MonMeeting Logistics & Desired Outcomes

Meeting: ESSA Committee of Practitioners

Date & Time: November 8, 2018; 10:00 – 3:00

Location: Colorado Children’s Campaign [Nov 8 Webinar Link](https://enetlearning.adobeconnect.com/cop/)

Meeting Leads: Clint Allison, Laura Gorman, Brad Bylsma

Objectives: To allow the Colorado Department of Education the opportunity to provide updates to and elicit recommendations from the Colorado Committee of Practitioners regarding relevant and timely issues related to CDE’s responsibilities under the Elementary and Secondary Education Act, including:

**Attendees:** Clinton, Laura, Joshua, Lori, Paul, Moses, Arlene, Michelle, Tammy, Chaille, Mitzi, Jesus, Amy, Heathre Holly, Mary Allen.

**Virtual:** John McKay

Agenda Items and Next Steps

| **Headline****Time****Presenters** | **Topic** | **Preparation and Process** | **Expected Outcome** | **Summary/Notes** |
| --- | --- | --- | --- | --- |
| **Committee Business** **10:00-10:30** *Clint, Laura, Brad*  | Review Minutes from 9.20.18CoP Membership: Review Application *Note from last meeting: We still need representation from paraprofessionals, and Southeast and West Central regions.*CoP Purpose and Participation Expectations  | Prep: Review minutes prior to meeting.Review Membership Application prior to meeting. | Approve minutes from previous meetingDetermine CoP membership | September 20th minutes are approved. **The Role of CoP:**  1. To provide constructive feedback with the goal of solving problems. 2. To support federal programs during the implementation phase of ESSA. 3. To give actionable advice and direction. *CDE appreciates the different perspectives in this stakeholder group.* **Ideas for Outreach for New Members:** 1. Contact people from the unrepresented areas? 2. There might be difficulty getting a paraprofessional because of the issue of pay. CDE will get details on how to provide compensation to paraprofessionals and pass that information along to CoP members. (Districts could count this as a ‘PD learning requirement’)  |
| **EASI Application Input****10:30 – 11:00**Laura Meushaw | CDE will ask for input regarding the ***Empowering Action for School Improvement Grant***. What is working well? Suggestions for improvement.  | Review the EASI application found at the link below.[EASI Application Planning Document](http://www.cde.state.co.us/fedprograms/easiapplicationplanningdocument) | CoP will provide meaningful feedback regarding the EASI application process. | **EASI Changes:**SPED review, AEC review, and literacy opportunities were added to exploration documents in 2018. **CoP Feedback:** 1. There is insufficient communication regarding school turnaround. 2. CDE could communicate to the field that they should store the budget document after submitting their application. (The PDF versions and excel versions are not user friendly). 3. Routing issue: Districts should be submitting applications not the schools. 4. How can CDE get the diagnostic review to schools as soon as possible?5. What can be done to prevent schools from getting an ESSA identification? 6. CDE wants to provide professional training on how schools can deep dive into their data (a how-to) REL; reporting evaluation team in CDE provides this support. Based on disaggregated group data. All high achieving schools are welcoming of visits from other schools.  |
| **Monitoring Update****11:00 – 12:00**Nazie Mohajeri- Nelson, DeLilah Collins, Joey Willett | ESSA Monitoring:* Schedule
* Technical Assistance
* Protocol
 |  | CoP will provide meaningful feedback regarding the monitoring processes and protocols. | 1. One goal of monitoring is to identify examples of strong district implementation and make that available to others. 2. Updates: No “targeted” monitoring in 18-19. Notification letters will be going out in the next couple weeks. 2018-2019 Timeline: 1. December (1-1 technical support for those selected) 2. Jan-Feb (universal reviews) 3. March-May (targeted and Tier III reviews) ***Decisions:*** 1. The terms “targeted” and “intensive” have been changed to Tier II and Tier III. 2. Any ESSA updates are posted in the Scoop, CDE Update, and website.  |
| **Lunch 12:00 – 12:30** |
| **CDE Website****12:30 – 1:15**Joey Willett | CDE would like feedback regarding the organization and functionality of the ESEA website.Activity on re-designing the federal programs webpage.  | Complete Survey Prior to meeting. Survey link:[SurveyMonkey](https://www.surveymonkey.com/r/DVKDQYV)  | CoP will discuss and provide input regarding the organization and functionality of the ESEA website | **Current Action steps:** 1. Reduce the amount of time it takes to find specific tools and resources. 2. Remove old resources. 3. Make the Federal Programs Unit homepage more user-friendly. 4. Links to the most useful tools and resources 5. Post news and updates on a consistent, ongoing basis6. Improve Navigation **CoP Ideas:** 1. The navigation bar has inconsistent headers (i.e. some have resources and contact us whereas others don’t). 2. The home page should be reorganized to match the office pages. 3. Side Bar: Programs with Titles4. Not linear (dashboard?) 5. A section with access to specific grants. 6. Create a feature to star or favorite websites (most visited) a type of “mycde” for people in the field. 7. The news section is not typically in use by the field. An idea would be to convert it to a deadline or calendar section with upcoming important dates. 8. Directors Corner 9. Organize the federal programs page by audience (directors, parents, etc) 10. Create a sequence on the side bar |
| **CDE Communication Protocols****1:15 – 2:00**Nazie Mohajeri- Nelson, DeLilah Collins | CDE would like to continue the conversation from the September 20 meeting regarding communication and outreach to the districts. | None | CDE will gather input from CoP regarding communication outreach. CDE will use this input to develop communication protocol. (WHO at the LEA should get WHAT information from CDE?) | **CoP Input on Website Communication:** 1. Link to the Scoop on the Federal Programs page. 2. A Year-at-a-Glance highlight on the homepage. **CoP Input on Direct Communication**1. Suggestion: Create a checklist for cons app application communication. 2. The term “authorized” is confusing. Suggest changing to Assigned User 3. Specify which communication needs to go to which district representative. 4. How do we update “supes” who begin after the application has closed? 5. Change “Authorized User” to “Assigned User.” 6. May not be necessary to send Cons App communication to Foster Care, Homeless, or Title IX |
| **ESSA School Improvement****2:00 – 3:00**Nazie Mohajeri- Nelson and Tina Negley | CDE would like input from the CoP regarding:* 2018-2019 ESSA Identification Data
* Chronic Absenteeism
* Next steps for the “Other Indicator”
* Exiting Targeted Support (TS) and Improvement Status
 | Review the information on the webpages linked below.TS Identification info:[ESSA/CSI/TSI](http://www.cde.state.co.us/fedprograms/essa_csi_tsi) Other Indicator info: [Accountability Other Indicator Process](http://www.cde.state.co.us/fedprograms/essa_accountabilityotherindicatorprocess) | CoP will provide feedback regarding Exiting TS status and the next steps for the “Other Indicator” for identifying schools for improvement under ESSA. | 1. Criteria has been separated into participation and performance. 2. Districts should be sharing information from CDE. 3. Problem: Graduation rates in alternative high schools. Is there any way to adjust criteria to account for this? EASI has been added to Connect for Success, there’s a pilot that’s available, and they are looking for partners to pilot this before it is offered in next year’s EASI. **What needs to be revisited:** --Chronic absenteeism: a new data collection that began in 2016-17. This is not comparable across districts. --Supposed to be for K-12 schools only but 15 included data on pre-K. --Incorrect data (100 student school, claiming 300 chronic absenteeism) --Not currently disaggregated by grade span (2019-2020 earliest) Should we continue to use chronic absenteeism? (For elementary and middle we could just use Science). In ESSA State Plan, it says “Science and Chronic Absenteeism for Elementary/Middle” **Input from CoP:** 1. Revise alignment of the definition of chronic absenteeism. 2. Chronic absenteeism was initially chosen because it measures more than just academics3. CoP would like to bring this discussion back at a later date to have some time to come up with some solutions.  |