Virtual Networking Meeting
November 14, 2017
Office of ESEA Programs

Agenda

- Updates
  - Post-award revisions
  - EASI Application
  - Program Monitoring Requirements
  - Equity & Excellence Conference
  - ESSA Programs in Charter Schools Working Group
  - Fiscal Requirements Update
- FAQs
  - Comprehensive and Targeted Support School Identification
- Preparation for December RNM
  - GEPA

Updates

Post-Award Revisions

- The post-award revision (PAR) process provides opportunities for districts to adjust/revise the activities and budget that were approved in the initial consolidated application review process.

- The PAR process provides an opportunity for LEAs and BOCES to establish their actual carryover and final award amounts
  - Final allocations will be prepopulated in the post-award revision system.
  - Final allocations will be posted at:
    - http://www.cde.state.co.us/cdefisgrant/allocations

Post-Award Revisions, continued

- 2017 – 2018 Post-Award Revision Timeframes:
    - Revision system will be open beginning Monday, December 4, 2017 and will remain open through Friday, June 29, 2018.
    - New this year, the post-award revision window will remain open allowing LEAs to submit revision requests as necessary.
    - The revision system can be accessed at starting in early December: https://www.cde.state.co.us/apps/consapp2017/login

- The Office of ESEA Programs hosted a training webinar on November 13, 2017 to review the post-award revision process and update LEAs on changes made to the revision platform. That recorded webinar and PowerPoint can be accessed at: http://www.cde.state.co.us/fedprograms/consapp/index

ESSA Application for School Improvement (EASI)

EASI Application Website
www.cde.state.co.us/fedprograms/easiapplication

- Access to the online application

- Paper Version of application that includes a fact sheet for each support describing key components of the program, timelines and eligibility.

- Recorded Webinars
  - A brief, **recorded program information webinar** that provides an overview of the philosophy behind the EASI as well as a brief discussion of the application
  - *Application Training Webinar* that was held on **October 31st** which guided applicants on how to navigate and access EASI.

- Virtual Office Hours Times and Sign up - Dedicated technical assistance time with CDE staff members (via web-conference) may be scheduled in 15-30 minute time slots.
  - Wednesday, November 15, from 12:30 pm – 2:30 pm
  - Tuesday, November 21, from 12:00 pm – 2:00 pm
  - Monday, November 27, from 2:00 pm – 3:00 pm

- Application is due **December 6, 2017 by 11:59 p.m.**

- Contact Laura Meushaw at meushaw_l@cde.state.co.us, (303) 866-6618 with any questions.

ESSA Program Monitoring Requirements

- [ESSA Program Requirements](#) document posted on the Monitoring Website
- LEAs must comply with these requirements in order to accept and use ESEA funds
  - ESEA monitoring process and calendar for 2017-18 is still in development; however, LEAs may begin using this document to ensure the requirements are being met.
- CDE will prioritize requirements for 17-18 monitoring and will notify LEAs in early 2018
- Examples of Acceptable Evidence
  - These lists of Acceptable Evidence are not exhaustive; an LEA may choose to demonstrate compliance based on other processes or documents that pertain to the individual LEA.
  - Some pieces of acceptable evidence may be used demonstrate compliance with different requirements.

ESSA Reporting Requirements

- Upcoming webinar on public reporting requirements under ESSA, including state and local education agency reporting requirements.

- CDE will share plans for the ESSA State of the State report, formerly known as the No Child Left Behind State Report Card, and gather input on how CDE can better support schools and districts in preparing and publicly disseminating their public reports.

- The live webinar, ESSA Reporting Requirements, will take place 10 a.m. to noon on Tuesday, Nov. 28.

- Link for Attendance:

https://enetlearning.adobeconnect.com/rogs3szv91k2/

ESSA Reporting Requirements

- The webinar will be recorded for later viewing; however, audience members of the live webinar will have an opportunity to provide input and give feedback.

- For more information about ESSA Reporting Requirements, please contact Nazanin (Nazie) Mohajeri-Nelson, Director of the Office of Data, Program, Evaluation and Reporting, at mohajeri-nelson_n@cde.state.co.us or 303-866-6205.

- For additional information or technical support on the webinar, please contact Sofia Hernandez-Sosa at hernandez-sosa_s@cde.state.co.us or 303-866-6963.

2017 Equity & Excellence Conference

- The program can be downloaded at http://www.cde.state.co.us/fedprograms/equityexcellenceconference.

- Breakout session materials will be posted in a Google Docs folder.

- If you did not attend the conference and would like a copy of materials from any session(s) listed, send an e-mail request to Shelby Schaefer at schaefer_s@cde.state.co.us.

- Make sure you subscribe to the Scoop (http://www.cde.state.co.us/communications) to receive announcements regarding the 2018 Equity & Excellence Conference.

ESSA Programs in Charter Schools

- The Offices of ESEA Programs and Schools of Choice are seeking volunteers to serve on the ESSA Programs in Charter Schools Working Group.

- The purpose of this working group will be to assist CDE in producing useful guidance for Colorado districts and schools on how to meaningfully plan and implement ESSA programs in charter schools.

- **The first meeting will take place in Denver on December 4th.**

- If you are interested in participating, **please complete the interest survey by visiting the url below no later than November 27th.**

- https://www.surveymonkey.com/r/LZJCX9S

Fiscal Requirements Update

- Section 1118(b) of the ESSA requires LEAs to demonstrate their compliance with the updated supplement, not supplant requirements. CDE seeks to utilize systems and processes already in place in the LEAs to meet this requirement. Guidance regarding this process and timeline will be released in the coming months.

Frequently Asked Questions:

Federal Support and Improvement Identification Under ESSA

FAQs

- ## General Information:
  - In these slides, "identification" refers to schools being identified for federal support and improvement under ESSA.

- ## Acronyms:
  - CS - Comprehensive Support and Improvement School
  - TS - Targeted Support and Improvement School
  - ATS - Additional Targeted Support and Improvement School
  - ELA - English language arts
  - ELs - English learners
  - ELP - English language proficiency
  - PWR - post-secondary and workforce readiness

FAQs

- Q: What indicators are used for identifying schools for federal support and improvement?

- A: Identification is based on achievement, growth, English language proficiency progress, post-secondary and workforce readiness, and other indicators of school quality or student success. The Achievement and growth indicators have two sub-indicators each, one for English language arts and one for math. Post-secondary and workforce readiness include one indicator for graduation rate for traditional high schools and completion rate for alternative education campuses (AECs). The other indicator includes one sub-indicator for science achievement, in 2017-2018 but will also include chronic absenteeism for elementary and middle schools and dropout rate for high schools. English language proficiency progress will be based on ACCESS growth, but was not included in 2017-18 school identification.

FAQs

- **Q:** What years of data are used for identifying schools for federal support and improvement?

- **A:** The multi-year SPF results are used for federal identification purposes. The following table delineates the years of data that were used for the <u>2017-2018</u> year:

Sub-Indicators	ELA Achievement	Math Achievement	ELA Growth	Math Growth	ELP Progress (for ELs) on ACCESS Growth*	Graduation/ Completion Rate	Other Indicator of School Quality or Student Success: Science
Years of Data	2016, 2017	2016, 2017	2016, 2017	2016, 2017	Not Available for 2017-2018 Identificaiton	2014, 2015, 2016	2015, 2016, 2017
Minimum Number of Students Needed to Be Included in Analyses	16	16	20	20	20	16	16

- **Q:** For which disaggregated groups can a school be identified as TS or A-TS?

- **A:** Any school can be identified for TS or A-TS based on the performance of English learners, students with disabilities, students of poverty or students from each major racial/ethnic group on at least 3 of the sub-indicators listed in the table above.
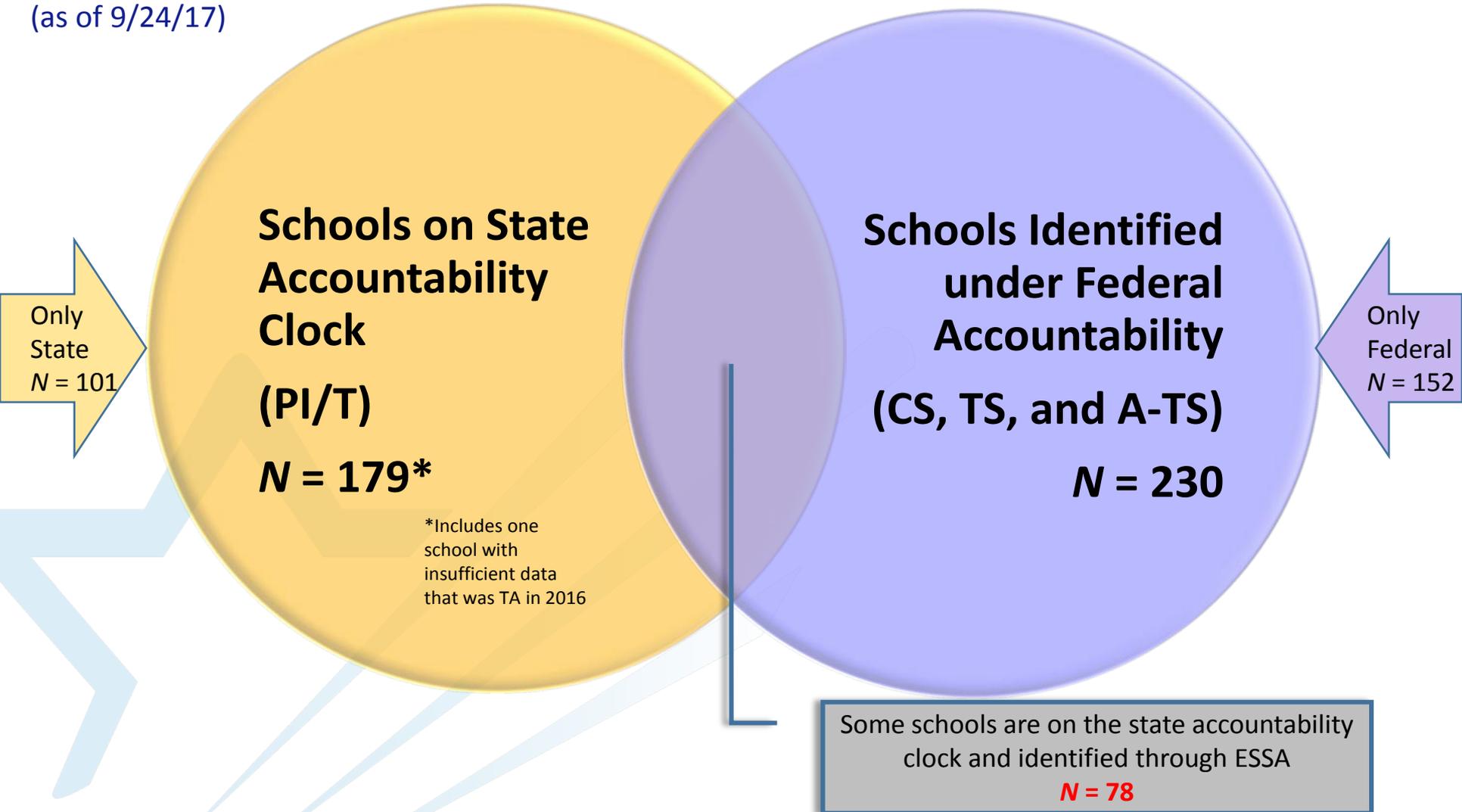
- Q: Once identified, how long does the identification last?

- A: Three years for schools identified for CS. Districts determine how long TS schools will remain in that category. ATS schools will remain ATS for 3 years and if they do not meet the state's exit criteria and are Title I funded will transition to CS.

FAQs

- **Q:** Can a school be identified for more than one federal accountability category?

- **A:** No, schools cannot be identified for more than one category and they are identified in this order: CS-Lowest Performing 5%, CS-Low Graduation/Completion Rate, TS and A-TS. Therefore, it is possible for a school identified for CS to also meet the criteria for TS or A-TS but would not be identified as such because they are already identified as CS.

FAQs

- Q: Can a school be identified for federal accountability but not state accountability (i.e., earned a Plan Type of Priority Improvement or Turnaround)?

- A: Yes, schools can be identified for either federal or state accountability only and not identified under the other system. Attempts were made to align federal and state accountability as much as possible, by using the data from School Performance Frameworks. However, due to the statutory requirements in ESSA to identify Title I schools only for CS-Lowest Performing 5%, Colorado has schools with SPF ratings of Turnaround that are not identified as CS-Lowest Performing 5%. Furthermore, ESSA requires that high schools with a graduation rate of less than 67% be identified as CS-Low Graduation Rate. Although SPFs do assign points based on graduation rate, no high schools are identified under state accountability based on graduation rate alone. Therefore, the federal and state accountability systems do not overlap. In fact, Colorado has 101 schools identified as Priority Improvement (PI) or Turnaround (T) but are not identified for federal accountability and 152 schools identified for federal accountability which are not rated as PI/T under the state system.

Based on 2017 Preliminary SPFs and AECs Frameworks
(as of 9/24/17)

Only State
$N = 101$

Schools on State Accountability Clock (PI/T)

$N = 179*$

*Includes one school with insufficient data that was TA in 2016

Schools Identified under Federal Accountability (CS, TS, and A-TS)

$N = 230$

Only Federal
$N = 152$

Some schools are on the state accountability clock and identified through ESSA
$N = 78$

FAQs

- **Q:** How do I know which schools in our district were identified for CS, TS, or Additional TS?

- **A:** Notifications were sent to superintendents, accountability contacts and federal program contacts at districts with identified schools via email on September 18, 2017.

- Notifications were also sent to special education contacts of districts with identified schools via email shortly thereafter.

- The list of identified schools and explanation of how they were identified can be accessed on http://www.cde.state.co.us/fedprograms/dper/index

FAQs

- **Q**: Who can I contact to ask questions about the data used to identify school?

- **A**: The Office of Data, Program Evaluation and Reporting (DPER) in the Federal Programs Unit at CDE. Nazanin (Nazie) Mohajeri-Nelson (mohajeri-nelson_n@cde.state.co.us or 303-866-6205) or Tina Negley (negley_t@cde.state.co.us or 303-866-5243) can also provide you with data points used to identify schools

FAQs

- **Q:** Are the percentile ranks from the School Performance Frameworks used for federal identification?

- **A:** No. The percentile ranks from the School Performance Frameworks (SPFs) are not directly used for identification. School identification is based on the total percent of points earned on the multi-year SPF (for Comprehensive Support and Improvement) and the ratings earned on individual sub-indicators on the multi-year SPF (for Targeted Support and Improvement, and Additional Targeted Support).

- **Q:** Can schools, including charter schools, apply for their own grants or does the district need to complete the application?

- **A:** Applications must be submitted by an LEA. CDE recommends that charter schools apply through their authorizer. They can also apply through the Charter School Institute.

FAQs

- **Q:** What supports are schools eligible for if they are only identified under state accountability?

- **A:** These schools are eligible for the School Turnaround Leaders Development Program. Detailed information on this program is available at http://www.cde.state.co.us/accountability/turnaroundleadership.

December Regional Network Meeting Preparation

General Education Provisions Act

- During the in-person December Regional Network Meetings (RNMs), ESEA staff members will review the content regarding the General Education Provisions Act (GEPA) provided today.

- In addition, the December RNM will include a work session to enable attendees to develop responses to the GEPA statement for the 2018-19 Consolidated Application.

- If attending the December RNM, please bring the LEA's UIP, comprehensive needs assessment, 2017-18 Consolidated Application, or other documents, as appropriate.

- December RNM dates and locations:
  - December 6: Denver and Rifle
  - December 7: Pueblo
  - December 12: Greeley
  - December 15: Alamosa

- Register for the December RNMs here: http://www.cde.state.co.us/fedprograms/esearegionalnetworkingmeeting

General Education Provisions Act

- Q: What is the General Education Provisions Act (GEPA)?

- A: GEPA contains a broad array of statutory provisions that are applicable to the majority of federal education programs administered by the U.S. Department of Education (USDE), as well as provisions related to the powers and responsibilities of the USDE.

General Education Provisions Act

- **Q**: How does GEPA apply to my LEA/BOCES as a recipient of ESEA funds?

- **A**: Section 427, which requires applications for federal funds (i.e. Consolidated Application) to include a description of:
  - Steps the applicant proposes to take in order to ensure equitable access to, and participation in, its federal-assisted program for students, teachers, and other program beneficiaries.
    - The description need not be lengthy to satisfy the statement requirements.
    - CDE is responsible for ensuring that the applicant has submitted a sufficient statement.

General Education Provisions Act

- Statute and guidance highlight the possible types of barriers that may be identified, inclusive of students, families and educators

- Applicants are not required to write a statement for all possible barriers, only those applicable to the LEA's or BOCES' local context

Possible Barriers to Equitable Access or Participation						
Gender	Race	National Origin	Color	Disability	Age	Other

General Education Provisions Act

- Barriers are not the same as overt discriminatory practices.

- Civil rights statutes prohibit the use of discriminatory practices in federally-funded programs and the applicant's creation and implementation of a non-discrimination policy often addresses such requirements.

- *While the LEA's statement of non-discrimination is supportive of the intent of the GEPA statement, it does not satisfy the GEPA requirement.*

General Education Provisions Act

- GEPA, on the other hand, addresses a need to identify barriers to accessing or participating in federally-funded activities.

- Identifying a barrier does not equate to identifying discriminatory practices; though, if in the process of assessing potential barriers the applicant identifies such practice, it would be incumbent upon the applicant to address and remedy the practice.

General Education Provisions Act

- **A barrier, as defined, acts to restrain, limit, or obstruct progress or access.**

- Considerations:
    - How does the LEA or BOCES review behaviors, data, achievement, growth, etc. to identify ways in which students may be prevented from accessing or participating in a federally funded program that would lead to the students' progress? Consider the information already accessible and utilized by the LEA or BOCES.
        - Unified Improvement Plan; Root Causes (LEA- or school-level)
        - Comprehensive needs assessment (LEA- or school-level)
        - Comprehensive Support for Improvement Plan (school-level)
        - Targeted Support for Improvement Plan (school-level)

General Education Provisions Act

- The 2018-2019 Consolidated Application for ESEA Funds will include a table, similar to the one following the examples on upcoming slides, to assist applicants in completing the GEPA statement requirement.

- Statements such as "No students in our LEA face a barrier of any kind" do not meet the requirements of the GEPA statement and will not be accepted in the 2018-19 Consolidated Application.

General Education Provisions Act

Example of using the UIP to identify and address a barrier to access or participation in a federally funded activity:

- The [INSERT LEA OR BOCES] has identified a lack of cultural competency in instruction, specifically in regard to the social, emotional, and academic success of its English learners, as a root cause of low student achievement. The LEA will utilize its Federal funds to provide professional development opportunities for teachers by addressing culturally responsive instructional practices.

- A description of how this activity will be implemented would address a barrier to equitable participation based on national origin, thereby satisfying the GEPA requirement.

General Education Provisions Act

Barrier Type (Required)	Describe the steps taken to identify potential/existing barrier(s) (Required)	Describe the Potential/Existing Barrier (Including the ESEA program in which barrier may exist) (Required)	Describe how the LEA will mitigate the barrier(s) identified (Required)	Indicate the funds that will support these activities (Required)	Notes (Optional)
National Origin	UIP	a lack of cultural competency in instruction; inhibiting students from fully accessing Title III supports	provide professional development opportunities for teachers by addressing culturally responsive instructional practices (including more detailed description)	Title II, Part A	

General Education Provisions Act

Example of using the UIP to identify and address a barrier to access or participation in a federally funded activity:

- The [INSERT LEA OR BOCES] has identified the disproportionate use of exclusionary discipline practices (removing or excluding students from the classroom), specifically in regard to black, Hispanic, or Native American students, as a root cause of low student achievement. The LEA will utilize their State/local funds to reduce the use of discipline practices that remove students from the classroom

- A description of how this activity will be implemented would address a barrier to equitable participation for students of color, thereby satisfying the GEPA requirement.

General Education Provisions Act

Barrier Type (Required)	Describe the steps taken to identify potential/existing barrier(s) (Required)	Describe the Potential/Existing Barrier (Including the ESEA program in which barrier may exist) (Required)	Describe how the LEA will mitigate the barrier(s) identified (Required)	Indicate the funds that will support these activities (Required)	Notes (Optional)
Color	UIP	disproportionate use of exclusionary discipline practices; inhibiting students from fully accessing and participating in schoolwide programs at the elementary school	reduce the use of discipline practices that remove students from the classroom (including more detailed description)	State/local	

General Education Provisions Act

Example of using the UIP to identify and address a barrier to access or participation in a federally funded activity:

- The [INSERT LEA OR BOCES] has identified lack of student participation in advanced placement STEM courses, specifically in regard to female students as a root cause of low student achievement.   The LEA will utilize their Federal funds to increase outreach efforts to female students to encourage enrollment and participation in advanced placement STEM courses

- A description of how this activity will be implemented would address a barrier to equitable participation for students based on gender, thereby satisfying the GEPA requirement.

General Education Provisions Act

Barrier Type (Required)	Describe the steps taken to identify potential/existing barrier(s) (Required)	Describe the Potential/Existing Barrier (Including the ESEA program in which barrier may exist) (Required)	Describe how the LEA will mitigate the barrier(s) identified (Required)	Indicate the funds that will support these activities (Required)	Notes (Optional)
Gender	UIP	a lack of student participation in advanced placement STEM courses, specifically in regard to female students; **inhibiting students from fully accessing benefit of Title IV, Part A program at the high school**	increase outreach efforts to female students, such as field trips to aerospace engineering companies, to encourage enrollment and participation in advanced placement STEM courses (including more detailed description)	Title I, Part A; Title IV, Part A	

General Education Provisions Act

Example of using teacher perception surveys to identify and address a barrier to access or participation in a federally funded activity:

- The [INSERT LEA OR BOCES] has identified low satisfaction with professional development offerings among veteran teachers, resulting in inconsistent implementation of improvement strategies. The LEA will utilize their Federal funds to conduct focus groups with veteran teachers to determine effective strategies for engaging them in improvement efforts.

- A description of how this activity will be implemented would address a barrier to equitable participation for students based on age, thereby satisfying the GEPA requirement.

General Education Provisions Act

Barrier Type (Required)	Describe the steps taken to identify potential/existing barrier(s) (Required)	Describe the Potential/Existing Barrier (Including the ESEA program in which barrier may exist) (Required)	Describe how the LEA will mitigate the barrier(s) identified (Required)	Indicate the funds that will support these activities (Required)	Notes (Optional)
Age	Teacher perception surveys	low satisfaction with professional development offerings among veteran teachers; inhibiting students from fully benefitting from improvement efforts, such as 1003(a) grant opportunities	conduct focus groups with veteran teachers to determine effective strategies for engaging them in improvement efforts (including more detailed description)	Title II, Part A	

General Education Provisions Act

- The common themes throughout the examples are that:
  - the statements are written based on root causes specific to the local context of the LEA or BOCES, and
  - each statement includes the identification of the barrier, as well as the activity that will be or has been implemented to address the barrier.

General Education Provisions Act

- The statements DO NOT explicitly state or imply that the LEA or BOCES is discriminating against students due to the existence of a barrier.

- Acknowledgement of a barrier coupled with an activity to increase accessibility and participation does not in itself demonstrate the LEA's or BOCES' intent to discriminate against students.

  - Rather, it acknowledges areas in which the LEA or BOCES may improve programming so that all students have the equitable opportunity to benefit from the federally supported programming.

Questions?