

Prior to submitting your comments, we invite you to read [a letter from Commissioner Anthes on Colorado's ESSA State Plan Development and release of the state plan draft](#).

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- Low-income students;
- Lowest-achieving students;
- English learners;
- Children with disabilities;
- Children and youth in foster care;
- Migratory children, including preschool migratory children and migratory children who have dropped out of school;
- Homeless children and youths;
- Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;
- Immigrant children and youth;
- Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and
- American Indian and Alaska Native students.

A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

The vision for the Colorado Department of Education (CDE) is that all students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life. Thus, the Colorado Department of Education works to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state. The department has four overarching goals* that are focused on supporting students through every step of their schooling:

1. **Start Strong** - Every student starts strong with a solid foundation in grades preschool-3.
2. **Read by Third Grade** - Every student reads at grade level by the end of third grade.
3. **Meet or Exceed Standards** - Every student meets or exceeds standards.
4. **Graduate Ready** - Every student graduates ready for college and careers.

* The goals are described in greater detail in the [Colorado Department of Education Performance Plan](#).

Through the system of performance management, described in detail in Section 2.2 of this plan, the department supports districts in meeting these goals and the guidelines set forth by the Every Student Succeeds Act. During the Consolidated Application reviews and the monitoring of ESEA programs, CDE staff collaborates across departments to identify areas of need within Local Educational Agencies (LEAs) and to develop guidance and technical assistance that will support the continuum of education from preschool through grade 12. Within this continuum, Colorado has identified the following key areas in which the department specifically supports education and transitions from preschool to grade 12:

- Supports for Early Childhood Education
- Supports for District to District Transfers and Transitions
- Supports for High School, Post-Secondary Education and Careers

Information and technical assistance regarding these key areas is provided to LEAs as they work to align their identified needs with the evidence-based strategies they will implement to meet those needs through the alignment of federal, state and local resources. The following sections describe in more detail some of the supports and services that the Colorado Department of Education provides to LEAs in order to ensure that all children have a significant opportunity to meet challenging State academic standards.

Supports for Early Childhood Education

Research and evidence point to the importance of a child's earliest years in building a strong foundation for learning. High quality early learning experiences provide a lifetime of benefits. Colorado has a long history of embracing the importance of early learning and has developed a strong foundation supporting the growth of a P-3 system. CDE's commitment to supporting education for all students is built on this foundation. Some of the initiatives to support these efforts include:

- Alignment of organizational structure within CDE's Division of Student Learning to promote greater alignment of programs and services for students across the P – 12 system with a focus on P – 3. The division includes the Teaching and Learning Unit (including the Office of Early Learning and School Readiness, Office of Literacy, Office of Learning Supports, and Office of Standards and Instructional Support), the Federal Programs Unit, and the Exceptional Students Service Unit. Aligning the work across these offices will provide greater coherence in policies across the P – 3 continuum.
- Expansion of the Colorado Preschool Program (CPP). CPP is a state funded preschool program serving children with risk factors in their lives which have been shown to be associated with later challenges in school. It started 28 years ago as a small project and now serving more than 26,000 children. <http://www.cde.state.co.us/cpp/2017legreport>.
- Colorado's Early Childhood Leadership Commission. The work of the Commission has led to the development of Colorado's Early Learning and Development Guidelines <https://www.cde.state.co.us/early/eldgs>, the Early Childhood Colorado Framework, <http://earlychildhoodframework.org/wp-content/uploads/2015/08/ECLC-FRMWRK-062415-LORES.pdf>, and Colorado's Early Learning Professional Development System Plan, <https://www.cde.state.co.us/early/copdplan>.
- Colorado Department of Human Services (CDHS) Office of Early Childhood (OEC). This office brought together numerous programs from health and human services. The work of OEC

includes the Child Care Assistance Program, Head Start Collaboration, and Family Resource Centers. <http://www.coloradoofficeofearlychildhood.com/>. CDE and CDHS have had interagency agreements for 25 years. These agreements focus primarily on implementation of the Child Care and Development Block Grant and the Race to the Top, Early Learning Challenge Grant. Results of this partnership include:

- Colorado Shines – Colorado’s new Quality Rating and Improvement System (QRIS), a new rating system for early childhood education programs. Colorado Shines links quality assessment to child care licensing.
<http://coloradoshines.force.com/ColoradoShines>
- Colorado’s Professional Development Information System (PDIS)
<https://ecpd.costartstrong.org/ets/welcome.aspx>. The Professional Development Information System (PDIS) is a competency based online system supporting professional development and career pathways for Colorado’s early childhood workforce. The PDIS is used to review and award an individual’s Colorado Early Childhood Professional Credential, to provide high quality online professional development and to support career growth and development.
- Colorado Early Childhood Councils and the Early Childhood Councils Leadership Alliance (ECCLA) – The Early Childhood Councils are local community collaborative organizations including key stakeholders representing health, education, human services, and numerous other community partners. The Councils consolidate their expertise and resources to support an aligned system of programs and services for children from birth through age eight, and their families. ECCLA is a statewide network of Council leadership and other resources.
<https://www.coloradononprofits.org/membership/nonprofit-member-directory/nonprofit/4588>
- School Readiness Supports – Kindergarten guidance, technical assistance, and training
<http://www.cde.state.co.us/schoolreadiness> and P-3 approaches to learning
<http://www.cde.state.co.us/early/p-3education>. Early Learning Challenge grant funding provided support for a school readiness team at CDE, directly supporting two of CDE’s four overreaching goals – Start Strong and Read by Third Grade. The work of this team includes:
 - Training and technical assistance on child development and how it relates to early learning and early childhood assessment practices
 - Development and distribution of the “[Kindergarten School Readiness Guide](#)”.
 - The Ready Schools grant program. CDE’s definition of school readiness addresses ready child, ready schools, and ready communities. Funding was made available to help schools address learning environments, improve teaching practices, and access resources that increase their ability to support young learners.
 - Support for P-3 approaches to learning including convening of the P-3 Leadership Cadre – principal lead teams from elementary schools interested in building a P-3 system.
 - Working collaboratively with CDE’s federal programs staff and others to identify ways to support early learning in Colorado’s ESSA state plan, and to prepare guidance for school districts to consider as they complete their comprehensive applications and unified improvement plans.

In addition to these initiatives, CDE provides the following supports and grant programs to promote P-3 education.

Early Learning Standards and Development Guidelines

Early learning standards were adopted into the Colorado Academic Standards (CAS) by all Colorado school districts in December 2011. The Colorado Academic Standards for preschool through third grade are aligned to the Colorado Early Learning and Development Guidelines, which describe the trajectory of children's learning and development from birth to age eight. They include a broad description of children's growth to ensure a holistic approach to creating positive early childhood environments for all students. More information can be found here:

<http://www.cde.state.co.us/standardsandinstruction/coloradostandards-academicstandards>.

Colorado READ Act

The Colorado Reading to Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado Legislature during the 2012 legislative session. The READ Act repeals the Colorado Basic Literacy Act (CBLA) as of July 1, 2013, keeping many of the elements of CBLA such as a focus on K-3 literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified as having a significant reading deficiency, delineating requirements for parent communication, and providing funding to support intervention. CDE provides guidance regarding evidence-based interventions and how to support intervention that is differentiated to meet individual student needs. Other components of the Colorado READ Act include a competitive Early Literacy Grant and a resource bank of assessments, instructional programming, and professional development. More information regarding the READ Act and related supports to LEAs can be found here: <http://www.cde.state.co.us/coloradoliteracy>.

READING Foundations Academy:

A no-cost training available to all K-3 teachers, instructional coaches and educational leaders focused on explicit and systematic Tier 1 instruction in reading with an emphasis on foundational reading skills based in the standards. Participants dig deeper into the Foundational Skills Standards and how to embed them into daily instruction, study the shift in standards, and explore methods for engaging students in comprehension and writing every day. Modules included in the course are:

- Module 1: Phoneme Articulation and the Text-Dependent Questions
- Module 2: The Outcome-Driven Model and Data Analysis
- Module 3: Phoneme-Grapheme Mapping and Vocabulary
- Module 4: Planning the Comprehension Lesson
- Module 5: High Frequency Words and Comprehension
- Module 6: Reading Fluency and Writing
- Module 7: Integration and Putting it All Together

Early Literacy Grant (State Grant)

The Early Literacy Grant is designed to distribute funds to local education providers, including school districts, BOCES, and charter schools, to ensure the essential components of reading instruction are embedded into all elements of the primary, K-3 teaching structures in all schools, including universal and targeted and intensive instructional interventions, to assist all students in achieving reading competency.

On August 8, 2012, CDE presented to the State Board proposed draft rules related to the Early Literacy Grant, one component of the READ Act. After receiving written public comments and holding a rulemaking hearing on October 17, 2012, the State Board voted unanimously to adopt the Early Literacy Grant rules. The Early Literacy Grant is funded every three years. The current cycle of the grant is from 2013-2016. The 2013-2014 school year was the first year of the grant program, implemented in 30 schools representing 15 school districts in 7 regions of the state. Approximately \$4 million is available for the Early Literacy Grant Program for the 2016-2017 school year.

Reading Ignite

The Reading Ignite Grant works in conjunction with the Early Literacy Grant by providing School Improvement funds to Title I eligible schools to continue the success grantees have had with their K-3 program into 4th – 6th grades.

Additional CDE Support

CDE has planned additional support for LEAs to address early childhood education and transition through grades P-3. CDE will:

- Provide support to LEAs as they develop their plans and services for children transitioning into preschool, and transitioning from preschool into kindergarten, as part of the LEA's needs assessment.
- Provide guidance on developmentally appropriate assessment and teaching practices for children in preschool through 3rd grade. This will include resources and technical assistance on the use of Colorado's Early Learning and Development Guidelines.

Supports for District to District Transfers and Transitions

District to District Student Transfers and Transitions Project

The District to District Student Transfers and Transitions Project was created to address a variety of problems. Student mobility rates are increasing in Colorado. Mobile students are more likely to fall behind academically and have higher dropout rates. Districts often do not receive sufficient information to appropriately support students, which increases the likelihood of academic failure.

This project collected information and resources related to the processes of enrollment, class placement, withdrawal, and transcript development for students. It was developed in response to requests from school districts for support for secondary students with mobility issues. These webpages provide resources for school and district personnel to use to fully support students through school transitions.

With these transition resources, CDE hopes to minimize the academic impact of student mobility and enable pilot schools to easily transfer relevant transcript-related data required to ensure students' needs are met, including course placement, when they enroll. More information regarding the Student Transfer and Transitions project can be found here:

<http://www.cde.state.co.us/dropoutprevention/transitions>.

Supports for High School to Post-Secondary Education and Careers

In order to attain ensure every student meets or exceeds standards and graduates ready for college and careers, CDE has designed focused supports for high school and transitions to post-secondary education and careers. Some of the major initiatives to support these efforts include:

Dropout Prevention and Student Re-Engagement

Dropout prevention and student re-engagement programs expand efforts in reducing the dropout rate, increasing the graduation rate and advancing credential attainment. This effort is authorized by Colorado Revised Statute 22-14-101 and builds on the state's commitment to ensure graduation and school success for all students and re-engaging out of school youth. There are five components to this work:

1. Analyzing student data pertaining to dropout, completion rates, truancy, suspension and expulsion rates, safety and discipline incidence and student growth.
2. Coordinating efforts across CDE and leading initiatives to address dropout prevention, student re-engagement and adult education.
3. Identifying and recommending best practices and effective strategies to reduce student dropout rates and increase student engagement and re-engagement.
4. Tracking progress and results.
5. Securing and managing resources to fund services and supports.

Colorado Student Re-engagement Grant Program

State appropriation for this new grant program began in January 2016. The grant program is authorized by C.R.S. 22-14-109 to assist local education providers in providing educational services and supports to students to maintain student engagement and support student re-engagement at the secondary level. Competitive grants under this statute will be awarded for the first time in March 2016. It is anticipated that new RFP will be released in Fiscal Year 2017-18.

Colorado Re-engagement Network (CRN)

The purpose of the Colorado Re-engagement Network (CRN) is to streamline the coordination of regional and statewide student re-engagement efforts in order to better serve students throughout the state of Colorado. This network develops and disseminates statewide and national best practices, guidelines, and procedures for schools and districts to use to have a large-scale impact on reducing dropout numbers, and Colorado Youth for a Change (CYC) will be the hub to support this statewide work. This network will provide a forum for people to communicate and share information and experiences that will build insight into reengagement strategies.

Career and Technical Education Standards and Academic Alignment

Colorado Career and Technical Education (CTE) provides quality educational programs emphasizing core academic content, postsecondary & workforce readiness (PWR) competencies, technical skills, and seamless transition to further education or employment. CTE ensures a thriving Colorado economy by providing relevant and rigorous education that is connected, responsive and real. More information regarding the Career and Technical Education Standards can be found here:

<http://www.cde.state.co.us/contentareas/careerandtechnicaled>.

Alignment of ESSA with State Workforce Investment Opportunities Act

ESSA has a strong focus on college and career readiness and expands the allowable uses of title funds in support of career and technical education. This affords the opportunity for closer alignment of ESSA goals with those of Colorado's WIOA state plan. In order to provide support for the successful transition of Colorado's learners to post-secondary and career, CDE will work across units and state agencies to:

- Engage business and industry to provide work-based learning opportunities for k-12 students and adult education learners in support of college and career readiness.

- Provide a starting point for system-wide metrics, which includes K-12, adult education, higher education, and workforce.
- Expand regionally-focused sector partnerships that are championed by business and industry to drive career pathways in partnership with education.
- Design and disseminate multiple career pathways that enable Coloradans to have a clear roadmap for success.
- Create work-based learning opportunities to provide students and working learners exposure to the workplace, where they can not only utilize the knowledge and skills they are developing or have previously developed in the classroom but also develop employability skills.
- Support collaboration between businesses and education to understand the value of industry recognized credentials.
- Utilize partner relationships to implement meaningful pilot programs to foster an environment of innovation.

B. The State’s strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Well-Rounded Education Overview

Commitment to Well-Rounded Education

Colorado has a long-standing statutory commitment to a rich and balanced, or well-rounded, education experience for all students. Well-rounded education in Colorado has been a priority since the 2008 passage of Senate Bill 212, CAP4K-Colorado Achievement Plan for Kids (CAP4K). CAP4K explicitly declares that “the next generation of standards-based education must consider the needs of the whole student by creating a rich and balanced curriculum”. CAP4K further states that “the state board shall ensure that the preschool through elementary and secondary education standards, at a minimum, include standards in reading, writing, mathematics, science, history, geography, visual arts, performing arts, physical education, world languages, English language competency, economics, civics, financial literacy.” More recently, HB 16-1198 Concerning Computer Science Courses Fulfilling Certain Graduation Requirements passed in 2016, illustrating a belief to continue to expand student opportunities beyond what is considered traditional subject matter.

CDE considers the intent of a well-rounded education emphasis within ESSA as an affirmation of the firmly held beliefs within the state. ESSA has explicitly delineated an emphasis on a well-rounded education. “Well Rounded” education within ESSA means:

Courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local

educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

With this rich history and state legislation in mind, the Colorado Department of Education reaffirms its commitment to *All Students, All Standards* ensuring that future state level decision making pertaining to budget allocation for projects, resource development and training opportunities will continue to include all content areas.

CDE has demonstrated a commitment to arts education. In addition to the CAP4K requirements, subsequent legislation was passed in 2010, HB-1273 *Concerning Improved Workforce Development through Increased Participation in Arts Education in Public Schools*. This legislation underscored the importance of arts education opportunities:

The opportunity to study and build skills in the visual arts and performing arts increases self-confidence, nurtures students' creativity and curiosity, provides ongoing challenges for students, helps students remain engaged in school, facilitates building positive relationships between students and teachers, and, as a result of these effects, helps reduce the school dropout rate.

CDE has demonstrated its support to Colorado school districts in considering the importance of arts education with respect to school improvement. In 2010, the CDE Office of Standards and Instructional Support and the Office of Federal Programs collaborated to produce "The Inquiry Based Arts Integration Model for School Improvement and the Colorado Unified Improvement Plan." This document provided guidance on the use of Title funds for an inquiry-based arts integration in Title I Schoolwide programs. Colorado is committed to continuing such activities with its implementation of ESSA to illustrate the importance of a well-rounded educational experience for all of Colorado's students.

Additionally, equitable access to a well-rounded education and rigorous coursework for our youngest learners requires deep knowledge and understanding of child development, content and standards, and instructional strategies. Data from the Colorado Preschool Program and Preschool Special Education demonstrates the connection between academic and developmental domains. Assessment data collected annually and reported to the Colorado General Assembly show that when teaching practices integrate understanding of child development, content, and standards, learning gaps for our highest need children narrowed and gains continued throughout elementary school and beyond:
<http://www.cde.state.co.us/cpp/2017legreport>.

Supports for a Well-Rounded Education

Support for a well-rounded education requires coordination and collaboration across the entire department. CDE has identified the following key structures that support access to a well-rounded education for each and every student.

- Consolidated Application
- Comprehensive Needs Assessment
- Unified Improvement Planning
- Colorado Academic Content Standards
- Multi-Tiered System of Supports
- Supports for Schools on Improvement
- Supports for Subgroups of Students

Consolidated Application

The Consolidated Application is the Local Educational Agency's (LEA's) plan to the Colorado Department of Education (CDE), to use federal Title I, Part A; Title I, Part D; Title II Part A; Title III, Part A; Title IV, Part A; and Title V, Part A funds. Through the online application, applicants provide a description of how funds are aligned to student need and used to provide each and every student a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Through the consolidated application approval process, the department ensures that districts are attending to the needs of their most highly impacted students and documents potential opportunities for support from CDE. CDE's support to LEAs to provide equitable access to well-rounded education programs is based on the needs identified in the district and school comprehensive needs assessment. Section 2.2 of this application provides more details regarding the Consolidated Application within the state's system of performance management.

Comprehensive Needs Assessment

At the core of the Consolidated Application is a comprehensive needs assessment that identifies areas of needs and strategies to best address those needs and ensure success in preschool through post-secondary. In completing a comprehensive needs assessment, districts are required to look at all subgroups to determine the greatest needs both academic and non-academic. Through in-person trainings and networking meetings, CDE assists districts in how to create an effective needs assessment that considers all students, including the following subgroups of students:

- Low-income students;
- Lowest-achieving students;
- English learners;
- Children with disabilities;
- Children and youth in foster care;
- Migratory children, including preschool migratory children and migratory children who have dropped out of school;
- Homeless children and youths;
- Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;
- Immigrant children and youth;
- Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and
- American Indian and Alaska Native students.

A Guide for Comprehensive Needs Assessment is available at:

https://www.cde.state.co.us/sites/default/files/documents/fedprograms/dl/consapp_na_guide.pdf.

Based on the needs identified, the districts can access an expansive list of technical assistance offered by the Colorado Department of Education. The supports offered by the department are designed to meet the needs of each and every student throughout all grade levels. Section 2.2 of this application provides more details regarding CDE's technical assistance within the state's system of performance management.

Unified Improvement Planning

Unified Improvement Planning was introduced to streamline the improvement planning components of state and federal accountability requirements. The common Unified Improvement Planning (UIP)

template and planning processes used represent a shift from planning as an “event” to planning as a critical component of “continuous improvement.” This process reduces the total number of separate plans schools and districts are required to complete with the intent of creating a single plan that has true meaning for its stakeholders. Because schools and districts are required to publicly post their improvement plans through the CDE website on SchoolView, Unified Improvement Planning also provides a mechanism for external stakeholders to learn about schools’ and districts’ improvement efforts.

In preparation for improvement planning, planning teams (building leadership, teacher representatives, parent and/or community representatives) should gather and organize relevant data from a variety of sources. This includes performance data (e.g., student assessment results, and educational outcome measures like dropout or graduation rates), demographics (characteristics of a population such as number of students in a school, percentages of students qualifying for free/reduced lunch), process data (measures that describe what is being done to get learning results, such as programs, strategies, and practices), and perception data (information that reflects opinions and views of educational stakeholders). The team uses data made available from the state as well as from local sources.

Colorado Academic Content Standards

The foundation of a well-rounded education is defined in Colorado’s academic content standards. The Colorado Academic Standards (CAS) include 10 content areas for preschool through 12th grade (comprehensive health; dance; drama and theater arts; mathematics; music; physical education; reading, writing and communicating; science; social studies; visual arts; and world languages) and incorporate the Common Core State Standards for reading, writing and communicating and mathematics.

The updated standards are constructed backwards, starting with the competencies of prepared high school graduates to create learning expectations for what students should understand, know and be able to do at each grade level and content area. They provide clear understanding of the concepts and skills all students need to master to help ensure they are successful in college, careers and life. For additional information and context regarding the CAS please visit our Colorado Academic Standards Fast Facts and FAQs page. <http://www.cde.state.co.us/standardsandinstruction/standardsresourcesk12>

Implementation of standards is supported by

- Colorado Standards Content Specialists
- ESSU Literacy Specialists
- A Common Curriculum for Neglected and Delinquent Students

Colorado Multi-Tiered System of Supports

This model is a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of each and every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.

The mission of MTSS is to shape, develop, and increase the collective capacity of schools and districts to implement and sustain a multi-tiered system of supports, through a problem-solving culture that integrates data, practices, and systems which improve educational outcomes for every student.



The Colorado Department of Education has received a State Personnel Development Grant (SPDG) from the Office of Special Education Programs (OSEP) to support adult learning activities that target development, implementation, and sustainability of Colorado's Multi-Tiered System of Supports (CO-MTSS) through the integration of academic supports, behavioral supports, and implementation science. Through this grant opportunity, districts and BOCES will establish or refine MTSS Leadership Teams (MLTs), receive targeted Technical Assistance (TA) from CDE Implementation Consultants (ICs), and use a problem solving process to improve systems, data, and practices that lead to positive student outcomes. MLTs may also receive fiscal support to reimburse costs associated with the implementation of their efforts. <http://www.cde.state.co.us/mtss>

Supports for Schools on Improvement

The Colorado Department of Education allocates Title I school improvement funding to provide resources for intensive and sustained support to schools designated as in need of improvement. These grants are made available to Title I Schools that have been identified for improvement in order to provide resources and support a focused approach to improvement. The grants that are offered are differentiated address the needs of schools at different levels.

Connect for Success

This grant is made available to Title I schools with a Priority Improvement or Turnaround plan type in order to strengthen their Title I Program by implementing effective structures and strategies, and providing quality instruction to meet needs of minority students, students experiencing poverty, students with disabilities, and English Learners. The purpose of the funding opportunity is to assist school and district leadership in strengthening their Title I programs by implementing strategies shown to be effective through the High Achieving Schools study.

www.cde.state.co.us/fedprograms/dper/evalrpts

Applicants demonstrate readiness and willingness to commit to changing and refining practices to improve student achievement, specifically among minority students, students experiencing poverty, students with disabilities, and English Learners.

Diagnostic Review and Improvement Grant

A Local Education Agency that receives a grant under this grant will use funds to contract with an external provider that has established it has the capacity to provide a comprehensive, evidence-based review of how the school is functioning in the following areas:

- Standard 1: Standards and Instructional Planning o
- Standard 2: Best First Instruction
- Standard 3: Assessment of & for Learning
- Standard 4: Tiered Support
- Standard 5: Leadership
- Standard 6: Culture and Climate
- Standard 7: Educator Effectiveness
- Standard 8: Continuous Improvement

Supports for Subgroups of Students

Educators in Colorado have detailed information about the educational performance and learning needs of the specific groups of students in their district and schools. This information allows them to design appropriate and effective academic support through the implementation of evidence-based strategies that meet the specific needs of these subgroups of students and ensure a well-rounded education for all students. CDE collaborates across offices and units to assist districts in identifying appropriate strategies based on their needs.

English Learners

Title III is a supplemental grant under the ESEA that is designed to improve and enhance the education of English learners (ELs) in becoming proficient in English, as well as meeting challenging state academic content and student academic achievement standards. The Title III Immigrant-Set Aside grant resides within this program and provides opportunities for LEAs to enhance the instructional opportunities for immigrant students and their families.

Colorado's Title III allocation is based on the number of ELs reported through the American Community Survey and U.S. Census data. CDE must reserve a percentage (no more than 15%) of its Title III allocation for the Immigrant Set-Aside grant (see corresponding guidance). Annual LEA (District or Consortia) allocations are based on the number of English learners reported through the annual Student October Count. The previous Student October count informs the subsequent school year Title III allocation. An LEA or consortium allocation must meet or exceed \$10,000 in order to apply for a Title III grant.

English Language Proficiency Act

On May 21, 2014, Colorado's Governor signed HB14-1298 that repealed and re-enacted with amendments the English Language Proficiency Act (ELPA). The re-enacted ELPA provides funding for Colorado districts with English Learners (ELs). ELPA requires LEAs to provide evidence-based English language development (ELD) programs for English learners to enable them to develop and acquire English language proficiency while achieving and maintaining grade-level performance in academic content areas and to improve the educational and career opportunities for every student in Colorado.

The ELPA Excellence Award program, created within ELPA, is designed to award grants to LEAs and charter schools with evidence-based ELD programs that achieve the highest English

language and academic growth among English learners and the highest academic achievement for English learners who transition out of the English language proficiency program. At the conclusion of each school year for which it receives a grant, each LEA and charter school that receives an ELPA Excellence Award must submit a data analysis and summary of the evidence-based ELD program and an annual financial report of the use of funds received. CDE shares information received through the data analysis and summary with LEAs and the public. CDE also analyzes the submitted reports to create a summary of trends found within the ELPA Excellence awardees' ELD programs.

Other EL Supports

The Office of Culturally and Linguistically Diverse Education provides support to Colorado school districts, schools, and educational leaders in the academic, linguistic, and social-emotional challenges and opportunities of culturally and linguistically diverse students to ensure equitable access to grade level standards and ensure a well-rounded education. More information regarding the supports provided by this office may be found here: http://www.cde.state.co.us/cde_english

Children with disabilities

The Federal Programs Unit collaborates with the Exceptional Student Services Unit (ESSU) in identifying supports for students with disabilities. The ESSU supports personnel serving students with exceptional educational needs. Technical assistance and programming support are available for students who have disabilities, are gifted and talented, and/or who are culturally or linguistically diverse. This unit administers both the state's Exceptional Children's Educational Act (ECEA) and the federal Individuals with Disabilities Education Act (IDEA) for children with disabilities. Services and programming for Early Intervention (Preschool) and Colorado's Facility Schools are also housed in this unit.

The Exceptional Student Services Unit is comprised of three offices: Office of Special Education, Office of Facility Schools and the Office of Gifted Education.

The two units provide LEAs with resources in order to identify evidence-based practices to provide the best supports for these students in Title I schools. More information regarding these supports can be found here: <http://www.cde.state.co.us/offices/exceptionalstudentservicesunit>

Foster Care Education: Improving Educational Outcomes for Children and Youth -

This program, established in 2012, is dedicated to ensuring that students in foster care are achieving academically through course completion, advancing to the next grade, accruing credits toward graduation, and on a path to post-secondary success. These efforts are being organized by the State Coordinator for Foster Care Education, who is leading this work. It was launched in partnership with the Colorado Department of Human Services, Morgridge Family Foundation, and Mile High United Way.

Every Transition Counts for Students in Foster Care – The Colorado Department of Education developed a 3-minute video with the support of the U.S. Department of Education on the importance of educational stability, the impact transitions have on foster students, Colorado partnerships, and previously released research on educational outcomes for students in foster care. The video is available at <https://www.youtube.com/watch?v=VRwii1Q9Rnk>

CDE will support LEAs in using Title I funds to support students in Foster Care as allowed under ESSA legislation. The Consolidated Application will collect the applicable assurances from LEAs and provide an opportunity to use Title I funds to support these students when needs are identified.

Colorado Migrant Program

The Migrant Education Program (MEP) provides supplemental support to eligible migrant children and youth. The purpose of the program is to ensure that migratory children are not penalized in any manner by disparities among curriculum, graduation requirements, academic content and student academic achievement standards, and ensure that migratory children are provided with appropriate educational services and opportunities so they can succeed in school and graduate from high school being postsecondary education or employment ready.

The Migrant Education Program may serve children from birth to the age of 21 who are eligible for a free public education under State Law. In order to qualify for services, children must have moved within the past three years, across state or school district lines with or to join a migrant parent or guardian who is seeking to obtain qualifying temporary or seasonal employment in agriculture, fishing, or dairy.

Colorado's Migrant Education program has adopted the National Program Goals:

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- Ensure that migratory children benefit from State and local systemic reforms.

CDE will provide LEAs with resources supported by the Office of Migrant Education Programs in order to identify evidence-based practice to provide the best supports for these students in Title I schools. More information regarding the Colorado Migrant Program can be found at the following link: <http://www.cde.state.co.us/migrant>

Students Experiencing Homelessness

McKinney-Vento Homeless Education

The 2013-2016 grant cycle includes sixteen subgrantees throughout the state. The programs implemented by districts and BOCES create initiatives and provide resources to address the barriers faced by homeless children and youth in accessing and succeeding in school.

Colorado state law supports the federal requirement for each district to appoint a legal homeless liaison. Colorado currently has 178 legal liaisons. CDE's State Coordinator for the Education of Homeless Children & Youth also provides technical assistance throughout the state to Title I Directors, Homeless Liaisons and other district staff on the allowable uses of the district's homeless set aside furthermore how to best leverage Title I and other funding sources. CDE also provides several ways in which a district can calculate an appropriate set aside. CDE annually collects, reviews, and monitors each district's plan for supporting students experiencing homelessness. The plans address alignment with activities supported with Title I, Part A funds. Resources are available to LEAs to identify evidence-based practice to provide the best supports for students experiencing homelessness.

Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk

Colorado has experienced an increase in the number of students in facilities eligible for services and funding under this program. This program provides funding to support the education of youth in state-operated institutions and provides assistance to school districts that work with local facilities that serve adjudicated youth. State agency and school district Title I, Part D programs must meet the educational needs of neglected, delinquent and at-risk youth and assist in their transition from correctional facilities to local programs. Students must be provided opportunities for academic achievement. State agencies and school districts must evaluate each facility program and disaggregate data by gender, race, ethnicity and age at least once every three years. Colorado will prioritize support for the quality of educational programming in facilities and institutions and support to facilities and LEAs in helping to ensure a successful transition of students back to their school of origin.

Additional supports provided to LEAs that serve these students include:

- Adopted graduation expectations meet or exceed state standards.
- Infinite Campus – All courses aligned with state course code in Infinite Campus (grades and transcripts). State has access to infinite campus documentation.
- Transition Team from Neglected and Delinquent facilities back to the LEA schools
- Trauma Informed Education
- Restorative Practices
- Project Based Learning
- IReady – Reading and Math common diagnostic assessment. Identifies instructional needs and aligned to new curriculum.

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

- C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities

that create safe, healthy, and affirming school environments inclusive of all students to reduce:

- i. Incidents of bullying and harassment;
- ii. The overuse of discipline practices that remove students from the classroom; and
- iii. The use of aversive behavioral interventions that compromise student health and safety?

☐ Yes. If yes, provide a description below.

☒ No.

If yes... Colorado will use funds to support a portion of an FTE to provide supports to LEAs regarding evidence-based practices to reduce incidents of bullying, overuse of discipline practices that remove students from the classroom and the use of aversive behavioral interventions that compromise student health and safety

- D.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

☐ Yes. If yes, provide a description below.

☒ No.

If yes... Colorado will use funds to support a portion of an FTE to provide supports to LEAs regarding evidence-based practices to support LEAs in the effective use of technology to improve the academic achievement and digital literacy of all students.

- E.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

☐ Yes. If yes, provide a description below.

☒ No..

If yes...A child's early years provide a unique opportunity to help parents and families connect directly with their child's school experience. As their child's first and most important teacher, they are essential partners in facilitating their child's success. CDE will continue to provide training and technical assistance for LEAs, suggesting strategies to engage parents, families, and communities, including the following: Establish family engagement as a priority throughout the P-3 years. Routinely include families in planning and developing materials. Incorporate meaningful family engagement into evaluations of district/school leaders and other educators. Support schools and community partners in providing professional development jointly for teachers and community early childhood educators, focused on family engagement. Identify and implement family engagement strategies in collaboration with early childhood educators. Develop and implement effective, ongoing and two-way communication practices. Colorado will use funds to support a portion of an FTE to provide supports to LEAs regarding evidence-based practices to use appropriate funds for evidence-based strategies to support LEAs in effectively engaging parents, families and communities

6.2 Program-Specific Requirements.

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

- i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

CDE requires LEAs to submit an application to request a waiver of the 40 percent school poverty threshold requirement for Title I, Part A (schoolwide eligibility). This waiver is required when the poverty rate of a Title I school that wishes to move to a schoolwide program falls below 40 percent.

The application includes specific school information, a description of how this waiver will assist the school in meeting the specific needs of the students in the school and information regarding how key stakeholders were involved in the waiver request. Signatures of key school accountability committee members are required for submission of the waiver request.

More information regarding this waiver can be found here:

<http://www.cde.state.co.us/fedprograms/ov/ef>

B. Title I, Part C: Education of Migratory Children.

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

Colorado implements a regional approach to Identification and Recruitment of eligible Migrant children, students, youth and families. Five regional programs are geographically dispersed to represent all 178 school districts and 64 counties in Colorado. Each LEA annually submits a regional Identification and Recruitment (IDR) Plan and, in addition, each recruiter submits an Individual ID&R Plan. The plans must include: Activities that will ensure proper and timely ID&R of all eligible migrant students 0-21 years of age; Activities during high volume times; Activities to re-qualify, if possible, migrants who will end eligibility (EOE); Collaboration with the Department of Labor and Employment utilizing the Inter-Agency Referral Form, which includes a description of the collaboration process, i.e., how the referral form is being distributed, collected, and tracked; Implementation of the Educational Survey for school recruitment purposes, and inclusion of a description of how the survey will be distributed and collected; Implementation of the Worker Referral Form, and how it will be distributed; Implementation of an ongoing process for identifying and recruiting H2A Visa workers and inclusion of a description of how and when the recruitment of H2A Visa workers will take place during the year; Implementation of a process for building an agricultural directory, utilizing the Colorado Market Maker; A description of how the regional recruiters/staff will participate in inter and intrastate collaboration activities; A process to establish educational and community partnerships for ID&R purposes; Activities that will increase the awareness of the Migrant Education Program in the community; A quality control process for reinterviewing families before they are submitted to the SEA; and, How recruiters will utilize the New Generation System (NGS), State database, and the National Migrant Student Information Exchange Systems (MSIX.)

The Colorado MEP utilizes the Educational Survey for school recruitment purposes. The survey is placed in registration packets in K-12 school sites. Each time parents or guardians register their child(ren) in a pre-K-12 school, the office registration clerk ensures that the form is completed. The registrar then

contacts the regional MEP to pick up the forms. The MEP then reviews the surveys and begins the eligibility process to determine if the family meets the eligibility requirements under Title I, Part C.

The Worker Referral Form is used in collaboration with the Colorado Department of Agriculture. Farmers, ranchers, foremen and agricultural businesses are encouraged to include the worker referral form in their job applications. The human resources manager contacts the regional MEP office to pick up the worker referral forms. The MEP then reviews the forms and begins the eligibility process to determine if the family meets the eligibility requirements under Title I, Part C.

A main strategy for recruitment of Migrant families is through our collaborations with LEAs, community organizations, state and federal organizations, and others. The Migrant Student System of Support (MS3) is aimed at bringing together organizations that serve migrant families in Colorado. The goal is to create a seamless system of support for children and youth from birth through their first year in college. Through collaborative partnerships, our organizations work together to promote a greater understanding of each agency's services and eligibility requirements and to support the success of migrant children, youth and families statewide.

For more information: <http://www.cde.state.co.us/migrant/partnerships>

Colorado uses NGS and MSIX to verify and document the number of eligible migratory children aged 3 through 21. Colorado implements the New Generation System (NGS) for its state database. The **New Generation System** (NGS) is a web-based interstate information network that communicates demographic, educational and health data on migrant students to MEP staff in Colorado. The NGS system is designed to capture educational and health data on migrant students. The system allows MEP staff to record the movement of migrant students through the educational process by producing on-line records of a student's educational progress and health profile. MEP staff can generate a student transfer document to facilitate academic placement as the student transfers schools. NGS also allows staff to generate various student-level and management reports.

Colorado also utilizes the Migrant Student Information Exchange (MSIX) that allows States to share educational and health information on migrant children who travel from state to state and have student records in multiple states' information systems. MSIX works in concert with NGS to manage migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide. Authorized representatives of State and regional MEPs use MSIX to assist with school enrollment, grade placement, and accrual of course credits for migrant children. Colorado notifies other States when a migrant student is moving from Colorado to a different State.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

The unique educational needs of migrant children, including the identification and recruitment of preschool migratory children and out of school youth are determined by Colorado's Comprehensive

Needs Assessment (2013 updated, <http://www.cde.state.co.us/migrant/resources>). Student achievement data, rates of graduation and drop-out, and surveys of staff and parents are all included in the CNA to thoroughly identify and evaluate the needs of Colorado's migrant children. The SEA oversees the LEA's use of the Comprehensive Needs Assessment Toolkit to assess and identify the needs of all migrant students, including preschool and out of school, which must be met in order for migratory children to participate and succeed in school. Additionally, State MEP staff, educators, students, parents and community members contribute to the CNA in various ways, including committees, discussions, meetings, activities and surveys.

Colorado's CNA employs the 3-phase gap model:

- Phase 1, *Exploring What Is*, engaged various constituents and convened meetings to review data and review student outcomes.
- Phase 2, *Gathering Data and Analysis*, collected needs assessment data, constructed data collection tools, and convened management and data teams.
- Phase 3, *Decision Making*, re-convened committees to consider the findings and prepare an action plan for solution implementation, the delivery of services, and the evaluation of the MEP in accordance with the guidelines provided by the Office of Migrant Education in its Migrant CNA Toolkit (2012).

For the 2013 CNA Update, a CNA Update Workgroup was formed consisting of two SEA MEP staff, an SEA data specialist, four regional MEP directors/staff, a MEP regional recruiter, the MEP Parent Advisory Council (PAC) President, and an outside facilitator knowledgeable about the Colorado MEP, data analysis, and the MEP CNA process. The CNA Committee reviewed the MEP Seven Areas of Concern, comparing the areas to the specific needs of migrant students and families in Colorado in comparison with the needs identified in previous needs assessments. Specific activities conducted during the 2012-13 CNA update are listed below.

State MEP staff:

- Met with the State Data and Research Unit to discuss data needed for the CNA update.
- Met with MEP directors during a June 2012 MEP Directors' Meeting in Grand Junction to recommend design elements for the CNA update.
- Discussed the CNA Update logistics with all MEP regional directors during the September 2012 MEP Regional Directors' Meeting in Denver.
- Met with the CNA consultant to design data collection and reporting formats.
- Developed and implemented staff surveys, parent interview and focus group protocols and requests for data summaries from the State database and the State MEP's database, New Generation System (NGS).
- Trained MEP staff on survey instruments and interview/focus group procedures and protocols.
- Conducted two CNA Update meetings during 2012 and 2013 to review the data and determine the need for additional data, identify concern statements, solution strategies, and set the stage for the update to the State Service Delivery Plan (SDP).
- Transcribed focus group results, summarized the data, and analyzed the results.
- Summarized and analyzed the staff survey data by region and for the state as a whole.
- Worked with the State Data and Research Unit to interpret the scores received on the State assessment in reading/language arts and mathematics.

Colorado will begin a new Comprehensive Needs Assessment beginning in the fall of 2017 and will use a similar structure as described in our 2013 CNA update.

iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

Colorado prioritizes inter and intrastate collaboration, and uses funds to support identification and coordination of services for migratory children. Colorado promotes interstate coordination through memberships and participation with national organizations focused on identifying and supporting migrant children, Migrant consortia grants, and active participation with the Migrant Student Information Exchange (MSIX) in order to provide for educational continuity through the timely transfer of pertinent school records.

Intrastate coordination is promoted through various structures and approaches. Through an annual application, Colorado's five regional Migrant programs describe how they will identify, recruit and serve migrant children, students, youth and families. The annual application also describes how the regions will work together inter-regionally and collaborate with business, agribusiness, community organizations, educational entities, non-profits and other organizations that serve the migrant population. Colorado currently has Memorandums of Understanding with the Colorado Department of Labor and Employment and Migrant and Seasonal Farmworkers for referrals and data sharing.

The Colorado Migrant Student System of Support (MS3) is a collaboration aimed at bringing together the variety of organizations that serve migrant families in Colorado. The goal is to create a seamless system of support for children and youth from birth through their first year in college. Through collaborative partnerships, MS3 organizations work together to promote a greater understanding of each agency's services and eligibility requirements and to support the success of migrant children, youth and families statewide. For more information and a list of collaborative partners, please see:

<http://www.cde.state.co.us/migrant/partnerships>

CDE provides direct services to high school students through three activities; Leadership, STEM and Civics. The Summer Migrant Youth leadership Institute (SMYLI) brings 80 secondary students from across Colorado to a college campus for a ten night program designed to motivate and enable migrant students to earn high school credit, improve academic skills and social skills, and to develop as community leaders. The goal of SMYLI is to ensure that migrant youth graduate postsecondary and workforce ready. The program hires former migrant students currently attending a Colorado institute of higher education as mentors. Workshops, training, and presentations by youth capacity building experts are featured at SMYLI as well.

The Migrant-STEM Academy is implemented in collaboration with Adams State University, Title V Grant, ASU-STEM and the ASU-College Assistance Migrant Program. The goal of the program is to motivate students to further their educational careers in STEM fields. 30 migrant students from around the state participate in several overnight STEM Seminars and a five night Migrant-STEM Academy that is held at Adams State University. The program is coordinated by a STEM program specialist and facilitated by STEM university faculty. Students participate in scientific experiments, data collection, rigorous instruction, as well as relevant hands-on activities. All students who successfully meet course requirements earn .5 high school credits.

Colorado's Migrant Civics Program brings 20 students from different regions in the state to the Close-Up Program for New Americans. The program is designed to build the knowledge, skills, and confidence requisite to become informed and active participants in U.S. democracy. The intensive program prepares students to engage in their communities at the local, state and federal levels. Knowledge and understanding are built through coursework, research, and experiential learning. Students earn one secondary Civics credit through participation in the MEP Civics Course and Close-Up Program.

iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

The Colorado Service Delivery Plan is the result of a planning process led by a consultant using the Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors (2012) as a guide. The SDP Committee utilized the Comprehensive Needs Update completed during the 2012 and 2013 update to determine solution strategies, develop MPOs, identify resources and design an evaluation plan that ensures the continuous improvement of Colorado's MEP program to meet the unique identified needs of migrant students in alignment with performance goals/targets identified by the State. The Colorado MEP SDP is the result of a systematic process that involved a broad-based representation of stakeholders, including migrant parents, five members of the CNA committee, MEP regional administrators, the Colorado Department of Education, and experts in reading/literacy, mathematics, school readiness, secondary migrant student graduation, dropout prevention, professional development, and identification and recruitment.

The State's evaluation of the MEP is completed with the assistance of an evaluator knowledgeable about migrant education, evaluation design, federal reporting requirements/OME guidelines, and the Colorado MEP. The evaluation methodically collects outcome and implementation information in accordance with the OME guidance provided in the MEP Evaluation Toolkit. Specifically, the evaluation looks at implementation (formative data) and the results of the program (outcome data) with respect to the strategies and measurable program outcomes of the service areas.

Implementation of the SDP identified strategies are measured using a Fidelity of Implementation Index (FII) that is anchored to specific implementation-based best practices in designing and implementing effective programs for migrant children and youth. FII data is gathered by local MEPs and presented as

evidence during onsite monitoring visits, classroom observations, and structured interviews with MEP staff. The FII utilizes a 5-point rubric that measures the level of implementation from non-evident to highly effective.

State reading and math assessment results are used to measure progress toward meeting the MPOs. Student achievement and outcome data, as well as perception data, are collected through surveys, focus groups, and reviews of records, including assessment results reported through the State system. Data analysis procedures include descriptive statistics based on Colorado migrant student demographics, program implementation, and student and program outcomes. Additionally, means and frequencies and tests of statistical significance are reported, and trend analyses and inferential statistics are conducted, as appropriate.

Progress toward achieving the measurable program outcomes is determined by a variety of strategies and tools, including:

- State assessment results analyzed for all students and disaggregated for migrant students
- Informal assessment results forming a body of achievement evidence
- Surveys by MEP staff, parents and students
- MEP stakeholder focus groups
- Reviews of professional and parent development materials, meeting summaries, satisfaction surveys, agendas and other outcome
- Record reviews, monitoring outcomes and technical assistance logs
- Migrant student progress reports (e.g. GPA, report cards, etc.)
- Attendance records and graduation data (comparing migrant students and all students)
- Migrant student demographic data

The evaluation document, A Tool for the Improvement of MEP Services in Colorado (ATIMEP), is used to make determinations about the effectiveness of the Migrant Education Program in the areas of project management, identification and recruitment, project implementation, and alignment to the Service Delivery Plan. MEPs utilize this tool to identify aspects of the program needing follow-up to improve services to migrant children and youth, especially those with priority for services. An example of the categories and sub-areas monitored include:

I. Project Management

1. Leadership, organization, and staffing of the MEP- Leadership identifies individual strengths and abilities, matches strengths and abilities to job responsibilities in ways that maximize efficiency and effectiveness, promotes initiative and staff input regarding effective organizational practice.
2. Priority for services Procedures are in place to identify students at risk of failing a grade or dropping out of school. A plan has been developed and is being implemented to meet the needs of at risk students.
3. Equipment inventory, control, and labeling- An inventory of equipment purchased with MEP funds is maintained, up-to-date, and indicates where the item is located. Equipment is clearly, accurately and appropriately labeled.
4. Coordination of instruction and testing for students whose home base is in another State- The results of State and local assessments are disaggregated by grade, gender, and English proficiency and extensively analyzed and deliberated when making decisions related to the MEP staffing, purchases, contractual services, and collaborations with other agencies, instructional plans, communication plans and parent involvement.

II. Identification and Recruitment

1. Region-wide recruitment plan- The MEP has a detailed ID&R plan demonstrating implementation of the SEA ID&R plan which meets the regulatory requirements and is aligned to specific timelines. Recruiters know and are able to articulate the plan and assist with the evaluation and reassessment of the plan.
2. Identification and enrollment of eligible students-Eligible students (attending and OSY) are screened and accurately identified in a timely manner. Eligibility determinations comply with OME/SEA guidelines and are well documented with clear, detailed and concise comments
3. Monitoring of student records entry and Family Educational Rights and Privacy Act (FERPA)- The entry of student records into NGS entry is systematically and frequently monitored by supervisors for accuracy, completeness, and timeliness. Assistance and training is provided to remedy identified inadequacies. No errors exist in student records. FERPA information is complete.
4. Quality assurance relative to eligibility decisions- The MEP follows a well-documented plan including policies, processes and procedures to re-interview a random sample of migrant families at least annually using an appropriate sampling tool/procedure.

III. Project Implementation – Alignment to SDP and CNA

1. Supplemental services- MEP advocates demonstrate knowledge of migrant student needs and evidence exists that counseling and other advocacy services have been well planned and delivered to address those needs.
2. Consultation with the Parent Advisory Council (PAC)- The MEP provides extensive support for parental involvement and PAC activities including funds and training. The PAC plays a significant role in the MEP's decision making about program activities.
3. Parents receive information in a language that they can understand- All Information is provided to parents is in a language that they can understand and follow-up with parents is systematically done.
4. Staff development- Extensive staff development is provided to all staff, including tutors, recruiters, advocates, and data entry and specialists related to their roles, responsibilities and State requirements is determined to be of value as measured by staff evaluations. The MEP has a detailed staff development plan based on the identified needs of staff and students including OSY.
5. Coordination between tutors and classroom teachers- A well-designed plan is followed by district and MEP staff detailing that regular and meaningful coordination exists between tutors and classroom teachers on the instruction of MEP students and the services provided.
6. Counseling services specific to student mobility
7. Portable courses (coursework) and Credit accrual- The MEP collaborates extensively with school districts in promoting secondary credit accrual and providing students with extensive high-quality portable courses and coursework delivered through technology.

A copy of the ATIMEP is on file with the State MEP. Each regional MEP is visited by a team consisting of State MEP staff and/or their authorized representatives to observe project implementation, review records, interview staff, and examine pertinent documents and student outcome data. In addition, monitoring site visits provide an opportunity for the State to provide technical assistance both to follow-up monitoring findings and to help provide solutions to project administration, implementation, budgetary, or program evaluation issues.

v. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

The State Comprehensive Needs Assessment identifies current needs that must be met in order for all migratory children, including preschool age and out of school youth, to participate effectively in school, thereby ensuring that they are not penalized for disparities among curriculum, graduation requirements, academic content or student achievement standards. Identified needs include preschool and school readiness services, and instruction in elementary and secondary reading/literacy, math and ESL during the academic year and the summer term. Secondary students and out-of-school youth need drop-out prevention and/or reengagement services, access to online courses, access to PASS courses, enrollment in HEP/GED courses, tutoring in content areas and summer school services. Other identified needs include transportation, health services (medical/dental), counseling, advocacy, student leadership training, parenting education, interpreting or translating, and career counseling. Resources needed include access to technology and computers/books/materials/supplies and clothing.

(1) Content areas of reading/literacy, mathematics, and other subject area needs;

- There is a need for migrant students to increase their vocabulary.
- There is a need to increase access for migrant students to technology literacy as a literacy tool.
- There is a need for statewide literacy resources/services.
- There is need to increase self-confidence — particularly among limited in English students.
- There is a lack of resources in the provision of gifted and talented services to migrant students— particularly among limited English students.

(2) Graduation from high school and services to OSY needs

- There is a need for increased literacy among high school migrant children.
- There is a need for students to understand the criteria/requirements for high school graduation including credit accrual.
- There is a need for students to understand their options for post-secondary education and careers, regardless of the documentation status that the student may have.
- There is a need for secondary-aged migrant students who are English learners to be supported with tutoring and resource materials to help make content comprehensible.
- There is a need for HEP/GED opportunities for out-of-school youth.

(3) Binational migrant students

- There is a need to identify and recruit binational migrant children and youth.
- There is a need to provide community resource support to binational migrant students and their families coming from Mexico.
- There is a need for school staff to understand the unique needs of binational migrant students.
- There is a need to provide migrant staff with information unique to binational migrant students including the Transfer Document, Apostille, and how to read transcripts of students coming from Mexico, etc.
- There is a need to provide academic and graduation support to binational migrant students.

(4) Parent development and involvement needs;

- There is a need to build trust with migrant families to promote understanding and address students' academic and support service needs.
- There is a need for school staff to intersect with parents.
- There is a need for parents to understand their options for post-secondary education and careers, regardless of the documentation status that the student may have.
- There is a need for parents to understand the criteria/requirements for high school graduation including credit accrual.
- There is a need to provide access to technology and help parents to learn about computers so that they can help their children be successful in school.

(5) Support service needs

- There is a need for transportation for students to be able to participate in extracurricular activities and after school tutoring.
- There is a need for migrant students to receive dental services.
- There is a need for vision services.
- There is a need for adequate health care to support migrant student success.
- There is a need for mental health services to support migrant student success.
- There is need for school supplies and materials to support migrant students' participation in classroom activities and assignments.
- There is a need for clothing and shelter for arriving migrant families.
- There is a need for affordable day care for out-of-school and high school youth who may be parents themselves.

(6) Collaboration needs.

- There is a need to collaborate with pre-school providers to meet the needs of young migrant children, and ensure that they receive the full benefit of the preschool program.
- There is a need to build relationships with counselors and other school personnel who interact with migrant students and families. This includes communicating regularly with information and resources.
- There is a need for migrant staff to network with other child care providers, including family child care centers and relative care.

(7) Staff development needs;

- There is a need for school staff to understand how to review and apply credits from Mexico.
- There is a need for school staff to understand the MEP to be able to appropriately refer migrant students to services and resources.
- There is a need for professional development for general classroom teachers and migrant staff on issues related to migrant education and cultural sensitivity (e.g., migrancy and the culture of mobility, strategies for working with students who are characterized by interrupted schooling, differentiation, multicultural education, migrant and refugees who may have experienced war or violence and behavioral issues resulting from mobility and interrupted schooling; cultural sensitivity in addressing the needs of migrant children and interacting with parents and family members).
- There is a concern that school staff are not aware of students' academic standing to be able to determine PFS.
- There is a need to educate school district and school staff on changing demographics among migrant students.
- There is a need for school staff to make relevant connections to help them understand the cultural and linguistic needs of migrant students and families.

- There is a need for school staff to listen to parent voices and set up systems for meaningful parent involvement.
- There is a need for school staff to expand their understanding of the meaning of parent involvement and include parents as teachers, learners, leaders, problem solvers, etc.

vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

The four measurable outcome categories (school readiness, reading, mathematics, and high school graduation) are designed to produce specific, effective educational or educationally-related services.

1) The first measurable program objective is School Readiness:

All students will demonstrate readiness for school including proficiency in oral communication, developmental motor and perceptual skills, and print knowledge as identified by the State.

- Measurable Program Outcome 1a is: By the end of the 2016-17 school year and each year thereafter, by coordinating support services for migrant families participating in ECE, parent participation will be 5% higher than the previous year.

The strategy the SEA is pursuing to achieve MPO 1a is: Each year beginning in 2014-15, provide resources and opportunities to promote parent education, family literacy, and information in a language and format parents understand, to the extent possible.

- Measurable Program Outcome 1b is: By the end of the 2016-17 school year and each year thereafter, by coordinating support services for migrant families participating in ECE, parent participation will be 5% higher than the previous year.

The strategy the SEA is pursuing to achieve MPO 1b is: Each year beginning in 2014-15, coordinate transportation, child care, and other support services for migrant families participating in ECE services.

- Measurable Program Outcome 1c is: By the end of the 2016-17 school year and each year thereafter, 80% of migrant parents who participate in school readiness opportunities will report positive growth in their ability to help their children be ready for school.

The strategy the SEA is pursuing to achieve MPO 1c is: Each year beginning in 2014-15, coordinate and collaborate with existing ECE programs to promote school readiness for migrant 3-5 year old children.

2) The second measurable program objective is Reading:

81% of migrant elementary students, 80% of migrant middle school students, and 81.5% of migrant high school students will score proficient or advanced in reading on the Colorado State Assessment.

- Measurable Program Outcome 2a is: By the end of the 2016-17 school year and each year thereafter, 3% more students in grades 3-8 and high school will attain proficiency in reading or show more than one-year growth on the Colorado State Reading Assessment.

The strategy the SEA is pursuing to achieve MPO 2a is: Each year beginning in 2014-15, provide migrant students in grades 3-12 with supplemental, research-based academic interventions for extended learning opportunities in reading with appropriate progress monitoring and instructional adjustments.

- Measurable Program Outcome 2b is: By the end of the 2016-17 school year and each year thereafter, 80% of students in grades K-2 will show at least one year's growth in reading as measured by a State-approved literacy assessment (ie: DIBELS/ IDEL, ISIP ER, Istation/ISIP ER Spanish Istation, PALS/PALS en Español, DRA2/EDL2, aimsweb, FAST, i Ready, STAR).

The strategy the SEA is pursuing to achieve MPO 2b is: Each year beginning in 2014-15, provide migrant students in grades K-2 with supplemental, research-based academic interventions for extended learning opportunities in reading with appropriate progress monitoring and instructional adjustments.

- Measurable Program Outcome 2c is: By the end of the 2016-17 school year and each year thereafter, following participation in MEP-sponsored activities in reading, 80% of migrant parents with children enrolled in grades K- 12 will report an increased ability to help with their children's reading development.

The strategy the SEA is pursuing to achieve MPO 2c is: Each year beginning in 2014-15, provide resources, materials, and training for migrant parents on reading strategies.

- Measurable Program Outcome 2d is: By the end of the 2016-17 school year and each year thereafter, 80% of staff will report positive growth in their ability to support migrant students in reading as a result of their participation in MEP professional development.

The strategy the SEA is pursuing to achieve MPO 2d is: Each year beginning in 2014-15, provide professional development and/or coordinate with schools and districts to provide professional development to staff on the unique needs of migrant students related to reading.

- Measurable Program Outcome 2e is: By the end of the 2016-17 school year and each year thereafter, 3% more binational students in grades 3-10 will attain proficiency in reading or show more than one year growth on the Colorado State Reading Assessment.

The strategy the SEA is pursuing to achieve MPO 2e is: Each year beginning in 2014-15, provide binational migrant programs, services, and resources to help binational migrant students improve their reading skills.

3) The third measurable program outcome is Mathematics:

In 2014-15, 81% of elementary students, 64% of middle school students, and 47% of high school students will score proficient or advanced in math on the Colorado State Assessment.

- Measurable Program Outcome 3a is: By the end of the 2016-17 school year and each year thereafter, 3% more students in grades 3-8 and high school will attain proficiency in mathematics or show more than one-year growth on the Colorado State Assessment when compared to the previous year.

The strategy the SEA is pursuing to achieve MPO 3a is: Each year beginning in 2014-15, provide migrant students in grades 3-10 with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.

- Measurable Program Outcome 3b is: By the end of the 2016-17 school year and each year thereafter, 80% of students in grades K-2 will show at least one year's growth in math as measured by a State-approved mathematics assessment.

The strategy the SEA is pursuing to achieve MPO 3b is: Each year beginning in 2014-15, provide migrant students in grades 1-2 with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.

- Measurable Program Outcome 3c is: By the end of the 2016-17 school year and each year thereafter, at least 55% of migrant students entering 11th grade will have received full credit for Algebra 1 or a higher math course.

The strategy the SEA is pursuing to achieve MPO 3c is: Each year beginning in 2014-15, provide migrant students in grades 6-10 with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.

- Measurable Program Outcome 3d is: By the end of the 2016-17 school year and each year thereafter, following participation in MEP sponsored activities in mathematics, 80% of migrant parents with children enrolled in grades K-12 will report an increased ability to help with their children's mathematics development.

The strategy the SEA is pursuing to achieve MPO 3d is: Each year beginning in 2014-15, provide resources, materials, and training for migrant parents on math strategies.

- Measurable Program Outcome 3e is: By the end of the 2016-17 school year and each year thereafter, 80% of staff will report positive growth in their ability to support migrant students in mathematics as a result of their participation in MEP professional development.

The strategy the SEA is pursuing to achieve MPO 3e is: Each year beginning in 2014-15, provide professional development and/or coordinate with schools and districts to provide professional development to staff on the unique needs of migrant students related to math.

- Measurable Program Outcome 3f is: By the end of the 2016-17 school year and each year thereafter, 3% more binational students in grades 3-10 will attain proficiency in math or show more than one-year growth on the Colorado State Math Assessment.

The strategy the SEA is pursuing to achieve MPO 3f is: Each year beginning in 2014-15, provide binational migrant programs, services, and resources to help binational migrant students improve their math skills.

4) The fourth measurable program outcome is High School Graduation and Drop-Out Prevention

- Measurable Program Outcome 4a is: By the end of the 14-15 school year and each year thereafter, 55% of migrant high school students will graduate.

The strategy the SEA is pursuing to achieve MPO 4a is: Each year beginning in 2014-15, provide supplemental services for migrant secondary students to increase the graduation rate and prepare them for postsecondary, workforce, and career readiness.

- Measurable Program Outcome 4b is: By the end of the 2016-17 school year and each year thereafter, less than 3.5% of migrant secondary students will drop-out of high school.

The strategy the SEA is pursuing to achieve MPO 4b is: Each year beginning in 2014-15, provide supplemental services for migrant secondary students to decrease the dropout rate and prepare them for postsecondary, workforce and career readiness.

- Measurable Program Outcome 4c is: By the end of the 2016-17 school year and each year thereafter, following MEP-sponsored services, 80% of migrant parents of secondary aged students, will report an increased understanding of graduation requirements and college and career readiness.

The strategy the SEA is pursuing to achieve MPO 4c is: Each year beginning in 2014-15, provide resources, materials, and training for migrant parents on secondary and postsecondary, workforce, and career readiness options.

- Measurable Program Outcome 4d is: By the end of the 2016-17 school year and each year thereafter, following MEP-sponsored training, 80% of staff will report an increased understanding of migrant secondary student needs relative to graduation and college and career readiness.

The strategy the SEA is pursuing to achieve MPO 4d is: Each year beginning in 2014-15, provide resources, materials and professional development for staff on secondary and postsecondary, workforce, and career readiness options.

- Measurable Program Outcome 4e is: By the end of the 2016-17 school year and each year thereafter, following participation in MEP sponsored secondary leadership activities, 80% of students will report an increase in their development as leaders.

The strategy the SEA is pursuing to achieve MPO 4e is: Each year beginning in 2014-15, provide opportunities for leadership development during leadership trainings for migrant secondary students.

- Measurable Program Outcome 4f is: By the end of the 2016-17 school year and each year thereafter, 80% of migrant OSY will report that they have received useful information and materials from the MEP to assist them in accessing education, postsecondary, workforce, career readiness, and other community resources.

The strategy the SEA is pursuing to achieve MPO 4f is: Each year beginning in 2014-15, provide opportunities to engage OSY in educational and PWR MEP services.

- Measurable Program Outcome 4g is: By the end of the 2016-17 school year and each year thereafter, there will be an increase of 1% in OSY engaged in instructional services and programs.

The strategy the SEA is pursuing to achieve MPO 4g is: Each year beginning in 2014-15, provide referrals for migrant students/OSY to MEP and community/social services agencies as needed.

- Measurable Program Outcome 4h is: By the end of the 2016-17 school year and each year thereafter, 75% of migrant students and OSY will have access to non-instructional services.

The strategy the SEA is pursuing to achieve MPO 4h is: Each year beginning in 2014-15, provide non-instructional support services to migrant students and OSY.

- Measurable Program Outcome 4i is: By the end of the 2016-17 school year and each year thereafter, 90% of migrant students and OSY completing a survey will report satisfaction with the non-instructional services provided through the MEP.

The strategy the SEA is pursuing to achieve MPO 4i is: Each year beginning in 2014-15, provide needs-based non-instructional support services to migrant students.

vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

The Colorado Migrant Education Program convenes a State Parent Advisory Council (PAC) several times per year. Each convening will cover specific information the SEA is required to share with parents as well as to provide a venue for consultation with parents concerning student and family needs, program services and the evaluation of these services. Each regional MEP program has the opportunity to nominate two parent representatives for their region who will take on the role of sharing the needs and opinions of parents residing in that particular region's service area. The SEA fully supports the idea that parents are a child's first and most important teacher and therefore believes that State PAC members have an important role in the development of Migrant Education Program (MEP) services.

Members provide input and guidance for the continued improvement of the MEP Service Delivery Plan. State PAC members are expected to be leaders in their regional PAC activities, including sharing information obtained by attending regional/state PAC events and any other informational meetings. The SEA ensures that all meeting materials and notifications are in a format and language parents can understand. Furthermore, interpretation is provided to any parent who requires such services during State PAC meetings.

The general expectations of State PAC members are to: actively participate in State PAC meetings and activities; share information with regional PAC members upon return from State events and State PAC

meetings; develop and present regional update concerning regional PAC activities/meetings with regional program support at State meetings; inform regional program if attendance at State PAC meetings is not possible; understand that children (of all ages) who accompany PAC members are expected to participate in planned academic activities; respect the opinions and ideas of others; understand their role as a State PAC member and the responsibility this entails.

The SEA recognizes that in order for State PAC members to be successful in their role they will need support from the SEA as well as their regional program staff. Therefore, regional liaisons play a vital supportive role for PAC members. Liaisons provide critical information to State PAC members so that these individuals have the necessary information to provide input and guidance for the continued improvement of the MEP Service Delivery Plan. Regional liaisons are expected to support and enhance the leadership skills and capacity of State PAC members to be leaders in their regional PAC activities, including the sharing of information obtained while attending Regional/State PAC events and any other informational meetings.

Due to a regional liaison's critical support role the SEA has general expectations of regional staff in this role at the regional level: collaborate with SEA for State PAC planning purposes; actively support the participation of State PAC members during meetings and activities; provide opportunities for State PAC members to share information with local PAC members upon return from events and State PAC meetings; support the region's State PAC member in the development and presentation of regional updates concerning local PAC activities/meetings; inform SEA if attendance at State PAC meetings is not possible; ensure PAC members understand that children (of all ages) who accompany PAC member are expected to participate in planned academic activities; follow agreed upon meeting norms, and understand their role as support to State PAC members.

The State PAC members have developed bylaws which guide all PAC roles and activities. The purpose of the State PAC is organized under the laws pursuant with Section 1304(c) (3) of the Every Student Succeeds Act (ESSA); the PAC shall operate to provide direction to the Office of Migrant Education at the Colorado Department of Education and to promote programs for migrant families, students, children and youth in Colorado. Furthermore, the purpose of the PAC is, although not limited to, as follows:

1) To help the state to accomplish the purpose, objectives and priorities of the MEP established by ESSA and the Office of Migrant Education (OME). To this end, the Council is invited to comment and make recommendation on the following:

- a. The Colorado Migrant Education Program State Plan submitted to the United States Department of Education (US DoE).
- b. The Colorado MEP Comprehensive Needs Assessment
- c. The Colorado MEP Service Delivery Plan
- d. Improving evaluation of the MEP
- e. Increasing the quality of parent involvement
- f. Other pertinent items consistent with the purpose of the State PAC

2) Disseminate information to eligible families about the MEP and other educational programs.

3) The PAC shall collaborate with any organization or group who supports the improvement of educational programs for the migrant community.

4) The PAC shall be non-political, non-commercial and non-sectarian.

5) The PAC shall support the improvement of education in cooperation with the State and Local Education Agencies.

6) The PAC shall work within the state and local administrative structure. Understanding its advisory responsibility, it shall not seek to control or establish policies for the educational agencies within the State.

At the regional level, programs have a similar structure to the State PAC system. Each region regularly convenes its regional parent advisory council in order to share information about program services as well as to seek input and suggestions concerning program improvement efforts.

Parental involvement is an integral part of all Title I programs, including the MEP. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. In order to receive MEP funds, local operating agencies must implement programs, activities and procedures that effectively involve migrant parents and families.

The regional Parent and Family Engagement Plan is submitted as a part of the regional MEP Application and must include a narrative on how the regional program will address the following parent and family engagement goals:

- develop leadership skills among migrant parents;
- provide information for parents and families on how to support their child's academic success;
- engage in two way communication with migrant families regarding the Comprehensive Needs Assessment, Service Delivery Plan and evaluation of services.

The regional parent and family engagement plan consists of two parts:

- a) The Regional PAC— Parent Advisory Councils (PAC) is a statutory requirement and therefore must be a part of a region's overall parent involvement plan. The region must hold a minimum of three Regional PAC meetings per fiscal year. Regional PAC meetings must include at least one of the following topics:
 - Comprehensive Needs Assessment;
 - Service Delivery Plan; or
 - Evaluation of services.
- b) Regional Parental Involvement Plan:
 - cover all four of the Service Delivery Plan focus areas
 - provide parents with information on how to raise student achievement
 - be in a format and language that parents can understand

viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:

1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

Colorado's priorities for use of funds are identified through the State's Comprehensive Needs Assessment (updated 2013). The CNA results inform the State through data-driven analysis to identify the specific unmet needs of migratory children, students, and youth that are serving as barriers to their attainment of grade level academic success on par with other children in the state and subsequent graduation from high school or its equivalent. On the basis of the 2013 Update of the 2009 Comprehensive Needs Assessment, four areas of concern are prioritized: school readiness, reading and mathematics, high school graduation, and non-instructional support services.

- 1) The SEA prioritizes funding for increasing migrant children's school readiness, including parent involvement for developing early literacy and numeracy readiness strategies at home and providing resources for this purpose. Colorado participates in interstate coordination through the Preschool Initiative Consortium and the Identification and Recruitment Rapid Response Consortium. In partnership with the State Library, Colorado participates in distributing a yearly chosen book to every migrant four-year-old through One Book for Colorado. The priority of school readiness is supported through allocations to the five regional MEP sub-grantees through the annual Migrant Education Program Application. The 5 sub-grantee regions hold parent meetings, including four per year focused on parents' education in promoting school readiness and strategies for academic success.
- 2) The provision of supplemental needs-based reading and math instruction, in alignment with district curricula, and research-based academic interventions is prioritized by the SEA. Additionally, the SEA provides a language and literacy software program, Imagine Learning, in support of promoting both student and parent literacy. Colorado participates in the Binational Initiative to increase the exchange of pedagogy and practice between Mexico and Colorado, thereby supporting the achievement of binational migrant students in the regular classroom. The priority of reading and math instruction is supported through allocations to the five regional MEP sub-grantees through the annual Migrant Education Program Application.
- 3) The SEA prioritizes funding for achieving high school graduation or its equivalency for migrant students, which includes opportunities for secondary credit accrual including:
 - Language Arts credit through the Summer Migrant Youth Leadership Institute
 - Civics credit through Close-Up for New Americans
 - Language Arts, Mathematics, Social Studies, Science and Life Skills credit through Portable Assisted Study Sequence (Geneseo Migrant Center)
 - Science and Mathematics credit through the Migrant STEM Academy.

CDE prioritizes student and parent education regarding secondary credit accrual for high school graduation and post-secondary readiness. The State Parent Advisory Council includes information about credit accrual annually, and parent representatives share the information in their respective regions. Additionally, Colorado's participation in the Binational Initiative helps ensure proper transference of academic credit and appropriate placement of migrant students in grade levels and classes. The SEA is involved in collaboration and partnership with the College Assistance Migrant Programs at Adams State University, Metropolitan University of Denver, Colorado State University at Pueblo, and the Bueno Center at the University of Colorado at Boulder. Migrant Advocate Graduation staff positions are funded via the annual regional MEP applications. The SEA also provides staff training and conferences supporting collaborative partnerships with state and local agencies that promote continuing education, education reengagement and workforce readiness.

- 4) CDE prioritizes non-instructional support services in the interest of equity for migrant children, students and youth in the areas of mental and physical health, dental health, homelessness, parental skills and involvement, lack of access to materials and resources including transportation, and a lack of effective parent communication with districts, schools and teachers. Each MEP region provides every migrant family with a list of community organizations that provide resources and services to families. The State holds an annual conference that includes all MEP staff from every region and invites collaborators and partners to present in training workshops and distribute informative literature across regional boundaries.

Colorado has updated the definition for priority for services and is currently accepting comments from MEP staff, school personnel, and migrant parents through regional and state PAC meetings. The new definition will go into effect on July 1, 2017. The annual application for Title I, part C funds includes a section for applicants to explain how they will serve PFS first. The goals in this section are that 100% of Migrant children and youth will be properly identified for Priority for Service within 30 days of eligibility in the Migrant Education Program and 100% of Priority for Service children and youth will be provided MEP funded supplemental instructional services which are targeted, based on the individual student's academic achievement data and his/her PFS criteria. Draft criteria is available at, <http://www.cde.state.co.us/migrant>

C.Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

CDE works across units and in collaboration with state and local institutions and facilities to assist in enhancing the communication between the parties involved and provide supports and resources to improve the quality of educational services and to help ensure a successful transition. Supports include:

- Adoption of graduation expectations that meet or exceed state standards.
- Infinite Campus – All courses aligned with state course code in Infinite Campus (grades and transcripts). State has access to infinite campus records.
- IReady – Reading and Math common diagnostic assessment. Identifies instructional needs and aligned to new curriculum.
- Transition team from neglected and delinquent facilities that follows the transitioning child or youth back to the LEA schools
- Transition team from CDE that works with SAs, LEAs, and facilities to facilitate transitions
- Resources and training related to:
 - Trauma-Informed Education
 - Restorative Approaches to conflict resolution
 - Project-Based Learning

ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

This program provides funding to support the education of youth in state-operated institutions and provides assistance to school districts that work with local facilities that serve adjudicated youth. Colorado receives formula funds based on the number of students in state institutions and local facilities.

State agency and school district Title I, Part D programs must meet the educational needs of neglected, delinquent and at-risk youth and assist in their transition from correctional facilities to local programs.

Students must be provided opportunities for academic achievement. State agencies and school districts must evaluate each facility program and disaggregate data by gender, race, ethnicity and age at least once every three years.

CDE will assess the effectiveness of programs that serve neglected and delinquent children and youth by monitoring and evaluating data related to improving academic, career, and technical skills. Neglected and delinquent programs should be designed with the expectation that children and youth will have the opportunity to meet the same challenging State academic content and academic achievement standards that all children in the State are expected to meet. To the extent feasible, evaluations will be tied to the standards and assessment system that the State or school district has developed for all children. State and Local Agencies must:

- Submit an annual count of eligible students to Colorado Department of Education in December of each year.
- Submit program applications for approval to Colorado Department of Education in June with the Consolidated Plan.
- Submit a program evaluation to Colorado Department of Education at least once every three years to determine the impact on participants in:
 - Maintaining and improving educational achievement
 - Accruing school credits that meet state requirements for grade promotion and secondary school graduation
 - Making the transition to a regular program or other LEA operated educational Programs
 - Completing secondary school or equivalency requirements and employment after leaving the correctional facility or institutions for N or D children and youth participating in postsecondary education and job training programs
 - Use multiple and appropriate measures of student progress.
 - Submit an annual report to the Colorado Department of Education with student progress results.
 - Use evaluation results to plan and improve subsequent programs.

Additionally, state and local agencies must track the number of youth who are:

- Enrolled in school
- Enrolled in GED preparation courses
- Enrolled in postsecondary programs
- Entering the workforce and earning a wage
- Demonstrating responsible citizenship

CDE will monitor SAs and LEAs through:

- Onsite visits, on an alternating basis, the SA and the LEA along with the neglected and delinquent facilities for compliance with the ESSA statutes.

- Desk review of selected documents to be submitted by all SAs, LEAs, and neglected and delinquent facilities for compliance with the ESSA statutes.
- Collection of data submitted in the annual report and three-year evaluation.

D.Title III, Part A: Language Instruction for English Learners and Immigrant Students.

i. Describe the SEA’s standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:

1. Include a score of proficient on the State’s annual English language proficiency assessment;
2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
3. Not include performance on an academic content assessment.

Colorado will continue to use the current standardized entrance and exit procedures and will update the ELP assessment criteria as additional years of ELP and content assessment data are made available. Colorado has and will continue to take into account a number of factors to revise current procedures that consider research-based practices, utilize the feedback from valuable stakeholders, and incorporate valid and reliable data from the state’s English Language Proficiency (ELP) and content summative assessments. The proposed evidence based recommendations reflect current research on best practices for establishing entrance and exit criteria. Additionally, input was gathered from a number of stakeholders to represent views across the state, including institutes of higher education, Colorado Department of Education (CDE) staff representing multiple offices, Title III consortia representing small rural school districts, school districts representing the geographic diversity of Colorado, as well as advocacy groups such as the Colorado Association of Bilingual Education (CABE) and Colorado Teachers of English to Speakers of other Languages (COTESOL). The CDE has synthesized and embedded stakeholders thinking, feedback, and contributions into the proposed plan. Information about the Culturally and Linguistically Diverse Education (CLDE) Stakeholder meetings can be found here http://www.cde.state.co.us/cde_english/CLDEmeetings .

CDE closely ties its guidance on the use of assessment data for English language acquisition timelines to proficiency levels developed by WIDA. The WIDA standards and associated WIDA ACCESS for ELLs assessment have been implemented statewide in Colorado since 2012-13. WIDA advances academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. In this role, WIDA continues to enhance, make modifications, and improve upon their assessments, standards, and resources; therefore CDE makes appropriate adjustments to ensure alignment with state and federal policy and guidance.

The state of Colorado believes that classification determinations can have lasting and far reaching impacts on students, making reclassification decisions critical to a student’s educational success, and thus Colorado has conducted a thorough review of current research related to reclassification and redesignation of ELs. In the article “Re-examining Reclassification: Guidance from a National Working Session on Policies and Practices for Exiting Students from English Learner Status” the authors Linquanti, Cook, Bailey, and MacDonald (2016) emphasize that students needing English language instruction have

the right to receive supplemental services and specialized academic instruction “to ensure their development of English proficiency and meaningful access to grade-level academic curricula and content learning” (p.93). The authors further state, “EL status itself can function as a gatekeeper to more rigorous curriculum and instruction, particularly as ELs enter upper elementary and secondary levels.” Therefore, finding a balance where students are supported in acquiring English, but not held back from demanding curricular and instructional tasks is extremely important” (p. 93).

Additionally, Molle, McDonald, and Cook (2016) make several recommendations to states throughout their research article, “Discerning - and Fostering - What English Learners *Can Do* With Language: Guidance on Gathering and Interpreting Complementary Evidence of Classroom Language Uses for Reclassification Decisions.” The authors strongly argue that states and districts should make reclassification decisions “using more than an annual summative ELP assessment result” and then outline the importance of using the students’ classroom language use as an important piece of data in making decisions about a students’ language ability (p. 3). The authors continue to “clearly stipulate that high-stakes decisions regarding students – particularly program placement and provision of services for English learners – should not be made based on a single test score, and that other relevant information constituting complementary evidence is warranted” (p.3). In any given content area it would be difficult to make decisions around what a student can and cannot do by using one only data point and this is also true of English language learners. The research states that it is best practice to establish entrance and exit criteria from EL programs through multiple data points.

Colorado recognizes the significant impact of misidentification, prolonged EL classification, or premature redesignation as referenced in the research above, and this viewpoint was also strongly communicated by CLDE stakeholders. With this in mind, the SEA proceeds with caution to make thoughtful and careful determinations to establish the standardized entrance and exit criteria required under Every Student Succeeds Act (ESSA), keeping the needs of Colorado’s students at the heart of such a decision. Therefore, CDE and Colorado stakeholders have developed recommendations for the ESSA state plan requirement to determine entrance and exit criteria, given WIDA’s transition to a new English language proficiency assessment, that best meet the needs of the state’s English learners.

Colorado state statute Article 24 of the English Language Proficiency Act requires instructional and programming decisions for students to be made at the local level. Therefore, the current Colorado identification and redesignation/exit procedures will remain in place to ensure staff at the local level are making instructional determinations and decisions for students. Colorado believes it is unethical, unreliable, and irresponsible for state personnel to make instructional decisions for students. Therefore, objective criteria aligned to both the Colorado Academic and the Colorado English language proficiency standards are included within entrance and exit procedures.

Considering stakeholder feedback and relevant research, Colorado has set the following identification and entrance procedures. Entrance procedures for the 2017-2018 school year will remain the same, except for EL identification criteria based on the new WIDA Screener. Because this assessment has not yet been given in Colorado and technical information is not yet available, Colorado awaits WIDA’s

guidance and recommended eligibility criteria for the WIDA screener. Colorado will make applicable changes to the identification criteria on the WIDA screener when state data and/or technical information are available. Chapter 2 of the Colorado Guidebook on Designing, Delivering, and Evaluating Services for English Learners outlines Colorado entrance procedures, criteria, and requirements. Please visit http://www.cde.state.co.us/cde_english/guidebookoct16

2016 marked a major change in the ACCESS for ELLs assessment. WIDA transitioned to and launched a revised assessment, ACCESS 2.0, which changed the format of the assessment to an online platform. In addition, WIDA made changes to the content of the assessment to meet language demands of college and career readiness standards. For 2016, scores were based on the original ACCESS cut scores. 2017 will be the first year that student results will be based on the newly established cutscores that will be aligned to the increased language expectations required in classrooms with the goal of ensuring all students will be college and career ready. Although final results from the standard setting have not been fully reviewed, CDE expects students will need to showcase higher language skills in 2016–2017 than prior years to achieve the same proficiency level scores (1.0–6.0). Colorado requires student data based on the new cut scores to make a data-based decision on ambitious, yet attainable timeframes for reaching English language proficiency under these new more rigorous expectations.

CDE in collaboration with Colorado EL assessment and accountability experts will work to determine appropriate student timelines for acquiring English proficiency. Information about a student's initial language proficiency status will be used to determine the timeline in which the student is expected to attain English fluency. Students entering with higher levels of language proficiency will be expected to achieve fluency within shorter periods of time than newcomers with lower initial levels of English proficiency. The age and enrolled grade level of a student may also be used for determining the English acquisition timeline for Colorado students. Colorado has begun and will continue to review available research literature on EL acquisition timelines to determine the appropriate maximum number of years to move from non-English proficient to fully-English proficient and what would be appropriate interim targets for determining whether students are on-track to meet this long-term goal.

Considering stakeholder feedback and relevant research and the assessment transition, Colorado has set the following redesignation and exit procedures. Redesignation and exit procedures for the 2017-2018 school year will remain the same; however the criteria on the ACCESS 2.0 proficiency criteria will be revised as appropriate.

Please visit http://www.cde.state.co.us/cde_english/redesignationupdate for current Colorado redesignation and exit criteria and procedures.

E.Title IV, Part B: 21st Century Community Learning Centers.

*i.*Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

The Title IV, Part B of ESSA, the 21st Century Community Learning Centers (21st CCLC) grant program, supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. 21st CCLC services support state strategies in section 6.1.A of the ESSA Consolidated State Plan in helping children to succeed academically through:

- (1) providing opportunities for academic enrichment, including tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards; (in core academic subjects, such as reading and mathematics)
- (2) offering students a broad array of additional services, programs, and activities, such as but not limited to, youth development activities, service learning, arts, music, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, 21st Century Learning Skills, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- (3) offering families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

Overview

Colorado's 21st CCLC grant program operates grants in two primary five-year grant cohorts that are staggered two to three years apart in the cohort cycle. Colorado awards 21st CCLC grants in an amount that is not less than \$50,000 per grantee and an amount not greater than \$150,000 per center. Funding beyond year one for each succeeding year is contingent upon funding availability, yearly evaluation of program objectives, and compliance with fiscal requirements.

As part of ongoing sustainability planning, grant funding is provided based on a step-down process as follows:

- Year 1- 100% of funding
- Year 2- 100% of year one funding
- Year 3- 90% of year one funding
- Year 4- 80% of year one funding
- Year 5- 60% of year one funding

Additionally, grantees must provide information on sustaining the grant beyond the grant cycle in the RFP and submit a sustainability plan to the state office mid-way through the grant cycle.

The next request for proposal for Colorado's 21st CCLC grant program is expected to be released in early 2018, to fund grant programs starting July 1, 2018. The state is evaluating with stakeholder engagement a change to this cohort cycle from a five-year grant cycle with step down funding to a three-year grant cycle, with the opportunity to continue two additional years if the program meets requirements for "exemplar programs." Exemplar programs will demonstrate high quality performance both programmatically and fiscally across the three-year grant period, meeting specific criterion that will be outlined in the RFP. Exemplar programs will provide a peer mentoring role to other 21st CCLC programs and the out of school time field.

Entities eligible to apply for 21st CCLC grants include: Colorado local educational agencies, community-based organizations, Indian tribe or tribal organizations (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), other public or private entities, or a consortium of two or more such agencies, organizations, or entities.

Request for Proposal

Each grant application submitted for Colorado's 21st CCLC program shall include the following:

- a description of the activities to be funded, including:
 - a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home, if applicable; and
 - a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;
- a description of how such activities are expected to improve student academic achievement as well as overall student success;
- a demonstration of how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources;
- a description of how the activities will meet the measures of effectiveness described below:
 - a) be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
 - b) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
 - c) if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
 - d) ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described under Title IV, Part B of ESSA;
 - e) collect the data necessary for the measures of student success described in bullet d) of this section.

- a periodic evaluation in conjunction with the State educational agency's overall evaluation plan, to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success;
- a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;
- an evaluation of the community needs and available resources for the community learning center, and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);
- a demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students
- a description of a preliminary plan for how the community learning center will continue after funding under this part ends;
- if the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers; and
- such other information and assurances as CDE may reasonably require, which may include but is not limited to, timely expenditure of funds, past expenditure of funds, and fulfillment of reporting requirements may be considered for previously funded applicants.

Request for Proposal Assurances

Each grant application submitted for Colorado's 21st CCLC program shall include the following assurances:

- the program will take place in a safe and easily accessible facility;
- the program will target students who primarily attend schools eligible for schoolwide programs under Title I, Part A of ESSA and the families of such students;
- subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;
- the proposed program was developed and will be carried out:
 - in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;
 - in compliance with applicable laws relating to privacy and confidentiality; and
 - in alignment with the challenging State academic standards and any local academic standards; and
- the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.

Priorities

Priority is given to applicants:

- (1) promoting the equitable distribution of grants to different geographic regions within the state of Colorado, including urban and rural areas
- (2) promoting the equitable distribution of grants to elementary and secondary schools
- (3) proposing to target services to:
 - students who primarily attend schools that:
 - are implementing comprehensive support and improvement activities or targeted support and improvement activities under Title I, Part A of Section 1111(d); and
 - enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and
 - the families of eligible students;
- (4) representing a consortium of organizations jointly submitting a grant application. Consisting of not less than one:
 - local educational agency receiving funds under Title I, Part A of ESSA; and
 - another eligible entity;
- (5) demonstrating that the activities proposed in the application:
 - are, as of the date of the submission of the application, not accessible to students who would be served; or
 - would expand accessibility to high-quality services that may be available in the community
- (6) assists students to meet the challenging State academic standards by providing the students with academic enrichment activities and a broad array of other allowable activities during nonschool hours or periods when school is not in session (such as before and after school or during summer recess) that:
 - reinforce and complement the regular academic programs of the schools attended by the students served; and
 - are targeted to the students' academic needs and aligned with the instruction students receive during the school day;
- (7) offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development
- (8) develop performance indicators and performance measures that will be used to evaluate programs and activities with emphasis on alignment with the regular academic program of the school and the academic needs of participating students, including performance indicators and measures that:
 - are able to track student success and improvement over time;
 - include State assessment results and other indicators, as defined by stakeholder engagement, of student success and improvement, such as improved attendance during

- the school day, better classroom grades, regular (or consistent) program attendance, and on-time advancement to the next grade level; and
- for high school students, may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities;

Colorado is in the process of collecting feedback through stakeholder engagement to assess other potential priority areas.

Further, Colorado 21st CCLC applicants will be permitted to apply for expanded learning program activities that:

- are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day;
- supplement but do not supplant regular school day requirements; and
- are carried out by eligible entities that meet legal requirements.

As specified by ESSA, the Colorado Department of Education will not give a priority or a preference to eligible entities that seek to use funds made available under this part to extend the regular school day.

State RFP Peer Review Process

The review process will begin approximately two weeks after the deadline for grant submission and will be led by CDE's Office of Competitive Grants and Awards. A peer review team, consisting of a minimum of three members of the expert review panel, will review each application. Stakeholder engagement helped define key knowledge areas below. Review teams will be made up of the following individuals who have knowledge about community learning centers:

- Day-school and after-school teachers/staff;
- Community educators;
- Faith-based leaders;
- Community-based leaders;
- Building leaders (principals/teacher leaders);
- Central office curriculum specialists; and
- Employees of a State educational agency who are familiar with 21st CCLC programs and activities (does not include CDE 21st CCLC staff who are working on the program)
- Experts in the field with expertise in providing effective academic, enrichment, youth development, and related services to children
- Members of statewide networks and groups with expertise pertaining to out of school time programs

CDE has an open process for soliciting grant review readers. A reader request is developed by CDE's Office of Competitive Grants and Awards and is distributed to external and internal stakeholders and audiences. Individuals who are leaders in the out of school time field and individuals who have

knowledge about 21st CCLC are targeted as well. Reviewers provide contact information, define any conflicts of interest and submit a resume. During the review, team members also sign a Confidentiality/Conflict of Interest Release. By signing this agreement, each review team member agrees to maintain confidentiality throughout the process of the application review. No member shall disclose the contents of responses to anyone outside the team and all internal workings of the team shall be kept confidential until the team has completed its evaluation. Furthermore, by signing the release, all review team members must affirm that they do not have a personal or financial interest regarding which organization or school district is recommended for a grant. All such potential conflicts of interest situations must be reported to CDE prior to reviewing applications.

Peer review team members will participate in grant training webinars led by CDE's Office of Competitive Grants and Awards to help ensure consistent and objective grant review. Team members will rate each application individually and then convene as a group to discuss their findings and scores. One application will be scored in common by all team members. On the day of the review, a facilitated discussion of the scoring of this proposal will take place to increase the inter-rater agreement range and ensure that all reviewers are using the rubric consistently as they score proposals.

Peer review team members will score each proposal based on the rubric. Each team will then work to reach consensus on a final score for each proposal. Scores are then ranked by the readers and the highest scoring grants reflecting priority areas will be funded until available funding is depleted.

There is no guarantee that submission of a proposal will result in funding or funding at the requested level. Only proposals that meet all eligibility criteria and that are scored by the expert review panel at the minimum point determined or higher on the review rubric will be considered for funding. All application decisions are final. Applicants will receive formal notification regarding the status of their application from CDE's Office of Competitive Grants and Awards prior to the start of the next funding cycle, July 1, 2018.

F.Title V, Part B, Subpart 2: Rural and Low-Income School Program.

i.Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

The Rural Low Income School (RLIS) program is designed to help rural districts use federal resources more effectively to improve instruction and academic achievement. These funds are intended to support activities allowable under Title I, II and III programs. CDE will build the capacity of LEAs in the administration of these funds by providing technical assistance through regional training and networking meetings, Virtual Academy webinars, email, telephone support and other available means. CDE will work with LEAs through the consolidated application to administer this funding to align with and enhance other federal, state and local programs. The specific measurable program objectives and outcomes for each LEA receiving RLIS funds will be guided by each LEA's Comprehensive Needs Assessment , Unified Improvement Plan (if applicable), the consolidated application, a tiered monitoring system, and CDE's school and district LEA accountability system.

Resources: Rural Education Achievement Program (REAP) webpage:

<http://www.cde.state.co.us/fedprograms/ov/tvib>

REAP Reference Guide: <http://www.cde.state.co.us/fedprograms/quick-reference-guide>

ESEA Virtual Academy REAP Webinar recording and power point:

http://www.cde.state.co.us/fedprograms/virtualacademy_archives#NewDirectors

G.McKinney-Vento Act.

i.Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

The state of Colorado has designated a State Coordinator, separate from the State Point of Contact from Foster Care, with the capacity to complete the duties, to oversee the duties of the SEA. The state coordinator is responsible for building capacity of the LEAs' designated liaisons to assist in the identification of homeless children and youth in the state of Colorado.

Building capacity includes regular regional trainings for homeless education liaisons. These regional trainings oftentimes address identification strategies to assure LEAs are maximizing their outreach strategies. Additionally, the state coordinator provides technical assistance as requested by the LEAs which may include the training of homeless education liaisons, school POCs (points of contact), registrars, administrators, food and nutrition, transportation personnel, school counselors, teachers and other district staff. Beyond identification training for school and LEA-based personnel, the state coordinator provides training and technical assistance to external agencies and nonprofits with which these students and their families may have contact to ensure these collaborators may serve as sources of identification.

At the state level, the state coordinator collaborates with several state and federal programs, including Title I, Migratory Education, Foster Care, Title III, Special Education, Early Childhood Education and Head Start to assure these programs serve as sources of identification for students experiencing homelessness. Joint trainings to the field are offered with departments with which there is overlap.

The monitoring of LEAs provides a method for CDE to assure the successful identification of homeless children and youth. During the monitoring process, CDE ensures districts are correctly identifying students experiencing homelessness by assuring districts have designated a liaison to assist in the identification process. Additionally, districts provide a list of the locations in which McKinney-Vento rights are located, encouraging the dissemination of this information with the ultimate goal of increasing identification. During the monitoring process, LEAs also provide CDE with the local procedures in place to ensure the identification of homeless children and youth.

Each district within the state of Colorado is required to identify and report the name of their LEA's homeless education liaison to assist districts in the identification of students experiencing homelessness. A list, which is regularly updated by the Office of the State Coordinator, of the names and contact information for LEA homeless liaisons is housed on the Colorado Department of Education's website. Capacity for these individuals is built through ongoing training opportunities offered by both the SEA and regional experts.

The following strategies and activities are conducted by the SEA, either directly by the state coordinator or regional experts, to assist in the identification of homeless children and youth.

Strategies and Activities	Implementation
Provide an overview of the ESSA McKinney-Vento Act, inclusive of the new definition, and the Title I implications to Title I Directors	Title Community of Practitioners
Educate LEA program representatives at regional meetings throughout the state	Quarterly
Provide an overview of the McKinney-Vento Act, as re-authorized by ESSA at the Colorado Department of Education's stakeholder meetings and convening of Colorado's Child Welfare Liaisons	Ongoing
Conduct trainings for school counselors on McKinney-Vento, as re-authorized by ESSA	Ongoing
Conduct trainings for Colorado's Single Points of Contact (SPOCs) in higher education to facilitate identification and support	Ongoing
In partnership with the Colorado Early Childhood Council Leadership Alliance and Colorado Head Start, facilitate opportunities for collaboration on the identification of students experiencing homelessness in early childhood	Ongoing
Provide regional training and technical assistance for homeless education liaisons and other LEA points of contact regarding best practices and strategies for the identification of homeless children and youth	Ongoing
Utilize media sources, including online and print, to educate the public regarding the rights of students experiencing homelessness in an effort to reach the parents or guardians of McKinney-Vento eligible students or Unaccompanied Homeless Youth	Ongoing
Annual statewide monitoring to ensure the LEAs review and review policies or practices that may act as a barrier to the identification of homeless children and youth. This may include an assessment of the district liaison's capacity to fulfill the duties of the position and other	Ongoing
Provide exemplars and best practices on the Colorado Department of Education's website to assist LEAs in accessing effective identification strategies	Ongoing
Post on the Colorado Department of Education's website an up-to-date list of homeless education liaisons throughout the state and the state's SPOCs in higher education to assist LEAs in identifying students	Ongoing

The assessment of the needs of students experiencing homelessness will take primarily take place at the local school level within each LEA. District homeless liaisons and other points of contact will work to assess the needs of homeless children and youth. In addition, statewide focus groups, surveys, and interviews of parents, guardians and students can serve as a manner to inform the state and LEAs on the needs of this population.

Furthermore, the RFP process for the McKinney-Vento grant funding will include narratives and collection on the needs of homeless students from service providers and community assessments, which

includes but is not limited to, data surrounding poverty, student mobility, foreclosure trends, evictions, and affordable to assist in the needs assessment process.

Homeless education liaisons also receive capacity building training surrounding the unique needs of students experiencing homelessness through the Office of the State Coordinator and coordinating agencies. Regional and statewide trainings throughout the year focus on the identification and assessment of needs, with a particular emphasis on the unique needs of homeless unaccompanied youth. During times of natural disasters, CDE mobilizes to assure an expedited identification process which is housed on the Colorado Department of Education's website to assist districts in times of crisis or disaster.

The following strategies and activities are implemented to assess the needs of McKinney-Vento students.

Strategies and Activities	Implementation
Collaboration efforts at the SEA with appropriate federal programs which include Title I, Title III, Title IV, Migratory Education, and Special Education to review legislative mandates and create supportive partnerships to identify address the needs of McKinney-Vento students	Ongoing
Involvement of shelters, transitional housing programs and other homeless service agencies in identifying the unique needs of homeless children and youth	Ongoing
Conduct regional focus groups and surveys with parents of homeless children and youth, and with unaccompanied homeless youth, to inform the LEAs and SEA needs assessment process with the goal of programmatic improvement	Ongoing
RFP process data collection to assess community and needs of students experiencing homelessness	Every three years

ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

The SEA provides both online and in-person support for school personnel, including liaisons, principals, other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support to heighten the awareness of these individuals on the specific needs of homeless children and youths.

Examples of online support include several sources of information. This includes but is not limited to, CDE hosts and maintains a comprehensive website aimed at not only building capacity in liaisons but other personnel as well. Housed on the website are training materials for programmatic and legal updates, such as resources for Colorado's CWELs (Child Welfare Education Liaisons), school counselors, food and nutrition, and early childhood. This list of resources grows annually as CDE identifies areas for capacity building throughout the state. Planned updates include training materials the LEAs may utilize

directly from the website for food and nutrition staff, transportation staff, enrollment personnel and school counselors to heighten awareness of the needs of homeless children and youth.

Housed on CDE's website is also an extensive list of forms that LEAs may adapt for their use, along with data on McKinney-Vento students throughout the state, guidance for new liaisons and other resources such as federal briefs on topics aimed at building capacity across various groups of school personnel.

The state coordinator communicates regularly with the field to provide information on webinars and trainings, both from national organizations and other departments within the SEA, to the list of liaisons identified by the LEAs. This information may then be disseminated from the liaison to other staff within the LEA for attendance.

Strategies and Activities	Implementation
Communication to the field regarding upcoming trainings such as webinars from national organizations, other departments within the SEA	Ongoing
Website resources as reference to heighten awareness	Ongoing

The Office of the State Coordinator currently provides multiple trainings per year to school district personnel and homeless service agencies to heighten the awareness of personnel on the specific needs of homeless children and youth. Additional meetings are provided throughout the year for subgrantee districts, though all districts are welcome to attend these trainings aimed at building capacity. With the reauthorization of the McKinney-Vento Act, these trainings have begun to include issues such as those related to other federal programs and departments, including, but not limited to, Title I, Special Education, English Learners, Out-of-School-Time Care, early childhood, transportation, the Department of Higher Education, and Vocational Rehabilitation. These regional trainings are developed at the state level, partnering with the associated units, with input from stakeholders regarding the topics.

Strategies and activities include:

Strategies and Activities	Implementation
Present to Title I Directors and personnel an overview of the McKinney-Vento Act, inclusive of the new definition, and Title I implications	Ongoing
Educate LEA federal program representatives at regional meetings on the McKinney-Vento Act, specifically on the definition and LEA responsibilities	Ongoing
Collaborate with the Transportation and Nutrition Department at the Colorado Department of Education to review the changes in the laws that affect homeless students and coordinate technical assistance efforts to transportation and the school lunch program departments with LEAs	Ongoing
Conduct training sessions for regional groups for the LEAs' Homeless Liaisons to help them understand the definition of homelessness so they may prepare their local school building personnel for the October count and continuing efforts to identify and support students experiencing homelessness	Ongoing

Present the McKinney-Vento Act at state and regional meetings of Early Childhood personnel	Ongoing
Present the McKinney-Vento Act at state and regional meetings of school counselors	Ongoing

iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

The state of Colorado currently utilizes a two-step process for dispute resolution. First, the dispute is highly encouraged to be resolved at the local level. If not resolved at the local level, the dispute is referred to the state coordinator. The case is researched, in a timely manner, according to the McKinney-Vento Act requirements. In accordance with 722(g)(3)(E)(i), students must be enrolled in the school where enrollment is sought, pending final dispute resolution outcomes. At the SEA, disputes are reviewed by a committee to determine the outcome of the dispute. Though the decision of this committee is final, complaints may be filed with the U.S. Department of Education.

The Colorado Department of Education's website houses several resources, such as, but not limited to, those in English and Spanish, for LEAs, parents, guardians, and unaccompanied homeless youth regarding disputes. Timelines are outlined in the dispute resolution document to assist the district in resolving the dispute in a timely manner and the parent in accessing their rights to file a dispute in accordance with McKinney-Vento.

During monitoring, CDE reviews the LEA's dispute resolution process and procedures for notifying parents, guardians or unaccompanied youth of their right to appeal. The district submits a copy of its dispute resolution process which corresponds to the state's dispute process as evidence during the monitoring.

The state's dispute resolution process is disseminated by the state coordinator regularly at McKinney-Vento trainings for homeless education liaisons and other district personnel. Additionally, LEAs post the education rights, including the right to appeal, of students experiencing homelessness throughout their districts and local communities. Monitoring by CDE includes an interview of the homeless liaison and should include a list of locations in which these postings of rights are located throughout the LEA.

Strategies and Activities	Implementation
Regional and statewide trainings on the dispute resolution process	Ongoing
Monitoring of the dissemination of rights through posting information throughout district and local community where families and youth are likely to be present	Ongoing
Monitoring of the local dispute process	Ongoing

iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework

satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

The state coordinator currently participates in several state and regional advisory boards with the focus of supporting homeless youth. The rights of homeless children and youth are posted throughout the state in school buildings and public places frequented by homeless families. The dissemination of this information is part of the CDE's monitoring process for the LEAs.

Other examples of efforts aimed at local access may include the RFP process. Subgrantees of the McKinney-Vento funds are required to provide outreach to homeless children and youth not in school as a condition of funding. Each submission must performance measures aimed academic progress outcomes, school support outcomes and collaboration outcomes aimed at equal access to support services. In the area of academic progress outcomes, the RFP requests information on the grantee's plan to improve academic outcomes for homeless students. For high school students, this can include an outline of plans to assist in the progress of credit attainment. School support outcomes refer a demonstration that homeless students have immediate educational access, increased school stability and access to non-academic supports. Collaboration outcomes of the RFP specifically state request that the LEA or BOCES develop meaningful stakeholder engagement opportunities to increase resources, referrals, and partnerships to meet the complex needs of students who are homeless.

Strategies and Activities	Implementation
In conjunction with the local experts, train the LEA homeless liaisons regarding the federal requirements regarding the identification and equal access for homeless youth	Ongoing
Work in partnership with organizations that serve youths separated from public schools on identification	Ongoing
Present on the district responsibilities to identify, provide equal access and support services to Unaccompanied Homeless Youth at regional Superintendent meetings	Ongoing
Present at regional and statewide meetings of school counselors on removing barriers to receiving full or partial coursework in accordance with State, local, and school policies	Ongoing
Assure the educational rights of students are displayed in schools and other locations throughout communities via the monitoring process	Ongoing

v. Describe the SEA's procedures to ensure that homeless children and youths:

1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State

CDE provides training on accessing public preschool programs. This training may include the local implementation of reservation of slots for highly mobile children as a means of creating an access point for children experiencing homelessness who oftentimes move in and out of preschool programs. Additionally, CDE coordinates with regional Head Start offices and provides trainings to Head Start and early childhood leaders throughout the state. CDE may also host peer-to-peer discussions and panel trainings for homeless liaisons and early childhood providers as a means to

facilitate communication and, therefore, access for homeless children to these programs. Updates regarding early childhood are given regularly at the regional trainings hosted by the state coordinator and local experts.

Strategies and Activities	Implementation
Development of partnerships with organizations such as the Colorado Preschool Project staff, Head Start staff, and Early Childhood Programs to develop guidelines and strategies aimed at increasing the enrollment of children experiencing homelessness	Ongoing
Provide capacity building to homeless liaisons regarding the federal requirements of equal access for homeless children who are of preschool age	Ongoing
Train early childhood providers on the McKinney-Vento Act, including the provisions under the reauthorization	Ongoing

2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and

Students experiencing homelessness have the right to immediate enrollment and full participation, in accordance with the McKinney-Vento Act. Statewide trainings are offered to build awareness with homeless education liaisons, with the ultimate goal of their dissemination of this information to district coaches, teachers, club sponsors, faculty advisors and other district personnel. Additionally, the SEA collects and shares district and local policies and procedures which expedite and support the full participation of students experiencing homelessness.

Barriers to full participation may come in the form of fees. Therefore, local liaisons are trained on addressing fee-based barriers by such methods as fee waivers, the utilization of McKinney-Vento or Title I, Part A set asides, or other strategies utilized by LEAs for other low-income students. Other strategies for LEAs or BOCES may include seeking sponsorships from local groups or organizations, support from local businesses or seeking donations.

Strategies and Activities	Implementation
Collaboration with state agencies to ensure alignment with policies and procedures to assist LEAs in assuring full participation	Ongoing
Provide training to liaisons and other school staff on full participation and the removal of barriers	Ongoing
Local experts assist in the facilitation of full participation for homeless students throughout their regions	Ongoing

3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

CDE works in coordination with its Nutrition Unit to assure the participation of homeless children and youth in Federal, State, and local nutrition programs. Additionally, CDE's monitoring includes a portion dedicated to the direct certification process that LEAs have identified to assure this participation. As part

of this monitoring, LEAs are asked to identify their process and timeline to assure timely inclusion in these programs.

Information regarding the participation of homeless children and youth in these programs is also posted on the CDE's website to facilitate this process at the local level. As part of the annual liaison trainings, liaisons are given updates regarding any changes in the requirements of this process.

Strategies and Activities	Implementation
Liaison training to ensure students receive access to Federal, State, and local nutrition programs	Ongoing
Resources posted on the Colorado Department of Education's Homeless Education website related to food and nutrition	Ongoing

vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

Ongoing training is provided to liaisons and district staff on the removal of barriers for homeless students. It is part of the information shared with new liaisons and addressed at the regional trainings by the state coordinator.

CDE monitors the strategies districts utilize to address problems with respect to the education of homeless children and youth via both its desktop and in-person monitoring process. LEAs are asked to describe their district's policies, procedures and guidelines for identifying and enrolling homeless children and youth. Additionally, the SEA requests information from the districts during this process on the revision of their policies to remove barriers, their practices on enrollment, particularly if records normally required for enrollment are not available.

Examples of supports include The Colorado Association of School Executives (CASE) and the Colorado Association of Schools Boards (CASB) providing guidance to the local education agencies as they review and revise policies to remove barriers to enrollment delays and retention. On the Colorado Department of Education, districts can locate links regarding this information to provide guidance on the specific policies from CASB related to McKinney-Vento.

Strategies and Activities	Implementation
Collaboration with CASE and CASB to assure dissemination of guidance on policies to remove barriers	Ongoing
Monitoring of LEAs by the SEA of policies and procedures which remove barriers	Ongoing
Training of local liaisons on the removal of barriers for students experiencing homelessness	Ongoing

[Click here to provide feedback on this Draft Section of the ESSA State Plan](#)