



COLORADO
Department of Education

Virtual Network Meeting
January 2018
Office of ESEA Programs

Agenda

- Updates
 - Year-at-a-glance Tool
(www.cde.state.co.us/fedprograms/federalprogramsguidance)
 - Equitable Services to Non-public Schools
 - Fiscal Requirements
 - Comparability
 - Supplement, Not Supplant
 - Consolidated Application
 - 2017-18 Post Award Revisions
 - Monitoring
- Early Childhood Education: Needs Assessment and Planning Resources

Updates

Updates Overview

- [ESEA Year-at-a-Glance Tool](#)
- Equitable Services to Non-public Schools
- Fiscal Requirements
 - Comparability
 - Supplement, Not Supplant
- Consolidated Application
 - 2017-18 Post Award Revisions
 - 2018-19 Development
- Monitoring

ESEA Year-at-a-Glance Tool

The [Year-at-a-Glance](#) tool is intended to provide a comprehensive list of requirements for administering ESEA programs.

Ongoing Tasks:

- **Required** - Based on school and district timelines, conduct a Comprehensive Needs Assessment (CNA) to identify the needs of students and staff in Title 1, Part A schools and the district that may be served with Title 1, Part A funds.
 - More resources can be found at www.cde.state.co.us/fedprograms/consapp/na
- **Required** - Continually identify and progress monitor student needs and align supports and services in Title 1, Part A Targeted Assistance programs and Title 1, Part A Schoolwide programs, as appropriate.
 - More resources can be found at www.cde.state.co.us/fedprograms/ti/a_cop
- **Best Practice** - Ongoing evaluation and consultation should be conducted throughout the year to ensure effective supports and services to staff and students.
 - More resources coming soon
- **Required** - Conduct required parent engagement activities pursuant to Titles 1, Part A.
 - More resources can be found at www.cde.state.co.us/fedprograms/ti/parents
- **Required** - Submit ESEA Consolidated Application revisions based on ongoing progress monitoring through the Online Platform.
- **Required** - March to June: Plan and collaborate with local neglected or delinquent facilities to plan activities for Consolidated Application, if applicable.

ESEA Year-at-a-Glance Tool – January to March

January to March:

- **Required** - January: Submission of Unified Improvement Plan, as appropriate. If using UIP to satisfy ESSA LEA or Title 1 schoolwide planning requirements, ensure all requirements are addressed in the UIP prior to submission.
- **Best Practice** - January: Collect semi-annual certifications (1 of 2) for personnel whose compensation is funded from a single cost objective.
- **Required** – January to February: ACCESS for ELLs Assessment Window - All students designated as NEP/LEP, including students with parent refusals for services, must be assessed.
- **Best Practice** – January to March: Create a cross-department team to begin planning for the ESEA Consolidated Application. Use available data (e.g., free and reduced lunch, other low-income data, or a combination of poverty indicators) to determine eligible schools for Title 1, Part A services (for next school year).
- **Required** – January to March: Consult with all schools (including Charters and Non-Public schools) regarding the ESEA funds the school may be eligible to receive in the following school year., including during the first year of operation of the school and a year in which the school's enrollment expands significantly.
- **Required** – January to April: Coordinate with early childhood centers to plan transition of pre-school students to Title 1, Part A schools (Needs to be done before the end of the school year).

ESEA Year-at-a-Glance Tool – January to March, continued

January to March:

- **Required** - January to May: Conduct consultation for the upcoming school year with non-public schools within district boundaries and submit results of consultation to the ombudsman.
 - More resources can be found at www.cde.state.co.us/fedprograms/equitable-services-colorado
- **Best Practice** - February: District program staff meets with business manager to conduct a budget to actual review. Helps to ensure that approved activities are occurring and funds are drawn down.
- **Best Practice** - February to May: Attend Consolidated Application trainings.
- **Best Practice** - March: LEA budget discussions should include staff assignments and distribution of equipment and materials to ensure compliance with Title 1, Part A comparability requirements for the following school year.
- **Required** – March to June: Plan and collaborate with local neglected or delinquent facilities to plan activities for Consolidated Application, if applicable.

Equitable Services: Consultation Timeline

- LEAs must consult with private school officials about the timeline for consultation and provide adequate notice of such consultation to ensure that consultation is meaningful and the likelihood that those involved will be well prepared with the necessary information and data for decision-making.
- CDE has developed a suggested [timeline for consultation](#) to assist LEAs in meeting the equitable services requirements under the ESSA.
- The [2018-19 Consultation Form](#) is available online.

Equitable Services: Non-public Schools Principals Meeting

- January 23, 2018 from 10:00am-1:00pm
- The Non-public Schools Principals Meeting will provide principals from non-public/private schools the opportunity to learn more about equitable services for students, staff, and families that may be provided to schools that choose to participate in federal programs through the local educational agency.
- Register for the meeting [here](#).

Fiscal Requirements: Comparability

- As in previous years, all LEAs receiving Title 1, Part A funds must [submit comparability data through the FTE-based online platform](#) provided by CDE.
- If the LEA does not meet comparability requirements through the online platform, the alternative excel spreadsheets may be utilized.
- LEAs operating a Consolidated Schoolwide program may submit the per-pupil allocation (PPA) alternative spreadsheets in advance, rather than submitting comparability data through the online platform, due to the inability to assign teacher funding sources necessary to determine comparability through the FTE method.
- LEAs must submit comparability data no later than **January 31, 2018**.

Fiscal Requirements: Supplement, Not Supplant

- Supplement, Not Supplant: Demonstration Process
 - CDE is responsible for verifying that each LEA is in compliance with the demonstration requirements regarding SNS under the ESSA.
 - The LEA is required to provide the demonstration requirements to CDE one time for the duration of the Title 1, Part A program under the ESSA, unless the LEA adopts or implements a revised methodology for allocating State and local (non-Federal) resources.
 - CDE has developed [guidance regarding the Supplement, Not Supplant demonstration process.](#)

Fiscal Requirements: Supplement, Not Supplant

- **Supplement, Not Supplant: Timeline**
 - LEAs must demonstrate compliance with the SNS requirements by May 30, 2018
 - LEAs that are unable to meet the demonstration requirements must alternatively submit a plan by May 30, 2018 detailing how the LEA intends to come into compliance no later than September 30, 2018
 - **LEAs may submit the materials required for demonstration between February 1, 2018 and May 30, 2018. Upon submitting the required materials, CDE will verify the information provided to ensure the LEA is in compliance with the ESSA requirements.**

Fiscal Requirements: Supplement, Not Supplant

- Supplement, Not Supplant: Questions
 - CDE recommends that Federal Program administrators reach out to the School Finance Office (or similarly situated contacts) within the district to complete the SNS demonstration process.
 - Questions regarding the demonstration requirements, process, or timeline may be directed to:
 - [Colleen Brooks](#), Office of ESEA Programs - 303.866.3897
 - Questions regarding the description of methodology, budget process, or Financial Transparency documents may be directed to:
 - [Aaron Oberg](#), Office of School Finance - 303.866.6654

Consolidated Application: Post Award Revisions

- The Consolidated Application is now open for Post Award Revisions. The post-award revision system will be open from Tuesday, January 2, 2018 through Friday, June 29, 2018 for the 2017-18 application.
- To submit a request for revision, edit individual budget line items within each section and provide a rationale for the revision in each section's comment box. Once the revision request has been submitted, your CDE district contacts will review the changes and approve them or send you any questions or required clarifications. Local Education Agencies may submit multiple revision requests consecutively throughout the post-award revision timeframe.
- The Office of ESEA Programs hosted a training webinar to review the post-award revision process and update LEAs on changes made to the revision platform.
 - [Webinar Recording](#)
 - [Post Award Revision PowerPoint](#)
- Please note that Title V, Part B allocations were released in September 2017 and will need to be budgeted within the PAR system. LEA's will need to accept those funds on the Fund Allocation page and then budget them on the Title V, Part B Funds page.

ESEA Monitoring 2017-18

ESEA Monitoring Timeline 2017-18

December 2017 – March 2018

Release [ESEA Program Requirements](#)

- CDE Working to refine Criteria for Compliance

January 31, 2018

[Title 1 Comparability](#) Data Collection Due

March – September 2018

CDE develops and shares resources to support best practices and compliance with monitoring requirements

May 2018

CDE will communicate 5 year Monitoring Timeline, Monitoring Process, and Prioritized Indicators

CDE runs Maintenance of Effort Calculations

May 30, 2018

[Title 1, Part A Supplement, Not Supplant Demonstrations](#)

Due May 30, 2018

ESEA Monitoring 2018-19

ESEA Monitoring Timeline 2018-19

May 2018	CDE will communicate 5 year Monitoring Calendar, Monitoring Process, and Prioritized Indicators
	CDE will contact LEAs scheduled for Desk Review in 2018 to review process and support
May – October 2018	CDE will support LEAs in preparing for the Desk Review
September 2018	Training on the Online Data Collection System for Desk Review
October 19, 2018 (<i>tentative</i>)	Desk Review Documentation Due Tentatively 10/19/18
November – December 2018	CDE provides feedback to Desk Review documentation <ul style="list-style-type: none">• Recommendations/Corrective Actions• Schedule follow-up onsite visits, if necessary based on Desk Reviews, for January – March 2019
Fall - Winter 2018	Program Effectiveness/Evaluation Meetings
Spring 2019	Program Effectiveness/Consolidated Application Planning Meetings

Early Childhood Education: Needs Assessment and Planning Resources

Can I use my ESEA funds to support P-3 initiatives?

- ESEA permits, but does not require, Title 1, Part A funding to be used for early childhood education (ECE).
 - Transition services
 - Parent and Family Engagement
 - PD
- LEAs may also use Title II funding to:
 - Provide programs to increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing.
 - Provide programs designed to increase the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.
- Regardless of use of funds, LEAs accepting Title 1, Part A must coordinate with ECE programs.
 - This includes, for example, developing and implementing a systemic procedure for receiving records, establishing channels of communication, conducting meetings with families and other programs, and organizing and participating in training related to the transition to elementary school.

What is P-3?

- P-3: Preschool through 3rd Grade
 - Encompasses all learning based programs, settings, and initiatives that children may experience before entering kindergarten and then on through third grade.
- A growing body of research supports the knowledge that academic and social skills acquired by age eight provide the foundation for lifelong learning and success.
- Birth through age 8 is a critical period for brain development - 90% occurs by age 5
 - [The Center on the Developing Child](#)
- The first decade of a child's life is the most opportune time to influence and impact learning trajectories to prevent/eliminate achievement gaps
- Confidence, motivation, self-regulation, curiosity, problem solving, creativity, social competence, communication and other executive functions skills develop in the early years

What data can I use to determine a need for P-3 supports?

- Child Assessment
 - Results Matter/preschool assessment
 - Kindergarten school readiness assessment
 - Preschool special education outcomes (Indicator 7)
- Other preschool special education/Child Find data
 - Percent identified for special needs in the early years
 - Transitions from Early Intervention/Part C to Part B
 - Screening program data
- Colorado Shines
 - Program quality rating
 - Early childhood workforce qualifications, compensation
- Classroom Assessment Scoring System (CLASS)
- Family outcomes surveys

Data sources are not strictly prescribed by ESEA

Child

Program

Educator

Family



How can we strengthen the P-3 continuum?

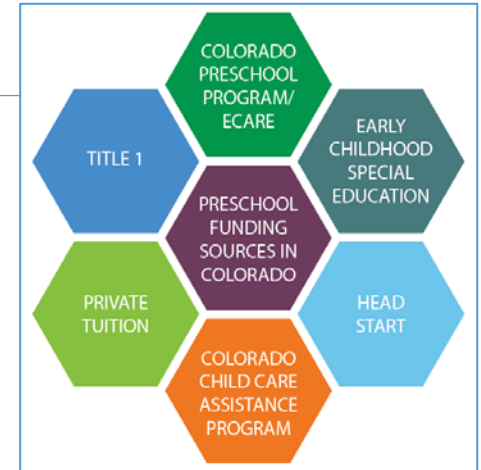
- Memoranda of Understanding and/or Data Sharing Agreements
 - Transitions from preschool to kindergarten
 - Results Matter and kindergarten school readiness child assessment data
 - Attendance records/annual attendance plans
 - Migrant education records
- Articulated processes and protected time for preschool and kindergarten data dialogue
 - especially regarding transitions
- Joint/cross-sector professional development for early childhood professionals across the 0-8 age span

How can we strengthen the P-3 continuum?

- Strengthen relationships
 - Central data offices
 - District early childhood directors
 - Early childhood councils
 - Community-based preschools, child care centers, and Head Start programs
 - [Non-public school code list](#)

P-3/ESSA Resources

- [National Head Start Association ESSA Toolkit](#)
- [Early Childhood Funding in Colorado](#)
- [Colorado Preschool Program Legislative Reports](#)
- [Framework for Planning, Implementing, and Evaluation PreK-3rd Grade Approaches](#)
- [Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice](#)
- [Answering Key Early Childhood Questions](#)
- [Colorado Department of Education: P-3 Education](#)
- [Early Childhood Colorado Framework](#)



Early Childhood Contacts at CDE and CDHS

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Regional Contacts

Region	Contacts
Northeast and North Central	Colleen Brooks: 303-866-3897; brooks_c@cde.state.co.us TBD
Northwest and West Central	Lindsay Swanton: 303-866-6928; swanton_l@cde.state.co.us Joey Willett: 303-866-6700; willett_j@cde.state.co.us
Pikes Peak and Southeast	Kirsten Carlile: 303-866-6705; carlile_k@cde.state.co.us Laura Meushaw: 303-866-6618; meushaw_l@cde.state.co.us
Southwest	Brad Bylsma: 303-866-6937; bylsma_b@cde.state.co.us Joey Willett: 303-866-6700; willett_j@cde.state.co.us
Metro	Supported by all staff listed above; individual district contacts listed on next slide

Metro Contacts

Contact	Districts
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