COLORADO
Department of Education

Federal Programs Consolidated Application Training/ Regional Network Meeting

Spring 2016

Agenda

- **9:00 Introductions and overview of the day**
- **9:15 – 11:00 Consolidated Application**
  - Overview of changes
  - 2016-2017 Platform
- **11:00 – 12:15 Program expectations in the application**
- **12:15 BREAK**
- **12:30 ESSA information/input**
- **3:00 Consolidated Application work session**

2016-17 Consolidated Application

Consolidated Application Overview

- **The Consolidated Application is the LEA's plan to use federal funds via an annual application/budget proposal to the state educational agency (CDE) for the use of federal funds including, but not limited to:**
  - The plan for providing supports to identified Title I schools
  - Description(s) for intervention programs to be supported with federal funds
  - Descriptions of professional development and how the activities are related to the needs of the students and staff
  - Funds for FTE and PT employees
- **Due June 30th each year**

What is the Consolidated Application?

- **Application includes data tables and budget for the following federal formula grants:**
  - Title I, Part A
  - Title I, Part D
  - Title II, Part A
  - Title III
  - Title VI, Part B

Why are we changing the Consolidated Application?

- **This year will act as a transition year to close out LEA plans under NCLB.**
- **For the 2017-2018 school year, applications will be completed in a new platform that will be used to collect a comprehensive LEA plan.**
  - According to both NCLB and ESSA, CDE needs to have current LEA Plans on file
  - "A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate" (Sec. 1112(a)(1)).

The 2016-17 Consolidated Application

- **CDE will use the 2016-17 funding year as a "bridge" year between NCLB and ESSA requirements for the release of federal funds in FY2016-17**
  - *What does this mean?*
    - The 2016-17 application content is not changing dramatically
    - The "look and feel" of the 2016-17 online application has changed to be more user-friendly in anticipation of new application content relating to ESSA in 2017-18

Advantages

- **Prior Cons App consisted of:**
  - Online platform containing narrative questions and data tables
  - Strategy-Based Budget file (Excel)
- **This Cons App will feature:**
  - Modular design for additional flexibility
  - Necessary data displayed within application screen
  - One integrated platform allows for program sections and Strategy-Based Budget line items to be entered all at once
  - Ongoing technical assistance and access from staff for all modules

Modular Design

Module A: Applicant Profile

- Contacts
- General Assurances
- Data Profile
- Funds Allocations
- ARAC

Module B: LEA Information

- LEA Assurances and district-level strategies for use of all Title funds, including SW/TA/CSW

Module C: Financial Summary

- Display of budget summary, set-aside summary, and per pupil allocation check

Module D: Status & Single Assurance

- Display of status for each module/section of application and single assurance signature page

Program Expectations

General Assurances

Title I, Part A

Title I, Part D

Title II, Part A

Title III, Part A

Title VI, Part B

Budget summary

General Assurances

General Education Provisions Act

Nonpublic Schools

Charter Schools

Neglected Facilities

Homeless and Migrant Statements

Title I, Part A

Title I portion of Module B includes:

- Introduction and instructions
- Budget entry
- Assurances

Title I, Part A

Quick Reference handouts:

- Title IA, General
- Title IA, Schoolwide
- Title IA, Targeted Assistance
- Parent Involvement

Your Quick Reference handouts contains the following information:

- Basic program requirements
- Allowable uses of funds
- Monitoring and evaluation
- Guiding questions

Title I, Part A

Basic program requirements:

- Help ensure that all children have the opportunity to receive a quality education and attain high academic standards
- Allocations are based on poverty rates, but students served are based on academic need
- LEAs serve schools in which poverty rate is at least 35 percent or percentage is above the district average
- Schools with poverty rates above 75% must be served first
- All schools must be served in rank order – schools with higher poverty receive higher per pupil allocations

Title I, Part A

Basic programs:

- Schoolwide: Funds may be used for activities that are part of schoolwide plan and aligned to the comprehensive needs assessment
- Targeted Assistance: Funds may only be used to meet the needs of participating children.

Targeted Assistance	Schoolwide
Only identified students receive services	Title I funds used to upgrade the entire educational program
Submit data to Title I Interchange	Students not identified/reported to CDE
Must involve teachers and parents of students served in the planning process	Must involve all teachers and parents in the planning process

Title I, Part A

Fiscal requirements:

- Maintenance of Effort
  - An LEA cannot reduce its own spending and replace those funds with Federal funds.
- Comparability
  - State and local funds used in Title I schools must at least comparable to those in non-Title I schools.
- Supplement not Supplant
  - Targeted Assistance: Supplemental services for eligible students
  - Schoolwide Program: Supplemental resources – all students are Title I
- All expenditures must be reasonable and necessary.

Title I, Part A

Examples of Uses of Funds in a Schoolwide Program (Based on the Comprehensive Needs Assessment)

- Increased learning time
- High-quality preschool or full-day kindergarten
- Accelerating acquisition of content knowledge for English learners
- Equipment, materials
- Training to compile and analyze progress monitoring data
  - Identify struggling students
  - Data to drive decision making
- Devices and software that allow students to access digital learning materials and collaborate with peers; related training for educators

Title I, Part A

More examples of Uses of Funds in a Schoolwide Program (Based on the Comprehensive Needs Assessment)

- Instructional coaches
- Providing all students access to advanced coursework
- School climate interventions (e.g., anti-bullying strategies, positive behavior intervention supports)
- Activities shown to be effective for increasing family and community engagement
- Family literacy programs

Title I, Part A

Uses of Funds in a Targeted Assistance Program

- Instructional strategies that strengthen the core program and:
  - Interventions for students identified by the school as failing, or most at risk of failing, to meet the State's academic achievement standards based on multiple, educationally related, objective criteria established by the LEA and school;
  - Give primary consideration to extended learning time, such as a longer school year, before- and after-school and summer programs and opportunities;
  - Provide an accelerated, high-quality curriculum, including applied learning; and
  - Strategies to minimize removing students from the regular classroom during regular school hours

Title I, Part A

Uses of Funds in a Targeted Assistance Program

- Coordinate with and support the regular education program, which may include services to assist students in transitioning from early childhood programs such as Head Start, Even Start, Early Reading First or State-run pre-K programs to elementary school programs;
- Provide professional development for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff who work with students in the targeted assistance program
- Provide strategies to increase parental involvement

Title I, Part A

Completing the budget

- Select the appropriate strategy
- Activities for Targeted Assistance and Schoolwide programs must include the following level of detail
  - Provide a clear description of what services/programs are supported with these funds (5Ws)
  - Who will be prioritized or targeted for these services/program?
  - The format, dosage and intensity of the service/program

Title I, Part A

Guiding Questions:

- How will the Title I program provide opportunities for every student, including those from historically underserved populations, to meet State academic standards?
- How will Title I program support Title I schools that:
  - Are Focus or Priority schools?
  - Have Priority Improvement or Turnaround plan assignments?
  - Have students from historically underserved populations?
- What is the intended outcome of the proposed activities, and does it align with the purpose of Title I?

Supplemental Educational Services (SES) and Choice

- According to USDE's guidance to ensure an orderly transition, the requirement for districts to provide SES and Choice to schools that qualify will remain in effect for the 2016-2017 school year. For more information, please read: http://www2.ed.gov/policy/elsec/leg/essa/transitionsy1617-dcl.pdf
- Districts are still required to submit the SES template and receive approval for proposed activities and programs.
  - Due by June 16, 2016
- The school list in the on-line system will be pre-populated and identify which schools must provide SES/Choice.

Supplemental Educational Services (SES)

A district may take up to 15% of the Title I-A allocation to support SES and Public School Choice in Title I schools with plan type assignments of Priority Improvement or Turnaround

- SES provides additional tutoring and extended learning opportunities for students
  - SES Program for at-risk students must include three options for students and families to choose from. One of the three options available must include an external provider
  - Parents of eligible students must be included in the selection of programs and/or providers
- Choice provides the opportunity to transfer to a school with a plan type of improvement or performance.

SES and Choice

CDE will work with each district required to provide SES and Choice, in order to explore and identify all the options for providing additional education supports to eligible students

- Funds allocated should be expended in the 16-17 fiscal year
- May take more than 10% in overall direct and indirect administration to offset the cost for administering the program

SES and Choice

Completing the budget

- Select the appropriate strategy
- Activities must include the following level of detail:
  - Provide a clear description of what services/programs are supported with these funds (5Ws)
  - Who will be prioritized or targeted for these services/program?
  - The format, dosage and intensity of the service/program
  - Location and the amount of funds allocated must be identified

Title I, Part D

Quick Reference handouts:

- Title ID

Your Quick Reference handouts contains the following information:

- Basic program requirements
- Allowable uses of funds
- Monitoring and evaluation
- Guiding questions

Title I, Part D
Neglected and Delinquent

Goals of the program:

- Improve educational services for the students being served under this program so that they have an equal opportunity to access and meet challenging State academic content and achievement standards;
- Provide students with services to successfully transition from institutionalization to further schooling or employment; and
- Prevent at-risk students from dropping out of school, and to provide students who have dropped out with a support system to ensure their continued education.

Subpart 1 v. Subpart 2

Subpart 1: State Agency

- Juvenile correction facilities overseen by the Colorado Division of Youth Corrections (CDYC).
- These funds are direct from CDE to CDYC.

- **Districts do not fall under Subpart 1**

Subpart 2

Subpart 2: Subgrants to LEA

- The funds used under Subpart 2 flow from the State's overall allocation to LEAs, supporting and overseeing facilities within the school district.

- Funds under this subpart support neglected or delinquent facilities
  - Neglected funds are a set-aside under Title IA
  - Delinquent funds are allocated directly through Title ID

Title I, Part D

Completing the budget

- Select the appropriate strategy
- LEAs may create a strategy specific to students within institutions
- Activities must include the following level of detail
  - Provide a clear description of what services/programs are supported with these funds (5Ws)
  - Who will be prioritized or targeted for these services/program?
  - The format, dosage and intensity of the service/program
  - Location and the amount of funds allocated must be identified

Title II, Part A

Title II portion of Module B includes:

- Introduction and instructions
- Budget entry
- Assurances

Your Quick Reference handout contains the following information:

- Basic program requirements
- Allowable uses of funds
- Monitoring and evaluation
- Guiding questions

Title II, Part A

Completing the budget

- Select the appropriate strategy
- Activities for professional development must include the following level of detail:
  - Who will be prioritized or targeted for participation in PD, and how were participants identified
  - The format, dosage and intensity of the PD
  - Scientific research base must be evident
  - Who is providing the PD
- Other details that are helpful to reviewers
  - The change in practice that is expected as a result of the PD
  - How the professional development be aligned to the Colorado Academic Standards

Title II, Part A

Completing the budget

- Funds can be budgeted at the district or school level
  - If activities are focused on a particular school, select that school from the dropdown menu in the location column
  - Otherwise, select district
- Class-size reduction activities must include the following level of detail:
  - Grade level(s) in which class size will be reduced
  - Class size that would exist without this expenditure
  - Class size after applying these funds

Title II, Part A

- **Carryover**
  - No statutory limit on the amount of carryover, however LEAs are expected to draw down funds in a timely manner
  - Funds expire after a period of 27 months
- **Administrative Costs**
  - No statutory limit on administrative costs
  - As with all federally-funded activities, costs must be reasonable and necessary

Title II, Part A

Guiding questions and considerations

- What are the intended outcomes of the proposed activities, and do they align with the purpose of Title II, Part A?
- Were teachers sufficiently involved in conducting the needs assessment?
- Do proposed activities address the greatest areas of need?
- How will Title II, Part A funds provide additional support to schools with Priority Improvement or Turnaround plan types?
- How can Title II, Part A funds address needs in other programs, where funding may fall short of being sufficient, such as Title I, Part A and Title III?

Title II, Part A

Assurances

- The LEA will comply with section 8501, which requires that — Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.
- The LEA will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

Title II, Part A

Additional Resources:

- Title II program quick reference: http://www.cde.state.co.us/fedprograms/technical-assistance
- Announcement regarding highly qualified teachers: http://www.cde.state.co.us/fedprograms/hqtessatransition
- General Title II, Part A program page: http://www.cde.state.co.us/fedprograms/tii/a
- ESEA Virtual Academy (schedule of live webinars with recordings posted): http://www.cde.state.co.us/fedprograms/virtualacademy
- USDE presentation on providing equitable services to non-public school teachers with Title II, Part A funds: https://www2.ed.gov/about/offices/list/oii/nonpublic/titietwosealeafinal.pdf

Title III

- **Title III portion of Module B includes:**
  - Introduction and instructions
  - Budget entry
  - Data Tables
  - Assurances
- **Your Quick Reference handout contains the following information:**
  - Basic program requirements
  - Allowable uses of funds
  - Monitoring and evaluation
  - Guiding questions

Title III

Completing the budget

- Select the appropriate strategy
- Activities must include the following level of detail:
  - Professional development: PD is a required activity as a recipient of Title III funds. Explain what PD is being provided and how Title III funds will be used to support those activities.
  - Major Activities: Explain how the Title III funded activities are supplemental to the core LIEP/ELD program.
  - Staffing: Explain how the position was previously funded.
  - Contracts: Describe the purpose of the contract, the parties involved, and the length of the relationship (number of days, etc.).
- Consider the level of detail submitted in previous applications in narrative form and ensure that this is captured in short-form in the budget.

Title III

- **Carryover**
  - No statutory limit on the amount of carryover, however LEAs are expected to draw down funds in a timely manner
  - LEA must ensure that all requirements of the grant have been met
  - Funds expire after a period of 27 months
- **Administrative Costs (Direct and Indirect)**
  - No more than 2% of the LEA's Title III allocation may be used for administrative costs
  - As with all federally-funded activities, costs must be reasonable and necessary

Title III

Guiding Questions and Considerations

- How will Title III funds be:
  - Coordinated with other ESEA programs to enhance or improve content and ELD programming for English learners?
  - Spent to ensure English learners achieve the same academic level as their English speaking peers?
  - Used to develop innovative programming for English learners, including core content and ELD services?
- How are Title III programs and activities supporting the linguistic, social-emotional, and academic challenges and opportunities of ELs?

Title III

Guiding Questions and Considerations, cont.

- How is the LEA ensuring that schools receiving Title III funds are addressing scheduling conflicts to ensure ELs have an equal opportunity to meaningfully and equally participate in the school's program?
- How does the LEA support instructional staff in providing quality content and ELD instruction to EL students?
- How are families of ELs included in the LEA's parent, family, and community engagement program?
- How does the LEA provide families of ELs adequate and appropriate communication?

Title III

- **Immigrant Set-Aside: Guiding Questions and Considerations**
  - How will funds be coordinated with other ESEA programs to enhance or improve programming for immigrant students?
  - How will funds be used to develop and provide enhanced instructional opportunities for immigrant students? Activities may include:
    - Family literacy, parent outreach, and training activities to help parents to participate actively in their children's education.
    - Support for personnel, including teacher aides, specifically trained to serve immigrant children.
    - Tutoring, mentoring, and academic or career counseling.
    - Identification and acquisition of supplemental curricular materials, and educational software and technologies.
    - Basic instruction services directly attributable to their enrollment; classroom supplies, costs of transportation, etc.
    - Other instruction services to assist them: civics education, introduction to educational system, etc.
    - Activities coordinated with community-based organizations, institutes of higher education, etc. to assist parents by offering comprehensive services.
  - How will the LEA identify immigrant students in order to ensure that Title III Set-Aside funds are only used to serve this population of students and their families?

Title III

Data Tables (Responses should be based on 2015-16 activities)

- Types of LIEPs (Language Instruction Educational Program) used by Subgrantees
- Subgrantee Activities for Immigrant Youth and Children
- Teacher English Language Fluency
- Professional Development
- Nonpublic School ELL Student Participation Count

Title III

Assurances

- The LEA will ensure that all parent notification requirements are sent within timelines specified in section 3302, including initial English learner identification notification. § 3116(d)(1), 115 Stat. at 1701.
- The LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3126 and 3127. § 3116(d)(5), 115 Stat. at 1701.
- The LEA has consulted with teachers, researchers, school administrators, parents and family members, community members, public or non-public entities, and institutions of higher education, in developing the Title III plan. § 3116(b)(5), 115 Stat. at 1700.
- The LEA certifies that all teachers in any language instruction educational program (LIEP) for English learners that is, or will be, funded by Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. § 3116(c), 115 Stat. at 1701.

Title III

Assurances, cont.

- The LEA will annually assess the English proficiency of all English learners participating in programs supported with Title III funds. § 3116(d)(2), 115 Stat. at 1701.
- The LEA has based its proposed plan on scientifically based research on teaching English learner students. § 3116(d)(3), 115 Stat. at 1701.
- The LEA will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic standards. § 3116(d)(4), 115 Stat. at 1701.
- The activities proposed by the LEA are supplemental to core programming for English learners (LIEP/ELD and content). § 3115(g), 115 Stat. at 1700.

Title III

Assurances, cont.

- The LEA implements a professional development program or plan for increasing the capacity of principals and other school leaders, administrators, and instructional staff working with English learners (in both LIEP/ELD and content areas) to meet the needs of English learners. This plan may be supported by funds other than Title III. § 3115(c)(2), 115 Stat. at 1698.
- The LEA promotes parent, family, and community engagement activities in the education of English learners. These activities may be supported by funds other than Title III. § 3116(b)(4), 115 Stat. at 1700.
- The LEA conducts annual evaluations to determine the effectiveness of activities funded under Title III. § 3121, 115 Stat. at 1701-02.

Title III

Immigrant Set-Aside Assurance

- The Title III Immigrant Set-Aside funds are intended to support activities that provide enhanced instructional opportunities for immigrant children and youth. By accepting these funds, the LEA agrees to comply with all associated program requirements. § 3115(e), 115 Stat. at 1699.

Title III

Immigrant Children and Youth

- Immigrant children and youth, as defined by Title III for the use of Title III – Immigrant Set Aside funds and reporting requirements, include children and youth that:
  - Are between the ages of three years old and twenty one years old;
  - Were not born in the United States; and,
  - Have not attended school in the United States for more than three full academic years*.
- Examples

**To determine the number of "full academic years" a student has been enrolled in U.S. schools, count only the cumulative amount of time a child has been enrolled in U.S. schools. If a student leaves the U.S. and returns, the time out of the country does not count toward the three years.*

Title III

Examples of Immigrant Children and Youth

- Example 1: Puerto Rican students may not be counted as immigrant students. However, foreign exchange students and children of U.S. military personnel born on U.S. bases abroad may be counted as immigrant students.
- Example 2: Student moved to the U.S. this year from Canada and is a native speaker of English. This student may be classified as an immigrant student.
- Example 3: Student moved to the U.S. four years ago and attended school in Texas, returned to Mexico for two years and attended school there, then enrolled in your school in Colorado. This student may be classified as an immigrant student.

Title III

Examples of Immigrant Children and Youth (cont.)

- Example 4: Student moved to the U.S. five years ago and attended school in New Jersey, returned to France for three years and attended school there, then enrolled in your school in Colorado. This student may be classified as an immigrant student.
- Example 5: Student moved to the U.S. four years ago and attended school in Colorado, returned to Colombia for six months over the spring and summer, then returned to your school in Colorado in the fall. This student MAY NOT be classified as an immigrant student.

Title III

Additional Resources:

- Title III program quick reference: http://www.cde.state.co.us/fedprograms/technical-assistance
- Culturally and Linguistically Diverse Education Resources: http://www.cde.state.co.us/fedprograms/federalprogramsguidance
- ESEA Virtual Academy (schedule of live webinars with recordings posted): http://www.cde.state.co.us/fedprograms/virtualacademy

Title VI, Part B

Title VIB portion of Module B includes:

- Introduction and instructions
- Budget entry
- Assurances

Your Quick Reference handout contains the following information:

- Basic program requirements
- Allowable uses of funds
- Monitoring and evaluation
- Guiding questions

Title VI, Part B

Goals of the program:

- Title VI, Part B, the Rural Education Achievement Program (REAP) is designed to help rural districts use Federal resources more effectively to improve instruction and academic achievement.
- REAP consists of two programs: Small, Rural School Achievement (SRSA) and Rural and Low-Income Schools (RLIS).

Title VI, Part B

Small Rural School Achievement (SRSA) basic program requirements (LEAs must qualify as both "small" and "rural" to be eligible for these funds):

- To qualify as small, an LEA must:
  - Have an average daily attendance (ADA) fewer than 600 students, or
  - Serve only counties with a population density of fewer than 10 persons per square mile.
- To qualify as rural, an LEA must:
  - Serve only schools with an NCES school locale code of 7 or 8, or
  - Be located in an area defined as rural by a government agency or the state.

** To receive SRSA funds, LEAs must apply via USDE's G5 online system. USDE distributes these funds directly to LEAs, CDE does not oversee these funds.*

Title VI, Part B

Rural Low Income School (RLIS) basic program requirements:

- 20% or more of children aged 5 to 17 served by the LEA are from families below the poverty line; and
- All schools in the LEA have a locale code of 6, 7, or 8 (assigned by the U.S. Department of Education's National Center for Education Statistics [NCES]); and
- The LEA is NOT eligible to participate in the SRSA program.

**** Title VI, Part B RLIS funds must be included in the Consolidated Application.***

Title VI, Part B

Title VI, Part B funds can be used flexibly and in various ways to support any activities authorized under ESEA, including, but not limited to the following:

- Recruitment and retention of teachers, including use for signing bonuses and other incentives.
- Professional development for teachers, including programs that train teachers to utilize technology to improve instruction or work with students with special needs.
- Educational technology, including software and hardware (Title II, Part D).
- Parental involvement activities.

Title VI, Part B

Allowable Expenditures of Title VI, Part B (cont.):

- Activities authorized under:
  - Safe and Drug-Free Schools Programs (Title IV, Part A).
  - Title I, Part A:
    - Improving basic programs operated by LEAs.
    - Activities for schools identified as priority or focus.
  - Title III Language Instruction for limited English proficient and immigrant youth.

Title VI, Part B

Completing the budget

- Select the appropriate strategy (see handout)
- Activities must include the following level of detail
  - Provide a clear description of what services/programs are supported with these funds (5Ws)
  - Who will be prioritized or targeted for these services/program?
  - The format, dosage and intensity of the service/program
- An LEA cannot reduce its own spending and replace those funds with Federal funds.
- State and local funds used in Title I schools must be at least comparable to those in non-Title I schools.
- Funds must be supplemental, not supplant non-Federal funds.
- All expenditures must be reasonable and necessary.

Title VI, Part B

Assurances:

- Recognizing the unique needs of rural school districts and that the formula grant allocations are often too small to be effective in meeting their intended purposes, the Rural Education Achievement Program funds may generally be used to support the intent and activities authorized under the NCLB Title programs.

Title VI, Part B

Guiding Questions:

- Are funds supporting activities related to the LEA's major improvement strategies?
- How will Title VI, Part B funds provide additional support to Title I schools that:
  - Are Focus or Priority?
  - Have Priority Improvement or Turnaround plan assignments?
- What are the intended outcomes of the proposed activities and do they align with title program purposes?

Title VI, Part B

Additional Resources:

- Title VI, Part B program quick reference: http://www.cde.state.co.us/fedprograms/quick-reference-guide
- General Title VI, Part B program page: http://www.cde.state.co.us/fedprograms/ov/tvib
- ESEA Virtual Academy (schedule of live webinars with recordings posted): http://www.cde.state.co.us/fedprograms/virtualacademy
- U.S. Department of Education's Rural Education Achievement Program (REAP): http://www2.ed.gov/nclb/freedom/local/reap.html

Budget Functions and Summary

Budget Columns

Column Name	Data Type
Strategy	Dropdown and Text
Activity (formerly action step)	Text
Location	Dropdown
Program Code	Dropdown
Object Code	Dropdown
Salary Position (if applicable)	Dropdown
FTE (if applicable)	Numeric
Funding Source	Dropdown
Amount	Numeric

Strategies

- **An overall district approach for improving student achievement that may also include major initiatives**
- **Describes how the practices, or changes in practices, in district/schools will result in improved outcomes for students**
- Pre-populated for OPTIONAL use in the Strategy-based Budget
  - Systematic and organized
  - Selected to accomplish an objective/goal/target
  - Describes the specific change in practice necessary to meet the identified Goal and or Target
  - Action oriented

Considerations for Developing Strategies:

- Is the identified need articulated in the needs assessment(s)?
- How was the decision made to prioritize this strategy/activity(s)?
- What is the basic program; how is the proposed strategy and related activities supplemental?
- Do the proposed activities enhance or accelerate the basic program?
- If this is a new activity, how will progress be monitored?
- If this is a continuing activity, how does program evaluation justify continuing the activity?
- What additional supports (staff, funding) may be leveraged to ensure the goal of increasing student outcomes?

Activities

Activities are specific steps that school or district personnel will take to implement the strategy. These:

- Are clearly stated intentions, succinctly written
- Describe in detail how the strategy will be implemented
- Are specific and doable within the established timeframe
- Activities can be copied and pasted from last year's budget file into the new platform.

Activities

Each activity should include the five W's: who, what, where, when and why:

- Who is participating in the activity: Second grade math teachers
- Who is managing/administering the activity: district professional development coordinator
- What is the activity: Professional learning delivered by district math coaches on number sense
- Where will the activity occur: district wide
- When will the activity occur: Saturday mornings in September and October
- Why - the activity should relate to the identified strategy: teachers need additional training in teaching mathematical concepts as articulated in the Colorado Academic Standards to improve student math scores

Activity Example

- The five W's: Who, What, Where, When and Why
- What is the activity: Cultural and Linguistically Diverse certified interventionists provide classroom imbedded instructional supports for English Language Learners and other students struggling with academic language
- Where will the activity occur: elementary and middle schools identified as Title I Focus schools
- When will the activity occur: 1 hour, 3 times a week during core instructional time
- Why - the activity should relate to the identified strategy: students need additional support to build academic vocabulary in order master content

Strategy vs. Activity

- **Strategy – What**
  - Describes how the practices, or changes in practices, in district/schools will result in improved outcomes for students
- **Activity – How**
  - Describes the steps to implement the activity that will result in a change in practice and improve outcomes for students
  - Details necessary to describe for reviewers what the federal supplemental funds are supporting
    - Remember: because there is no additional narrative all the detail needs to be in the budget file so that reviewers can provide approval

Location

- **Activities must be assigned to a location**
- **Locations are pre-populated for each LEA:**
  - District: District Level XXXX D
  - School: School Name XXXX E/M/H
  - Nonpublic Schools within the LEA boundaries: School Name XXXX P
  - Neglected and Delinquent Facilities: School Name F
  - School list was created based on most recent information submitted to CDE (School Master List)
    - If school is not in the dropdown use OTHER XXXX and describe in the activity section

Salary Positions and FTE

- **Prepopulated drop down menu (see handout)**
  - Applicable only if Object Code is 0100 Salary
  - Cross referenced to the Job Class Codes in the Chart of Accounts
  - Common titles/descriptions:
    - Eliminates ambiguity – reviewers know the proposed position
      - Function, not Certification
    - Facilitates statewide evaluation
      - Identify best practices
      - Compare/contrast like situated LEAs
- **FTE can be rolled up for same positions at same location**
  - 2 interventionists positions at an elementary school can be listed on one row as 2.0 FTE

Funding Source

- **Dropdown menu contains following options:**
  - Title programs
  - Title I Set Asides cross referenced grant codes in Chart of Accounts
    - Grant code (92XX) are used for 2015-2016
  - REAP –Title IIA funds "REAP (flex) for use in" other Title programs
- **The online budget feature will only allow you to select the funding sources that match the application part in which you are working. This ensures totaling feature functions properly.**
- **Districts less than 1,000 or One School Per Grade Span may budget activities at the District Level**
  - Must serve all levels
    - If school is not serving a level, must be noted in activity

Title I Set-Asides

- **Set Asides are specific funding source options in the Funding Source column.**
- **Title I set asides reduce the total funds available prior to school level allocations**
  - Parent Involvement Set Aside (9211) must be budgeted at the school level – select specific school in location column
  - All other Set Asides should be budgeted at district level – select District Level in dropdown menu in location column
  - District Managed Activities: if the district managed activity is occurring at a specific school, incorporate the school name into the activity description. Select District Level in the location column

Priority Performance Challenge (PPC)

- **Priority Performance Challenge (PPC)**
  - A district accredited with a Priority Improvement or Turnaround plan assignment may take up to 10% of the Title I-A allocation to support professional learning in areas identified as Priority Performance Challenges
    - May be used for professional learning by districts accredited with Priority Improvement or Turnaround
    - May be used for professional learning in non-Title I schools with a plan type assignment of Priority Improvement or Turnaround
  - PPC: if the professional learning activity is occurring at a specific school, incorporate the school name into the activity description. Select District Level in the location column

Supplemental Educational Services (SES) & Public School Choice (CH)

A district may take up to 15% of the Title I-A allocation to support SES and Public School Choice in Title I schools with plan type assignments of Priority Improvement or Turnaround

- SES provides additional tutoring and extended learning opportunities for students
  - SES Program for at-risk students must include three options for students and families to choose from one of the three options available must include an external provider
  - Parent of eligible students must be included in the selection of programs and/or providers
- Choice provides the opportunity to transfer to a school with a plan type of improvement or performance.

District Managed Activities (DMA) in Title I Schools

A district may set aside a portion of Title I-A funds to support Title I schools under the following circumstances:

- Additional supports for Title I schools assigned a Priority Improvement or Turnaround plan type should be the primary focus of these funds
- Summer school, if the program consolidates the activity to specific sites
- Pay differential for Title I schools with any plan type assignment
- May be used to support Title I Focus schools that have moved up a plan type assignment or to support Title I schools that are trending down

DMA, cont.

Other District Managed Activities

- Additional Parental Activities
- Reservation for Non-Public School in a neighboring district

- DMA: if the district managed activity is occurring at a specific school, incorporate the school name into the activity description. Select District Level in the location column; REMEMBER: These funds stay at the district level and never flow to the school.

Set-Aside Allocations

Parental Involvement Set Aside (PA-D and PA-S)

- For LEAs with an allocation greater than $500,000, budget sets aside 1%
  - 95% of this set-aside must go to Title I schools
    - Parents must be involved in the schools' decision on how to use these funds
  - District may retain the remaining 5% of the set-aside for district level parental activities
    - District Managed Activities can be used to reserve additional funds for district level parental activities

Set-Aside Allocations

- **Homeless Set-Aside (HM)**
  - Must budget a minimum of $50
  - Increase this amount to meet the district's needs
- **Can support excess transportation costs**
  - Must align with identified need/strategies
  - One of many ways to use Homeless Set-Aside

Set-Aside Allocations

- **Neglected Set-Aside (NG)**
  - Input amount for districts with a neglected facility
- **Preschool (PS)**
  - Provide support for preschool activities
    - Direct intervention with students
    - Transition to kindergarten support
    - Professional learning for preschool teachers
- **Family Literacy (FL)**
  - Literacy program for families in Title I schools
    - Adult GED, ESL and/or Parenting classes
    - Parent and child activities
    - Student activities involving literacy

REAP Flexibility

- LEAs may REAP(flex) Title IIA funds for use Title IA, IID, III, III-SA, IVA and V
- Funding Source Column –select the appropriate “REAP for use in” Title option
- REAP(flex) budgeted amounts will flow to the Budget Summary
- “REAP for use in” will total under the original funding source, which does not increase the allocations.

Transfer Funds

- LEAs may Transfer Title IIA funds into Title IA
- Will reduce Title IIA allocation while increasing Title IA allocation

BOCES/Title III Consortium

- Template will be given to BOCES/Consortium so that districts can sign over their funds to the BOCES/Consortium to be managed/administered
- BOCES/Consortium will notify CDE of district sign-over in order to gain access to separate district Consolidated Application platform
- Application (including budget items) will be completed for each district by BOCES after districts sign over funds to BOCES

Consolidated Schoolwide Programs

- Budget these schools' allocations in each of the Title funds sections
- Districts will be able to budget Consolidated Schoolwide similarly to how it has been budgeted in the past

Totaling Features

Budget line items completed in previous modules for each Title will then be populated in a budget summary module, with a separate set-aside summary, for all activities that were budgeted for all Title funds

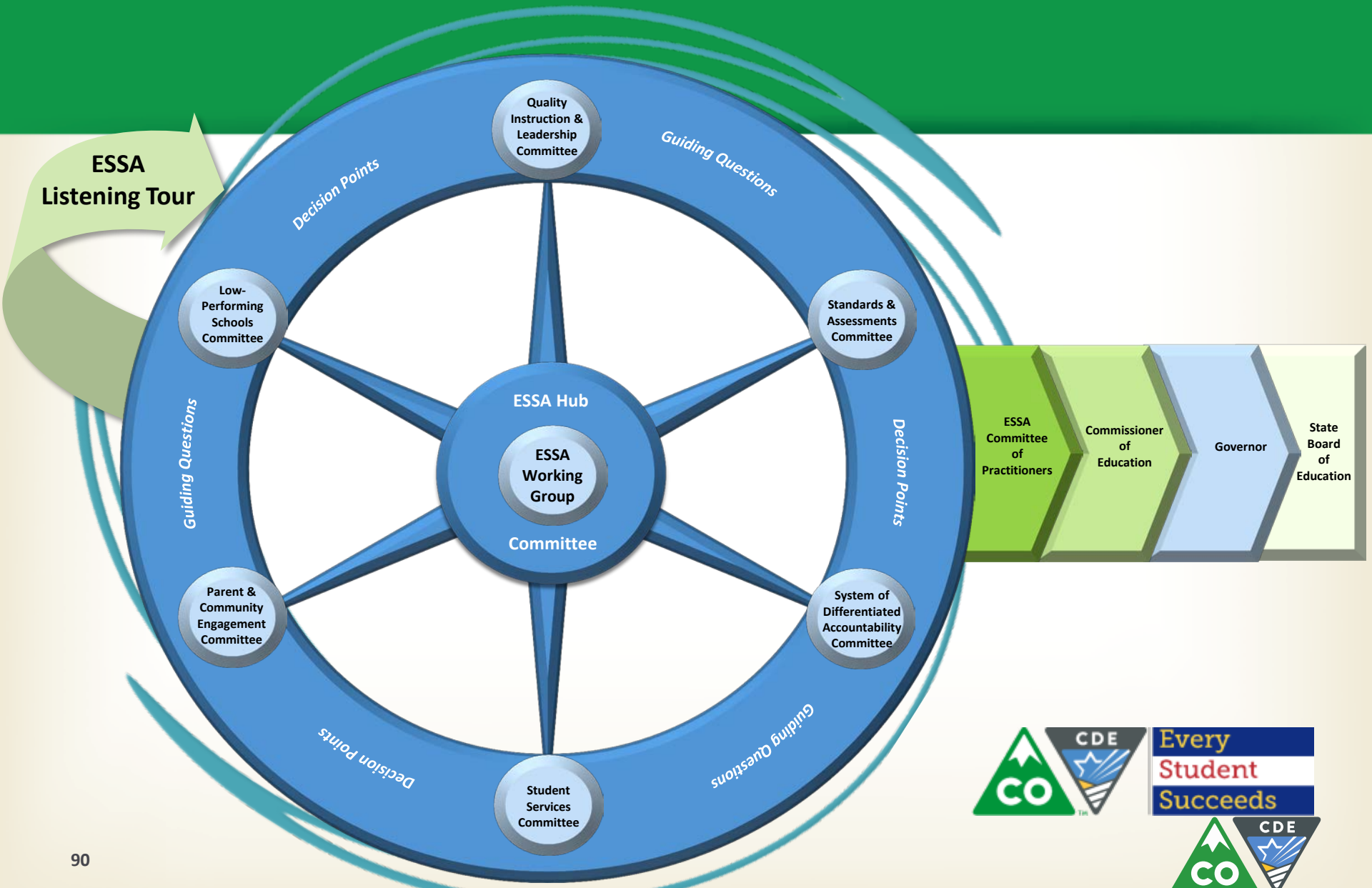
BREAK

Please grab a lunch. We will continue in 15 minutes

Every Student Succeeds Act

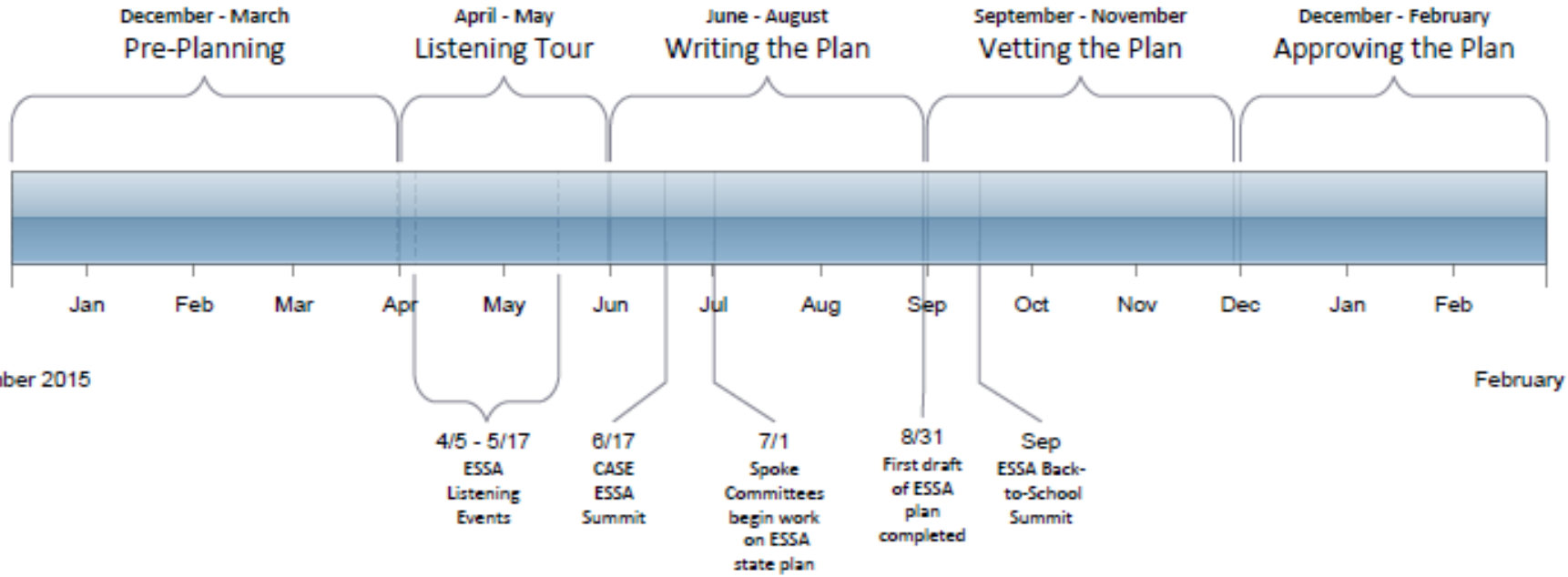
In December of 2015, President Obama signed into law the reauthorization of the Elementary and Secondary Education Act (ESEA). The title of the reauthorized legislation, which replaces the No Child Left Behind Act, is the **Every Student Succeeds Act (ESSA)**. The passage of ESSA provides a much anticipated opportunity to improve outcomes for all students.

Every Student Succeeds Act (ESSA) Colorado State Plan Development



Note: State Plan development based on current understanding of the Every Student Succeeds Act (ESSA) with limited USDE guidance and is subject to change based on forthcoming rules and guidance.

Colorado ESSA State Plan Development Timeline



Pre-planning	Listening	Writing the Plan	Vetting the Plan	Approving the Plan
Develop an understanding of the law to identify decision points and develop guiding questions.	ESSA Statewide Listening Tour visits 6 locations. Additional 20 ESSA listening events throughout the state CDE continues engaging existing committees and stakeholder groups to solicit ESSA feedback	ESSA Spoke Committees convene to make recommendations on focus areas of the state plan. Start drafting state plan based on committee recommendations Initial draft of ESSA state plan completed	State plan drafts vetted with stakeholders and hub committees. Revised plan presented to the Commissioner and State Board of Education	Final plan approved by Commissioner, the Governor, and State Board of Education. Plan submitted to USDE

Note: Timeline based on current understanding of the Every Student Succeeds Act (ESSA) with limited USDE guidance and is subject to change based on forthcoming rules and guidance.

ESSA Overview

The following slides will provide an overview regarding the following topics:

- **Standards and Assessments**
- **System of Differentiated Accountability and Support**
- **Quality Instruction and Leadership**
- **Supports for Student Success**

Standards

ESSA Requirement	Colorado Status
Like under NCLB, states are required to adopt "challenging" statewide academic content and achievement standards in, at minimum, math, reading/language arts, and science.	Meets Requirements
The state must set at least three levels of achievement standards (e.g., Advanced, Proficient, and Basic).	Meets Requirements
ESSA requires that states ensure that these standards are aligned with entrance requirements for credit-bearing coursework in the public higher education system in the state, as well as with relevant career and technical education standards.	Meets Requirements
States must also put in place standards for English-language proficiency that address speaking, listening, reading, and writing, and are aligned with the state's academic standards.	Meets Requirements (CELP Standards)

Standards

- **The Secretary cannot:**
  - Require a state to submit its standards for review
  - In any way mandate, direct or coerce, or exercise any control or supervision over state standards

Assessments

ESSA Requirement	Colorado Status
Retains current testing requirements by grade level and subject area: mathematics and ELA in grades 3-8 and once in high school; science once each in elementary, middle and high school grades	Meets Requirements
Maintains the requirement for results disaggregated by subgroup	Meets Requirements
Permits states to administer assessments as a single test or as a set of interim tests that can be rolled up into a single annual result for each student	Meets Requirements *Potential decision point for spoke committee

Assessments

Allowable under ESSA

States **may** allow students (as appropriate) to take a high school math assessment instead of the 8th-grade math assessment and count those results for accountability.

States **may** use computer-adaptive assessments and may measure a student's academic proficiency above or below grade level and use such scores towards accountability.

Option for High School Assessments: At the high school level, states may select one or more nationally recognized assessments (e.g., the ACT or SAT) for districts to use in place of the statewide assessment.

Assessments

Districts can also apply to their State for permission to use a nationally recognized assessment of their choice.

- If a district submits an assessment for state review, that assessment will be subject to the same approval process. Based on that process, the state may then approve the assessment for use.
- Colorado – Decision point for spoke committee

Assessments

Alternative Assessments: States may administer alternative assessments for students with the most significant cognitive disabilities to no more than 1 percent of all students across the state in each subject.

- There is no LEA cap on the administration of these assessments, but does require LEAs to submit information to the SEA justifying the need to exceed such cap.
- Does not authorize the 2% cap.

Assessments

Inclusion of English learners:

- Moves accountability from Title III to Title I for EL students
- In NCLB, ELs who reached proficiency left the EL subgroup and were monitored for two years as former ELs
- Under ESSA, states may count students who are no longer ELs as part of the EL subgroup for up to four years after the student is reclassified

Assessments

- States have the choice of excluding ELs from taking the ELA assessment, and excluding results of math results and English proficiency assessment results from accountability for the first year that the student attends school in the U.S.

OR

- States may choose to administer reading and math assessments to a newly arrive English learner and report his/her performance, but:
  - Exclude his/her results from accountability in the first year, but the results will have to be publicly reported;
  - Include growth only in the second year; and
  - Include proficiency on these assessments in the third year.
- Colorado - Currently allows districts to choose from the options above
  - Decision item for assessment spoke committee

Assessments

Innovative Assessment Pilot: ESSA allows the Secretary to set up an innovative assessment pilot under which states could apply to develop "Innovative assessment systems," which can include competency-based, performance-based, and other types of assessments that allow students to demonstrate mastery or proficiency.

- Pilot of seven states
- Colorado - Considering applying for pilot

System of Differentiated Accountability and Supports

As part of the ESSA state plan

- Each state is required to set statewide, long-term goals and interim progress targets for improving outcomes for all students and each student group.

- **Goals have to be set based on at least:**
  - Proficiency on state assessments in reading and math; and
  - High school graduation rates
  - The length of time within which each group of students must reach these goals has to be the same.

System of Differentiated Accountability and Supports

- For groups that are behind, goals have to take into account the improvement needed to make significant progress in closing proficiency and graduation rate gaps.

- States are also required to set goals for increasing the percent of English learners making progress toward reaching English-language proficiency within a state-determined timeframe.

  - Colorado - These goals will be identified through the work of stakeholders, working groups and planning committees over the next several months.

School Accountability System

Each state is required to develop a school accountability system that meets the following parameters with regard to:

- school ratings
- supports and interventions

School ratings: States must establish a system to meaningfully differentiate all public schools in the state

- This system must be based on a set of **indicators**, all of which, except for English proficiency, have to be disaggregated by student group.

Indicators

1. **Academic achievement:** Proficiency on state assessments, as measured against the state's goals. For high schools, this measure may also include student growth.
2. **Additional achievement indicator:**
   - **For elementary/middle schools:** student growth or another valid and reliable academic indicator that allows for "meaningful differentiation" in school performance.
   - **For high schools:** four-year graduation rates (and, at the state's discretion, extended rates), as measured against the state's goals.
3. **English proficiency:** For English learners, the state's English-language proficiency assessment. This measure may include growth toward English-language proficiency
4. **At least one other indicator of school quality or student success** that must be valid, reliable, comparable, and statewide. Examples include student engagement, educator engagement, and student access to and completion of advanced coursework.

Assessment Participation

States must provide a clear explanation for how they will factor the **95 percent participation requirement**, overall and by student group, into the school accountability system.

School Identification

The school accountability system has to identify, at minimum:

- **Comprehensive Support and Improvement Schools**, including:
  1. Title I schools that are in the lowest performing 5 percent of Title I schools in the state
  2. All high schools that fail to graduate one-third or more of their students
- **Targeted Support and Improvement Schools**: Any school that is "consistently underperforming" for one or more student groups and;
  - Additional Targeted Support: Any school whose results for any student subgroup meet the criteria for the lowest performing 5 percent of Title I schools in the state for students overall.
- These schools will be identified for the first time in 2017-18.
  - Waiting on guidance from USDE regarding this timeline

School Support

The following supports and interventions are required for each type of school:

Comprehensive Support and Improvement Schools

States must	LEAs must
notify districts of any schools that require comprehensive support and intervention and set criteria (not to exceed four years) that these schools have to meet to exit this category	develop and implement a **comprehensive support and improvement plan** for each such school, in partnership with stakeholders. The plan must: be informed by all indicators in the statewide accountability system, including student performance against state goals; include evidence-based interventions; be based on a school needs assessment; identify resource inequities that will be addressed through implementation; be **approved by the school, district and state**, and once approved be **monitored by the state**

School Support

Targeted Support and Intervention Schools

States must	Identified schools must	LEAs must
notify districts of any school where a group of students is consistently underperforming	**develop and implement an improvement plan**, in consultation with stakeholders, that: • Is informed by all indicators in the statewide accountability system, including student performance against state goals; and • Includes evidence-based interventions	**approve each school's plan** and monitor implementation **take additional action,** if the school is unsuccessful in implementing its improvement plan within a **district-determined number of years**

School Support

Additional Targeted Supports

- These schools must take all the same steps as Targeted Support and Intervention Schools, but their improvement plans **must also identify resource inequities** that will be addressed through plan implementation.

- In addition, the state must set exit criteria for these schools. If the schools do not meet these criteria within a state-determined number of years, they become comprehensive support and improvement schools.

School Support

State-provided technical assistance/support:

- States must periodically review resource allocation to support school improvement in districts with significant numbers of schools identified for each of the intervention levels. States must also provide technical assistance to these districts.

Funding for school improvement activities:

- States must reserve 7 percent of their Title I, Part A dollars for school improvement activities, 95 percent of which they have to distribute to districts to serve comprehensive and targeted improvement schools. These funds may be distributed on either a formula or competitive basis.

Direct Student Services

States **may** reserve 3 percent of their Title I, Part A allocation for direct student services. Ninety-nine percent of these funds have to be distributed to districts with the highest numbers of comprehensive and targeted support schools.

Direct Student Services

If the SEA sets aside 3 percent for Direct Student Services,

- Districts have to use 97 percent of the funds they receive on one or more of the following services.
  - Enrollment in academic courses not available at the schools;
  - Credit recovery and academic acceleration courses leading to regular high school diploma;
  - Assisting students in completing postsecondary level instruction (e.g., AP/IB)
  - Components of a personalized learning approach, which may include tutoring; or
  - Transportation costs associated with allowing students to transfer to another school, including charters

Prioritization

Both sets of funds must take into account:

- Geographically diverse LEAs
- LEAs with large numbers of identified schools

Quality Instruction and Leadership

- NCLB mandated that all teachers must be “highly qualified”, with the goal of addressing the teacher equity problem, wherein the least qualified teachers were disproportionately instructing the most disadvantaged students.
- Under ESSA, the NCLB law’s “HQT” requirement is officially a thing of the past.
  - States will not be required to implement HQT requirements as of July 1, 2016
  - Instead, States and LEAs must now ensure that teachers meet applicable State licensure requirements.
- More detailed information on this transition is posted at: http://www.cde.state.co.us/fedprograms/hqtessatransition

Quality Instruction and Leadership

- States will still need to report data on the professional qualifications of teachers, including the extent to which low income and minority students are being served at disproportionate rates by *"ineffective, out-of-field, or inexperienced teachers."*
- State plans for equitable access to excellent teachers will remain in effect.
  - Colorado's plan is posted at: http://www.cde.state.co.us/fedprograms/stateequityplan
  - The plan includes definitions for the terms above.

Quality Instruction and Leadership

- ESSA allows States to define the following terms:
  - Effective/ineffective teacher
  - Qualified/unqualified teacher
  - In/Out-of-field teacher

- The first two terms are already defined in Colorado statute
  - The third is potentially defined, but clarity is still needed in some areas (see document linked on slide 41)

Supports for Student Success

Title I

Title II

Title III

Title IV

Title V

Title I – ESSA Transition

For 2017 – 2018, a LEA must have a plan on file with the SEA that:

- Is developed in consultation with stakeholders
- Addresses disparities in teacher distribution
- Meets LEA responsibilities related to school improvement (as applicable)
- Coordinates and integrates services with preschool programs
- Supports efforts to reduce the overuse of discipline practices that remove students from classrooms
- Coordinates academic, career and technical education content

Title I – ESSA Transition

Parent Information – 2017-2018

- Must inform parents of ability to request info regarding teacher qualifications
- Must provide parents information regarding their child's academic achievement
- Notify if taught by teacher that does not meet applicable state certification or licensure requirements
- Policy regarding student participation in statewide assessments – post information on each assessment
- Inform parents of ELs of the reason their child was identified and the services for which they are eligible

Title I –ESSA Transition

- **Preserved rank order**
  - Must serve 75% or higher
  - LEAS may use 50% threshold for High Schools
- **Targeted Assistance Programs**
  - No changes
- **Schoolwide – Transition**
  - May request a waiver to operate SW program in a school below 40%
  - Transition to “new” SW requirements during 2016-2017 SY
  - May transition early
  - ESSA SW Program Requirements and Rubric
    http://www.cde.state.co.us/fedprograms/swtoolkit

Title I – ESSA Transition

Choice/SES

- Required reservation is repealed
- States **may** reserve up to 3% for:
  - Career and technical education
  - Advanced placement/IB test fees
  - Tutoring
  - Transportation to support choice
- Or, LEAs may use district-level set asides for these activities

Title I – ESSA Transition

Subgroups – Data Reporting

- Maintains NCLB requirements and adds:
  - Homeless students
  - Students in foster care
  - Students with at least one parent currently serving in the armed services

Supplement not Supplant

- Under NCLB, districts had to itemize the cost of services and programs to show that Title I aid was providing supplemental services.
- But under ESSA, districts don't have to itemize those individual costs—they only have to show in fiscal terms that the Title I dollars only supplement state and local dollars, and they don't need a waiver to do so.
- The Secretary cannot prescribe the methodology a district uses to demonstrate supplement, not supplant, compliance.

Title II, Part A

Permits SEAs to reserve:

- 1% for administration
- Up to 5% to support additional state-level activities (e.g., reform of certification, licensure, and tenure systems)
- Up to an additional 3% to support principal development.

Title II, Part A

The bill authorizes (but does not require) states to use Title II funding to implement teacher and leader evaluation systems based in part on students' test scores.

- ESSA authorizes new allowable federal funding for states to develop and implement:
  - Teacher and School Leader Academies;
  - Activities to support leadership development in school principals;
  - Educator training on the use of technology and data privacy.
  - Reform of state certification, licensure and tenure systems;
  - And other state educator workforce priorities.

Title II, Part A

- Revises the state grant formula to reflect greater for states with higher numbers of students in poverty.
- For Part A, this formula change will be phased in over 4 years. Includes a wide variety of allowable uses, including
  - improving students' equitable access to teachers,
  - designing and implementing evaluation systems (though they must include multiple measures and provide clear feedback),
  - supporting and developing alternate routes to certification,
  - developing human capital systems, and professional development

Title II, Part B

- Part B contains all national activities and is split into four subparts:
  - Subpart 1—**Teacher and School Leader Incentive Program** (2017-2019—49.1%, 2020, 47%)
  - Subpart 2—**Literacy Education for All, Results for the Nation** (2017-2019—34.1%, 2020—36.8%)
  - Subpart 3—**American History and Civics Education** (2017-2020—1.4%)
  - Subpart 4—**Programs of National Significance** (2017-2019—15.4%, 2020—14.8%)

Title II, Part B

Programs of National Significance include the following:

- **Supporting Effective Educator Development** (not less than 74% of the subpart 4 allocation);
- **School Leader Recruitment and Support** (not less than 22% of the subpart 4 allocation);
- **Technical assistance** (not less than 2% of the subpart 4 allocation);
- **STEM Master Teacher Corps** which includes support for SEA/non-profit ability to provide effective professional development across the state (not more than 2% of the subpart 4 allocation)

Title III

- Requires the SEA to establish and implement standardized statewide entrance and exit procedures.
- Requires LEAs to provide and implement activities and strategies to enhance core programming for ELs through parent, family, and community engagement activities.
- Allows LEAs to offer early college high school or dual/concurrent enrollment programs or courses designed to help ELs achieve in postsecondary education.

Title IV

- The Act authorizes a Student Support and Academic Enrichment grant program under a new Title IV that funds a wide range of activities and purposes.

- The program is authorized at $1.65 billion in FY 2017 and $1.6 billion in FY 2018 through 2020.

Title IV

Districts that receive more than $30,000 will have to fund activities in each of three categories:

- **Well-Rounded** (at least 20% of funds), which include AP and IB test fee reimbursement, STEM, Arts and Computer Science.
- **Healthy Students** (at least 20% of funds), which includes bullying and drug abuse prevention.
- **Technology** (at least one activity, and no more than 15% can go toward the purchase of technology infrastructure).

Title IV

- Some programs would live on as separate line items, including the 21st Century Community Learning Centers Program, Promise Neighborhoods, and Parent Engagement.

- There also reservations for Arts Education, gifted education, Ready to Learn, and the Education Innovation Research Program.

CDE ESSA Communication

- **Communications from CDE on ESSA are delivered through these formats:**
  - ESSA page on CDE website: http://www.cde.state.co.us/fedprograms/essa
  - ESSA in Colorado blog: http://www.cde.state.co.us/fedprograms/essablog
  - E-mail address for your comments and questions: essaquestions@cde.state.co.us
- **Check the website often and subscribe to the blog to stay up to date on:**
  - CDE listening tour
  - Opportunities to inform the State plan
  - Important policy communications

THANK YOU!

- Please feel free to stay and work on your application.
- We are here to provide any support you need during the work session.
- If you have questions after you leave today, please don't hesitate to contact us at http://www.cde.state.co.us/fedprograms/ov/contacts