

ESEA Committee of Practitioners
December 13, 2016
Colorado Association of School Boards, Denver, CO
10:00 Meeting called to order by Jesus Escarega

Members in attendance: Amy Beruan, Jesus Escarcega, Mary Ellen Good, Laura Gorman, Roy Holloway, Lynn Kintz, Lucinda Long-Webb (phone), Lynn Mather, John McKay, Dawn Roedel, Mitzi Swiatkowski, Myra Westfall, Melissa Beck

- Review of minutes
- Laura Gorman made the motion to approve the minutes, Mary Ellen Good seconded.

ESSA State Plan Update

- Only the state has to turn in assurances, the LEA assurances will be in the Consapp as always.
- Take survey on accountability spoke webpage

Title IV

- It is allowable to use these funds for AP exams in place of the funds lost from the escape grant
- IB exams are allowable as well
- The funds will be distributed through the same formula that Title I funds are distributed
- Laura Gorman- if it were 300 million, what would be your estimate for Colorado
 - I. It is distributed the same way as Title I. It is a formula program not competitive
- Roy Holloway- is there a guidance on what the description should be if they decide to use the Title IV funds
- Mary-Ellen: This seems to be a LEA level issue, not sure if there is much the state could do to address these issues
- Laura Gorman: bullying and harassment, as well as the overuse of discipline issues are issues within the schools. Professional development or funds for training of coaches could be a service the CDE provides.
- Jesus Escarcega: If the state cannot help with this issue, can 100% go to the LEA.
- John McKay: Do we want to have local control based on limited funds. It is necessary to be realistic on what we can provide
 - I. DeLilah: cannot make a recommendation at the moment because we don't know how much money we will be receiving. Once we receive the allocation, we can include the info the state plan.
- How often will the state plan be updated based on changes
 - i. Brad: we will be updating it periodically to keep up with changes and needs.
- Mary Ellen: recommendation that the state does not use the Title Iv funds. John McKay: agree. Can see the intent
- Jennifer: can write a contingent plan based on what we would do if we ever receive the funds.

- Jesus Escarcega: SEA will say no the Title IV funds for this year.
- David Schneiderman: very small amount of funds
- Lynn Mather: the way that this information is presented to the field is very important.
 - I. Put the reasoning in the comment below in the template

Mary Ellen Good makes a motion to recommend that we say no at this point until we identify the need. Lynn Mather seconds. All in favor.

Comparability

- Laura Goodman: Need more than just the FTE method. The state/local per-pupil allocation specific to materials and resources is the method needed
- John McKay: like the flexibility to use the funds for FTE
- Ability to choose method is important
- Jennifer: discussion around making the HR timeline more meaningful for comparability etc.
- It would be beneficial to use the Consapp, but the timing is off based on October count, budget etc.
- Consapp is not feasible to demonstrate comparability
- Updated comparability system is ideal.
- Kay Bridges: for comparability, the first option would not work for large districts or for districts that have lots of fluctuation in student content. The data submitted would not be relevant.
- **Option 3 (end of the school year): not a good option.**
- Option 2 is viable.
- What is CDE looked at districts that are usually compatible and allow them to submit the data after November
 - I. Not sure, certainly take it back and talk about it. Problem because
- Option 2 is viable and what we are doing now, make an updated comparability system and incorporate spreadsheets etc.
- Allowing districts to use multiple methodologies for demonstrating comparability is recommended and allows flexibility for districts.

McKinney Vento:

- Foster care has been taken out of McKinney-Vento and has its own separate allocations.
- Can the homeless liaisons work with the migrant contacts to ensure that college credits are ensured.
- Make grantee meetings virtual/ send out communication that they can come to grantee meetings
- Each year the state has regional training in different parts of the state.
- Use data to do intensive trainings in different parts of the state.
- Lucinda: Have there been trainings with social services to collaborate with parents etc
 - I. At the LEA level and with McKinney-Vento students it tends to be more professional development.

- Laura: Ensure that communication and PD is inclusive of blended learning, charter, online schools etc.

Title IV Part B

- Would this program create partnerships with outside entities such as nonprofits, community organizations etc.
- Often times non-profits may have more capacity for grant writing, (personnel etc). partnerships with nonprofits, especially for rural schools would be helpful. (Mary-Ellen)
- Sustainability clause is crucial. How would you differentiate between communities that need to begin programs/ communities that need to improve their already existing programs. (John McKay)
- Create partnerships with districts that have done this successfully.
- 3 year grant cycle preferred (Laura Goodman, Lynn)
- Grants are staggered every two years.
- Open to three year proposal starting with the 18/19 application.
- Growth is the most important if you are a struggling school. Focus on that in this program (Jesus)
- Attendance numbers can also be something to highlight.
- Tell survey to track student's perception of safety.
- John McKay: need to ensure that we are focusing on all of the subgroups that the schools and districts are serving.
- Focus on message that aligns to the key goals.
- Find possible mentors from the community to provide supports. (Mary-Ellen/ soccer without borders)
- Finding ways to engage parents is important to continue throughout the year. Like the idea of the school piloting a program that will last for three years to encourage community engagement and provide leadership/ data/ support.
- Work with Family and School partnerships and build on that.
- If focused on literacy, work with ELL parents, migrant office, and build parent capacity. (Mary-Ellen)

Migrant Education

- Include "student is working to support family" on criteria
- Include "student is missing school/ tardy because he/she is primary parent etc"
- Define "in-school" suspension and "out of school"
- Does not have transportation
- Find ways to identify how "student is being bullied"
- Include the students are involved in legal involvement
- Include trauma/abused etc.

- Necessary to have the “other” section because not possible to capture all of the varied experiences of migrant families

Meeting adjourned at 1:30