



COLORADO
Department of Education

Office of Gifted Education Comprehensive Program Plan Guidance

Updated June 2020

“Elegant Simplicity” borrowed from Brad Russell



Comprehensive Program Plan-Guidance

- High level overview of how AU currently meet elements of Rule:
 - *This is not a dissertation! Keep it concise!*
- This is a public facing document.
- Targets are not required for all elements.
- If you have been updating, then keep it simple-Copy and Paste into new format.
- Office of Gifted Education Webinars and Office Hours will be held this fall.

Why must we complete a CPP?



Where to begin?

Find a copy of your previous CPP plan



→ Where should I look?

DMS

Review Previous CPP



- Is your CPP still accurate for the element?
 - If yes, continue with guidance below.
 - If no, what needs adjustment? Make those adjustments.
- Eliminate the targets - These are no longer necessary in the CPP.
- Copy and paste into the new CPP template.
 - Remember you are not putting this in a DMS form, use the Word doc available in the DMS or **Download** the Fillable PDF Form available here: [Comprehensive Program Plan](#).
 - Column two will always be the place to describe *Currently Implemented* information.
 - Column three will always be the place to describe *Shifting Practices*.
- Repeat for the next element until you are done!

Review Current Improvement Timeline

- Review your current Improvement Timeline.
- Are there objectives or actions that are still in progress?
 - If yes, copy and paste these into the new CPP template.
 - Remember to include these actions in your element descriptions if they are now part of *Current Implementation*.
 - If they are still in progress, note the continuing plan in the *Shifting Practices* column of the CPP template.
 - If no, are previous actions now described in the *Currently Implemented* descriptions?

Review Most Current Monitoring Report

- Review your most current monitoring report (CGER or GEM).
- Are there elements that did not meet conditions of Rule?
 - If yes, copy and paste these into the new CPP in the *Shifting Practices* column in the appropriate element section.
 - Include actions in your element description that will shift practices toward meeting conditions of Rule.
 - *Your Gifted Education Regional Consultant (GERC) will provide support on this process if needed.*
 - If no, and “Next Steps” recommendations for continuous improvement have not been included in the report, continue to the next element.

Review Most Current Monitoring Report *Continued*

- Are there elements that met conditions of Rule and included “Next Steps” recommended by the review team?
 - If yes, the AU should consider these recommendations and describe in the *Shifting Practices* column how current practice will be shifted; however, this is not a requirement.

Contact your Gifted Education Regional Consultant (GERC) for support on this process if needed.

- If no, move to the next element.

Guiding questions to consider when completing each section on the AU CPP:

- Are any previous and progressing Improvement Timeline goals and objectives included as part of the appropriate element in the new CPP? (A separate Improvement Timeline document is no longer required.)
- Is the narrative for each element written concisely and with “elegant simplicity?”
- Are the key requirements of each element described within the *Currently Implemented* column of the CPP?
- If the AU plans to shift practices within the next five years, are action steps described in the *Shifting Practices* column of the CPP?

CPP as a Living Document for AU

- How will the AU use the Comprehensive Program Plan as a living document over the next five year cycle? What is the AU update process? (Consider *Current Implementation* and *Shifting Practices*.)
- How is the AU committed to using the CPP for stakeholder communication and transparency?
- AU Comprehensive Program Plans will be updated and posted on the CDE website on a five year cycle.
- Communication on the CDE website will direct stakeholders to contact the AU for further information.

Submission Information 2020-2021 School Year

AU Submits CPP to CDE by September 30th through DMS.

- PDF
- or Word

Complete the [Google Submission Form](#) to notify the CDE team and your GERC that you have completed the submission.



Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name		Fiscal Year: FY
AU Address		
City	State	Zip Code
Gifted Education Director Name	Telephone	Email Address
Gifted Education Program Director Signature		
Superintendent Name	Telephone	Email Address
Superintendent Signature		

The **Comprehensive Program Plan (CPP)** is a written description of the policies and procedures by which an administrative unit (AU) identifies and programs for gifted student education. The development of an AU's Comprehensive Program Plan (CPP) meets requirements to identify and serve gifted students and their families as established in Exceptional Children's Educational Act (ECEA) statute and criteria established by Rules promulgated by the State Board of Education and any criteria for accreditation (22-20-104.5).

The CPP describes the AU's implementation of key requirements outlined in ECEA Rules. This plan is informed by the AU's self-evaluation, stakeholder input and gifted student data. The plan template is located in the Data Management System (DMS). Completed plans are transparent documents, accessible to stakeholders on the Colorado Department of Education Office of Gifted Education website.

Directions:

Write the administrative unit's description of how it implements each element of the Comprehensive Program Plan and how the AU plans to improve or enhance each element as appropriate. Address all key requirements as they are described in the Rules in your response.

Exceptional Children's Education Act Program Element	Please describe how the element is currently implemented in the AU. Address every article of law in each element.	If the AU plans to shift practices over the next four years, use the following to explain: <ul style="list-style-type: none">• Describe the specific action steps (activities, strategies) the AU will take.• Identify the data, policies and procedures, and/or research that inform the specific
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Cohort Submission Information 2021-2022 School Year and Beyond

AU Reviews and Submits CPP and Self Evaluation to CDE by September 1st.

Email GEM lead once the form is submitted and CC your GERC.



Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name		Fiscal Year: FY
AU Address		
City	State	Zip Code
Gifted Education Director Name	Telephone	Email Address
Gifted Education Program Director Signature		
Superintendent Name	Telephone	Email Address
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<div style="display: flex; justify-content: center; align-items: center; gap: 10px;"> Page 1 / 8 — 🔍 + </div>		



FAQ's

- Is my AU required to submit a CPP to the Department?
 - *ECEA rules require AUs to submit a plan no more than every 5 years.*
- If my AU is a multi-district AU or a BOCES, should I write a CPP for each district if the plan is not entirely the same for all districts?
 - *CPP plans are written for the AU but in some cases it might be necessary for multi-district AUs or BOCES to identify within the plan variances between districts.*
- How do parents find the AU CPP on the CDE Gifted Education website since the plans are listed by AU and not by individual districts?
 - *The Office of Gifted Education website has a list of all districts and the corresponding AU on the page where [Program Plans](#) are listed.*
- Do I need to describe our plan for EVERY key requirement of ECEA Rules in my CPP?
 - *According to Rule, every element included in the plan template must be addressed. Plans should provide a high level overview of how the element is implemented or addressed in the AU. It does not need to include a detailed description of every aspect of the implementation.*

FAQs Continued

- Following my scheduled GEM, will I be required to submit an Improvement Timeline in the DMS?
 - *There will no longer be improvement timeline documents as existed in the past. Based on feedback from the GEM, AUs will include any areas out of compliance or areas the AU identifies as growth areas in the CPP. The CPP will serve as a long term strategic plan to address any areas of need.*
- The template is narrow. Do I need to write our plan for every key requirement of each element in the *Currently Implemented* column of the CPP template?
 - *Yes, you want to include current state in the first open column. You may adjust the column width to reduce the final column should you wish.*
- When should I complete the *Shifting Practices* column for the changes my AU is making? Are these only based on our previous CGER or new GEM recommendations?
 - *There are two main reasons to fill out the Shifting Practices column: 1. An area out of compliance 2. An internally identified growth area that the AU is wishing to focus on.*
- Can I put links to our resources, like a website, on the CPP template?
 - *Links can be used as long as the links will remain active for the entire 5 year posting period of the plan. We will not be updating and reposting plans unless it is your cohort year to do so. We recommend that links are avoided if possible.*

For additional support:

- Contact your GERC for assistance with any CPP questions.
- Visit the Office of Gifted Education webpage, Director's Corner [CPP webpage](#).
- Still need help? Ask a colleague or reach out to the Office of Gifted Education.

Thank you!



Appendix

Considerations by Element Specified in ECEA Rules Section 12.02(2)(a) through 12.02(2)(I)

(12.02(2)(a) Considerations for Procedures for Parent, Family, and Student Engagement

- If this is a mult-district AU or BOCES, do methods of engagement and communication procedures align? If not, does the description include individual district procedures?
- How is information about identification procedures accessed by families?
- Are the various methods for communication with families in primary languages listed within the description?
- How are families involved in progress reporting?
- What processes for educating families about giftedness and parenting are available in the AU?
- How does the AU address programming options to match addressing student strengths and challenges?
- Where is concurrent enrollment information available?
- How does the AU involve families in college and career planning?
- In what ways are families encouraged to participate in the school community?

12.02(2)(c) Considerations for Definition of Gifted Student

- Is the AU definition written in the plan the same as or substantially similar to the definition of “gifted student” in ECEA Rules?
- How is the definition used as a basis for implementation of other program elements?

12.02(2)(c)(d) Considerations for Identification Procedures

- Does the CPP describe the assessment process used by the AU for identifying students who meet the definition of gifted student?
- How are methods for equal and equitable access used for students of all populations?
- Does the CPP describe the types of referrals accepted from a variety of sources?
- Are the 30 day referral determination timeline and determination letter requirements utilized as part of the process and are they clearly stated?
- What assessments are used for identification in all domains of giftedness and in underrepresented populations?
- If the AU uses local assessment tools from the Department's chart of common and varied assessment tools used in identification, is this information included?

12.02(2)(c)(d) Considerations for Identification Procedures *Continued*

- Does CPP describe the body of evidence, including qualitative and quantitative data from multiple sources?
- Does the review team include a member trained and/or endorsed in gifted identification and programming?
- Is the communication procedure with families for awareness and understanding of identification results and ALP development stated in the CPP?
- For each category of giftedness, are AU criteria for determining exceptionality, such as 95th percentile or above and/or exceptional/distinguished ratings, included in the narrative about the body of evidence?
- Is the AU universal screening process explained?
- Are criteria for determining exceptional ability or talent pool designation described?

12.02(e) Considerations Identification Procedures Continued - Portability

- Are descriptions of Identification Portability requirements included in the AU CPP:
 - *The sending school/district will transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another.*
 - *The transferred student's ALP is reviewed within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district.*
 - *If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination.*
 - *Communication to parents occurs within 60 school days of start date about how the new district will meet the needs outlined in the student's ALP.*

12.02(2)(f) Considerations for Advanced Learning Plan Content

- Have methods for implementing the following Key Requirements been addressed in the AU CPP:
 - *An ALP is developed for every gifted student according to the student's strength area(s), interests, and instructional and affective needs.*
 - *The ALP is considered in planning for post-secondary readiness.*
 - *If ALP is blended into ICAP, gifted achievement and affective goals are included.*
 - *The ALP articulates a transition process when students move to next schooling level.*
 - *The ALP includes the student profile in the body of evidence.*

12.02(2)(f) Considerations for Advanced Learning Plan Content *Continued*

- *Annual, standards-aligned achievement goals are developed for student's strength area(s).*
- *Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency.*
- *Descriptions of supplemental curriculum, activities, specific strategies and extended or expanded opportunities that support goals are included.*
- *ALP development includes teachers(s), student, parent, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.*

12.02(2)(g) Considerations Advanced Learning Plan Procedures and Responsibilities

- *Parents, teachers and the student are notified about ALP development.*
- *Classroom teachers are familiar with and support ALP goals, and/or write ALP measurable goals.*
- *Gifted resource personnel may assist with writing of goals, but are not sole custodian of ALP.*
- *Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming.*
- *Students are active participants in the ALP process.*
- *ALPs are managed through a process within the school cumulative record system and are transferred between grade levels, school levels, and districts.*
- *Progress reports are aligned with the AU's or member district's schedule for parent-reporting and/or conferences about student progress.*
- *Evidence of parent engagement is included in the ALP.*



12.02(2)(h) Considerations for Programming

- How does the AU implement the following Key Requirements of Programming:
 - *Programming components, options, and strategies address the educational needs of gifted students.*
 - *Programming matches the student's strength area(s) and interests.*
 - *Programming aligns to student's data and ALP goals.*
 - *Programming identifies the type of delivery by which students are served at the different school levels.*
 - *Programming provides support in differentiated instruction and methods.*

12.02(2)(h) Considerations for Programming *Continued*

- *Programming provides affective and guidance supports.*
- *Programming provides diverse content options in areas of strength.*
- *Programming is articulated across grade levels.*
- *Programming provides pre-collegiate and/or pre-advanced placement support.*
- *Programming supports the collaborative development of the ALP.*
- *Programming provides post-secondary options to students.*
- *Programming provides concurrent enrollment options if indicated in ALP or ICAP.*
- *Programming provides a collaborative problem solving process when a gifted student is underachieving.*

12.02(2)(i) Considerations for Evaluation and Accountability Procedures

- Does the AU CPP describe:
 - *Unified improvement plan addendum methods by which gifted student performance is monitored and measured and how methods align with state accreditation process.*
 - *Methods by which gifted student affective growth is monitored and measured for continual development.*
 - *Methods for ensuring gifted student achievement and growth are disaggregated for reporting and are consistent with state accreditation and accountability requirements.*
 - *Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review from stakeholders*
 - *Methods by which parents, educators, and other required persons are informed about methods for program evaluation.*

12.02(2)(j) Considerations for Personnel

- Does the CPP address how the AU makes a good faith effort to hire and retain on at least a half-time basis one qualified person to administer and monitor the implementation of the AU's gifted program?
- Does the CPP describe personnel responsible for providing instruction, counseling, and coordination of programming for gifted students?
- If the AU plans to increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students, is this description included?
- Are personnel knowledgeable in the characteristics, differentiated instructional methods, and competencies in the special education of gifted students?

12.02(2)(j) Considerations for Personnel *Continued*

- Do AU considerations include employing sufficient personnel for ALP writing and monitoring and differentiated instruction for gifted students?
- Does the AU collaborate with universities and colleges for the development of qualified personnel?
- Does the AU ensure that personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers?
- Has the AU made certain that paraprofessionals are not funded with state gifted education funds and are not the sole instructional providers of gifted students?
- What professional development does the AU provide in support of the improvement and acquisition of knowledge and competencies of personnel related to instruction, programming, and counseling for gifted students?

12.02(2)(k) Considerations for Budget

Does the CPP describe the AU budget key requirements?

- An annual budget plan is submitted to the state which reflects the collaborative efforts of the AU and cost of State funding and AU contributing funds.
- State funds are used to support one or more of the following:
 - *Salaries for licensed or endorsed staff that primarily serve gifted students*
 - *Professional development and training related to gifted education*
 - *Programming options and school counseling or affective guidance specific to gifted students and their ALPs*
 - *Materials used to support gifted programming*
 - *Administrative costs, technology, and equipment up to ten percent for any one of these limited expenditures and not to exceed collectively 20% of total state funds*
- AUs may contract with other AUs to establish and maintain gifted programs.



12.03 Considerations for Reports

The CPP description addresses the following Key Requirements:

- AU has a current annual plan on file at Department of Education through either the UIP which includes the gifted reporting requirements or through the S-CAP process
- AU complies with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth, and reporting
- AU has a budget proposal on file at Department of Education
- Accurate records for annual reporting of gifted education include:
 - Number of identified student by:
 - *Grade level*
 - *Gender and ethnicity*
 - *Free and reduced lunch*
 - *Areas of giftedness*
 - *Twice exceptionality*
 - *Preschool served through early access if applicable*
 - *Percent of students in AU identified*
- Qualified personnel



12.05 Considerations for Record Keeping

Does the CPP state procedures meet the following Key Requirements:

- *Financial records are kept in accordance with principles of governmental accounting.*
- *An inventory is maintained of all equipment (through the useful life of the equipment) for which funds were received.*
- *ALP documents are part of the student's cumulative education record.*
- *Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations.*
- *Gifted student education records and ALPs shall be maintained, retained, and destroyed consistent with the ongoing system of student record keeping established in the AU.*

12.06 Considerations for Procedures for Disagreements

Does the AU CPP describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs to include:

- *A method for aggrieved individual to express issues and concerns*
- *A means to discuss disagreements in a timely manner*
- *Notice of the decision giving rise to the dispute*
- *An opportunity to be heard before decision is implemented*
- *Posting of procedures for ease of access by stakeholders*

12.02(2)(I) Considerations for Early Access

Does the AU offer Early Access?

- If no, check this box in the “Currently Implemented” column of the CPP.
- If yes, and the AU is currently following all key requirements previously submitted to the Office of Gifted Education for this element, check this box in the “Currently Implemented” column of the CPP.
- If yes, and the AU has modified implementation of the Early Access key requirements for this element, explain implementation changes in the “Shifting Practices” column of the CPP.

For additional assistance, please visit:

<http://cde.state.co.us/gt/earlyaccess> or contact your GERC.

See additional slides for related resource links and information.

Early Access Definition

Exceptional Children's Educational Act (ECEA) defines "Early Access" as:

Early entrance to kindergarten at age 4 or early entrance to first grade at age 5 for highly advanced gifted children who are placed in a grade level above other same aged peers based upon the following conditions:

- *the student is formally identified as gifted as specified in 12.01(16); and*
- *the student meets requirements for accelerated placement as determined in an auditable body of evidence (e.g., achievement, ability, social-emotional factors, school learning skills, developmental characteristics, and family and school support). 12.01(12)*

*A student shall be age 4 by **October 1** for kindergarten; and, age 5 by **October 1** for first grade. 12.08(2)(e)(i)(D)*

The purpose of early access is to identify and serve the few highly advanced gifted children who require comprehensive academic acceleration. 12.08(1)(c)

Early Access Resources

[ECEA Rules for Early Access](#)

[Early Access Guidance](#)

Comprehensive Program Plan Resources

For additional support:

- Contact your GERC for assistance with any CPP questions
- Visit the Office of Gifted Education webpage, Director's Corner [CPP webpage](#)
- Join CDE Office of Gifted Education Office Hours. Check with your GERC for the current schedule
- Still need help? Ask a colleague or reach out to the Office of Gifted Education

Thank you for all you do on behalf of gifted learners!

Equity and opportunity for every student, every step of the way. – Katy Anthes

You cannot solve a problem from the frame of mind that created the problem in the first place. – Albert Einstein

The energy of the mind is the essence of life. – Aristotle

Unless you try to do something beyond what you have already mastered, you will never grow. – Ronald E. Osborn

It is not enough to have a good mind; the main thing is to use it well. – Rene Descartes

Those who dream by day are cognizant of many things which escape those who dream only by night. – Edgar Allan Poe