public reporting practices. In addition to applying the historical minimum N of 16 at the group level, Colorado has recently begun applying complementary suppression across groups and, after consulting with the Privacy Technical Assistance Center

(PTAC) out of the U.S. Department of Education, minimum n-sizes for individual performance levels. The simplest application of complementary suppression is requiring that for two variable groups such as gender, both groups must meet the minimum n of 16 to report out either subgroup. In other words, both the male subgroup and the female subgroup must include at least 16 students in order to report either subgroup's performance information based on performance levels. This practice precludes the public from being able to simply subtract one subgroup from the total to ascertain the performance of the other subgroup that may not have met the minimum n of 16. In our reports that display the percent of students at or above benchmark, the application of a minimum cell size of 4 has resulted in Colorado suppressing data for groups and schools who do not have at least 4 students at or above benchmark. Complementary suppressions across groups are also applied in these cases. As a result of these practices, Colorado has one of the most conservative public reporting approaches in the country. The chances for individual student assessment performance level information to be calculated or inferred in Colorado has dropped dramatically.

These new reporting rules are very important for protecting student privacy; however they posed challenges for accountability. These rules resulted in many schools and districts not only having less subgroup reporting but also less overall reporting. Colorado determined that if the accountability system was to have integrity, it had to be based on publicly available data. After consulting with its Technical Advisory Panel, CDE determined that the use of alternative metrics better allowed for more public reporting without threatening student privacy. While Colorado will continue to report out school and district performance based on proficiency levels for public posting, Colorado chose to use mean scale score as its achievement measure and the median student growth percentile as its growth measure, if the minimum N is met, for accountability. This allows for significantly more schools/districts and subgroups to be reported within the accountability system because determining the performance of an individual student when the minimum n is met becomes virtually impossible when mean scale score is used. CDE is able to hold more schools and districts accountable and report data for an increased number of student groups when using the mean scale score than if percent at or above benchmark were used. CDE believes this increased transparency better supports the goals of ESSA. Colorado minimum N of 16 for achievement also ensures that student data privacy is not violated.

As indicated above, Colorado will continue to refine its reporting practices in its attempt to strike the appropriate balance between protecting individual student data privacy and school/district performance transparency.

- vi. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

In order to include as many students as possible in the accountability system, particularly students from disaggregated groups, Colorado uses three years of aggregated data when a school has too few students in any given group. Although not all schools receive a state accountability rating based on three years of data, Colorado does aggregate data across

years for schools that do not meet the minimum number of students using a single year of data. Using data aggregated across three years reduces the number of schools, and subsequently the number of students, that would not be included in the accountability system.

Due to recent changes in state assessments, three years of CMAS PARCC data are not currently available for analyses in response to this question. Therefore, Colorado used historical achievement data to evaluate the impact of the minimum N when using three years of data. Specifically, 2014 math achievement data from the TCAP assessment, aggregated across three years (2012, 2013, and 2014), was used. Alternative education campuses (AECs) were excluded, and these calculations represent the approximate number and percentage of students in a single year for whose results schools would not be held accountable.

Less than 0.1% of all students with valid scores (approximately 100 students) would be excluded. Schools would not be held accountable for approximately 903 English learners (1.1% of all English learners with a valid score) and 350 economically disadvantaged students (0.2% of all students eligible for free or reduced price meals [with a valid score]). Approximately 1.8% of students with disabilities (870 students) and 0.2% of non-white students (450 students) with valid scores would be excluded.

The largest numbers and percentages of students excluded occur as a result of the disaggregation of students by each major racial and ethnic category. Using a “non-white students” group helps ensure maximum inclusion of students who are in racial/ethnic categories that would otherwise not be reported. If individual racial and ethnic categories are used instead of a “non-white students” group, schools would not be held accountable for the following number and percentage of students with valid scores: 2,130 American Indian or Alaska Native students (60.0%), 1,640 Asian students (10.8%), 1,831 Black students (8.7%), 550 Hispanic students (0.4%), 320 White students (0.1%), 870 Hawaiian/Pacific Islander students (86.0%), and 1,960 students of two or more races (12.9%).

Due to the significant number of students being excluded, Colorado will be adding an additional step to the inclusion of the students from each major race/ethnic group. For accountability determinations, any major race/ethnic group with a large population of students to meet the minimum N will have the data for each of those groups disaggregated and schools will be held accountable for the performance of each of the groups. Any remaining non-white students from race/ethnic groups that do not meet the minimum N on their own will be combined into one group for accountability purposes. If the combined group of remaining non-white students meets the minimum N, the school would be held accountable for the performance of the combined group, in addition to the performance of each of the race/ethnic groups that meet the minimum N separately.

This additional step is estimated to add over 5,000 students back into the accountability system, including an estimated 1,010 American Indian or Alaska Native, 1,191 Asian, 1,083 Black, 400 Pacific Islander, and 1,342 students from two or more races. These estimates were projected using 2016 data multiplied by three in order to estimate using three years of data (this method of estimation was used because only 2016 PARCC results are currently

available for use).

- vii. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

N/A

- D. Annual Meaningful Differentiation.** Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

All public schools, including Charter schools, except for those explicitly addressed below, will be evaluated using the same state-wide accountability system. To ensure that each measure allows for and contributes to the meaningful differentiation among schools, Colorado creates a percentile ranking distribution of the school outcomes. Within each measure Colorado creates four distinct performance bands with cut-scores at the 15th, 50th, and 85th percentiles. Points are assigned to each performance band, with better scores resulting in more points. Using measures that show roughly normal school-level distributions and applying this normative methodology ensures that all measures are identifying comparable proportions of the population of schools for each performance band. The points for each measure are aggregated to give indicator totals which are then weighted to provide an overall score (percent of total points earned out of total points eligible). Baking in meaningful differentiability at the measure level results in indicator and total point aggregations that accurately distinguish between higher and lower performing school systems. Additional explanation will be provided around the supplementary steps required to ensure that meaningful differentiation is also possible for Alternative Education Campuses.

Describe the following information with respect to the State's system of annual meaningful differentiation:

- i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

For ESSA reporting, CDE will have three discrete performance determinations: "Comprehensive Support and Improvement," "Targeted Support and Improvement," and "Neither." The information about how those determinations are calculated is listed in section 4.2.

- ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

Colorado has not yet determined the exact weightings that will be used for accountability determinations. In 2016, for elementary and middle schools 40% of points came from Academic Achievement measures and 60% from Academic Growth measures, while for high school the weighting was 30% Academic Achievement, 40% Academic Growth and 30% Postsecondary and Workforce Readiness. Once the Colorado State Board of Education decides on the relative weights between indicators, CDE will update the state plan with this information.

- iii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

The calculation methodologies for the summative determinations of “Comprehensive Support and Improvement,” “Targeted Support and Improvement,” and “Neither” are described in section 4.2. Please see below.

- iv. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

The description of how the indicators are used and weighted to identify “Comprehensive Support and Improvement” and “Targeted Support and Improvement,” in accordance with the ESSA requirements, is included in section 4.2. Please see below.

- E. Participation Rate.** Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

To help ensure that all students participate in state-administered assessments, CDE will:

1. Calculate disaggregated state assessment participation rates for all schools and districts and disaggregated groups
2. Report state-administered assessment participation rates and assessment results for all schools and districts and disaggregated groups
3. Require schools and districts that fall below 95% participation (based on the accountability participation rate*) in one or more of the state administered English Language Arts or Math assessments to address their low participation rates as part of an improvement plan, including actions that schools and districts will take in response to their low participation rates.
4. Include low accountability participation rates* as an indicator in ESSA Program Reviews conducted with school districts and BOCES that have schools that have been identified for comprehensive and targeted support and improvement schools or schools with accountability participation rates below 95%.

5. Provide information to schools and districts with low assessment participation rates to share with their communities regarding the state assessments, including reasons for administering the assessments and how the results are used.

* The accountability participation rate is the participation rate for a school/district/disaggregated group that removes parent excusals from the denominator. Per Colorado state law, districts must have a policy in place to allow parents to excuse their students from the state assessments. Additionally, schools and districts “shall not impose negative consequences, including prohibiting school attendance, imposing an unexcused absence, or prohibiting participation in extracurricular activities, on the student or on the parent.” The Colorado State Board of Education passed a motion in February 2015 stating that CDE shall not hold schools and districts liable for the choices that parents make to excuse their students from the state assessments. As a result, in Colorado, any accountability implications for participation are focused on the accountability participation rate, which does not hold schools or districts liable for parent decisions with regard to student participation in the state assessment.

- F. Data Procedures.** Describe the State’s uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

For accountability reporting, Colorado follows the standard methodology for calculating means directly from student-level scores up to the required systems level (school, district, state, etc.). When combining data across years and/or grade levels, the same student-to-aggregate methodology is applied. This ensures that each student with a valid outcome measure who meets the inclusion requirements contributes the same weight to the overall calculation (regardless of grade level or data collection year). This applies to all accountability calculations other than growth (discussed next) at both the aggregated and subgroup levels. For all academic progress metrics, Colorado reports the median student growth percentile. Mean and median are both measures of central tendency and for most applicable situations result in similar inferences about school performance. However, since medians are slightly less susceptible to outliers and were the original descriptive statistic reported for all growth percentile results, Colorado will continue to report system-level medians for the Academic progress measures.

- G. Including All Public Schools in a State’s Accountability System.** If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

- i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

These schools would be identified as “neither” since the data and requirements for identifying Comprehensive and Targeted Support and Improvement schools are not applicable at the P-2 level.

- ii. Schools with variant grade configurations (e.g., P-12 schools);

Schools with variant grade configurations within the state tested grade ranges are all included in the system to identify Comprehensive and Targeted Support and Improvement or “neither” schools, as they have the required data sources.

- iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State’s uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

These schools would be identified as “neither” since the data and requirements for identifying Comprehensive and Targeted Support and Improvement schools are not available given the schools’ measures do not meet the minimum N reporting requirement (based on 3 years of data).

- iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

Alternative Education Campuses, as designated by Colorado state law (C.R.S. 22-7-604.5) will first be evaluated according to the same measures and indicators as all other schools. As we expect that as the general statewide accountability system will not meaningfully differentiate between Alternative Education Campuses, we will implement an additional system of specific measures to further differentiate these schools into those needing Comprehensive Support and Improvement, Targeted Support and Improvement, or “neither” based on state law for alternative accountability measures for these schools. This additional system will use measures that are relevant to Alternative Education Campuses’ programs and outcomes, such as: specific local measures of academic achievement and progress, high school completion rates, attendance rates, and truancy rates. The plan types that result from this additional system of specific measures will then be used to aid in the meaningful differentiation of all schools in the State; that is, an Alternative Education Campus’ plan type on this set of measures will be used to allocate resources and support rather than its initial rating on the single statewide accountability system.

- v. Newly opened schools that do not have multiple years of data, consistent with a State’s uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

Consistent with the definitions for identifying Comprehensive and Targeted Support and Improvement schools, three years of data are required for identification. Due to transitions in state assessments, Colorado will identify schools for Comprehensive and Targeted for the 2017-2018 school year, using two years of data. Starting with the 2018-2019 school year, three years of data will be used for identification of schools. Schools without sufficient years of data would be identified as “neither” until such time as data indicates otherwise.

4.2 Identification of Schools.

A. Comprehensive Support and Improvement Schools. Describe:

- i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Colorado will use the following process and timeline to identify schools for each type of comprehensive support and improvement.

1) Lowest-performing schools: Using the summative rating from the statewide accountability system for meaningful differentiation of schools, Colorado will annually rank order all schools based on the total percentage of points earned on the accountability system for each school. Title I schools with the lowest total points earned will be identified as the lowest-performing schools to include a minimum of 5% of all Title I schools.

Schools will be identified every August based on data from the three years preceding identification. Due to recent transitions on state assessments and the accountability hold which was in place in 2015-2016, for the first cohort of comprehensive schools in 2017-2018, identification of schools will be based on two years of data. Moving forward and when available, three years of data will be used for identification of schools.

2) Schools with low high school graduation rates: Colorado will annually identify all public schools with a four-year, plus the extended year, graduation rate below 67% for Comprehensive Support and Improvement, in alignment with the graduation rates used in the statewide accountability system. Colorado honors and recognizes high schools that continue to work with students that need additional time to graduate (for example, students with disabilities, dually enrolled students) as well as high schools that are based on a five year plan, where students graduate with an associate's degree. Therefore, Colorado will utilize the discretion afforded states to add the use of extended year graduation rates in the accountability system.

For high schools that meet the criteria for an Alternative Education Campus (AEC), Colorado will identify any AEC high school that has a 4-year, plus extended year completion rate below 67% for Comprehensive Support and Improvement.

Three years of graduation data will be used for identifying schools for Comprehensive Support and Improvement.

Beginning with the 2018-2019 school year (as allowed under 20 C.F.R. §200.19(d)), schools will be identified every August using the most recently available graduation rates, which will be two years prior to identification. For example, in 2018-2019 schools will be identified using graduation rates from 2016-2017, 2015-2016 and 2014-2015 because the preceding year data will not be available at that time.

3) Schools with chronically low-performing subgroups: Using the same methodology that is used to identify the lowest performing 5% of Title I schools, schools will be ranked based on the performance of each student group (i.e., economically disadvantaged students, students from each major racial and ethnic group, students with disabilities, or English learners). Schools will be identified for additional targeted support when a school has **not** been identified as Comprehensive Support and Improvement based on being in the lowest performing five percent of Title I schools **but** has at least one student group that performs in the lowest five percent (i.e., in the 5th percentile rank or lower).

Schools that have been identified for Additional Targeted Support and Improvement determinations for four consecutive years, who have not shown improvements in the performance of the low-performing subgroup(s) for which they have been identified, are Title I funded and have not been identified for Comprehensive Support and Improvement as a lowest five percent school will be moved to the Comprehensive Support and Improvement category.

The first year that schools identified for Additional Targeted Support and Improvement will be eligible for Comprehensive Support and Improvement will be in 2020-2021.

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

Once identified for Comprehensive Support and Improvement, schools will remain on the list for three years, regardless of student group performance, to allow schools to implement improvement strategies and sustain performance before supports are reduced or terminated.

The uniform exit criteria for each type of Comprehensive Support and Improvement school is that each of those schools will no longer meet the identification criteria that resulted in the school being identified for Comprehensive Support and Improvement after three (3) years.

B. Targeted Support and Improvement Schools. Describe:

- i. The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

Colorado will use the following indicators for annually evaluating the performance of disaggregated groups: English language arts achievement, math achievement, English language arts growth, math growth, the other indicator of school quality and student success (when available), graduation rates (high schools only) and English language proficiency growth (for schools with a large enough population of English learners).

Achievement		Growth		ELP Progress	Graduation Rate	Other Indicator
English Language Arts	Math	English Language Arts	Math	ACCESS Growth		When Available
N≥16	N≥16	N≥20	N≥20	N≥16	N≥16	TBD

Each student group (i.e., economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners) earns a rating for each of the specific measures in the accountability system.

Consistently underperforming is defined as earning the lowest rating on all specified indicators for a given student group based on aggregated three year performance, when the student group meets the minimum N for that indicator.

Beginning with the 2019-2020 school year (as allowed under 20 C.F.R. §200.19(d)), schools will be identified every August based on data from the three years preceding identification.

- ii. The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

Using the same methodology that is used to identify the lowest performing 5% of Title I schools, schools will be ranked based on the performance of each student group (i.e., economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, or English learners). Schools will be identified for additional targeted support when a school has **not** been identified as Comprehensive Support and Improvement based on being in the lowest performing five percent of Title I schools **but** has at least one student group that performs in the lowest five percent (i.e., in the 5th percentile rank or lower).

Three years of data will be used for identification. Using only 2 years of data would automatically exclude between 84 and 253 schools due to small N sizes for each of the student groups. For example, 166 elementary schools would be eliminated from calculations due to small population of students with disabilities and across all grade spans, 253 schools would not have a large enough population of students with disabilities to be included in the calculations, compared to the numbers that would be included if three years of data are used for school identification. Therefore, including 3 years of data allows for assessing consistent underperformance of students groups in more schools.

Beginning with the 2018-2019 school year (as allowed under 20 C.F.R. §200.19(d)), schools will be identified each August based on data from the three years preceding identification.

- iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

The uniform exit criteria for schools identified for ***additional targeted support*** is that schools no longer meet the identification criteria after three (3) years. Colorado will be monitoring and evaluating the amount of time necessary to support schools identified for additional targeted support and will revisit and possibly revise this timeline after three years of data have been collected.

4.3 State Support and Improvement for Low-performing Schools.

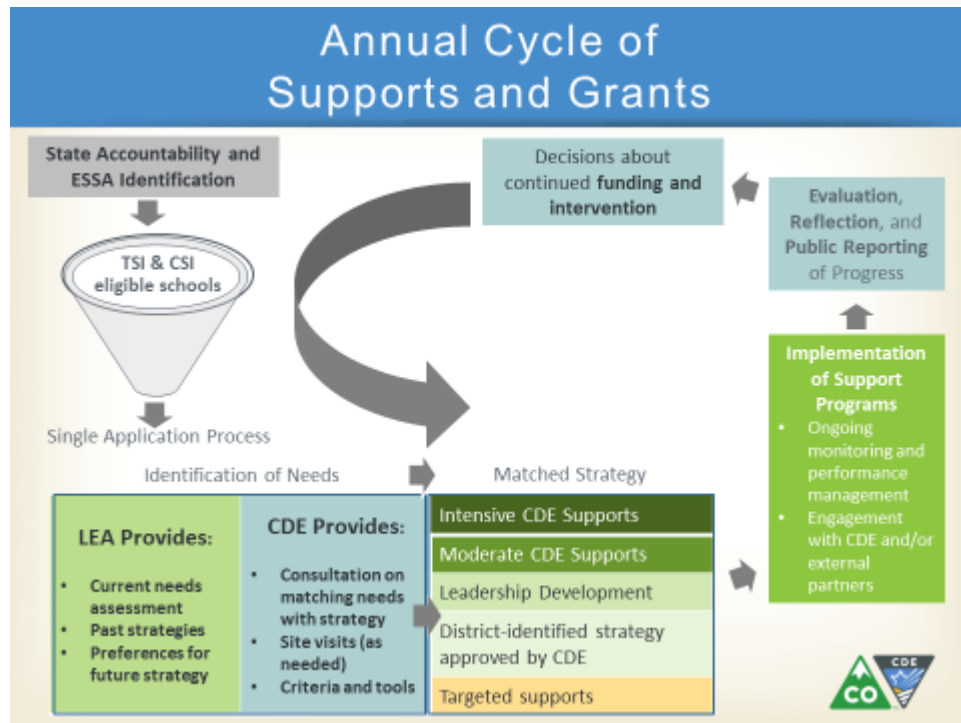
Overview:

- A. School Improvement Resources. Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.**

The state will award school improvement (1003a) funds to LEAs in a manner that strategically allocates resources – financial and programmatic – to identified schools using a “needs-based approach.” This new approach has been designed to: maximize impact on student learning; incentivize innovative and bold ideas; create fair and transparent processes; increase efficacy and efficiency; and providing fairness and predictability to LEAs.

Under ESSA, Colorado will consolidate multiple 1003 grant applications into one annual single application process for schools designated as Comprehensive Supports and Intervention (Comprehensive) and Targeted Supports and Intervention (Targeted). The process matches identified needs with differentiated services and grants dollars (see figure 1) for a three-year period.

Figure 1. Annual Cycle of Supports and Grants



Identification of Needs. The matching and awarding process will extend over a longer period of time (e.g., a couple of months), to enable the schools, districts and state to thoroughly explore the best way to match the needed supports and the appropriate amount of funding. Criteria for matching LEA needs for supports and funding will include (but not be limited to): the likelihood and ability of a school to leverage supports and grants to effect dramatic and quick impacts on student learning; the capacity and willingness of districts to engage in meaningful change; the local context of geography, leadership, and the state accountability system; stakeholder and community engagement; and the capacity of the state to provide needed supports. Selection and matching will build upon self-assessment and external diagnostics (e.g., school culture, academic systems, turnaround leadership, and talent development).

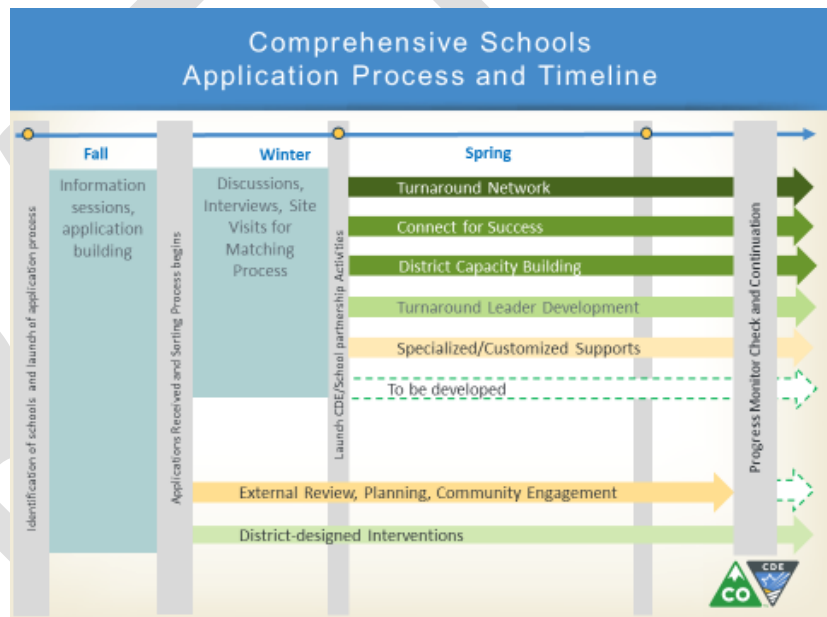
Matched Strategies for Comprehensive Schools. Recognizing that identified schools will be at different levels of readiness and at different levels of desire to engage with the state, a wide range of interventions will be available. A larger portion of the 1003 funds will be earmarked for Comprehensive schools. Funds will be allocated at a sufficient size to ensure impact. Available to all Comprehensive schools, funds will be made available once an agreement is reached on the needs assessment and the selected strategy between the school, LEA, and the state, and documented with the plan. A budget must also be completed.

For sites that demonstrate readiness, the state has developed some intensive and moderate level supports designed specifically for turnaround schools and their districts. Building on promising results, these opportunities incorporate strategies such as professional learning and networking sessions, implementation coaches, site visits to demonstration site schools and highly structured performance management systems. Grants funds will support participation in these programs and site specific implementation needs.

For those sites that are in the exploration phase, grant funds will support in-depth diagnostics, planning and community engagement opportunities.

Figure 2. Comprehensive School Process

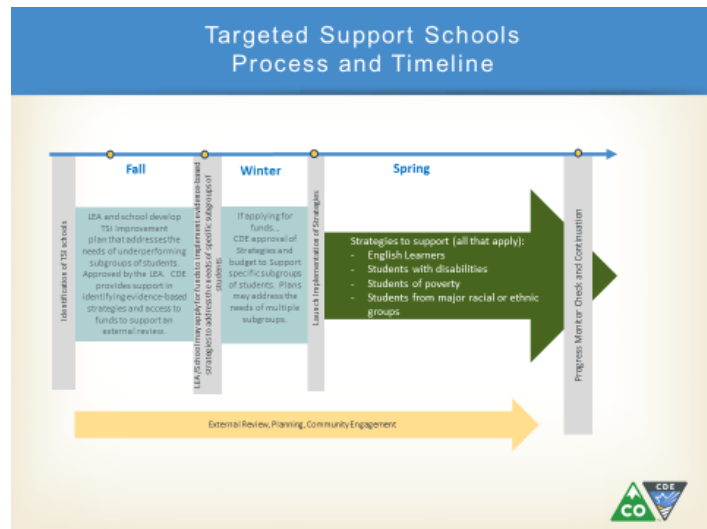
Leadership development opportunities will be available, in recognition that turnaround efforts rely heavily upon strong, effective leadership. Building from an existing state program, several external partners/program have already been pre-vetted. Grant funds will focus on supporting external partnerships, site visits to exemplar schools and coaching.



Some sites may opt for district-directed supports which use locally-developed evidenced based strategies or external partnerships. These applications will need to demonstrate rigor and a likelihood of success to the standards mentioned above. While these sites will engage less with the state, periodic monitoring will occur to ensure adequate progress in implementation.

Figure 3. Targeted School Process

Matched strategies for Targeted Schools. Identified Targeted schools will have access to exploration supports (e.g., external reviews, community engagement, planning) and implementation supports tailored to the specific needs of the population of students that triggered their identification. All LEAs and schools will have access to resources, services and tools. LEAs will approve schools' plans. A portion of 1003 funds will be reserved for TSI schools. Schools that access the available funds will be required need to provide a plan for the use of funds and budget. The supports and funds will be administered using the process depicted in Figure 1 above.



Monitoring and Evaluation of Program. The state will evaluate the school improvement work at both the site level and at the overall state level (see figure1). At the site level, the annual cycle builds site monitoring into the implementation phase, including monitoring and evaluating the use of funds and the impacts of the support structures. The state intends to expand the performance management tools and practices used in many support structures to both assist districts and schools and to inform the impact of programs and funding. This annual cycle also builds in a process to reflect on whether a site is effectively implementing the strategy and seeing desired impact on student performance. This is where the school, LEA and state will determine whether to continue forward with the school's plan or make adjustment to the approach. The state will also evaluate the overall school improvement structure to ensure equity and effectiveness within the entire system. This will enable the state to act rapidly to adjust or revamp any portions of the process that are not operating effectively.

- B. Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools

implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

The state will align and develop existing and new strategies that differentiate support for comprehensive and targeted schools. Assistance will increase in intensity and rigor as schools demonstrate a readiness for change and willingness to engage with external partners (including the state as a technical assistance provider). Technical assistance will build on existing structures and will include: needs analyses and diagnostic opportunities; improvement planning processes; performance management tools and processes; community engagement; differentiated support for each school's unique context; high-quality professional learning and partnership with expert organizations; evidence-based strategies; and cycles of reflection, analysis, and planning. The more-intensive existing state supports include networks and cohorts of schools where the state works closely with school and district leaders to implement very intensive supports. LEAs may also design their own intervention systems that meet evidence based criteria.

The state will assemble a list of evidence-based interventions, strategies, and partnerships that can offer support to the range of needs in identified schools. The listing is intended to be a resource and reference for districts and schools, rather than a required selection list. The list will evolve over time to incorporate the most recent research and will be structured to gather and disseminate user feedback and input on their experience with the selected strategy/partner/intervention.

C. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

If the school does not meet exit criteria within three years, the LEA will be expected to pursue more rigorous interventions. This may include establishing management partnerships with external entities; conversion to a charter school; school closure; increased school autonomy through local or state waivers; or other more rigorous improvement strategies. The following will be considered: past and existing supports and grants; outcomes of existing efforts; recommendations by the state's independent State Review Panel; and recommendations of the State Board of Education. State support in planning for these more rigorous interventions will be available.

D. Periodic Resource Review. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

The state will establish annual cycles of strategic resource allocation examination and what decision-making process was used in the allocation of funds. Based upon available data (e.g., budget and spending information, supports and resources matched with districts and schools, student performance), the state will analyze the portfolio of supports for Comprehensive and Targeted schools and the effectiveness of those supports. Particular attention will be paid to geographic

representation and to districts that have a higher proportion of identified schools. If gaps exist in resources and supports, adjustment will be made to meet those needs.

The Colorado Consolidated Application asks LEAs to describe the process the LEA will implement to approve, monitor and adjust the improvement plans for schools identified for comprehensive or targeted support and improvement to ensure that resources and supports are sufficient to support their low-performing schools.

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

***Instructions:** Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

- A. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

☐ Yes. If yes, provide a description of the systems for certification and licensure below.

☒ No.

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- B. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

☐ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

☒ No.

While improvement of these programs is a Colorado priority³, these strategies are currently being supported with State resources.

- C. Educator Growth and Development Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA

³ The Colorado Departments of Education and Higher Education are examining ways to redesign the process through which educator preparation programs are approved. Strategies for shifting to an outcomes based system include the expansion of clinical practice, a focus on program effectiveness, and alignment of educator endorsements with the Colorado Academic Standards. More detailed information on this work can be found at <http://www.cde.state.co.us/educatoreffectiveness/prepare>.

will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

☐ Yes. If yes, provide a description of the educator growth and development systems below.

☒ No.

While improvement of these programs is a Colorado priority⁴, these strategies are currently being supported with State resources.

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. Resources to Support State-level Strategies. Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:

- i. Increase student achievement consistent with the challenging State academic standards;
- ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
- iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

CDE leverages these funds to support staff who possess the knowledge and skills to build LEA capacity for recruiting, developing, and retaining effective educators. Specifically, these staff provide training, guidance, resources and tools that improve the capacity of LEAs to plan high quality professional development, implement competency based hiring practices, improve induction programs, improve mentoring programs, identify root causes of gaps in equitable access to effective teachers, and implement effective strategies to address those gaps. The products of this work are primarily viewable at

<http://www.cde.state.co.us/fedprograms/tii/index> and

<http://www.cde.state.co.us/fedprograms/virtualacademy>. Due to the expected impact of the new allocation formula on the Title II, Part A funds allocated to many LEAs in Colorado, CDE will not be taking the optional three percent set-aside for principal academy development. We will continue to focus resources on having the greatest impact through local capacity building.

⁴ Colorado is currently undergoing a transformation in the way we support educators new to the profession. CDE is engaged with multiple stakeholders in shifting from educator preparation as a single event in an educator's life to supporting educators through a continuum of growth. Updates on this work will be posted at <http://www.cde.state.co.us/educatoreffectiveness/prepare>.

- B. Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

Based on stakeholder input⁵ on the needs in this area, CDE will provide virtual and in-person professional development for LEAs, teachers, and school leaders on culturally responsive instructional practices, whole child supports, effective practices for developing teacher cadet programs, effective inclusion models, and developmentally appropriate practices for children in preschool through third grade. These trainings will be offered on an ongoing basis in order to ensure all educators in Colorado have the opportunity to improve their skills in best practices for student learning.

To address the early learning needs of these students, Colorado has developed the Professional Development Information System (PDIS). The PDIS is the statewide web-based system supporting professional development for Colorado's early childhood workforce. The system will be developed with Colorado's Competencies for Early Childhood Educators and Administrators as the foundation and all professional development offerings within the system will align with these competencies. More detailed information is available at <https://www.cde.state.co.us/early/pdis>.

Additionally, CDE will provide technical assistance and support to districts in meeting the individual needs of students with disabilities in the least restrictive environment through efficient master scheduling and strategic student assignment. This support is provided on an on-going basis through targeted outreach and by district request. The theory of action is that if we know what a student needs and we place the student in a skilled educator's classroom with consistent, and appropriate, supports, the student will thrive.

5.3 Educator Equity.

- A. Definitions.** Provide the SEA's different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	<p>An ineffective educator has received an annual evaluation based on Colorado's Educator Quality Standards that results in a rating of Ineffective or Partially Effective.</p> <p>The effectiveness definitions and Quality Standards provide clear guidance about the professional practices associated with Quality Standards and the way to measure student learning/outcomes. Fifty percent of the final effectiveness rating is based on professional practices and 50 percent is based on measures of student learning/outcomes. The use of</p>

⁵ These supports reflect the recommendation of the Effective Instruction and Leadership Spoke Committee and have been vetted with other various stakeholder groups. Meeting notes and supporting resources from the Spoke Committee can be found at http://www.cde.state.co.us/fedprograms/essa_stateplandevlopment_effectiveinstruction.

Key Term	Statewide Definition (or Statewide Guidelines)
	multiple measures ensures that these ratings are of high quality and will provide a more accurate and nuanced picture of professional practice and impact on student learning. The use of different rating levels to rate performance allows more precision about professional expectations, identifies educators in need of improvement and recognizes performance that is of exceptional quality. For more information, please see the User's Guide at http://www.cde.state.co.us/educatoreffectiveness/usersguide
Out-of-field teacher*+	<p>The definition that will be used beginning in 2017-18 will be the following:</p> <p>A teacher will be determined to be out-of-field if they do not hold <u>at least one</u> of the following <u>in the subject area</u> in which they have been assigned to teach:</p> <ul style="list-style-type: none"> • Endorsement on a Colorado teaching license • Degree (B.A. or higher) • 24 semester hours • Passing score on an approved content exam <p>However, it should be noted that the calculations in Appendix B were completed using the prior definition that was included in Colorado's Educator Equity Plan, which was approved in 2015. Adjustments must be made to our data collection systems in order to utilize the new definition.</p>
Inexperienced teacher*+	An inexperienced teacher is defined as a teacher who has 0-2 years of experience teaching in a K-12 educational setting.
Low-income student	Low-income student is defined as a student receiving free or reduced cost lunch.
Minority student	Minority is comprised of all non-white subgroups of students in Colorado.

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Other Key Terms (optional)	Statewide Definition
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B. Rates and Differences in Rates. In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions

provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

- C. Public Reporting.** Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):
- i. The rates and differences in rates calculated in 5.3.B;
 - ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
 - iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
 - iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

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

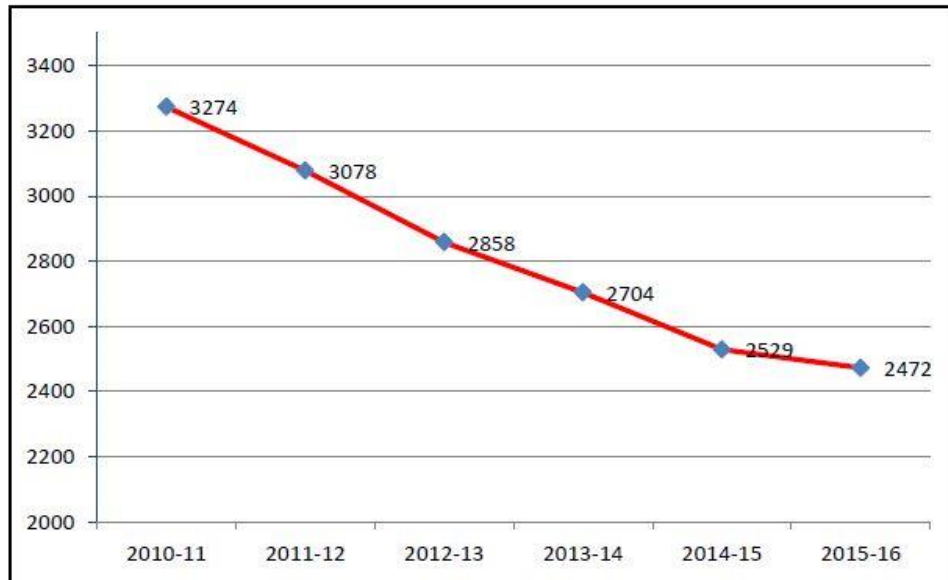
- D. Likely Causes of Most Significant Differences.** If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

The following potential root causes have emerged throughout ongoing discussions with stakeholders and data analyses. It is important to note that by analyzing district Unified Improvement Plans, and understanding the different contexts of our districts, we know that root causes are very dependent on geography, teacher pipeline, demographics, and resources. Some overarching root causes are identified below—but we know that context also matters.

Teachers have inconsistent access to induction programs that include coaching and mentoring, strategies for working with struggling learners, and strategies for instructing on the Colorado Academic Standards. The TELL Colorado Survey has consistently revealed this trend as having an impact on teacher turnover in hard-to-staff schools. This trend is even more amplified in high minority and high poverty schools where a high concentration of inexperienced teachers exists and students consistently do not meet growth expectations. A significant number of survey respondents from the Educator Voice Cadre expressed a need for increased and intentional time and training for teacher mentors.

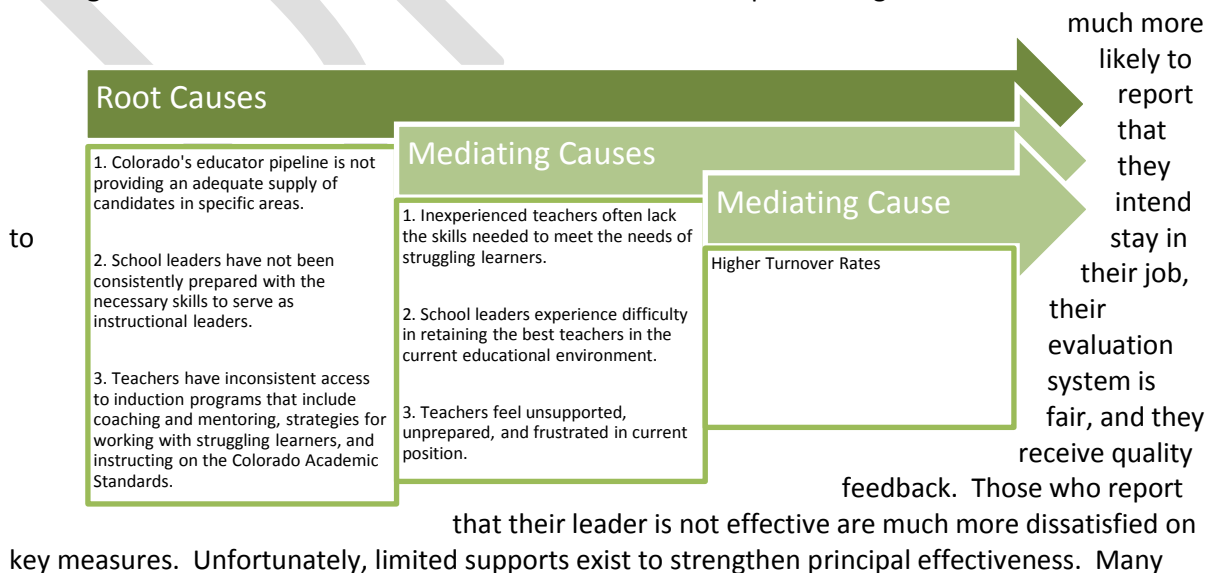
Colorado’s educator pipeline is not providing an adequate supply of teacher candidates in specific subject areas, and inexperienced educators often lack the skills needed to meet the needs of struggling learners. LEAs have frequently expressed this as a challenge in two primary areas. First, and most easily quantified, is that the number of Colorado teacher preparation programs graduates has declined by nearly 18 percent over the last three years (see table below, from the 2016 Educator Preparation Report, available at <http://highered.colorado.gov/>).

COMPLETERS OF EDUCATOR PREPARATION PROGRAMS



Second, many LEAs have expressed concern that new teachers prepared in Colorado do not arrive in the classroom with sufficient knowledge and skills to help students meet the rigorous Colorado Academic Standards (CAS). It should be noted that the knowledge and skills gap indicated here is not related to the ways in which teachers demonstrate a high level of subject matter competency in order to meet highly qualified teacher requirements. Rather, the stakeholder input we have received points to a general lack of familiarity with the CAS and how to plan and implement standards-based instruction.

School leaders are not consistently prepared with the necessary skills to serve as instructional leaders and retain their best teachers in the current educational environment, contributing to the turnover rates. This includes lack of access to meaningful evaluation data to inform strategic staffing decisions. The TELL data shows that educators who report having effective leaders are



principals are struggling to understand and take on the role of instructional leader. In addition, many are challenged by how to use new educator evaluation systems to differentiate teacher effectiveness and to use that information to make strategic staffing decisions.

- E. Identification of Strategies.** If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:
- i. Designed to address the likely causes of the most significant differences identified in 5.3.D and
 - ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Theory of Action:

If we,

1. Increase the supply of candidates in specific areas in Colorado's education pipeline, and increase inexperienced teachers' skills needed to meet the needs of struggling learners, and
2. Improve school leaders' preparations to serve as instructional leaders, and reduce their difficulty in retaining the best teachers in the current education, and
3. Increase teachers' access to induction programs that include coaching and mentoring, strategies for working with struggling leaders, and instructing on Colorado Academic Standards, and
4. Reduce turnover rates in high poverty and high minority schools

Then, we will lower the rates of inexperienced, ineffective, and out-of-field teachers teaching in high poverty and high minority schools and reduce the performance gaps in schools with high poverty and minority rates.

Capacity building tool: *Self-Assessment for Healthy Human Capital Systems*:

CDE will support districts in thinking about strategic staffing decisions using the *Self-Assessment for Healthy Human Capital Systems* tool (<http://www.cde.state.co.us/fedprograms/self-assessment-for-healthy-human-capital>). In response to feedback on the *Healthy Human Capital Self-Assessment Tool* that was provided from district focus group participants, CDE plans to develop additional resources that will address the following recommendations:

- Identification and sharing of “what works,” particularly in rural districts, with examples and tools related to all strategies and practices identified in the tool.
- Development of a suite of strategies, tools and resources (a toolbox) to support successful implementation of the Human Capital System in districts and schools.

Technical Assistance: Educator Evaluation System

The Colorado Department of Education created a state evaluation model that aligns to state adopted educator effectiveness definitions and quality standards. Each school district may adopt the state model or utilize their own evaluation system, aligned to the state educator quality standards, that meets or exceeds the components of the state evaluation model. These evaluation systems enable evaluators to identify educators’ strengths and weaknesses and align that to the deliver and receiving of targeted professional development and mentor assignment for inexperienced or struggling educators. Colorado will continue to refine and improve the implementation of the state model evaluation system with input from stakeholders. This work includes, but is not limited to, providing technical assistance and professional development for school leaders and evaluators, refinement of the process and tools used to evaluate educators, and helping to identify and share quality evaluation practices across the state to districts.

Capacity Building: Educator Induction Programs

Colorado recognizes the importance of high-quality induction programs in the retention and effectiveness of educators in our districts. To support our districts and increase the quality of induction programs across the state, the department has worked with local stakeholders to create induction guidelines and standards with accompanying best practices for teacher induction programs. Quality program standards and best practices allow flexibility for district programs to meet their specific local needs.

Induction resources will be utilized for any new induction programs looking for authorization, as a tool for reflection and improvement for current programs, and as part of the renewal process for induction programs. Colorado will continue this process with stakeholders to create similar materials and processes for principal, administrator and specialized service professional roles. An annual check-in with CDE will provide a time for districts/BOCES to share challenges and updates to their induction programs. Every five

years, per state statute, induction programs will submit a program evaluation to CDE as part of their renewal process. CDE will monitor and support the needs of the districts/BOCES throughout the process.

Root Cause	Strategy	Timeline	Funding Sources
Colorado's educator pipeline is not providing an adequate supply of teacher candidates in specific subject areas, and inexperienced educators often lack the skills needed to meet the needs of struggling learners.	Self-Assessment for Healthy Human Capital Systems	Engaging stakeholders to begin identifying; resources in 2017-18 Resource bank; completed by 2018-19 Pilot districts identified in 2018-19; Pilot districts implement strategies using the resource bank in 2019-20; Evaluation of the pilot is completed and shared with stakeholders in 2020-21.	Title II, Part A
School leaders have not consistently been prepared with the necessary skills to serve as instructional leaders and retain their best teachers in the current educational environment. This includes not having had access to meaningful evaluation data to inform strategic staffing decisions.	Educator Evaluation System	Technical assistance is on-going	State funds
Teachers have inconsistent access to induction programs that	Educator Induction Programs	Formal guidelines completed by end of	State funds

include coaching and mentoring, strategies for working with struggling learners, and strategies for instructing on the Colorado Academic Standards.

2016-17
(COMPLETED)
Districts begin to self-assess in 2017-18
CDE check-ins begin in 2018-19

F. Timelines and Interim Targets. If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating **all** differences in rates.

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
Low-income students are taught by ineffective teachers at a rate that is 6.15% higher than their peers.	2025-26 school year	The difference in this rate will be reduced to 3% or less by the 2020-21 school year.
Minority students are taught by ineffective teachers at a rate that is 6.91% higher than their peers.	2025-26 school year	The difference in this rate will be reduced to 3% or less by the 2020-21 school year.
Low-income students are taught by inexperienced teachers at a rate that is 6.35% higher than their peers.	2025-26 school year	The difference in this rate will be reduced to 3% or less by the 2020-21 school year.
Minority students are taught by inexperienced teachers at a rate that is 5.43% higher than their peers.	2025-26 school year	The difference in this rate will be reduced to 2.5% or less by the 2020-21 school year.

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- Low-income students;
- Lowest-achieving students;
- English learners;
- Children with disabilities;
- Children and youth in foster care;
- Migratory children, including preschool migratory children and migratory children who have dropped out of school;
- Homeless children and youths;
- Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;
- Immigrant children and youth;
- Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and
- American Indian and Alaska Native students.

- A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and**

The vision for the Colorado Department of Education (CDE) is that all students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life. Thus, the Colorado Department of Education works to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state. The department has four overarching goals* that are focused on supporting students through every step of their schooling:

1. **Start Strong** - Every student starts strong with a solid foundation in grades preschool-3.
2. **Read by Third Grade** - Every student reads at grade level by the end of third grade.
3. **Meet or Exceed Standards** - Every student meets or exceeds standards.
4. **Graduate Ready** - Every student graduates ready for college and careers.

* The goals are described in greater detail in the [Colorado Department of Education Performance Plan](#).

Through the system of performance management, described in detail in Section 2.2 of this plan, the department supports districts in meeting these goals and the guidelines set forth by the Every Students Succeeds Act. During the Consolidated Application reviews and the monitoring of ESEA programs, CDE staff collaborates across departments to identify areas of need within Local Educational Agencies (LEAs) and to develop guidance and technical assistance that will support the continuum of education from preschool through grade 12. Within this continuum, Colorado has identified the following key areas in which the department specifically supports education and transitions from preschool to grade 12:

- Supports for Early Childhood Education
- Supports for District to District Transfers and Transitions
- Supports for High School, Post-Secondary Education and Careers

Information and technical assistance regarding these key areas is provided to LEAs as they work to align their identified needs with the evidence-based strategies they will implement to meet those needs through the alignment of federal, state and local resources. The following sections describe in more detail some of the supports and services that the Colorado Department of Education provides to LEAs in order to ensure that all children have a significant opportunity to meet challenging State academic standards.

Supports for Early Childhood Education

Research and evidence point to the importance of a child's earliest years in building a strong foundation for learning. High quality early learning experiences provide a lifetime of benefits. Colorado has a long history of embracing the importance of early learning and has developed a strong foundation supporting the growth of a P-3 system. CDE's commitment to supporting education for all students is built on this foundation. Some of the initiatives to support these efforts include:

- Alignment of organizational structure within CDE's Division of Student Learning to promote greater alignment of programs and services for students across the P – 12 system with a focus on P – 3. The division includes the Teaching and Learning Unit (including the Office of Early Learning and School Readiness, Office of Literacy, Office of Learning Supports, and Office of Standards and Instructional Support), the Federal Programs Unit, and the Exceptional Students Service Unit. Aligning the work across these offices will provide greater coherence in policies across the P – 3 continuum.
- Expansion of the Colorado Preschool Program (CPP). CPP is a state funded preschool program serving children with risk factors in their lives which have been shown to be associated with later challenges in school. It started 28 years ago as a small project and now serving more than 26,000 children. <http://www.cde.state.co.us/cpp/2017legreport>.
- Colorado's Early Childhood Leadership Commission. The work of the Commission has led to the development of Colorado's Early Learning and Development Guidelines <https://www.cde.state.co.us/early/eldgs>, the Early Childhood Colorado Framework, <http://earlychildhoodframework.org/wp-content/uploads/2015/08/ECLC-FRMWRK-062415-LORES.pdf>, and Colorado's Early Learning Professional Development System Plan, <https://www.cde.state.co.us/early/copdplan>.
- Colorado Department of Human Services (CDHS) Office of Early Childhood (OEC). This office brought together numerous programs from health and human services. The work of OEC includes the Child Care Assistance Program, Head Start Collaboration, and Family Resource Centers. <http://www.coloradoofficeofearlychildhood.com/>. CDE and CDHS have had interagency agreements for 25 years. These agreements focus primarily on implementation of the Child Care and Development Block Grant and the Race to the Top, Early Learning Challenge Grant. Results of this partnership include:

- Colorado Shines – Colorado’s new Quality Rating and Improvement System (QRIS), a new rating system for early childhood education programs. Colorado Shines links quality assessment to child care licensing. <http://coloradoshines.force.com/ColoradoShines>
- Colorado’s Professional Development Information System (PDIS) <https://ecpd.costartstrong.org/ets/welcome.aspx>. The Professional Development Information System (PDIS) is a competency based online system supporting professional development and career pathways for Colorado’s early childhood workforce. The PDIS is used to review and award an individual’s Colorado Early Childhood Professional Credential, to provide high quality online professional development and to support career growth and development.
- Colorado Early Childhood Councils and the Early Childhood Councils Leadership Alliance (ECCLA) – The Early Childhood Councils are local community collaborative organizations including key stakeholders representing health, education, human services, and numerous other community partners. The Councils consolidate their expertise and resources to support an aligned system of programs and services for children from birth through age eight, and their families. ECCLA is a statewide network of Council leadership and other resources. <https://www.coloradononprofits.org/membership/nonprofit-member-directory/nonprofit/4588>
- School Readiness Supports – Kindergarten guidance, technical assistance, and training <http://www.cde.state.co.us/schoolreadiness> and P-3 approaches to learning <http://www.cde.state.co.us/early/p-3education>. Early Learning Challenge grant funding provided support for a school readiness team at CDE, directly supporting two of CDE’s four overreaching goals – Start Strong and Read by Third Grade. The work of this team includes:
 - Training and technical assistance on child development and how it relates to early learning and early childhood assessment practices
 - Development and distribution of the “[Kindergarten School Readiness Guide](#)”.
 - The Ready Schools grant program. CDE’s definition of school readiness addresses ready child, ready schools, and ready communities. Funding was made available to help schools address learning environments, improve teaching practices, and access resources that increase their ability to support young learners.
 - Support for P-3 approaches to learning including convening of the P-3 Leadership Cadre – principal lead teams from elementary schools interested in building a P-3 system.
 - Working collaboratively with CDE’s federal programs staff and others to identify ways to support early learning in Colorado’s ESSA state plan, and to prepare guidance for school districts to consider as they complete their comprehensive applications and unified improvement plans.

In addition to these initiatives, CDE provides the following supports and grant programs to promote P-3 education.

Early Learning Standards and Development Guidelines

Early learning standards were adopted into the Colorado Academic Standards (CAS) by all Colorado school districts in December 2011. The Colorado Academic Standards for preschool through third grade are aligned to the [Colorado Early Learning and Development Guidelines](#), which describe the trajectory of children's learning and development from birth to age eight. They include a broad description of

children's growth to ensure a holistic approach to creating positive early childhood environments for all students. More information can be found here:

<http://www.cde.state.co.us/standardsandinstruction/coloradostandards-academicstandards>.

Colorado READ Act

The Colorado Reading to Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado Legislature during the 2012 legislative session. The READ Act repeals the Colorado Basic Literacy Act (CBLA) as of July 1, 2013, keeping many of the elements of CBLA such as a focus on K-3 literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified as having a significant reading deficiency, delineating requirements for parent communication, and providing funding to support intervention. CDE provides guidance regarding evidence-based interventions and how to support intervention that is differentiated to meet individual student needs. Other components of the Colorado READ Act include a competitive Early Literacy Grant and a resource bank of assessments, instructional programming, and professional development. More information regarding the READ Act and related supports to LEAs can be found here:

<http://www.cde.state.co.us/coloradoliteracy>.

REAding Foundations Academy:

A no-cost training available to all K-3 teachers, instructional coaches and educational leaders focused on explicit and systematic Tier 1 instruction in reading with an emphasis on foundational reading skills based in the standards. Participants dig deeper into the Foundational Skills Standards and how to embed them into daily instruction, study the shift in standards, and explore methods for engaging students in comprehension and writing every day. Modules included in the course are:

- Module 1: Phoneme Articulation and the Text-Dependent Questions
- Module 2: The Outcome-Driven Model and Data Analysis
- Module 3: Phoneme-Grapheme Mapping and Vocabulary
- Module 4: Planning the Comprehension Lesson
- Module 5: High Frequency Words and Comprehension
- Module 6: Reading Fluency and Writing
- Module 7: Integration and Putting it All Together

Early Literacy Grant (State Grant)

The Early Literacy Grant is designed to distribute funds to local education providers, including school districts, BOCES, and charter schools, to ensure the essential components of reading instruction are embedded into all elements of the primary, K-3 teaching structures in all schools, including universal and targeted and intensive instructional interventions, to assist all students in achieving reading competency.

On August 8, 2012, CDE presented to the State Board proposed draft rules related to the Early Literacy Grant, one component of the READ Act. After receiving written public comments and holding a rulemaking hearing on October 17, 2012, the State Board voted unanimously to adopt the Early Literacy Grant rules. The Early Literacy Grant is funded every three years. The current cycle of the grant is from 2013-2016. The 2013-2014 school year was the first year of the grant program, implemented in 30 schools representing 15 school districts in 7 regions of the state. Approximately \$4 million is available for the Early Literacy Grant Program for the 2016-2017 school year.

Reading Ignite

The Reading Ignite Grant works in conjunction with the Early Literacy Grant by providing School Improvement funds to Title I eligible schools to continue the success grantees have had with their K-3 program into 4th – 6th grades.

Additional CDE Support

CDE has planned additional support for LEAs to address early childhood education and transition through grades P-3. CDE will:

- Provide support to LEAs as they develop their plans and services for children transitioning into preschool, and transitioning from preschool into kindergarten, as part of the LEA's needs assessment.
- Provide guidance on developmentally appropriate assessment and teaching practices for children in preschool through 3rd grade. This will include resources and technical assistance on the use of Colorado's Early Learning and Development Guidelines.

Supports for District to District Transfers and Transitions

District to District Student Transfers and Transitions Project

The District to District Student Transfers and Transitions Project was created to address a variety of problems. Student mobility rates are increasing in Colorado. Mobile students are more likely to fall behind academically and have higher dropout rates. Districts often do not receive sufficient information to appropriately support students, which increases the likelihood of academic failure.

This project collected information and resources related to the processes of enrollment, class placement, withdrawal, and transcript development for students. It was developed in response to requests from school districts for support for secondary students with mobility issues. These webpages provide resources for school and district personnel to use to fully support students through school transitions.

With these transition resources, CDE hopes to minimize the academic impact of student mobility and enable pilot schools to easily transfer relevant transcript-related data required to ensure students' needs are met, including course placement, when they enroll. More information regarding the Student Transfer and Transitions project can be found here: <http://www.cde.state.co.us/dropoutprevention/transitions>.

Supports for High School to Post-Secondary Education and Careers

In order to attain ensure every student meets or exceeds standards and graduates ready for college and careers, CDE has designed focused supports for high school and transitions to post-secondary education and careers. Some of the major initiatives to support these efforts include:

Dropout Prevention and Student Re-Engagement

Dropout prevention and student re-engagement programs expand efforts in reducing the dropout rate, increasing the graduation rate and advancing credential attainment. This effort is authorized by Colorado Revised Statute 22-14-101 and builds on the state's commitment to ensure graduation and school success for all students and re-engaging out of school youth. There are five components to this work:

1. Analyzing student data pertaining to dropout, completion rates, truancy, suspension and expulsion rates, safety and discipline incidence and student growth.

2. Coordinating efforts across CDE and leading initiatives to address dropout prevention, student re-engagement and adult education.
3. Identifying and recommending best practices and effective strategies to reduce student dropout rates and increase student engagement and re-engagement.
4. Tracking progress and results.
5. Securing and managing resources to fund services and supports.

Colorado Student Re-engagement Grant Program

State appropriation for this new grant program began in January 2016. The grant program is authorized by C.R.S. 22-14-109 to assist local education providers in providing educational services and supports to students to maintain student engagement and support student re-engagement at the secondary level. Competitive grants under this statute will be awarded for the first time in March 2016. It is anticipated that new RFP will be released in Fiscal Year 2017-18.

Colorado Re-engagement Network (CRN)

The purpose of the Colorado Re-engagement Network (CRN) is to streamline the coordination of regional and statewide student re-engagement efforts in order to better serve students throughout the state of Colorado. This network develops and disseminates statewide and national best practices, guidelines, and procedures for schools and districts to use to have a large-scale impact on reducing dropout numbers, and Colorado Youth for a Change (CYC) will be the hub to support this statewide work. This network will provide a forum for people to communicate and share information and experiences that will build insight into reengagement strategies.

Career and Technical Education Standards and Academic Alignment

Colorado Career and Technical Education (CTE) provides quality educational programs emphasizing core academic content, postsecondary & workforce readiness (PWR) competencies, technical skills, and seamless transition to further education or employment. CTE ensures a thriving Colorado economy by providing relevant and rigorous education that is connected, responsive and real. More information regarding the Career and Technical Education Standards can be found here: <http://www.cde.state.co.us/contentareas/careerandtechnical>.

Alignment of ESSA with State Workforce Investment Opportunities Act

ESSA has a strong focus on college and career readiness and expands the allowable uses of title funds in support of career and technical education. This affords the opportunity for closer alignment of ESSA goals with those of Colorado's WIOA state plan. In order to provide support for the successful transition of Colorado's learners to post-secondary and career, CDE will work across units and state agencies to:

- Engage business and industry to provide work-based learning opportunities for k-12 students and adult education learners in support of college and career readiness.
- Provide a starting point for system-wide metrics, which includes K-12, adult education, higher education, and workforce.
- Expand regionally-focused sector partnerships that are championed by business and industry to drive career pathways in partnership with education.
- Design and disseminate multiple career pathways that enable Coloradans to have a clear roadmap for success.
- Create work-based learning opportunities to provide students and working learners exposure to the workplace, where they can not only utilize the knowledge and skills they are developing or have

- previously developed in the classroom but also develop employability skills.
- Support collaboration between businesses and education to understand the value of industry recognized credentials.
- Utilize partner relationships to implement meaningful pilot programs to foster an environment of innovation.

B. The State’s strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Well-Rounded Education Overview

Commitment to Well-Rounded Education

Colorado has a long-standing statutory commitment to a rich and balanced, or well-rounded, education experience for all students. Well-rounded education in Colorado has been a priority since the 2008 passage of Senate Bill 212, CAP4K-Colorado Achievement Plan for Kids (CAP4K). CAP4K explicitly declares that “the next generation of standards-based education must consider the needs of the whole student by creating a rich and balanced curriculum”. CAP4K further states that “the state board shall ensure that the preschool through elementary and secondary education standards, at a minimum, include standards in reading, writing, mathematics, science, history, geography, visual arts, performing arts, physical education, world languages, English language competency, economics, civics, financial literacy.” More recently, HB 16-1198 Concerning Computer Science Courses Fulfilling Certain Graduation Requirements passed in 2016, illustrating a belief to continue to expand student opportunities beyond what is considered traditional subject matter.

CDE considers the intent of a well-rounded education emphasis within ESSA as an affirmation of the firmly held beliefs within the state. ESSA has explicitly delineated an emphasis on a well-rounded education. “Well Rounded” education within ESSA means:

Courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

With this rich history and state legislation in mind, the Colorado Department of Education reaffirms its commitment to *All Students, All Standards* ensuring that future state level decision making pertaining to budget allocation for projects, resource development and training opportunities will continue to include all content areas.

CDE has demonstrated a commitment to arts education. In addition to the CAP4K requirements, subsequent legislation was passed in 2010, HB-1273 *Concerning Improved Workforce Development through Increased Participation in Arts Education in Public Schools*. This legislation underscored the importance of arts education opportunities:

The opportunity to study and build skills in the visual arts and performing arts increases self-confidence, nurtures students' creativity and curiosity, provides ongoing challenges for students, helps students remain engaged in school, facilitates building positive relationships between students and teachers, and, as a result of these effects, helps reduce the school dropout rate.

CDE has demonstrated its support to Colorado school districts in considering the importance of arts education with respect to school improvement. In 2010, the CDE Office of Standards and Instructional Support and the Office of Federal Programs collaborated to produce "The Inquiry Based Arts Integration Model for School Improvement and the Colorado Unified Improvement Plan." This document provided guidance on the use of Title funds for an inquiry-based arts integration in Title I Schoolwide programs. Colorado is committed to continuing such activities with its implementation of ESSA to illustrate the importance of a well-rounded educational experience for all of Colorado's students.

Additionally, equitable access to a well-rounded education and rigorous coursework for our youngest learners requires deep knowledge and understanding of child development, content and standards, and instructional strategies. Data from the Colorado Preschool Program and Preschool Special Education demonstrates the connection between academic and developmental domains. Assessment data collected annually and reported to the Colorado General Assembly show that when teaching practices integrate understanding of child development, content, and standards, learning gaps for our highest need children narrowed and gains continued throughout elementary school and beyond:

<http://www.cde.state.co.us/cpp/2017legreport>.

Supports for a Well-Rounded Education

Support for a well-rounded education requires coordination and collaboration across the entire department. CDE has identified the following key structures that support access to a well-rounded education for each and every student.

- Consolidated Application
- Comprehensive Needs Assessment
- Unified Improvement Planning
- Colorado Academic Content Standards
- Multi-Tiered System of Supports
- Supports for Schools on Improvement
- Supports for Subgroups of Students

Consolidated Application

The Consolidated Application is the Local Educational Agency's (LEA's) plan to the Colorado Department of Education (CDE), to use federal [Title I, Part A](#); [Title I, Part D](#); [Title II Part A](#); [Title III, Part A](#); [Title IV, Part A](#); and [Title V, Part A](#) funds. Through the online application, applicants provide a description of how funds are aligned to student need and used to provide each and every student a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Through the consolidated application approval process, the department ensures that districts are attending to the needs of their most highly impacted students and documents potential opportunities for support from CDE. CDE's

support to LEAs to provide equitable access to well-rounded education programs is based on the needs identified in the district and school comprehensive needs assessment. Section 2.2 of this application provides more details regarding the Consolidated Application within the state's system of performance management.

Comprehensive Needs Assessment

At the core of the Consolidated Application is a comprehensive needs assessment that identifies areas of needs and strategies to best address those needs and ensure success in preschool through post-secondary. In completing a comprehensive needs assessment, districts are required to look at all subgroups to determine the greatest needs both academic and non-academic. Through in-person trainings and networking meetings, CDE assists districts in how to create an effective needs assessment that considers all students, including the following subgroups of students:

- Low-income students;
- Lowest-achieving students;
- English learners;
- Children with disabilities;
- Children and youth in foster care;
- Migratory children, including preschool migratory children and migratory children who have dropped out of school;
- Homeless children and youths;
- Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;
- Immigrant children and youth;
- Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and
- American Indian and Alaska Native students.

A Guide for Comprehensive Needs Assessment is available at:

https://www.cde.state.co.us/sites/default/files/documents/fedprograms/dl/consapp_na_guide.pdf.

Based on the needs identified, the districts can access an expansive list of technical assistance offered by the Colorado Department of Education. The supports offered by the department are designed to meet the needs of each and every student throughout all grade levels. Section 2.2 of this application provides more details regarding CDE's technical assistance within the state's system of performance management.

Unified Improvement Planning

Unified Improvement Planning was introduced to streamline the improvement planning components of state and federal accountability requirements. The common Unified Improvement Planning (UIP) template and planning processes used represent a shift from planning as an "event" to planning as a critical component of "continuous improvement." This process reduces the total number of separate plans schools and districts are required to complete with the intent of creating a single plan that has true meaning for its stakeholders. Because schools and districts are required to publicly post their improvement plans through the CDE website on SchoolView, Unified Improvement Planning also provides a mechanism for external stakeholders to learn about schools' and districts' improvement efforts.

In preparation for improvement planning, planning teams (building leadership, teacher representatives, parent and/or community representatives) should gather and organize relevant data from a variety of

sources. This includes performance data (e.g., student assessment results, and educational outcome measures like dropout or graduation rates), demographics (characteristics of a population such as number of students in a school, percentages of students qualifying for free/reduced lunch), process data (measures that describe what is being done to get learning results, such as programs, strategies, and practices), and perception data (information that reflects opinions and views of educational stakeholders). The team uses data made available from the state as well as from local sources.

Colorado Academic Content Standards

The foundation of a well-rounded education is defined in Colorado's academic content standards. The Colorado Academic Standards (CAS) include 10 content areas for preschool through 12th grade (comprehensive health; dance; drama and theater arts; mathematics; music; physical education; reading, writing and communicating; science; social studies; visual arts; and world languages) and incorporate the Common Core State Standards for reading, writing and communicating and mathematics.

The updated standards are constructed backwards, starting with the competencies of prepared high school graduates to create learning expectations for what students should understand, know and be able to do at each grade level and content area. They provide clear understanding of the concepts and skills all students need to master to help ensure they are successful in college, careers and life. For additional information and context regarding the CAS please visit our Colorado Academic Standards Fast Facts and FAQs page.

<http://www.cde.state.co.us/standardsandinstruction/standardsresourcesk12>

Implementation of standards is supported by

- Colorado Standards Content Specialists
- ESSU Literacy Specialists
- A Common Curriculum for Neglected and Delinquent Students

Colorado Multi-Tiered System of Supports

This model is a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of each and every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.

The *mission* of MTSS is to shape, develop, and increase the collective capacity of schools and districts to implement and sustain a multi-tiered system of supports, through a problem-solving culture that integrates data, practices, and systems which improve educational outcomes for every student.



The Colorado Department of Education has received a State Personnel Development Grant (SPDG) from the Office of Special Education Programs (OSEP) to support adult learning activities that target development, implementation, and sustainability of Colorado's Multi-Tiered System of Supports (CO-MTSS) through the integration of academic supports, behavioral supports, and implementation science. Through this grant opportunity, districts and BOCES will establish or refine MTSS Leadership Teams (MLTs), receive targeted Technical Assistance (TA) from CDE Implementation Consultants (ICs), and use a problem solving process to

improve systems, data, and practices that lead to positive student outcomes. MLTs may also receive fiscal support to reimburse costs associated with the implementation of their efforts.

<http://www.cde.state.co.us/mtss>

Supports for Schools on Improvement

The Colorado Department of Education allocates Title I school improvement funding to provide resources for intensive and sustained support to schools designated as in need of improvement. These grants are made available to Title I Schools that have been identified for improvement in order to provide resources and support a focused approach to improvement. The grants that are offered are differentiated address the needs of schools at different levels.

Connect for Success

This grant is made available to Title I schools with a Priority Improvement or Turnaround plan type in order to strengthen their Title I Program by implementing effective structures and strategies, and providing quality instruction to meet needs of minority students, students experiencing poverty, students with disabilities, and English Learners. The purpose of the funding opportunity is to assist school and district leadership in strengthening their Title I programs by implementing strategies shown to be effective through the High Achieving Schools study.

www.cde.state.co.us/fedprograms/dper/evalrpts

Applicants demonstrate readiness and willingness to commit to changing and refining practices to improve student achievement, specifically among minority students, students experiencing poverty, students with disabilities, and English Learners.

Diagnostic Review and Improvement Grant

A Local Education Agency that receives a grant under this grant will use funds to contract with an external provider that has established it has the capacity to provide a comprehensive, evidence-based review of how the school is functioning in the following areas:

- Standard 1: Standards and Instructional Planning o
- Standard 2: Best First Instruction
- Standard 3: Assessment of & for Learning
- Standard 4: Tiered Support
- Standard 5: Leadership
- Standard 6: Culture and Climate
- Standard 7: Educator Effectiveness
- Standard 8: Continuous Improvement

Supports for Subgroups of Students

Educators in Colorado have detailed information about the educational performance and learning needs of the specific groups of students in their district and schools. This information allows them to design appropriate and effective academic support through the implementation of evidence-based strategies that meet the specific needs of these subgroups of students and ensure a well-rounded education for all students. CDE collaborates across offices and units to assist districts in identifying appropriate strategies based on their needs.

English Learners

Title III is a supplemental grant under the ESEA that is designed to improve and enhance the education of English learners (ELs) in becoming proficient in English, as well as meeting challenging state academic content and student academic achievement standards. The Title III Immigrant-Set Aside grant resides within this program and provides opportunities for LEAs to enhance the instructional opportunities for immigrant students and their families.

Colorado's Title III allocation is based on the number of ELs reported through the American Community Survey and U.S. Census data. CDE must reserve a percentage (no more than 15%) of its Title III allocation for the Immigrant Set-Aside grant (see corresponding guidance). Annual LEA (District or Consortia) allocations are based on the number of English learners reported through the annual Student October Count. The previous Student October count informs the subsequent school year Title III allocation. An LEA or consortium allocation must meet or exceed \$10,000 in order to apply for a Title III grant.

English Language Proficiency Act

On May 21, 2014, Colorado's Governor signed HB14-1298 that repealed and re-enacted with amendments the English Language Proficiency Act (ELPA). The re-enacted ELPA provides funding for Colorado districts with English Learners (ELs). ELPA requires LEAs to provide evidence-based English language development (ELD) programs for English learners to enable them to develop and acquire English language proficiency while achieving and maintaining grade-level performance in academic content areas and to improve the educational and career opportunities for every student in Colorado.

The ELPA Excellence Award program, created within ELPA, is designed to award grants to LEAs and charter schools with evidence-based ELD programs that achieve the highest English language and academic growth among English learners and the highest academic achievement for English learners who transition out of the English language proficiency program. At the conclusion of each school year for which it receives a grant, each LEA and charter school that receives an ELPA Excellence Award must submit a data analysis and summary of the evidence-based ELD program and an annual financial report of the use of funds received. CDE shares information received through the data analysis and summary with LEAs and the public. CDE also analyzes the submitted reports to create a summary of trends found within the ELPA Excellence awardees' ELD programs.

Other EL Supports

The Office of Culturally and Linguistically Diverse Education provides support to Colorado school districts, schools, and educational leaders in the academic, linguistic, and social-emotional challenges and opportunities of culturally and linguistically diverse students to ensure equitable access to grade level standards and ensure a well-rounded education. More information regarding the supports provided by this office may be found here: http://www.cde.state.co.us/cde_english

Children with disabilities

The Federal Programs Unit collaborates with the Exceptional Student Services Unit (ESSU) in identifying supports for students with disabilities. The ESSU supports personnel serving students with exceptional educational needs. Technical assistance and programming support are available for students who have disabilities, are gifted and talented, and/or who are culturally or linguistically

diverse. This unit administers both the state's Exceptional Children's Educational Act (ECEA) and the federal Individuals with Disabilities Education Act (IDEA) for children with disabilities. Services and programming for Early Intervention (Preschool) and Colorado's Facility Schools are also housed in this unit.

The Exceptional Student Services Unit is comprised of three offices: Office of Special Education, Office of Facility Schools and the Office of Gifted Education.

The two units provide LEAs with resources in order to identify evidence-based practices to provide the best supports for these students in Title I schools. More information regarding these supports can be found here: <http://www.cde.state.co.us/offices/exceptionalstudentservicesunit>

Foster Care Education: Improving Educational Outcomes for Children and Youth -

This program, established in 2012, is dedicated to ensuring that students in foster care are achieving academically through course completion, advancing to the next grade, accruing credits toward graduation, and on a path to post-secondary success. These efforts are being organized by the State Coordinator for Foster Care Education, who is leading this work. It was launched in partnership with the Colorado Department of Human Services, Morgridge Family Foundation, and Mile High United Way.

Every Transition Counts for Students in Foster Care – The Colorado Department of Education developed a 3-minute video with the support of the U.S. Department of Education on the importance of educational stability, the impact transitions have on foster students, Colorado partnerships, and previously released research on educational outcomes for students in foster care. The video is available at <https://www.youtube.com/watch?v=VRwii1Q9Rnk>

CDE will support LEAs in using Title I funds to support students in Foster Care as allowed under ESSA legislation. The Consolidated Application will collect the applicable assurances from LEAs and provide an opportunity to use Title I funds to support these students when needs are identified.

Colorado Migrant Program

The Migrant Education Program (MEP) provides supplemental support to eligible migrant children and youth. The purpose of the program is to ensure that migratory children are not penalized in any manner by disparities among curriculum, graduation requirements, academic content and student academic achievement standards, and ensure that migratory children are provided with appropriate educational services and opportunities so they can succeed in school and graduate from high school being postsecondary education or employment ready.

The Migrant Education Program may serve children from birth to the age of 21 who are eligible for a free public education under State Law. In order to qualify for services, children must have moved within the past three years, across state or school district lines with or to join a migrant parent or guardian who is seeking to obtain qualifying temporary or seasonal employment in agriculture, fishing, or dairy.

Colorado's Migrant Education program has adopted the National Program Goals:

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- Ensure that migratory children benefit from State and local systemic reforms.

CDE will provide LEAs with resources supported by the Office of Migrant Education Programs in order to identify evidence-based practice to provide the best supports for these students in Title I schools. More information regarding the Colorado Migrant Program can be found at the following link: <http://www.cde.state.co.us/migrant>

Students Experiencing Homelessness

McKinney-Vento Homeless Education

The 2013-2016 grant cycle includes sixteen subgrantees throughout the state. The programs implemented by districts and BOCES create initiatives and provide resources to address the barriers faced by homeless children and youth in accessing and succeeding in school.

Colorado state law supports the federal requirement for each district to appoint a legal homeless liaison. Colorado currently has 178 legal liaisons. CDE's State Coordinator for the Education of Homeless Children & Youth also provides technical assistance throughout the state to Title I Directors, Homeless Liaisons and other district staff on the allowable uses of the district's homeless set aside furthermore how to best leverage Title I and other funding sources. CDE also provides several ways in which a district can calculate an appropriate set aside. CDE annually collects, reviews, and monitors each district's plan for supporting students experiencing homelessness. The plans address alignment with activities supported with Title I, Part A funds. Resources are available to LEAs to identify evidence-based practice to provide the best supports for students experiencing homelessness.

Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk

Colorado has experienced an increase in the number of students in facilities eligible for services and funding under this program. This program provides funding to support the education of youth in state-operated institutions and provides assistance to school districts that work with local facilities that serve adjudicated youth. State agency and school district Title I, Part D programs must meet the educational needs of neglected, delinquent and at-risk youth and assist in their transition from correctional facilities to local programs. Students must be provided opportunities for academic

achievement. State agencies and school districts must evaluate each facility program and disaggregate data by gender, race, ethnicity and age at least once every three years. Colorado will prioritize support for the quality of educational programming in facilities and institutions and support to facilities and LEAs in helping to ensure a successful transition of students back to their school of origin.

Additional supports provided to LEAs that serve these students include:

- Adopted graduation expectations meet or exceed state standards.
- Infinite Campus – All courses aligned with state course code in Infinite Campus (grades and transcripts). State has access to infinite campus documentation.
- Transition Team from Neglected and Delinquent facilities back to the LEA schools
- Trauma Informed Education
- Restorative Practices
- Project Based Learning
- IReady – Reading and Math common diagnostic assessment. Identifies instructional needs and aligned to new curriculum.

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

- C.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:
- i. Incidents of bullying and harassment;
 - ii. The overuse of discipline practices that remove students from the classroom; and
 - iii. The use of aversive behavioral interventions that compromise student health and safety?

☐ Yes. If yes, provide a description below.

☒ No.

If yes... Colorado will use funds to support a portion of an FTE to provide supports to LEAs regarding evidence-based practices to reduce incidents of bullying, overuse of discipline practices that remove students from the classroom and the use of aversive behavioral interventions that compromise student health and safety

- D.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

☐ Yes. If yes, provide a description below.

☒ No.

If yes... Colorado will use funds to support a portion of an FTE to provide supports to LEAs regarding evidence-based practices to support LEAs in the effective use of technology to improve the academic achievement and digital literacy of all students.

- E.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

☐ Yes. If yes, provide a description below.

☒ No..

If yes...A child's early years provide a unique opportunity to help parents and families connect directly with their child's school experience. As their child's first and most important teacher, they are essential partners in facilitating their child's success. CDE will continue to provide training and technical assistance for LEAs, suggesting strategies to engage parents, families, and communities, including the following: Establish family engagement as a priority throughout the P-3 years. Routinely include families in planning and developing materials. Incorporate meaningful family engagement into evaluations of district/school leaders and other educators. Support schools and community partners in providing professional development jointly for teachers and community early childhood educators, focused on family engagement. Identify and implement family engagement strategies in collaboration with early childhood educators. Develop and implement effective, ongoing and two-way communication practices. Colorado will use funds to support a portion of an FTE to provide supports to LEAs regarding evidence-based practices to use appropriate funds for evidence-based strategies to support LEAs in effectively engaging parents, families and communities

6.2 Program-Specific Requirements.

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

- i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

CDE requires LEAs to submit an application to request a waiver of the 40 percent school poverty threshold requirement for Title I, Part A (schoolwide eligibility). This waiver is required when the poverty rate of a Title I school that wishes to move to a schoolwide program falls below 40 percent.

The application includes specific school information, a description of how this waiver will assist the school in meeting the specific needs of the students in the school and information regarding how key stakeholders were involved in the waiver request. Signatures of key school accountability committee members are required for submission of the waiver request.

More information regarding this waiver can be found here: <http://www.cde.state.co.us/fedprograms/ov/ef>

B. Title I, Part C: Education of Migratory Children.

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

Colorado implements a regional approach to Identification and Recruitment of eligible Migrant children, students, youth and families. Five regional programs are geographically dispersed to represent all 178 school districts and 64 counties in Colorado. Each LEA annually submits a regional Identification and Recruitment (IDR) Plan and, in addition, each recruiter submits an Individual ID&R Plan. The plans must include: Activities that will ensure proper and timely ID&R of all eligible migrant students 0-21 years of age;

Activities during high volume times; Activities to re-qualify, if possible, migrants who will end eligibility (EOE); Collaboration with the Department of Labor and Employment utilizing the Inter-Agency Referral Form, which includes a description of the collaboration process, i.e., how the referral form is being distributed, collected, and tracked; Implementation of the Educational Survey for school recruitment purposes, and inclusion of a description of how the survey will be distributed and collected; Implementation of the Worker Referral Form, and how it will be distributed; Implementation of an ongoing process for identifying and recruiting H2A Visa workers and inclusion of a description of how and when the recruitment of H2A Visa workers will take place during the year; Implementation of a process for building an agricultural directory, utilizing the Colorado Market Maker; A description of how the regional recruiters/staff will participate in inter and intrastate collaboration activities; A process to establish educational and community partnerships for ID&R purposes; Activities that will increase the awareness of the Migrant Education Program in the community; A quality control process for reinterviewing families before they are submitted to the SEA; and, How recruiters will utilize the New Generation System (NGS), State database, and the National Migrant Student Information Exchange Systems (MSIX.)

The Colorado MEP utilizes the Educational Survey for school recruitment purposes. The survey is placed in registration packets in K-12 school sites. Each time parents or guardians register their child(ren) in a pre-K-12 school, the office registration clerk ensures that the form is completed. The registrar then contacts the regional MEP to pick up the forms. The MEP then reviews the surveys and begins the eligibility process to determine if the family meets the eligibility requirements under Title I, Part C.

The Worker Referral Form is used in collaboration with the Colorado Department of Agriculture. Farmers, ranchers, foremen and agricultural businesses are encouraged to include the worker referral form in their job applications. The human resources manager contacts the regional MEP office to pick up the worker referral forms. The MEP then reviews the forms and begins the eligibility process to determine if the family meets the eligibility requirements under Title I, Part C.

A main strategy for recruitment of Migrant families is through our collaborations with LEAs, community organizations, state and federal organizations, and others. The Migrant Student System of Support (MS3) is aimed at bringing together organizations that serve migrant families in Colorado. The goal is to create a seamless system of support for children and youth from birth through their first year in college. Through collaborative partnerships, our organizations work together to promote a greater understanding of each agency's services and eligibility requirements and to support the success of migrant children, youth and families statewide.

For more information:

<http://www.cde.state.co.us/migrant/partnerships>

Colorado uses NGS and MSIX to verify and document the number of eligible migratory children aged 3 through 21. Colorado implements the New Generation System (NGS) for its state database. The **New Generation System** (NGS) is a web-based interstate information network that communicates demographic, educational and health data on migrant students to MEP staff in Colorado. The NGS system is designed to capture educational and health data on migrant students. The system allows MEP staff to record the movement of migrant students through the educational process by producing on-line records of a student's

educational progress and health profile. MEP staff can generate a student transfer document to facilitate academic placement as the student transfers schools. NGS also allows staff to generate various student-level and management reports.

Colorado also utilizes the Migrant Student Information Exchange (MSIX) that allows States to share educational and health information on migrant children who travel from state to state and have student records in multiple states' information systems. MSIX works in concert with NGS to manage migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide. Authorized representatives of State and regional MEPs use MSIX to assist with school enrollment, grade placement, and accrual of course credits for migrant children. Colorado notifies other States when a migrant student is moving from Colorado to a different State.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

The unique educational needs of migrant children, including the identification and recruitment of preschool migratory children and out of school youth are determined by Colorado's Comprehensive Needs Assessment (2013 updated, <http://www.cde.state.co.us/migrant/resources>). Student achievement data, rates of graduation and drop-out, and surveys of staff and parents are all included in the CNA to thoroughly identify and evaluate the needs of Colorado's migrant children. The SEA oversees the LEA's use of the Comprehensive Needs Assessment Toolkit to assess and identify the needs of all migrant students, including preschool and out of school, which must be met in order for migratory children to participate and succeed in school. Additionally, State MEP staff, educators, students, parents and community members contribute to the CNA in various ways, including committees, discussions, meetings, activities and surveys.

Colorado's CNA employs the 3-phase gap model:

- Phase 1, *Exploring What Is*, engaged various constituents and convened meetings to review data and review student outcomes.
- Phase 2, *Gathering Data and Analysis*, collected needs assessment data, constructed data collection tools, and convened management and data teams.
- Phase 3, *Decision Making*, re-convened committees to consider the findings and prepare an action plan for solution implementation, the delivery of services, and the evaluation of the MEP in accordance with the guidelines provided by the Office of Migrant Education in its Migrant CNA Toolkit (2012).

For the 2013 CNA Update, a CNA Update Workgroup was formed consisting of two SEA MEP staff, an SEA data specialist, four regional MEP directors/staff, a MEP regional recruiter, the MEP Parent Advisory Council (PAC) President, and an outside facilitator knowledgeable about the Colorado MEP, data analysis, and the MEP CNA process. The CNA Committee reviewed the MEP Seven Areas of Concern, comparing the areas to

the specific needs of migrant students and families in Colorado in comparison with the needs identified in previous needs assessments. Specific activities conducted during the 2012-13 CNA update are listed below.

State MEP staff:

- Met with the State Data and Research Unit to discuss data needed for the CNA update.
- Met with MEP directors during a June 2012 MEP Directors' Meeting in Grand Junction to recommend design elements for the CNA update.
- Discussed the CNA Update logistics with all MEP regional directors during the September 2012 MEP Regional Directors' Meeting in Denver.
- Met with the CNA consultant to design data collection and reporting formats.
- Developed and implemented staff surveys, parent interview and focus group protocols and requests for data summaries from the State database and the State MEP's database, New Generation System (NGS).
- Trained MEP staff on survey instruments and interview/focus group procedures and protocols.
- Conducted two CNA Update meetings during 2012 and 2013 to review the data and determine the need for additional data, identify concern statements, solution strategies, and set the stage for the update to the State Service Delivery Plan (SDP).
- Transcribed focus group results, summarized the data, and analyzed the results.
- Summarized and analyzed the staff survey data by region and for the state as a whole.
- Worked with the State Data and Research Unit to interpret the scores received on the State assessment in reading/language arts and mathematics.

Colorado will begin a new Comprehensive Needs Assessment beginning in the fall of 2017 and will use a similar structure as described in our 2013 CNA update.

iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

Colorado prioritizes inter and intrastate collaboration, and uses funds to support identification and coordination of services for migratory children. Colorado promotes interstate coordination through memberships and participation with national organizations focused on identifying and supporting migrant children, Migrant consortia grants, and active participation with the Migrant Student Information Exchange (MSIX) in order to provide for educational continuity through the timely transfer of pertinent school records.

Intrastate coordination is promoted through various structures and approaches. Through an annual application, Colorado's five regional Migrant programs describe how they will identify, recruit and serve migrant children, students, youth and families. The annual application also describes how the regions will work together inter-regionally and collaborate with business, agribusiness, community organizations, educational entities, non-profits and other organizations that serve the migrant population. Colorado

currently has Memorandums of Understanding with the Colorado Department of Labor and Employment and Migrant and Seasonal Farmworkers for referrals and data sharing.

The Colorado Migrant Student System of Support (MS3) is a collaboration aimed at bringing together the variety of organizations that serve migrant families in Colorado. The goal is to create a seamless system of support for children and youth from birth through their first year in college. Through collaborative partnerships, MS3 organizations work together to promote a greater understanding of each agency's services and eligibility requirements and to support the success of migrant children, youth and families statewide. For more information and a list of collaborative partners, please see:

<http://www.cde.state.co.us/migrant/partnerships>

CDE provides direct services to high school students through three activities; Leadership, STEM and Civics. The Summer Migrant Youth leadership Institute (SMYLI) brings 80 secondary students from across Colorado to a college campus for a ten night program designed to motivate and enable migrant students to earn high school credit, improve academic skills and social skills, and to develop as community leaders. The goal of SMYLI is to ensure that migrant youth graduate postsecondary and workforce ready. The program hires former migrant students currently attending a Colorado institute of higher education as mentors. Workshops, training, and presentations by youth capacity building experts are featured at SMYLI as well.

The Migrant-STEM Academy is implemented in collaboration with Adams State University, Title V Grant, ASU-STEM and the ASU-College Assistance Migrant Program. The goal of the program is to motivate students to further their educational careers in STEM fields. 30 migrant students from around the state participate in several overnight STEM Seminars and a five night Migrant-STEM Academy that is held at Adams State University. The program is coordinated by a STEM program specialist and facilitated by STEM university faculty. Students participate in scientific experiments, data collection, rigorous instruction, as well as relevant hands-on activities. All students who successfully meet course requirements earn .5 high school credits.

Colorado's Migrant Civics Program brings 20 students from different regions in the state to the Close-Up Program for New Americans. The program is designed to build the knowledge, skills, and confidence requisite to become informed and active participants in U.S. democracy. The intensive program prepares students to engage in their communities at the local, state and federal levels. Knowledge and understanding are built through coursework, research, and experiential learning. Students earn one secondary Civics credit through participation in the MEP Civics Course and Close-Up Program.

iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*i.e.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

The Colorado Service Delivery Plan is the result of a planning process led by a consultant using the Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors (2012) as a guide. The SDP Committee utilized the Comprehensive Needs Update completed during the 2012 and 2013 update to determine solution strategies, develop MPOs, identify resources and design an evaluation plan that ensures the continuous improvement of Colorado's MEP program to meet the unique identified needs of migrant students in alignment with performance goals/targets identified by the State. The Colorado MEP SDP is the result of a systematic process that involved a broad-based representation of stakeholders, including migrant parents, five members of the CNA committee, MEP regional administrators, the Colorado Department of Education, and experts in reading/literacy, mathematics, school readiness, secondary migrant student graduation, dropout prevention, professional development, and identification and recruitment.

The State's evaluation of the MEP is completed with the assistance of an evaluator knowledgeable about migrant education, evaluation design, federal reporting requirements/OME guidelines, and the Colorado MEP. The evaluation methodically collects outcome and implementation information in accordance with the OME guidance provided in the MEP Evaluation Toolkit. Specifically, the evaluation looks at implementation (formative data) and the results of the program (outcome data) with respect to the strategies and measurable program outcomes of the service areas.

Implementation of the SDP identified strategies are measured using a Fidelity of Implementation Index (FII) that is anchored to specific implementation-based best practices in designing and implementing effective programs for migrant children and youth. FII data is gathered by local MEPs and presented as evidence during onsite monitoring visits, classroom observations, and structured interviews with MEP staff. The FII utilizes a 5-point rubric that measures the level of implementation from non-evident to highly effective.

State reading and math assessment results are used to measure progress toward meeting the MPOs. Student achievement and outcome data, as well as perception data, are collected through surveys, focus groups, and reviews of records, including assessment results reported through the State system. Data analysis procedures include descriptive statistics based on Colorado migrant student demographics, program implementation, and student and program outcomes. Additionally, means and frequencies and tests of statistical significance are reported, and trend analyses and inferential statistics are conducted, as appropriate.

Progress toward achieving the measurable program outcomes is determined by a variety of strategies and tools, including:

- State assessment results analyzed for all students and disaggregated for migrant students
- Informal assessment results forming a body of achievement evidence
- Surveys by MEP staff, parents and students
- MEP stakeholder focus groups
- Reviews of professional and parent development materials, meeting summaries, satisfaction surveys, agendas and other outcome
- Record reviews, monitoring outcomes and technical assistance logs
- Migrant student progress reports (e.g. GPA, report cards, etc.)
- Attendance records and graduation data (comparing migrant students and all students)
- Migrant student demographic data

The evaluation document, A Tool for the Improvement of MEP Services in Colorado (ATIMEP), is used to make determinations about the effectiveness of the Migrant Education Program in the areas of project management, identification and recruitment, project implementation, and alignment to the Service Delivery Plan. MEPs utilize this tool to identify aspects of the program needing follow-up to improve services to migrant children and youth, especially those with priority for services. An example of the categories and sub-areas monitored include:

I. Project Management

1. Leadership, organization, and staffing of the MEP- Leadership identifies individual strengths and abilities, matches strengths and abilities to job responsibilities in ways that maximize efficiency and effectiveness, promotes initiative and staff input regarding effective organizational practice.
2. Priority for services Procedures are in place to identify students at risk of failing a grade or dropping out of school. A plan has been developed and is being implemented to meet the needs of at risk students.
3. Equipment inventory, control, and labeling- An inventory of equipment purchased with MEP funds is maintained, up-to-date, and indicates where the item is located. Equipment is clearly, accurately and appropriately labeled.
4. Coordination of instruction and testing for students whose home base is in another State- The results of State and local assessments are disaggregated by grade, gender, and English proficiency and extensively analyzed and deliberated when making decisions related to the MEP staffing, purchases, contractual services, and collaborations with other agencies, instructional plans, communication plans and parent involvement.

II. Identification and Recruitment

1. Region-wide recruitment plan- The MEP has a detailed ID&R plan demonstrating implementation of the SEA ID&R plan which meets the regulatory requirements and is aligned to specific timelines. Recruiters know and are able to articulate the plan and assist with the evaluation and reassessment of the plan.
2. Identification and enrollment of eligible students-Eligible students (attending and OSY) are screened and accurately identified in a timely manner. Eligibility determinations comply with OME/SEA guidelines and are well documented with clear, detailed and concise comments
3. Monitoring of student records entry and Family Educational Rights and Privacy Act (FERPA)- The entry of student records into NGS entry is systematically and frequently monitored by supervisors for accuracy, completeness, and timeliness. Assistance and training is provided to remedy identified inadequacies. No errors exist in student records. FERPA information is complete.
4. Quality assurance relative to eligibility decisions- The MEP follows a well-documented plan including policies, processes and procedures to re-interview a random sample of migrant families at least annually using an appropriate sampling tool/procedure.

III. Project Implementation – Alignment to SDP and CNA

1. Supplemental services- MEP advocates demonstrate knowledge of migrant student needs and evidence exists that counseling and other advocacy services have been well planned and delivered to address those needs.
2. Consultation with the Parent Advisory Council (PAC)- The MEP provides extensive support for parental involvement and PAC activities including funds and training. The PAC plays a significant role in the MEP's decision making about program activities.

3. Parents receive information in a language that they can understand- All Information is provided to parents in a language that they can understand and follow-up with parents is systematically done.
4. Staff development- Extensive staff development is provided to all staff, including tutors, recruiters, advocates, and data entry and specialists related to their roles, responsibilities and State requirements is determined to be of value as measured by staff evaluations. The MEP has a detailed staff development plan based on the identified needs of staff and students including OSY.
5. Coordination between tutors and classroom teachers- A well-designed plan is followed by district and MEP staff detailing that regular and meaningful coordination exists between tutors and classroom teachers on the instruction of MEP students and the services provided.
6. Counseling services specific to student mobility
7. Portable courses (coursework) and Credit accrual- The MEP collaborates extensively with school districts in promoting secondary credit accrual and providing students with extensive high-quality portable courses and coursework delivered through technology.

A copy of the ATIMEP is on file with the State MEP. Each regional MEP is visited by a team consisting of State MEP staff and/or their authorized representatives to observe project implementation, review records, interview staff, and examine pertinent documents and student outcome data. In addition, monitoring site visits provide an opportunity for the State to provide technical assistance both to follow-up monitoring findings and to help provide solutions to project administration, implementation, budgetary, or program evaluation issues.

v. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

The State Comprehensive Needs Assessment identifies current needs that must be met in order for all migratory children, including preschool age and out of school youth, to participate effectively in school, thereby ensuring that they are not penalized for disparities among curriculum, graduation requirements, academic content or student achievement standards. Identified needs include preschool and school readiness services, and instruction in elementary and secondary reading/literacy, math and ESL during the academic year and the summer term. Secondary students and out-of-school youth need drop-out prevention and/or reengagement services, access to online courses, access to PASS courses, enrollment in HEP/GED courses, tutoring in content areas and summer school services. Other identified needs include transportation, health services (medical/dental), counseling, advocacy, student leadership training, parenting education, interpreting or translating, and career counseling. Resources needed include access to technology and computers/books/materials/supplies and clothing.

(1) Content areas of reading/literacy, mathematics, and other subject area needs;

- There is a need for migrant students to increase their vocabulary.
- There is a need to increase access for migrant students to technology literacy as a literacy tool.
- There is a need for statewide literacy resources/services.
- There is need to increase self-confidence — particularly among limited in English students.

- There is a lack of resources in the provision of gifted and talented services to migrant students—particularly among limited English students.

(2) Graduation from high school and services to OSY needs

- There is a need for increased literacy among high school migrant children.
- There is a need for students to understand the criteria/requirements for high school graduation including credit accrual.
- There is a need for students to understand their options for post-secondary education and careers, regardless of the documentation status that the student may have.
- There is a need for secondary-aged migrant students who are English learners to be supported with tutoring and resource materials to help make content comprehensible.
- There is a need for HEP/GED opportunities for out-of-school youth.

(3) Binational migrant students

- There is a need to identify and recruit binational migrant children and youth.
- There is a need to provide community resource support to binational migrant students and their families coming from Mexico.
- There is a need for school staff to understand the unique needs of binational migrant students.
- There is a need to provide migrant staff with information unique to binational migrant students including the Transfer Document, Apostille, and how to read transcripts of students coming from Mexico, etc.
- There is a need to provide academic and graduation support to binational migrant students.

(4) Parent development and involvement needs;

- There is a need to build trust with migrant families to promote understanding and address students' academic and support service needs.
- There is a need for school staff to intersect with parents.
- There is a need for parents to understand their options for post-secondary education and careers, regardless of the documentation status that the student may have.
- There is a need for parents to understand the criteria/requirements for high school graduation including credit accrual.
- There is a need to provide access to technology and help parents to learn about computers so that they can help their children be successful in school.

(5) Support service needs

- There is a need for transportation for students to be able to participate in extracurricular activities and after school tutoring.
- There is a need for migrant students to receive dental services.
- There is a need for vision services.
- There is a need for adequate health care to support migrant student success.
- There is a need for mental health services to support migrant student success.
- There is need for school supplies and materials to support migrant students' participation in classroom activities and assignments.
- There is a need for clothing and shelter for arriving migrant families.
- There is a need for affordable day care for out-of-school and high school youth who may be parents themselves.

(6) Collaboration needs.

- There is a need to collaborate with pre-school providers to meet the needs of young migrant children, and ensure that they receive the full benefit of the preschool program.
- There is a need to build relationships with counselors and other school personnel who interact with migrant students and families. This includes communicating regularly with information and resources.
- There is a need for migrant staff to network with other child care providers, including family child care centers and relative care.

(7) Staff development needs;

- There is a need for school staff to understand how to review and apply credits from Mexico.
- There is a need for school staff to understand the MEP to be able to appropriately refer migrant students to services and resources.
- There is a need for professional development for general classroom teachers and migrant staff on issues related to migrant education and cultural sensitivity (e.g., migrancy and the culture of mobility, strategies for working with students who are characterized by interrupted schooling, differentiation, multicultural education, migrant and refugees who may have experienced war or violence and behavioral issues resulting from mobility and interrupted schooling; cultural sensitivity in addressing the needs of migrant children and interacting with parents and family members).
- There is a concern that school staff are not aware of students' academic standing to be able to determine PFS.
- There is a need to educate school district and school staff on changing demographics among migrant students.
- There is a need for school staff to make relevant connections to help them understand the cultural and linguistic needs of migrant students and families.
- There is a need for school staff to listen to parent voices and set up systems for meaningful parent involvement.
- There is a need for school staff to expand their understanding of the meaning of parent involvement and include parents as teachers, learners, leaders, problem solvers, etc.

vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

The four measureable outcome categories (school readiness, reading, mathematics, and high school graduation) are designed to produce specific, effective educational or educationally-related services.

1) The first measurable program objective is School Readiness:

All students will demonstrate readiness for school including proficiency in oral communication, developmental motor and perceptual skills, and print knowledge as identified by the State.

- Measurable Program Outcome 1a is: By the end of the 2016-17 school year and each year thereafter, by coordinating support services for migrant families participating in ECE, parent participation will be 5% higher than the previous year.

The strategy the SEA is pursuing to achieve MPO 1a is: Each year beginning in 2014-15, provide resources and opportunities to promote parent education, family literacy, and information in a language and format parents understand, to the extent possible.

- Measurable Program Outcome 1b is: By the end of the 2016-17 school year and each year thereafter, by coordinating support services for migrant families participating in ECE, parent participation will be 5% higher than the previous year.

The strategy the SEA is pursuing to achieve MPO 1b is: Each year beginning in 2014-15, coordinate transportation, child care, and other support services for migrant families participating in ECE services.

- Measurable Program Outcome 1c is: By the end of the 2016-17 school year and each year thereafter, 80% of migrant parents who participate in school readiness opportunities will report positive growth in their ability to help their children be ready for school.

The strategy the SEA is pursuing to achieve MPO 1c is: Each year beginning in 2014-15, coordinate and collaborate with existing ECE programs to promote school readiness for migrant 3-5 year old children.

2) The second measurable program objective is Reading:

81% of migrant elementary students, 80% of migrant middle school students, and 81.5% of migrant high school students will score proficient or advanced in reading on the Colorado State Assessment.

- Measurable Program Outcome 2a is: By the end of the 2016-17 school year and each year thereafter, 3% more students in grades 3-8 and high school will attain proficiency in reading or show more than one-year growth on the Colorado State Reading Assessment.

The strategy the SEA is pursuing to achieve MPO 2a is: Each year beginning in 2014-15, provide migrant students in grades 3-12 with supplemental, research-based academic interventions for extended learning opportunities in reading with appropriate progress monitoring and instructional adjustments.

- Measurable Program Outcome 2b is: By the end of the 2016-17 school year and each year thereafter, 80% of students in grades K-2 will show at least one year's growth in reading as measured by a State-approved literacy assessment (ie: DIBELS/ IDEL, ISIP ER, Istation/ISIP ER Spanish Istation, PALS/PALS en Español, DRA2/EDL2, aimsweb, FAST, i Ready, STAR).

The strategy the SEA is pursuing to achieve MPO 2b is: Each year beginning in 2014-15, provide migrant students in grades K-2 with supplemental, research-based academic interventions for extended learning opportunities in reading with appropriate progress monitoring and instructional adjustments.

- Measurable Program Outcome 2c is: By the end of the 2016-17 school year and each year thereafter, following participation in MEP-sponsored activities in reading, 80% of migrant parents with children enrolled in grades K- 12 will report an increased ability to help with their children's reading development.

The strategy the SEA is pursuing to achieve MPO 2c is: Each year beginning in 2014-15, provide resources, materials, and training for migrant parents on reading strategies.

- Measurable Program Outcome 2d is: By the end of the 2016-17 school year and each year thereafter, 80% of staff will report positive growth in their ability to support migrant students in reading as a result of their participation in MEP professional development.

The strategy the SEA is pursuing to achieve MPO 2d is: Each year beginning in 2014-15, provide professional development and/or coordinate with schools and districts to provide professional development to staff on the unique needs of migrant students related to reading.

- Measurable Program Outcome 2e is: By the end of the 2016-17 school year and each year thereafter, 3% more binational students in grades 3-10 will attain proficiency in reading or show more than one year growth on the Colorado State Reading Assessment.

The strategy the SEA is pursuing to achieve MPO 2e is: Each year beginning in 2014-15, provide binational migrant programs, services, and resources to help binational migrant students improve their reading skills.

3) The third measurable program outcome is Mathematics:

In 2014-15, 81% of elementary students, 64% of middle school students, and 47% of high school students will score proficient or advanced in math on the Colorado State Assessment.

- Measurable Program Outcome 3a is: By the end of the 2016-17 school year and each year thereafter, 3% more students in grades 3-8 and high school will attain proficiency in mathematics or show more than one-year growth on the Colorado State Assessment when compared to the previous year.

The strategy the SEA is pursuing to achieve MPO 3a is: Each year beginning in 2014-15, provide migrant students in grades 3-10 with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.

- Measurable Program Outcome 3b is: By the end of the 2016-17 school year and each year thereafter, 80% of students in grades K-2 will show at least one year's growth in math as measured by a State-approved mathematics assessment.

The strategy the SEA is pursuing to achieve MPO 3b is: Each year beginning in 2014-15, provide migrant students in grades 1-2 with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.

- Measurable Program Outcome 3c is: By the end of the 2016-17 school year and each year thereafter, at least 55% of migrant students entering 11th grade will have received full credit for Algebra 1 or a higher math course.

The strategy the SEA is pursuing to achieve MPO 3c is: Each year beginning in 2014-15, provide migrant students in grades 6-10 with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.

- Measurable Program Outcome 3d is: By the end of the 2016-17 school year and each year thereafter, following participation in MEP sponsored activities in mathematics, 80% of migrant parents with children enrolled in grades K-12 will report an increased ability to help with their children's mathematics development.

The strategy the SEA is pursuing to achieve MPO 3d is: Each year beginning in 2014-15, provide resources, materials, and training for migrant parents on math strategies.

- Measurable Program Outcome 3e is: By the end of the 2016-17 school year and each year thereafter, 80% of staff will report positive growth in their ability to support migrant students in mathematics as a result of their participation in MEP professional development.

The strategy the SEA is pursuing to achieve MPO 3e is: Each year beginning in 2014-15, provide professional development and/or coordinate with schools and districts to provide professional development to staff on the unique needs of migrant students related to math.

- Measurable Program Outcome 3f is: By the end of the 2016-17 school year and each year thereafter, 3% more binational students in grades 3-10 will attain proficiency in math or show more than one-year growth on the Colorado State Math Assessment.

The strategy the SEA is pursuing to achieve MPO 3f is: Each year beginning in 2014-15, provide binational migrant programs, services, and resources to help binational migrant students improve their math skills.

4) The fourth measurable program outcome is High School Graduation and Drop-Out Prevention

- Measurable Program Outcome 4a is: By the end of the 14-15 school year and each year thereafter, 55% of migrant high school students will graduate.

The strategy the SEA is pursuing to achieve MPO 4a is: Each year beginning in 2014-15, provide supplemental services for migrant secondary students to increase the graduation rate and prepare them for postsecondary, workforce, and career readiness.

- Measurable Program Outcome 4b is: By the end of the 2016-17 school year and each year thereafter, less than 3.5% of migrant secondary students will drop-out of high school.

The strategy the SEA is pursuing to achieve MPO 4b is: Each year beginning in 2014-15, provide supplemental services for migrant secondary students to decrease the dropout rate and prepare them for postsecondary, workforce and career readiness.

- Measurable Program Outcome 4c is: By the end of the 2016-17 school year and each year thereafter, following MEP-sponsored services, 80% of migrant parents of secondary aged students, will report an increased understanding of graduation requirements and college and career readiness.

The strategy the SEA is pursuing to achieve MPO 4c is: Each year beginning in 2014-15, provide resources, materials, and training for migrant parents on secondary and postsecondary, workforce, and career readiness options.

- Measurable Program Outcome 4d is: By the end of the 2016-17 school year and each year thereafter, following MEP-sponsored training, 80% of staff will report an increased understanding of migrant secondary student needs relative to graduation and college and career readiness.

The strategy the SEA is pursuing to achieve MPO 4d is: Each year beginning in 2014-15, provide resources, materials and professional development for staff on secondary and postsecondary, workforce, and career readiness options.

- Measurable Program Outcome 4e is: By the end of the 2016-17 school year and each year thereafter, following participation in MEP sponsored secondary leadership activities, 80% of students will report an increase in their development as leaders.

The strategy the SEA is pursuing to achieve MPO 4e is: Each year beginning in 2014-15, provide opportunities for leadership development during leadership trainings for migrant secondary students.

- Measurable Program Outcome 4f is: By the end of the 2016-17 school year and each year thereafter, 80% of migrant OSY will report that they have received useful information and materials from the MEP to assist them in accessing education, postsecondary, workforce, career readiness, and other community resources.

The strategy the SEA is pursuing to achieve MPO 4f is: Each year beginning in 2014-15, provide opportunities to engage OSY in educational and PWR MEP services.

- Measurable Program Outcome 4g is: By the end of the 2016-17 school year and each year thereafter, there will be an increase of 1% in OSY engaged in instructional services and programs.

The strategy the SEA is pursuing to achieve MPO 4g is: Each year beginning in 2014-15, provide referrals for migrant students/OSY to MEP and community/social services agencies as needed.

- Measurable Program Outcome 4h is: By the end of the 2016-17 school year and each year thereafter, 75% of migrant students and OSY will have access to non-instructional services.

The strategy the SEA is pursuing to achieve MPO 4h is: Each year beginning in 2014-15, provide non-instructional support services to migrant students and OSY.

- Measurable Program Outcome 4i is: By the end of the 2016-17 school year and each year thereafter, 90% of migrant students and OSY completing a survey will report satisfaction with the non-instructional services provided through the MEP.

The strategy the SEA is pursuing to achieve MPO 4i is: Each year beginning in 2014-15, provide needs-based non-instructional support services to migrant students.

vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

The Colorado Migrant Education Program convenes a State Parent Advisory Council (PAC) several times per year. Each convening will cover specific information the SEA is required to share with parents as well as to provide a venue for consultation with parents concerning student and family needs, program services and the evaluation of these services. Each regional MEP program has the opportunity to nominate two parent representatives for their region who will take on the role of sharing the needs and opinions of parents residing in that particular region's service area. The SEA fully supports the idea that parents are a child's first and most important teacher and therefore believes that State PAC members have an important role in the development of Migrant Education Program (MEP) services.

Members provide input and guidance for the continued improvement of the MEP Service Delivery Plan. State PAC members are expected to be leaders in their regional PAC activities, including sharing information obtained by attending regional/state PAC events and any other informational meetings. The SEA ensures that all meeting materials and notifications are in a format and language parents can understand. Furthermore, interpretation is provided to any parent who requires such services during State PAC meetings.

The general expectations of State PAC members are to: actively participate in State PAC meetings and activities; share information with regional PAC members upon return from State events and State PAC meetings; develop and present regional update concerning regional PAC activities/meetings with regional program support at State meetings; inform regional program if attendance at State PAC meetings is not possible; understand that children (of all ages) who accompany PAC members are expected to participate in planned academic activities; respect the opinions and ideas of others; understand their role as a State PAC member and the responsibility this entails.

The SEA recognizes that in order for State PAC members to be successful in their role they will need support from the SEA as well as their regional program staff. Therefore, regional liaisons play a vital supportive role for PAC members. Liaisons provide critical information to State PAC members so that these individuals have the necessary information to provide input and guidance for the continued improvement of the MEP Service Delivery Plan. Regional liaisons are expected to support and enhance the leadership skills and capacity of State PAC members to be leaders in their regional PAC activities, including the sharing of information obtained while attending Regional/State PAC events and any other informational meetings.

Due to a regional liaison's critical support role the SEA has general expectations of regional staff in this role at the regional level: collaborate with SEA for State PAC planning purposes; actively support the participation of State PAC members during meetings and activities; provide opportunities for State PAC members to share information with local PAC members upon return from events and State PAC meetings; support the region's State PAC member in the development and presentation of regional updates concerning local PAC activities/meetings; inform SEA if attendance at State PAC meetings is not possible; ensure PAC members understand that children (of all ages) who accompany PAC member are expected to participate in planned academic activities; follow agreed upon meeting norms, and understand their role as support to State PAC members.

The State PAC members have developed bylaws which guide all PAC roles and activities. The purpose of the State PAC is organized under the laws pursuant with Section 1304(c) (3) of the Every Student Succeeds Act (ESSA); the PAC shall operate to provide direction to the Office of Migrant Education at the Colorado Department of Education and to promote programs for migrant families, students, children and youth in Colorado. Furthermore, the purpose of the PAC is, although not limited to, as follows:

- 1) To help the state to accomplish the purpose, objectives and priorities of the MEP established by ESSA and the Office of Migrant Education (OME). To this end, the Council is invited to comment and make recommendation on the following:
 - a. The Colorado Migrant Education Program State Plan submitted to the United States Department of Education (US DoE).
 - b. The Colorado MEP Comprehensive Needs Assessment
 - c. The Colorado MEP Service Delivery Plan
 - d. Improving evaluation of the MEP
 - e. Increasing the quality of parent involvement
 - f. Other pertinent items consistent with the purpose of the State PAC
- 2) Disseminate information to eligible families about the MEP and other educational programs.
- 3) The PAC shall collaborate with any organization or group who supports the improvement of educational programs for the migrant community.
- 4) The PAC shall be non-political, non-commercial and non-sectarian.
- 5) The PAC shall support the improvement of education in cooperation with the State and Local Education Agencies.
- 6) The PAC shall work within the state and local administrative structure. Understanding its advisory responsibility, it shall not seek to control or establish policies for the educational agencies within the State.

At the regional level, programs have a similar structure to the State PAC system. Each region regularly convenes its regional parent advisory council in order to share information about program services as well as to seek input and suggestions concerning program improvement efforts.

Parental involvement is an integral part of all Title I programs, including the MEP. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. In order to receive MEP funds, local operating agencies must implement programs, activities and procedures that effectively involve migrant parents and families.

The regional Parent and Family Engagement Plan is submitted as a part of the regional MEP Application and must include a narrative on how the regional program will address the following parent and family engagement goals:

- develop leadership skills among migrant parents;
- provide information for parents and families on how to support their child's academic success;
- engage in two way communication with migrant families regarding the Comprehensive Needs Assessment, Service Delivery Plan and evaluation of services.

The regional parent and family engagement plan consists of two parts:

- a) The Regional PAC— Parent Advisory Councils (PAC) is a statutory requirement and therefore must be a part of a region's overall parent involvement plan. The region must hold a minimum of three

Regional PAC meetings per fiscal year. Regional PAC meetings must include at least one of the following topics:

- Comprehensive Needs Assessment;
- Service Delivery Plan; or
- Evaluation of services.

b) Regional Parental Involvement Plan:

- cover all four of the Service Delivery Plan focus areas
- provide parents with information on how to raise student achievement
- be in a format and language that parents can understand

viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:

1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

Colorado's priorities for use of funds are identified through the State's Comprehensive Needs Assessment (updated 2013). The CNA results inform the State through data-driven analysis to identify the specific unmet needs of migratory children, students, and youth that are serving as barriers to their attainment of grade level academic success on par with other children in the state and subsequent graduation from high school or its equivalent. On the basis of the 2013 Update of the 2009 Comprehensive Needs Assessment, four areas of concern are prioritized: school readiness, reading and mathematics, high school graduation, and non-instructional support services.

- 1) The SEA prioritizes funding for increasing migrant children's school readiness, including parent involvement for developing early literacy and numeracy readiness strategies at home and providing resources for this purpose. Colorado participates in interstate coordination through the Preschool Initiative Consortium and the Identification and Recruitment Rapid Response Consortium. In partnership with the State Library, Colorado participates in distributing a yearly chosen book to every migrant four-year-old through One Book for Colorado. The priority of school readiness is supported through allocations to the five regional MEP sub-grantees through the annual Migrant Education Program Application. The 5 sub-grantee regions hold parent meetings, including four per year focused on parents' education in promoting school readiness and strategies for academic success.
- 2) The provision of supplemental needs-based reading and math instruction, in alignment with district curricula, and research-based academic interventions is prioritized by the SEA. Additionally, the SEA provides a language and literacy software program, Imagine Learning, in support of promoting both student and parent literacy. Colorado participates in the Binational Initiative to increase the exchange of pedagogy and practice between Mexico and Colorado, thereby supporting the achievement of binational migrant students in the regular classroom. The priority of reading and math instruction is supported through allocations to the five regional MEP sub-grantees through the annual Migrant Education Program Application.
- 3) The SEA prioritizes funding for achieving high school graduation or its equivalency for migrant students, which includes opportunities for secondary credit accrual including:
 - Language Arts credit through the Summer Migrant Youth Leadership Institute

- Civics credit through Close-Up for New Americans
- Language Arts, Mathematics, Social Studies, Science and Life Skills credit through Portable Assisted Study Sequence (Geneseo Migrant Center)
- Science and Mathematics credit through the Migrant STEM Academy.

CDE prioritizes student and parent education regarding secondary credit accrual for high school graduation and post-secondary readiness. The State Parent Advisory Council includes information about credit accrual annually, and parent representatives share the information in their respective regions. Additionally, Colorado's participation in the Binational Initiative helps ensure proper transference of academic credit and appropriate placement of migrant students in grade levels and classes. The SEA is involved in collaboration and partnership with the College Assistance Migrant Programs at Adams State University, Metropolitan University of Denver, Colorado State University at Pueblo, and the Bueno Center at the University of Colorado at Boulder. Migrant Advocate Graduation staff positions are funded via the annual regional MEP applications. The SEA also provides staff training and conferences supporting collaborative partnerships with state and local agencies that promote continuing education, education reengagement and workforce readiness.

- 4) CDE prioritizes non-instructional support services in the interest of equity for migrant children, students and youth in the areas of mental and physical health, dental health, homelessness, parental skills and involvement, lack of access to materials and resources including transportation, and a lack of effective parent communication with districts, schools and teachers. Each MEP region provides every migrant family with a list of community organizations that provide resources and services to families. The State holds an annual conference that includes all MEP staff from every region and invites collaborators and partners to present in training workshops and distribute informative literature across regional boundaries.

Colorado has updated the definition for priority for services and is currently accepting comments from MEP staff, school personnel, and migrant parents through regional and state PAC meetings. The new definition will go into effect on July 1, 2017. The annual application for Title I, part C funds includes a section for applicants to explain how they will serve PFS first. The goals in this section are that 100% of Migrant children and youth will be properly identified for Priority for Service within 30 days of eligibility in the Migrant Education Program and 100% of Priority for Service children and youth will be provided MEP funded supplemental instructional services which are targeted, based on the individual student's academic achievement data and his/her PFS criteria. Draft criteria is available at, <http://www.cde.state.co.us/migrant>

C.Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

- i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

CDE works across units and in collaboration with state and local institutions and facilities to assist in enhancing the communication between the parties involved and provide supports and resources to improve the quality of educational services and to help ensure a successful transition. Supports include:

- Adoption of graduation expectations that meet or exceed state standards.

- Infinite Campus – All courses aligned with state course code in Infinite Campus (grades and transcripts). State has access to infinite campus records.
- IReady – Reading and Math common diagnostic assessment. Identifies instructional needs and aligned to new curriculum.
- Transition team from neglected and delinquent facilities that follows the transitioning child or youth back to the LEA schools
- Transition team from CDE that works with SAs, LEAs, and facilities to facilitate transitions
- Resources and training related to:
 - Trauma-Informed Education
 - Restorative Approaches to conflict resolution
 - Project-Based Learning

ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

This program provides funding to support the education of youth in state-operated institutions and provides assistance to school districts that work with local facilities that serve adjudicated youth. Colorado receives formula funds based on the number of students in state institutions and local facilities.

State agency and school district Title I, Part D programs must meet the educational needs of neglected, delinquent and at-risk youth and assist in their transition from correctional facilities to local programs. Students must be provided opportunities for academic achievement. State agencies and school districts must evaluate each facility program and disaggregate data by gender, race, ethnicity and age at least once every three years.

CDE will assess the effectiveness of programs that serve neglected and delinquent children and youth by monitoring and evaluating data related to improving academic, career, and technical skills. Neglected and delinquent programs should be designed with the expectation that children and youth will have the opportunity to meet the same challenging State academic content and academic achievement standards that all children in the State are expected to meet. To the extent feasible, evaluations will be tied to the standards and assessment system that the State or school district has developed for all children. State and Local Agencies must:

- Submit an annual count of eligible students to Colorado Department of Education in December of each year.
- Submit program applications for approval to Colorado Department of Education in June with the Consolidated Plan.
- Submit a program evaluation to Colorado Department of Education at least once every three years to determine the impact on participants in:
 - Maintaining and improving educational achievement
 - Accruing school credits that meet state requirements for grade promotion and secondary school graduation
 - Making the transition to a regular program or other LEA operated educational Programs

- Completing secondary school or equivalency requirements and employment after leaving the correctional facility or institutions for N or D children and youth participating in postsecondary education and job training programs
 - Use multiple and appropriate measures of student progress.
 - Submit an annual report to the Colorado Department of Education with student progress results.
 - Use evaluation results to plan and improve subsequent programs.

Additionally, state and local agencies must track the number of youth who are:

- Enrolled in school
- Enrolled in GED preparation courses
- Enrolled in postsecondary programs
- Entering the workforce and earning a wage
- Demonstrating responsible citizenship

CDE will monitor SAs and LEAs through:

- Onsite visits, on an alternating basis, the SA and the LEA along with the neglected and delinquent facilities for compliance with the ESSA statutes.
- Desk review of selected documents to be submitted by all SAs, LEAs, and neglected and delinquent facilities for compliance with the ESSA statutes.
- Collection of data submitted in the annual report and three-year evaluation.

D.Title III, Part A: Language Instruction for English Learners and Immigrant Students.

- i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:
 1. Include a score of proficient on the State's annual English language proficiency assessment;
 2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
 3. Not include performance on an academic content assessment.

Colorado will continue to use the current standardized entrance and exit procedures and will update the ELP assessment criteria as additional years of ELP and content assessment data are made available. Colorado has and will continue to take into account a number of factors to revise current procedures that consider research-based practices, utilize the feedback from valuable stakeholders, and incorporate valid and reliable data from the state's English Language Proficiency (ELP) and content summative assessments. The proposed evidence based recommendations reflect current research on best practices for establishing entrance and exit criteria. Additionally, input was gathered from a number of stakeholders to represent views across the state, including institutes of higher education, Colorado Department of Education (CDE)

staff representing multiple offices, Title III consortia representing small rural school districts, school districts representing the geographic diversity of Colorado, as well as advocacy groups such as the Colorado Association of Bilingual Education (CABE) and Colorado Teachers of English to Speakers of other Languages (COTESOL). The CDE has synthesized and embedded stakeholders thinking, feedback, and contributions into the proposed plan. Information about the Culturally and Linguistically Diverse Education (CLDE) Stakeholder meetings can be found here http://www.cde.state.co.us/cde_english/CLDEmeetings.

CDE closely ties its guidance on the use of assessment data for English language acquisition timelines to proficiency levels developed by WIDA. The WIDA standards and associated WIDA ACCESS for ELLs assessment have been implemented statewide in Colorado since 2012-13. WIDA advances academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. In this role, WIDA continues to enhance, make modifications, and improve upon their assessments, standards, and resources; therefore CDE makes appropriate adjustments to ensure alignment with state and federal policy and guidance.

The state of Colorado believes that classification determinations can have lasting and far reaching impacts on students, making reclassification decisions critical to a student's educational success, and thus Colorado has conducted a thorough review of current research related to reclassification and redesignation of ELs. In the article "Re-examining Reclassification: Guidance from a National Working Session on Policies and Practices for Exiting Students from English Learner Status" the authors Linquanti, Cook, Bailey, and MacDonald (2016) emphasize that students needing English language instruction have the right to receive supplemental services and specialized academic instruction "to ensure their development of English proficiency and meaningful access to grade-level academic curricula and content learning" (p.93). The authors further state, "EL status itself can function as a gatekeeper to more rigorous curriculum and instruction, particularly as ELs enter upper elementary and secondary levels." Therefore, finding a balance where students are supported in acquiring English, but not held back from demanding curricular and instructional tasks is extremely important" (p. 93).

Additionally, Molle, McDonald, and Cook (2016) make several recommendations to states throughout their research article, "Discerning - and Fostering - What English Learners *Can Do* With Language: Guidance on Gathering and Interpreting Complementary Evidence of Classroom Language Uses for Reclassification Decisions." The authors strongly argue that states and districts should make reclassification decisions "using more than an annual summative ELP assessment result" and then outline the importance of using the students' classroom language use as an important piece of data in making decisions about a students' language ability (p. 3). The authors continue to "clearly stipulate that high-stakes decisions regarding students – particularly program placement and provision of services for English learners – should not be made based on a single test score, and that other relevant information constituting complementary evidence is warranted" (p.3). In any given content area it would be difficult to make decisions around what a student can and cannot do by using one only data point and this is also true of English language learners. The research states that it is best practice to establish entrance and exit criteria from EL programs through multiple data points.

Colorado recognizes the significant impact of misidentification, prolonged EL classification, or premature redesignation as referenced in the research above, and this viewpoint was also strongly communicated by CLDE stakeholders. With this in mind, the SEA proceeds with caution to make thoughtful and careful determinations to establish the standardized entrance and exit criteria required under Every Student Succeeds Act (ESSA), keeping the needs of Colorado's students at the heart of such a decision. Therefore, CDE and Colorado stakeholders have developed recommendations for the ESSA state plan requirement to determine entrance and exit criteria, given WIDA's transition to a new English language proficiency assessment, that best meet the needs of the state's English learners.

Colorado state statute Article 24 of the English Language Proficiency Act requires instructional and programming decisions for students to be made at the local level. Therefore, the current Colorado identification and redesignation/exit procedures will remain in place to ensure staff at the local level are making instructional determinations and decisions for students. Colorado believes it is unethical, unreliable, and irresponsible for state personnel to make instructional decisions for students. Therefore, objective criteria aligned to both the Colorado Academic and the Colorado English language proficiency standards are included within entrance and exit procedures.

Considering stakeholder feedback and relevant research, Colorado has set the following identification and entrance procedures. Entrance procedures for the 2017-2018 school year will remain the same, except for EL identification criteria based on the new WIDA Screener. Because this assessment has not yet been given in Colorado and technical information is not yet available, Colorado awaits WIDA's guidance and recommended eligibility criteria for the WIDA screener. Colorado will make applicable changes to the identification criteria on the WIDA screener when state data and/or technical information are available. Chapter 2 of the Colorado Guidebook on Designing, Delivering, and Evaluating Services for English Learners outlines Colorado entrance procedures, criteria, and requirements. Please visit http://www.cde.state.co.us/cde_english/guidebookoct16

2016 marked a major change in the ACCESS for ELLs assessment. WIDA transitioned to and launched a revised assessment, ACCESS 2.0, which changed the format of the assessment to an online platform. In addition, WIDA made changes to the content of the assessment to meet language demands of college and career readiness standards. For 2016, scores were based on the original ACCESS cut scores. 2017 will be the first year that student results will be based on the newly established cutscores that will be aligned to the increased language expectations required in classrooms with the goal of ensuring all students will be college and career ready. Although final results from the standard setting have not been fully reviewed, CDE expects students will need to showcase higher language skills in 2016–2017 than prior years to achieve the same proficiency level scores (1.0–6.0). Colorado requires student data based on the new cut scores to make a data-based decision on ambitious, yet attainable timeframes for reaching English language proficiency under these new more rigorous expectations.

CDE in collaboration with Colorado EL assessment and accountability experts will work to determine appropriate student timelines for acquiring English proficiency. Information about a student's initial language proficiency status will be used to determine the timeline in which the student is expected to attain English fluency. Students entering with higher levels of language proficiency will be expected to achieve fluency within shorter periods of time than newcomers with lower initial levels of English proficiency. The age and enrolled grade level of a student may also be used for determining the English acquisition timeline for Colorado students. Colorado has begun and will continue to review available research literature on EL acquisition timelines to determine the appropriate maximum number of years to move from non-English proficient to fully-English proficient and what would be appropriate interim targets for determining whether students are on-track to meet this long-term goal.

Considering stakeholder feedback and relevant research and the assessment transition, Colorado has set the following redesignation and exit procedures. Redesignation and exit procedures for the 2017-2018 school year will remain the same; however the criteria on the ACCESS 2.0 proficiency criteria will be revised as appropriate.

Please visit http://www.cde.state.co.us/cde_english/redesignationupdate for current Colorado redesignation and exit criteria and procedures.

E. Title IV, Part B: 21st Century Community Learning Centers.

i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

The Title IV, Part B of ESSA, the 21st Century Community Learning Centers (21st CCLC) grant program, supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. 21st CCLC services support state strategies in section 6.1.A of the ESSA Consolidated State Plan in helping children to succeed academically through:

- (1) providing opportunities for academic enrichment, including tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards; (in core academic subjects, such as reading and mathematics)
- (2) offering students a broad array of additional services, programs, and activities, such as but not limited to, youth development activities, service learning, arts, music, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, 21st Century Learning Skills, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- (3) offering families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

Overview

Colorado's 21st CCLC grant program operates grants in two primary five-year grant cohorts that are staggered two to three years apart in the cohort cycle. Colorado awards 21st CCLC grants in an amount that is not less than \$50,000 per grantee and an amount not greater than \$150,000 per center. Funding beyond year one for each succeeding year is contingent upon funding availability, yearly evaluation of program objectives, and compliance with fiscal requirements.

As part of ongoing sustainability planning, grant funding is provided based on a step-down process as follows:

- Year 1- 100% of funding
- Year 2- 100% of year one funding
- Year 3- 90% of year one funding
- Year 4- 80% of year one funding
- Year 5- 60% of year one funding

Additionally, grantees must provide information on sustaining the grant beyond the grant cycle in the RFP and submit a sustainability plan to the state office mid-way through the grant cycle.

The next request for proposal for Colorado's 21st CCLC grant program is expected to be released in early 2018, to fund grant programs starting July 1, 2018. The state is evaluating with stakeholder engagement a change to this cohort cycle from a five-year grant cycle with step down funding to a three-year grant cycle, with the opportunity to continue two additional years if the program meets requirements for "exemplar programs." Exemplar programs will demonstrate high quality performance both programmatically and fiscally across the three-year grant period, meeting specific criterion that will be outlined in the RFP. Exemplar programs will provide a peer mentoring role to other 21st CCLC programs and the out of school time field.

Entities eligible to apply for 21st CCLC grants include: Colorado local educational agencies, community-based organizations, Indian tribe or tribal organizations (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), other public or private entities, or a consortium of two or more such agencies, organizations, or entities.

Request for Proposal

Each grant application submitted for Colorado's 21st CCLC program shall include the following:

- a description of the activities to be funded, including:

- a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home, if applicable; and
 - a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;
- a description of how such activities are expected to improve student academic achievement as well as overall student success;
- a demonstration of how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources;
- a description of how the activities will meet the measures of effectiveness described below:
 - a) be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
 - b) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
 - c) if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
 - d) ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described under Title IV, Part B of ESSA;
 - e) collect the data necessary for the measures of student success described in bullet d) of this section.
- a periodic evaluation in conjunction with the State educational agency's overall evaluation plan, to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success;
- a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;
- an evaluation of the community needs and available resources for the community learning center, and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);
- a demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students
- a description of a preliminary plan for how the community learning center will continue after funding under this part ends;
- if the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers; and

- such other information and assurances as CDE may reasonably require, which may include but is not limited to, timely expenditure of funds, past expenditure of funds, and fulfillment of reporting requirements may be considered for previously funded applicants.

Request for Proposal Assurances

Each grant application submitted for Colorado's 21st CCLC program shall include the following assurances:

- the program will take place in a safe and easily accessible facility;
- the program will target students who primarily attend schools eligible for schoolwide programs under Title I, Part A of ESSA and the families of such students;
- subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;
- the proposed program was developed and will be carried out:
 - in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;
 - in compliance with applicable laws relating to privacy and confidentiality; and
 - in alignment with the challenging State academic standards and any local academic standards; and
- the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.

Priorities

Priority is given to applicants:

- (1) promoting the equitable distribution of grants to different geographic regions within the state of Colorado, including urban and rural areas
- (2) promoting the equitable distribution of grants to elementary and secondary schools
- (3) proposing to target services to:
 - students who primarily attend schools that:
 - are implementing comprehensive support and improvement activities or targeted support and improvement activities under Title I, Part A of Section 1111(d); and
 - enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and
 - the families of eligible students;
- (4) representing a consortium of organizations jointly submitting a grant application. Consisting of not less than one:
 - local educational agency receiving funds under Title I, Part A of ESSA; and

- another eligible entity;
- (5) demonstrating that the activities proposed in the application:
 - are, as of the date of the submission of the application, not accessible to students who would be served; or
 - would expand accessibility to high-quality services that may be available in the community
- (6) assists students to meet the challenging State academic standards by providing the students with academic enrichment activities and a broad array of other allowable activities during nonschool hours or periods when school is not in session (such as before and after school or during summer recess) that:
 - reinforce and complement the regular academic programs of the schools attended by the students served; and
 - are targeted to the students' academic needs and aligned with the instruction students receive during the school day;
- (7) offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development
- (8) develop performance indicators and performance measures that will be used to evaluate programs and activities with emphasis on alignment with the regular academic program of the school and the academic needs of participating students, including performance indicators and measures that:
 - are able to track student success and improvement over time;
 - include State assessment results and other indicators, as defined by stakeholder engagement, of student success and improvement, such as improved attendance during the school day, better classroom grades, regular (or consistent) program attendance, and on-time advancement to the next grade level; and
 - for high school students, may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities;

Colorado is in the process of collecting feedback through stakeholder engagement to assess other potential priority areas.

Further, Colorado 21st CCLC applicants will be permitted to apply for expanded learning program activities that:

- are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day;
- supplement but do not supplant regular school day requirements; and
- are carried out by eligible entities that meet legal requirements.

As specified by ESSA, the Colorado Department of Education will not give a priority or a preference to eligible entities that seek to use funds made available under this part to extend the regular school day.

State RFP Peer Review Process

The review process will begin approximately two weeks after the deadline for grant submission and will be led by CDE's Office of Competitive Grants and Awards. A peer review team, consisting of a minimum of three members of the expert review panel, will review each application. Stakeholder engagement helped define key knowledge areas below. Review teams will be made up of the following individuals who have knowledge about community learning centers:

- Day-school and after-school teachers/staff;
- Community educators;
- Faith-based leaders;
- Community-based leaders;
- Building leaders (principals/teacher leaders);
- Central office curriculum specialists; and
- Employees of a State educational agency who are familiar with 21st CCLC programs and activities (does not include CDE 21st CCLC staff who are working on the program)
- Experts in the field with expertise in providing effective academic, enrichment, youth development, and related services to children
- Members of statewide networks and groups with expertise pertaining to out of school time programs

CDE has an open process for soliciting grant review readers. A reader request is developed by CDE's Office of Competitive Grants and Awards and is distributed to external and internal stakeholders and audiences. Individuals who are leaders in the out of school time field and individuals who have knowledge about 21st CCLC are targeted as well. Reviewers provide contact information, define any conflicts of interest and submit a resume. During the review, team members also sign a Confidentiality/Conflict of Interest Release. By signing this agreement, each review team member agrees to maintain confidentiality throughout the process of the application review. No member shall disclose the contents of responses to anyone outside the team and all internal workings of the team shall be kept confidential until the team has completed its evaluation. Furthermore, by signing the release, all review team members must affirm that they do not have a personal or financial interest regarding which organization or school district is recommended for a grant. All such potential conflicts of interest situations must be reported to CDE prior to reviewing applications.

Peer review team members will participate in grant training webinars led by CDE's Office of Competitive Grants and Awards to help ensure consistent and objective grant review. Team members will rate each application individually and then convene as a group to discuss their findings and scores. One application will be scored in common by all team members. On the day of the review, a facilitated discussion of the scoring of this proposal will take place to increase the inter-rater agreement range and ensure that all reviewers are using the rubric consistently as they score proposals.

Peer review team members will score each proposal based on the rubric. Each team will then work to reach consensus on a final score for each proposal. Scores are then ranked by the readers and the highest scoring grants reflecting priority areas will be funded until available funding is depleted.

There is no guarantee that submission of a proposal will result in funding or funding at the requested level. Only proposals that meet all eligibility criteria and that are scored by the expert review panel at the minimum point determined or higher on the review rubric will be considered for funding. All application decisions are final. Applicants will receive formal notification regarding the status of their application from CDE's Office of Competitive Grants and Awards prior to the start of the next funding cycle, July 1, 2018.

F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.

- i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

The Rural Low Income School (RLIS) program is designed to help rural districts use federal resources more effectively to improve instruction and academic achievement. These funds are intended to support activities allowable under Title I, II and III programs. CDE will build the capacity of LEAs in the administration of these funds by providing technical assistance through regional training and networking meetings, Virtual Academy webinars, email, telephone support and other available means. CDE will work with LEAs through the consolidated application to administer this funding to align with and enhance other federal, state and local programs. The specific measurable program objectives and outcomes for each LEA receiving RLIS funds will be guided by each LEA's Comprehensive Needs Assessment, Unified Improvement Plan (if applicable), the consolidated application, a tiered monitoring system, and CDE's school and district LEA accountability system.

Resources: Rural Education Achievement Program (REAP) webpage:

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

REAP Reference Guide: <http://www.cde.state.co.us/fedprograms/quick-reference-guide>

ESEA Virtual Academy REAP Webinar recording and power point:

http://www.cde.state.co.us/fedprograms/virtualacademy_archives#NewDirectors

G. McKinney-Vento Act.

- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

The state of Colorado has designated a State Coordinator, separate from the State Point of Contact from Foster Care, with the capacity to complete the duties, to oversee the duties of the SEA. The state coordinator is responsible for building capacity of the LEAs' designated liaisons to assist in the identification of homeless children and youth in the state of Colorado.

Building capacity includes regular regional trainings for homeless education liaisons. These regional trainings oftentimes address identification strategies to assure LEAs are maximizing their outreach strategies.

Additionally, the state coordinator provides technical assistance as requested by the LEAs which may include the training of homeless education liaisons, school POCs (points of contact), registrars, administrators, food and nutrition, transportation personnel, school counselors, teachers and other district staff. Beyond identification training for school and LEA-based personnel, the state coordinator provides training and technical assistance to external agencies and nonprofits with which these students and their families may have contact to ensure these collaborators may serve as sources of identification.

At the state level, the state coordinator collaborates with several state and federal programs, including Title I, Migratory Education, Foster Care, Title III, Special Education, Early Childhood Education and Head Start to assure these programs serve as sources of identification for students experiencing homelessness. Joint trainings to the field are offered with departments with which there is overlap.

The monitoring of LEAs provides a method for CDE to assure the successful identification of homeless children and youth. During the monitoring process, CDE ensures districts are correctly identifying students experiencing homelessness by assuring districts have designated a liaison to assist in the identification process. Additionally, districts provide a list of the locations in which McKinney-Vento rights are located, encouraging the dissemination of this information with the ultimate goal of increasing identification. During the monitoring process, LEAs also provide CDE with the local procedures in place to ensure the identification of homeless children and youth.

Each district within the state of Colorado is required to identify and report the name of their LEA's homeless education liaison to assist districts in the identification of students experiencing homelessness. A list, which is regularly updated by the Office of the State Coordinator, of the names and contact information for LEA homeless liaisons is housed on the Colorado Department of Education's website. Capacity for these individuals is built through ongoing training opportunities offered by both the SEA and regional experts.

The following strategies and activities are conducted by the SEA, either directly by the state coordinator or regional experts, to assist in the identification of homeless children and youth.

Strategies and Activities	Implementation
Provide an overview of the ESSA McKinney-Vento Act, inclusive of the new definition, and the Title I implications to Title I Directors	Title Community of Practitioners
Educate LEA program representatives at regional meetings throughout the state	Quarterly
Provide an overview of the McKinney-Vento Act, as re-authorized by ESSA at the Colorado Department of Education's stakeholder meetings and convening of Colorado's Child Welfare Liaisons	Ongoing
Conduct trainings for school counselors on McKinney-Vento, as re-authorized by ESSA	Ongoing
Conduct trainings for Colorado's Single Points of Contact (SPOCs) in higher education to facilitate identification and support	Ongoing
In partnership with the Colorado Early Childhood Council Leadership Alliance and Colorado Head Start, facilitate opportunities for collaboration on the identification of students experiencing homelessness in early childhood	Ongoing

Provide regional training and technical assistance for homeless education liaisons and other LEA points of contact regarding best practices and strategies for the identification of homeless children and youth	Ongoing
Utilize media sources, including online and print, to educate the public regarding the rights of students experiencing homelessness in an effort to reach the parents or guardians of McKinney-Vento eligible students or Unaccompanied Homeless Youth	Ongoing
Annual statewide monitoring to ensure the LEAs review and review policies or practices that may act as a barrier to the identification of homeless children and youth. This may include an assessment of the district liaison's capacity to fulfill the duties of the position and other	Ongoing
Provide exemplars and best practices on the Colorado Department of Education's website to assist LEAs in accessing effective identification strategies	Ongoing
Post on the Colorado Department of Education's website an up-to-date list of homeless education liaisons throughout the state and the state's SPOCs in higher education to assist LEAs in identifying students	Ongoing

The assessment of the needs of students experiencing homelessness will take primarily take place at the local school level within each LEA. District homeless liaisons and other points of contact will work to assess the needs of homeless children and youth. In addition, statewide focus groups, surveys, and interviews of parents, guardians and students can serve as a manner to inform the state and LEAs on the needs of this population.

Furthermore, the RFP process for the McKinney-Vento grant funding will include narratives and collection on the needs of homeless students from service providers and community assessments, which includes but is not limited to, data surrounding poverty, student mobility, foreclosure trends, evictions, and affordable to assist in the needs assessment process.

Homeless education liaisons also receive capacity building training surrounding the unique needs of students experiencing homelessness through the Office of the State Coordinator and coordinating agencies. Regional and statewide trainings throughout the year focus on the identification and assessment of needs, with a particular emphasis on the unique needs of homeless unaccompanied youth. During times of natural disasters, CDE mobilizes to assure an expedited identification process which is housed on the Colorado Department of Education's website to assist districts in times of crisis or disaster.

The following strategies and activities are implemented to assess the needs of McKinney-Vento students.

Strategies and Activities	Implementation
Collaboration efforts at the SEA with appropriate federal programs which include Title I, Title III, Title IV, Migratory Education, and Special Education to review legislative mandates and create supportive partnerships to identify address the needs of McKinney-Vento students	Ongoing

Involvement of shelters, transitional housing programs and other homeless service agencies in identifying the unique needs of homeless children and youth	Ongoing
Conduct regional focus groups and surveys with parents of homeless children and youth, and with unaccompanied homeless youth, to inform the LEAs and SEA needs assessment process with the goal of programmatic improvement	Ongoing
RFP process data collection to assess community and needs of students experiencing homelessness	Every three years

ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

The SEA provides both online and in-person support for school personnel, including liaisons, principals, other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support to heighten the awareness of these individuals on the specific needs of homeless children and youths.

Examples of online support include several sources of information. This includes but is not limited to, CDE hosts and maintains a comprehensive website aimed at not only building capacity in liaisons but other personnel as well. Housed on the website are training materials for programmatic and legal updates, such as resources for Colorado's CWELs (Child Welfare Education Liaisons), school counselors, food and nutrition, and early childhood. This list of resources grows annually as CDE identifies areas for capacity building throughout the state. Planned updates include training materials the LEAs may utilize directly from the website for food and nutrition staff, transportation staff, enrollment personnel and school counselors to heighten awareness of the needs of homeless children and youth.

Housed on CDE's website is also an extensive list of forms that LEAs may adapt for their use, along with data on McKinney-Vento students throughout the state, guidance for new liaisons and other resources such as federal briefs on topics aimed at building capacity across various groups of school personnel.

The state coordinator communicates regularly with the field to provide information on webinars and trainings, both from national organizations and other departments within the SEA, to the list of liaisons identified by the LEAs. This information may then be disseminated from the liaison to other staff within the LEA for attendance.

Strategies and Activities	Implementation
Communication to the field regarding upcoming trainings such as webinars from national organizations, other departments within the SEA	Ongoing
Website resources as reference to heighten awareness	Ongoing

The Office of the State Coordinator currently provides multiple trainings per year to school district personnel and homeless service agencies to heighten the awareness of personnel on the specific needs of homeless children and youth. Additional meetings are provided throughout the year for subgrantee districts, though

all districts are welcome to attend these trainings aimed at building capacity. With the reauthorization of the McKinney-Vento Act, these trainings have begun to include issues such as those related to other federal programs and departments, including, but not limited to, Title I, Special Education, English Learners, Out-of-School-Time Care, early childhood, transportation, the Department of Higher Education, and Vocational Rehabilitation. These regional trainings are developed at the state level, partnering with the associated units, with input from stakeholders regarding the topics.

Strategies and activities include:

Strategies and Activities	Implementation
Present to Title I Directors and personnel an overview of the McKinney-Vento Act, inclusive of the new definition, and Title I implications	Ongoing
Educate LEA federal program representatives at regional meetings on the McKinney-Vento Act, specifically on the definition and LEA responsibilities	Ongoing
Collaborate with the Transportation and Nutrition Department at the Colorado Department of Education to review the changes in the laws that affect homeless students and coordinate technical assistance efforts to transportation and the school lunch program departments with LEAs	Ongoing
Conduct training sessions for regional groups for the LEAs' Homeless Liaisons to help them understand the definition of homelessness so they may prepare their local school building personnel for the October count and continuing efforts to identify and support students experiencing homelessness	Ongoing
Present the McKinney-Vento Act at state and regional meetings of Early Childhood personnel	Ongoing
Present the McKinney-Vento Act at state and regional meetings of school counselors	Ongoing

iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

The state of Colorado currently utilizes a two-step process for dispute resolution. First, the dispute is highly encouraged to be resolved at the local level. If not resolved at the local level, the dispute is referred to the state coordinator. The case is researched, in a timely manner, according to the McKinney-Vento Act requirements. In accordance with 722(g)(3)(E)(i), students must be enrolled in the school where enrollment is sought, pending final dispute resolution outcomes. At the SEA, disputes are reviewed by a committee to determine the outcome of the dispute. Though the decision of this committee is final, complaints may be filed with the U.S. Department of Education.

The Colorado Department of Education's website houses several resources, such as, but not limited to, those in English and Spanish, for LEAs, parents, guardians, and unaccompanied homeless youth regarding disputes. Timelines are outlined in the dispute resolution document to assist the district in resolving the

dispute in a timely manner and the parent in accessing their rights to file a dispute in accordance with McKinney-Vento.

During monitoring, CDE reviews the LEA's dispute resolution process and procedures for notifying parents, guardians or unaccompanied youth of their right to appeal. The district submits a copy of its dispute resolution process which corresponds to the state's dispute process as evidence during the monitoring.

The state's dispute resolution process is disseminated by the state coordinator regularly at McKinney-Vento trainings for homeless education liaisons and other district personnel. Additionally, LEAs post the education rights, including the right to appeal, of students experiencing homelessness throughout their districts and local communities. Monitoring by CDE includes an interview of the homeless liaison and should include a list of locations in which these postings of rights are located throughout the LEA.

Strategies and Activities	Implementation
Regional and statewide trainings on the dispute resolution process	Ongoing
Monitoring of the dissemination of rights through posting information throughout district and local community where families and youth are likely to be present	Ongoing
Monitoring of the local dispute process	Ongoing

iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

The state coordinator currently participates in several state and regional advisory boards with the focus of supporting homeless youth. The rights of homeless children and youth are posted throughout the state in school buildings and public places frequented by homeless families. The dissemination of this information is part of the CDE's monitoring process for the LEAs.

Other examples of efforts aimed at local access may include the RFP process. Subgrantees of the McKinney-Vento funds are required to provide outreach to homeless children and youth not in school as a condition of funding. Each submission must performance measures aimed academic progress outcomes, school support outcomes and collaboration outcomes aimed at equal access to support services. In the area of academic progress outcomes, the RFP requests information on the grantee's plan to improve academic outcomes for homeless students. For high school students, this can include an outline of plans to assist in the progress of credit attainment. School support outcomes refer a demonstration that homeless students have immediate educational access, increased school stability and access to non-academic supports. Collaboration outcomes of the RFP specifically state request that the LEA or BOCES develop meaningful stakeholder engagement opportunities to increase resources, referrals, and partnerships to meet the complex needs of students who are homeless.

Strategies and Activities	Implementation
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In conjunction with the local experts, train the LEA homeless liaisons regarding the federal requirements regarding the identification and equal access for homeless youth	Ongoing
Work in partnership with organizations that serve youths separated from public schools on identification	Ongoing
Present on the district responsibilities to identify, provide equal access and support services to Unaccompanied Homeless Youth at regional Superintendent meetings	Ongoing
Present at regional and statewide meetings of school counselors on removing barriers to receiving full or partial coursework in accordance with State, local, and school policies	Ongoing
Assure the educational rights of students are displayed in schools and other locations throughout communities via the monitoring process	Ongoing

v. Describe the SEA's procedures to ensure that homeless children and youths:

1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State

CDE provides training on accessing public preschool programs. This training may include the local implementation of reservation of slots for highly mobile children as a means of creating an access point for children experiencing homelessness who oftentimes move in and out of preschool programs. Additionally, CDE coordinates with regional Head Start offices and provides trainings to Head Start and early childhood leaders throughout the state. CDE may also host peer-to-peer discussions and panel trainings for homeless liaisons and early childhood providers as a means to facilitate communication and, therefore, access for homeless children to these programs. Updates regarding early childhood are given regularly at the regional trainings hosted by the state coordinator and local experts.

Strategies and Activities	Implementation
Development of partnerships with organizations such as the Colorado Preschool Project staff, Head Start staff, and Early Childhood Programs to develop guidelines and strategies aimed at increasing the enrollment of children experiencing homelessness	Ongoing
Provide capacity building to homeless liaisons regarding the federal requirements of equal access for homeless children who are of preschool age	Ongoing
Train early childhood providers on the McKinney-Vento Act, including the provisions under the reauthorization	Ongoing

2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and

Students experiencing homelessness have the right to immediate enrollment and full participation, in accordance with the McKinney-Vento Act. Statewide trainings are offered to build awareness with homeless education liaisons, with the ultimate goal of their dissemination of this information to district coaches, teachers, club sponsors, faculty advisors and other district personnel. Additionally, the SEA collects and shares district and local policies and procedures which expedite and support the full participation of students experiencing homelessness.

Barriers to full participation may come in the form of fees. Therefore, local liaisons are trained on addressing fee-based barriers by such methods as fee waivers, the utilization of McKinney-Vento or Title I, Part A set asides, or other strategies utilized by LEAs for other low-income students. Other strategies for LEAs or BOCES may include seeking sponsorships from local groups or organizations, support from local businesses or seeking donations.

Strategies and Activities	Implementation
Collaboration with state agencies to ensure alignment with policies and procedures to assist LEAs in assuring full participation	Ongoing
Provide training to liaisons and other school staff on full participation and the removal of barriers	Ongoing
Local experts assist in the facilitation of full participation for homeless students throughout their regions	Ongoing

3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

CDE works in coordination with its Nutrition Unit to assure the participation of homeless children and youth in Federal, State, and local nutrition programs. Additionally, CDE's monitoring includes a portion dedicated to the direct certification process that LEAs have identified to assure this participation. As part of this monitoring, LEAs are asked to identify their process and timeline to assure timely inclusion in these programs.

Information regarding the participation of homeless children and youth in these programs is also posted on the CDE's website to facilitate this process at the local level. As part of the annual liaison trainings, liaisons are given updates regarding any changes in the requirements of this process.

Strategies and Activities	Implementation
Liaison training to ensure students receive access to Federal, State, and local nutrition programs	Ongoing
Resources posted on the Colorado Department of Education's Homeless Education website related to food and nutrition	Ongoing

vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

Ongoing training is provided to liaisons and district staff on the removal of barriers for homeless students. It is part of the information shared with new liaisons and addressed at the regional trainings by the state coordinator.

CDE monitors the strategies districts utilize to address problems with respect to the education of homeless children and youth via both its desktop and in-person monitoring process. LEAs are asked to describe their district's policies, procedures and guidelines for identifying and enrolling homeless children and youth. Additionally, the SEA requests information from the districts during this process on the revision of their policies to remove barriers, their practices on enrollment, particularly if records normally required for enrollment are not available.

Examples of supports include The Colorado Association of School Executives (CASE) and the Colorado Association of Schools Boards (CASB) providing guidance to the local education agencies as they review and revise policies to remove barriers to enrollment delays and retention. On the Colorado Department of Education, districts can locate links regarding this information to provide guidance on the specific policies from CASB related to McKinney-Vento.

Strategies and Activities	Implementation
Collaboration with CASE and CASB to assure dissemination of guidance on policies to remove barriers	Ongoing
Monitoring of LEAs by the SEA of policies and procedures which remove barriers	Ongoing
Training of local liaisons on the removal of barriers for students experiencing homelessness	Ongoing

Colorado's Commitment to Challenging Standards

Standards for student learning are not new in Colorado. Passed in 1993, House Bill 93-1313 initiated standards-based education in Colorado. The statute required the state to create standards in reading, writing, mathematics, science, history, civics, geography, economics, art, music and physical education. This first generation of standards in Colorado remained in place with only minor modifications until the passage of Senate Bill 08-212, Colorado's Achievement Plan for Kids (CAP4K), which initiated a thorough revision of Colorado's standards. The goal of CAP4K is an aligned preschool through postsecondary education system to provide Colorado students with the knowledge and the skills needed to be successful in college and careers.

Preparing all students adequately for college and career success is the established goal of Colorado's public education system. Colorado's complete commitment to college- and career-ready standards is demonstrated by CAP4K which grew out of the recognized need for higher and clearer preschool through postsecondary aligned standards for students in *all* content areas, including: comprehensive health and physical education; dance; drama and theatre arts; mathematics; music; reading, writing, and communicating; science; social studies; world languages; and visual art. CAP4K called for next generation, standards-based education to prepare Colorado's students for the increasing expectations and demands for higher-level critical thinking skills, and national and international competition in the workforce. A separate law, House Bill 08-1168, required personal financial literacy to be included in the mathematics standards and any other relevant content area. Taken together, the key components of the CAP4K legislation created the path for aligning Colorado's education system from preschool through postsecondary education and ensuring a rich, balanced, and well-rounded education for Colorado's students.

CAP4K: Ensuring Challenging Academic Achievement Standards for Colorado

Key components of CAP4K are driving the alignment and continuous improvement of preschool through postsecondary education in Colorado: (1) defining school readiness, (2) defining postsecondary and workforce readiness, (3) creating, adopting, and implementing challenging preschool through high school academic standards that lead to postsecondary and workforce readiness.

To begin with, through CAP4K, the Colorado General Assembly called on Colorado State Board of Education and the Colorado Commission on Higher Education (governing bodies for K-12 and higher education, respectively) to create a seamless system of public education in Colorado that is "sufficiently relevant and rigorous to ensure that each student who receives a public education in Colorado is prepared to compete academically and economically within the state or anywhere in the nation or the world" (section 22-7-1002(4)(e) C.R.S.). Specifically, CAP4K required that the Colorado State Board of Education adopt a description of school readiness and, through consensus with the Colorado Commission on Higher Education, a description of postsecondary workforce readiness. To ensure the definitions remain relevant over time, CAP4K required that the definitions be reviewed, revised, and re-adopted by July 2017 and July 2015, respectively, and every six years thereafter.

To ensure an aligned and coherent learning trajectory beginning with school readiness and resulting in postsecondary and workforce readiness, the Colorado General Assembly, through CAP4K, directed the Colorado State Board of Education to adopt preschool through secondary school standards. The requirements of CAP4K ensure the highest quality, challenging standards for Colorado's students. First, Colorado's standards "consider the needs of the whole student by creating a rich and balanced curriculum" (section 22-71-1002(3)(a) C.R.S.) by requiring standards in reading, writing, mathematics, science, history, geography, visual arts, performing arts, physical education, world languages, English language competency, economics, civics, and financial literacy. Upon the next standards review and revision process, CAP4K requires the addition of optional computer science standards at the secondary level. Next, to promote college- and career-readiness, Colorado's standards are required to be aligned with the state's definition of postsecondary and workforce readiness, and to the extent practicable, to the state's career and technical education standards. Furthermore, CAP4K requires that Colorado's standards "are comparable in scope, relevance, and rigor to the highest national and international standards" (section 22-7-1005(3)(f) C.R.S.). CAP4K also requires the Colorado's standards promote the development of critical skills to prepare students for the 21st Century workforce and active citizenship: creativity, innovation, critical-thinking, problem-solving, communication, collaboration, social and cultural awareness, civic engagement, initiative, self-direction, flexibility, productivity, accountability, character, leadership and information technology application.

Clearly, the requirements for Colorado's standards within CAP4K provide a firm foundation for challenging standards for Colorado's students.

Implementation of CAP4K Policies: Defining Challenging Expectations from Preschool through Postsecondary

With the new law in place, the Colorado Department of Education (CDE) and the Colorado Department of Higher Education (DHE) worked together to develop a postsecondary and workforce readiness (PWR) description that includes the knowledge, skills and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy.

To a foundation for postsecondary and workforce readiness, the two departments jointly convened 13 regional meetings around the state between November 2008 and June 2009. The purpose of these meetings was to engage local communities in conversations about the skills and competencies students need to succeed after high school. To this end, both entities engaged over 1,000 P-12, higher education, community college, business, parents, board members and other local stakeholders.

Additionally, CDE partnered with *Colorado Succeeds* and a number of prominent business and community college leaders in online surveys targeted toward the specific needs and interests of these groups. Based on local input, CDE and DHE jointly drafted a PWR description for review and feedback by the State Board of Education and Colorado Commission on Higher Education. Members of the public were invited to provide comment at the State Board meeting on June 10, 2009. The final PWR definition was adopted by the State

Board of Education and Colorado Commission on Higher Education for joint adoption at a meeting on June 30, 2009.

At the same time, CDE supported the development of a school readiness description for the Colorado State Board of Education to consider. In December 2008, the Colorado State Board of Education adoption the following definition:

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

With school readiness and postsecondary and workforce readiness descriptions in place, CDE initiated a year-long process of revising academic standards in all of its 10 content areas and the Colorado English Language Proficiency (CELP) standards in 2009. The standards were developed by content areas committees consisting of a broad spectrum of Coloradans representing early childhood education, K-12 education, higher education, English learners, students with disabilities, business, and parents. Each committee began their work defining “prepared graduate competencies” (PGCs) in order to begin with postsecondary and workforce readiness in mind. From the point of postsecondary and workforce readiness, the committees worked backward to define expectations for high school, middle school, elementary grades, and preschool.

In May 2008, CDE convened a stakeholder committee consisting of leaders in K-12, early childhood and higher education as well as leaders from business and the military whose role was to advise the department on the development process and content of Colorado’s new standards. Each stakeholder committee meeting was publicized in advance, open to the public, and followed up with detailed minutes posted to CDE’s website. The parameters of research-based, inclusiveness, and transparency were visible throughout the steps of the revision process.

In total, 786 people applied to fill 255 unpaid roles on content committees. Selection was made by Colorado stakeholders in a name-blind process using the merits of both the application and resumes. The committees were supported by benchmarking reports of the best national and international exemplars.

The standards writing process began with an analysis of old Colorado standards compared to national and international benchmarks and educational research appropriate for each content area. Content specific reports are available on our website. Reference of the benchmarking states and nations used as well as other resources and research can be found within the introduction of each of the Colorado Academic Standards documents. Using the research provided, over 250 Colorado education and business professionals and parents participated on standards development subcommittees to write Colorado’s new academic standards. The names of the subcommittee members are also included in the standards documents.

Drafts of each set of standards were disseminated to the Colorado public and national content experts for review. In addition to public feedback gathered through feedback meetings held throughout the state, individuals could provide line by line recommendations on each draft through an online feedback system. After this review process, subcommittees made final revisions and the revised drafts were presented to the State Board of Education for adoption on December 10, 2009. National experts also provided reviews and feedback on the drafts of each content area standards. Official public hearings also followed at each relevant State Board of Education meeting.

Following this year-long standards revision process, in December 2009, the Colorado State Board of Education adopted the Colorado Academic Standards (CAS) in ten content areas comprehensive health and physical education; dance; drama and theatre arts; mathematics; music; reading, writing, and communicating; science; social studies; world languages; and visual art, with standards for personal financial literacy included with the mathematics and social studies standards. Doing so, Colorado created its first fully aligned preschool-through-high-school academic expectations that forms basis for a system that strives to prepare all of Colorado's schoolchildren for achievement at each grade and, ultimately, successful performance in postsecondary institutions and/or the workforce.

Upon the release of the Common Core State Standards (CCSS) for mathematics and English/language arts in June 2010, the Colorado Department of Education commissioned a thorough, independent gap analysis process between the CAS in mathematics and reading, writing, and communicating and the CCSS for mathematics and English/language arts. The gap analysis confirmed the close alignment of the Colorado Academic Standards with Common Core State Standards. However, the report noted some critical instructional elements which existed in the Common Core State Standards, but were not evident in the 2009 Colorado Academic Standards. In addition, the report recommended inconsistencies between the two sets of standards be considered and reconciled, where appropriate, to benefit Colorado teachers and students. Based on the gap analysis report, the Colorado State Board of Education adopted the CCSS in August 2010 and requested the integration of the entirety of the CCSS for mathematics and English/language arts with the CAS for mathematics and reading, writing, and communicating, respectively. This decision was made with the expectation that CDE would honor the work and values of the CAS previously written by Colorado educators and adopted by the board to create the best mathematics and reading, writing and communicating standards for the State of Colorado. In December 2010, CDE re-released the CAS in mathematics and reading, writing and communicating.

Through a separate state level process, in 2011, Colorado's Early Childhood Leadership Commission (ECLC) engaged Mid-Continent Research for Education and Learning (McREL) to facilitate the development of Colorado's Early Learning and Development Guidelines (ELDG). The ELDG articulate research-based developmental trajectories for children from birth through grade 3 across multiple domains. As the ELDGs were being developed, CDE partnered to align the ELDGs with the Colorado Academic Standards.

Maintaining Colorado’s Challenging Standards

To ensure Colorado’s standards continue to meet the intended outcome of statute, CAP4K requires the regular review and revision of the school readiness and postsecondary readiness descriptions and the standards.

Per statute, the postsecondary and workforce readiness description must be revisited every six years and both the Colorado State Board of Education and Colorado Commission on Higher Education need to approve any revisions. The first review and revisions process began in spring of 2015 with the collaboration of CDE and CDHE in conjunction with the Colorado Workforce Development Council to facilitate a discussion with statewide participants from business and industry, education, higher education, non-profit organizations and government sectors. Student voice was also an active part of the conversation. The goal of the work group was to identify skills to ensure Coloradans are prepared for work or education beyond high school. The group synthesized and identified the core skills from more than 100 established, industry-developed skills lists of the competencies necessary to enter the workforce or educational opportunities beyond high school. The following revised description was a result of this work and adopted by the Colorado State Board of Education and Colorado Commission on Higher Education in December 2016: “Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens.”

The school readiness description is set to be reviewed and revised by July 2017 and every six years thereafter, and the CAS will be reviewed and revised by July 2018 and every six years thereafter.

Colorado’s Commitment to Standards for Students with the Most Significant Cognitive Disabilities

Colorado has a strong commitment to ensuring that standards for students with the most significant cognitive disabilities in all grades are clear and rigorous, so that our public educational system gives all students the skills, knowledge, and confidence they need to succeed in postsecondary environments and the workforce, to be well-informed and responsible citizens, and to lead fulfilling personal lives. Colorado is committed to the federal requirement specific to alternate assessments and achievement standards for students with the most significant cognitive disabilities. The Colorado Exceptional Children’s Education Act corresponds to federal guidance: 5.01 (24) Requirements regarding the participation of all children with disabilities in general state and district-wide assessment programs as established in 34 CFR § 300.160.

Defining Colorado’s Alternate Achievement Standards

A team of educators, including content specialists and special educators, was convened by the CDE in the Fall of 2009 to develop alternate achievement standards for students with the most significant cognitive disabilities. This workgroup worked collaboratively with staff from the CDE Exceptional Student Services Unit and the then Office of Standards and Assessment. In addition stakeholder input was gathered from field experts, parents of students with significant cognitive disabilities, higher education faculty, and school administrators. Over the next two years the workgroup formulated the Colorado Extended Evidence Outcomes (EEOs) with due diligence that they were aligned with the corresponding grade level Colorado

Academic Standards, represented an appropriate foundational level of expected knowledge and skill, and maintained academic content and rigor. This team was reflective with their collective expertise to promote and to embed the highest possible standards achievable by students with the most significant cognitive disability.

On August 3, 2011, the State Board of Education unanimously adopted the Extended Evidence Outcomes (EEOs) to the Colorado Academic Standards. The EEOs provide the alternate standards in mathematics, science, social studies and reading, writing and communicating for students with the most significant cognitive disabilities who qualify for the alternate assessment. These alternate achievement standards are directly aligned to the student's enrolled grade level expectations and promote access to the general education curriculum.

Only students who are eligible to receive special education services, have an IEP, have a documented significant cognitive disability, and who through the IEP team process, are determined to have met participation requirements to receive instruction based on alternate academic achievement standards (EEOs) will participate in an alternate assessment. It is the existence of the significant cognitive disability, regardless of a certain special education eligibility category, that allows the IEP team to consider the option of alternate achievement standards and assessment. All other students receive instruction based upon the grade-level academic achievement standards and take assessments based on grade-level academic achievement standards, with or without accommodations.

The *Alternate Standards and Assessment Participation Guidelines Worksheet and Companion – Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment* can be found at: <http://www.cde.state.co.us/cdesped/AssessmentDisability>. Both of these documents can be found in both English and Spanish.

Maintaining Colorado's Alternate Achievement Standards

Ensuring the ongoing alignment to Colorado's Academic Standards is a high priority for the Colorado Department of Education. Once the Colorado Academic Standards undergo a review and revision process by July 2018, the department will conduct a process to review and revise the EEOs accordingly. The close working relationship between the Office of Standards and Instructional Support and the ESSU will continue through the review and revision process to ensure that any changes with the EEOs are fully aligned with the amended Colorado Academic Standards and preserve expectation of content and academic rigor.

Colorado's Commitment to English Language Proficiency Standards that Align with the Colorado Academic Standards

Colorado is firmly committed to making sure that the civil rights of English learners are met through English Language Proficiency (ELP) instruction that provides access to grade level academic content area standards.

State law, CAP4K, required the Colorado State Board of Education to adopt English language proficiency standards along with the academic content areas. On December 10, 2009, the Colorado State Board of Education voted unanimously to adopt the World Class Instructional Design Assessment (WIDA™) standards as the Colorado English Language Proficiency (CELP) standards. WIDA advances academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. The new standards were a major change in English Language Proficiency (ELP) Standards for Colorado, thereby creating a need for intentional professional development throughout the state. The CELP standards facilitate content instruction, impact curricula through academic language and create a bridge to the Colorado Academic Standards (CAS) for English learners.

The Colorado English Language Proficiency Act (ELPA), under state law, provides a supplemental grant to support Colorado districts and schools serve the increasing number of Colorado's English Learners.

Defining Colorado's English Language Proficiency Standards

Among the committees CDE engaged to inform the standards development process in 2009 was a committee designed to make recommendations for English language proficiency standards. The committee conducted a thorough review of existing state standards and concluded that the WIDA™ English Language Development (ELD) standards would best serve the needs of Colorado's English learners. The WIDA standards provide English learners with the social and instructional language necessary for the school experience, as well as access to grade level academic content area standards and instruction in the four recognized domains of speaking, listening, reading, and writing at 6 levels of English language proficiency.

The state adopted the WIDA™ English Language Development (ELD) standards as Colorado's English language proficiency standards using the same timeline and process as content area standards in December 2009. To emphasize that the WIDA™ ELD standards are Colorado's standards, Colorado has named its new ELP standards the Colorado English Language Proficiency (CELP) standards.

The CELP standards meet all of the federal requirements through ESSA. They are derived from the four recognized domains of speaking, listening, reading, and writing. They address six different English language proficiency levels (1-Entering, 2-Emerging/Beginning, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching). Finally, because the CELP standards provide access to the Colorado Academic Standards through direct instruction of the academic language of each content area, the CELP standards align with Colorado's challenging State academic standards.

Implementing Colorado's English Language Proficiency Standards

In response to the new CELP standards, CDE developed a professional development plan that would target, not only ELD teachers, but also content area teachers, specialists and school and district leaders. The trainings were conducted as a collaboration between CDE's Standards and Instructional Services Office and the Office of Culturally and Linguistically Diverse Education. The CELP development and implementation

team included CDE content specialists in all disciplines as well as English Language Development Specialists. The trainings helped to insure that school districts would include the new CELP standards as part of the larger CAS implementation effort and helped build district capacity to implement them.

Maintaining Colorado’s English Language Proficiency Standards

Ensuring the highest quality English language proficiency standards for Colorado’s English Learners is a high priority for the Colorado Department of Education. In fact, CAP4K requires the regular review and revision of the CELP standards on the same timeline as the academic standards, on or before July 2018 and every six years thereafter.

CDE’s Office of Culturally and Linguistically Diverse Education continues to offer statewide professional development that provide support to districts’ in the implementation of all Colorado’s standards with a focus on academic language and connections between CELP standards and CAS. CDE models for districts the work of cross-unit teams that include content and English language development specialists. Educators’ consideration and understanding of linguistic demands while teaching challenging and relevant academic content ensures that English learners have the opportunity to access and achieve Colorado’s college-and career-ready standards on the same schedule as other students.

[Click here to provide feedback on the full draft of the ESSA State Plan](#)

APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement- English Language Arts and Math

Subgroups	Baseline	Interim Target Year 2	Interim Target Year 4	Long-term Goal
All students	50 th Percentile	51 st Percentile	52 nd Percentile	53 rd Percentile
Economically disadvantaged students	50 th Percentile	51 st Percentile	52 nd Percentile	53 rd Percentile
Children with disabilities	50 th Percentile	51 st Percentile	52 nd Percentile	53 rd Percentile
English learners	50 th Percentile	51 st Percentile	52 nd Percentile	53 rd Percentile
Minority	50 th Percentile	51 st Percentile	52 nd Percentile	53 rd Percentile
American Indian or Alaska Native	50 th Percentile	51 st Percentile	52 nd Percentile	53 rd Percentile
Asian	50 th Percentile	51 st Percentile	52 nd Percentile	53 rd Percentile
Black	50 th Percentile	51 st Percentile	52 nd Percentile	53 rd Percentile
Hispanic	50 th Percentile	51 st Percentile	52 nd Percentile	53 rd Percentile
White	50 th Percentile	51 st Percentile	52 nd Percentile	53 rd Percentile
Hawaiian/Pacific Islander	50 th Percentile	51 st Percentile	52 nd Percentile	53 rd Percentile
Two or More Races	50 th Percentile	51 st Percentile	52 nd Percentile	53 rd Percentile

B. Graduation Rates

Subgroups	Baseline	Interim Target Year 2	Interim Target Year 4	Long-term Goal
All students	82.5%	85.1%	87.7%	90.3%
Economically disadvantaged students	82.5%	85.1%	87.7%	90.3%
Children with disabilities	82.5%	85.1%	87.7%	90.3%
English learners	82.5%	85.1%	87.7%	90.3%
Minority	82.5%	85.1%	87.7%	90.3%

Subgroups	Baseline	Interim Target Year 2	Interim Target Year 4	Long-term Goal
American Indian or Alaska Native	82.5%	85.1%	87.7%	90.3%
Asian	82.5%	85.1%	87.7%	90.3%
Black	82.5%	85.1%	87.7%	90.3%
Hispanic	82.5%	85.1%	87.7%	90.3%
White	82.5%	85.1%	87.7%	90.3%
Hawaiian/Pacific Islander	82.5%	85.1%	87.7%	90.3%
Two or More Races	82.5%	85.1%	87.7%	90.3%

C. English Language Proficiency

Subgroups	Baseline	Interim Target Year 2	Interim Target Year 4	Long-term Goal
All students	TBD	TBD	TBD	TBD

APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header “Differences in Rates Calculated Using Student-Level Data”.

DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Differences between rates	Rate at which students are taught by an out-of-field teacher	Differences between rates	Rate at which students are taught by an inexperienced teacher	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

APPENDIX C: EDUCATOR EQUITY EXTENSION

Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Differences between rates	Rate at which students are taught by an out-of-field teacher	Differences between rates	Rate at which students are taught by an inexperienced teacher	Differences between rates
Low-income students	8.56%	6.15	1.38%	-9.19	27.28%	6.35
Non-low-income students	2.41%		10.57%		20.93%	
Minority students	9.0%	6.91	1.84%	-7.54	27.3%	5.43
Non-minority students	2.09%		9.38%		21.87%	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	

Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

PLAN FOR FUTURE STUDENT LEVEL ANALYSES

The above analysis was conducted utilizing 2015-16 Human Resources data submitted by LEAs to the SEA, which reflect effectiveness ratings from the 2014-15 school year. Low-income and minority were identified via the respective quartiles at the school level. Therefore, gaps currently identified exist between schools across the state. Future student-level analyses will be conducted utilizing the Teacher Student Data Link (TSDL). As the Colorado Department of Education works to implement strategies around improving educator effectiveness, a crucial component lays in developing a reliable and accurate teacher/student data link. This link enables the state to make an explicit connection between students and the educators directly responsible for their learning. The data can then be used as the foundation for a number of analyses related to educator effectiveness and course enrollment to ensure that all students gain access to both educators and courses that are of the highest quality. This work is ongoing as CDE has developed the systems to collect the data but districts are still grappling with the importance of the collection and the cleanliness of the data submitted. With regard to future ESSA analyses, CDE will be able to more precisely analyze students' access to effective, experienced, and in-field teachers within the next three years. At that point the TSDL data collection will have gone through iterations for improvement and student-level analyses can be based on more reliable data. For more information on the TSDL, please visit <http://www.cde.state.co.us/datapipeline/tsdloverview>.

An additional improvement we plan to explore is the timing of the annual Human Resources data collection. Currently, LEAs submit through this collection employment status of teachers at the time of the submission in the middle of the school year. The resulting challenge of this timing is that the most recent effectiveness rating available is from the prior school year. This means that the effectiveness rating of teachers in their first year (teaching in the reporting LEA) is not reported until the following year. Similarly, teachers who left the district the prior year are not included in the collection and therefore no effectiveness rating is reported. CDE plans to work with stakeholders to identify a solution that ensures the most valid and reliable data possible.