CDE MEETING AGENDA

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Meeting Logistics & Desired Outcomes

Meeting: ESSA Committee of Practitioners
Date & Time: Thursday, September 22, 2022; 10:00 a.m. - 3:00 p.m.
Location: Lakewood Public Library, 10200 W 20th Ave, Lakewood, CO 80215

Meeting Leads: Amy Beruan (Elected Co-Chair), Joey Willett (Elected Co-Chair)
                Shannon Wilson and Rachel Temple (CDE Leads)

Objective: To allow the Colorado Department of Education the opportunity to provide updates to and elicit recommendations from the Colorado Committee of Practitioners regarding relevant and timely issues related to CDE's responsibilities under the Elementary and Secondary Education Act (ESSA).

Agreed Upon Norms:
- o Be present and engage fully.
- o Let everyone have a voice and be heard! Don't talk over each other.
- o When not talking, turn off mic on your computer/phone to minimize background noise.
- o Begin and end meetings on time. Stick to times allotted for topics, to the extent possible, or develop next steps for moving the work forward if running out of time.
- o Use time productively.
- o Assume positive intent and ask for clarification when something lands wrong.
- o Come prepared.
- o The chair of the meeting should enforce the norms.

Attendees: Amy Beruan, Shineth Cunanan-Gonzales, Erich Dorn, Megan Eikleberry, Rochelle Garcia-Gomez, Sandy Gecewicz, Laura Gorman, Ryan Hartgerink, Mindy Heller, Stephanie Hund, Marcie Robidart, Mitzi Swiatkowski, Cheryl Taylor, Joey Willett

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Agenda Items and Next Steps

Headline Time Presenters	Agenda Item Prep (if needed)	Summary/Notes
Welcome Committee Business 10:00-10:30 *Shannon, Rachel*	• Amy and Joey facilitate introductions of CoP members. • CoP members will vote on the approval of the minutes from the previous meeting and review the agenda for the meeting. • Introduction from Rhonda Haniford	• August 2022 Meeting Minutes are approved.
Centering & Purpose of CoP 10:30-10:45 *Shannon, Rachel* Informational	• Discuss CoP's purpose, providing examples. Discuss the importance of voice and engagement. • CoP members review norms; determine if any additions or revisions are needed; including norms for in-person and hybrid meeting options. • Expectations for gathering feedback from stakeholder	Presentation Highlights: • Proposed new norms: ○ A minimum of 40% of members must plan to attend in-person to proceed with a hybrid meeting; if less than 40% indicate that they will attend in-person, the meeting will be fully virtual. This decision will be made at least 1 week in advance. ○ In the event of unsafe travel conditions due to weather, CDE staff will consult with the CoP co-chairs to determine whether to cancel the in-person option. We will make every effort to announce as early as possible.

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		● CDE tries to limit our communication between meetings to only essential business, but there are often times where we will request feedback between meetings. Members are asked to respond by the due date or communicate if additional time is needed.
		Feedback from CoP Members:
		Meeting Format: ● Unexpected things arise last minute that could affect in-person attendance. Suggestion that a minimum of 40% of members must plan to attend in person to proceed with a hybrid meeting. ● As the year progresses, we sometimes lose members. How will we account for people that are on the list but do not attend meetings? ○ CDE Response: The minimum percentage could be based on the amount of members that plan to attend vs total members on committee. ● Based on representation in other committees, we have found that it is much more productive and effective to be in-person. ● Is there another day of the work week that would draw better attendance? Suggestion to conduct meetings on

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		Fridays.
		
		● Suggestion to poll members regarding their reasoning for not attending in-person.
		
		● Recommendation to identify a minimum quantity of attendees (6) required to conduct hybrid meetings.
		
		● By majority vote, the following norms are approved:
		
		    ○ A minimum of 6 members, minimum of 40% of current membership count, must plan to attend in-person to proceed with a hybrid meeting; if less than 6 members indicate that they will attend in-person, the meeting will be fully virtual.
		    ○ In the event of unsafe travel conditions due to weather, CDE staff will consult with the CoP co-chairs to determine whether to cancel the in-person option. We will make every effort to announce as early as possible
		
		Stakeholder Engagement:
		
		Member Suggestions regarding ways to seek input from colleagues at members'

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		organizations (from meeting chat):
		● Discuss agenda topics with our superintendent advisory council and principal PLC.
		● Common google doc that saves comments.
		● Email list
		● Share CoP info with my leadership team. We discuss some of the things that come out and how they could possibly impact our community.
		● Discuss CoP topics with our federal program's leadership team and any other district staff that we think we need to loop in. No formal list, just case by case basis.
		● Informally discuss with the district mental health leadership team during our designated meeting times.
		● Principals, superintendents, Title teachers, ELD teachers, Directors of Finance and other BOCES colleagues. Usually communicating something that has been in the discussion for a while as I don't always see them between the time the agenda comes out and the meeting.
		● Discuss with our Superintendent's Advisory Council, as well as at cabinet meetings with our leadership team.
		● Share certain key slides with the internal CSI departments seeking input on some of those key topics.

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		- Share some of the information typically after with relevant stakeholders at the district on the topics, for example Assessment Dept., other Title program staff, CFO, other cabinet members as applicable. If there is a topic I see that I want to be sure I might speak for others I do try to share in advance, but usually not too successfully due to time constraints - Discuss the topics with our grant fiscal person as well as our CAO and COO. depending on the topic I will discuss it with our director of PL/ELL or Director of Schools and principals Communication Outside of Meetings: - Short, concise, one topic emails, with a clear subject line. - If a response is needed, list "CoP response needed" in the subject line. - Streamline who is sending communications; members find it helpful when all communications come from one designated person at CDE (Emily).

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Revisit Bylaws/Discussion 10:45-10:55 *Rachel, Shannon* Future Feedback Topic	● Introduce the bylaws ● We will formally revisit and revise as needed in November Guiding Question: Are there any bylaws members would specifically like to revisit?	Presentation Highlights: ● We will formally revisit and revise the bylaws as needed in November.
ESSA State Plan: Identification update and results 10:55-11:25 *Tina and Mary (Virtual)* Informational	● Update on the addendum that was approved, how it changed our identification methodology, and the results or impact on the identification for 2022.	Presentation Highlights: ● CDE worked to identify a more meaningful and relevant indicator than chronic absenteeism. ● CDE received support from stakeholders to: 　○ Continue to use reduction of chronic absenteeism 　○ Add student growth to standard 　○ Add student, educator, and/or parent ratings of school climate or safety ● The USDE provided a waiver allowing states to make an addendum to make one-year revisions to ESSA State plan accountability sections. The waiver was approved in April 2022. ● Colorado was approved to amend its State plan to account for short-term changes in the 2022-2023 school year: 　○ Use 1-year of accountability data, instead of 3-years of aggregated data.

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		○ Modify the Academic Progress indicator to only include mathematics growth for grades 5 and 7, and English language arts growth for grades 4, 6, and 8. ○ Modify the School Quality or Student Success (SQSS) indicator to: ■ Exclude science achievement. ■ Alter the definition of chronic absenteeism to include unexcused absences only. ○ For schools identified for Comprehensive Support and Improvement in Fall 2022, modify the exit criteria such that schools may be eligible to exit after two consecutive years, rather than three consecutive years. ● ESSA Indicators (All States are required to have 5 indicators): ○ Academic Achievement ■ English Language Arts ● CMAS and SAT mean scale scores ■ Math ● CMAS and SAT mean scale scores

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		- Academic Progress (Growth) - English Language Arts - CMAS and SAT median growth percentiles - Math - CMAS and SAT median growth percentiles - Progress in Achieving English Language Proficiency - Median growth percentiles - On-track to attain fluency - School Quality or Student Success (SQSS) - Chronic absenteeism (Elementary/Middle) - Dropout rates (High) - Graduation Rates - Four-year graduation rate - Seven-year graduation rate - Overview of 2022-23 ESSA identification: 397 schools currently identified for support; 189 newly identified schools 15 schools exited by state (6 CS – Lowest 5%; 9 CS – Low Grad)

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		○ 75 ATS/TS schools exited by districts
		
		 Feedback from CoP Members:
		
		 ● Why does it change from the average to the median from achievement to growth?
		    ○ CDE Response: Part of the reason for switching was that the proficiency band methodology evaluated schools based on lowest performing students (e.g., Percent not proficient); stakeholders requested credit for highest performing students. The mean scale score takes into account all students, not just students within a band.
		 ● What does "insufficient state data mean" on the notification letter, state column? How can a school be identified Federally as CS lowest 5% when there's insufficient state data?
		    ○ CDE Response: An insufficient state rating is assigned for numerous reasons on the frameworks including unavailability of data, K-2 schools that do not have students in assessed grades, etc.
		 ● Are schools in Colorado improving overall in lowest 5%? Are their percentage points going up, lowering, or staying the same? Request that the

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		cut score specific points be shared. ○ CDE Response: We will email the cut scores to show how it changed across the years of identification. ● Was CS Low Grad previously called completion rate? ○ CDE Response: In Fall 2017 CDE proposed identifying AECs for the low graduation category based on completion rate, and traditional schools based on graduation rate. The first year of identification we ran calculations on that methodology. As the USDE required that all public high schools use graduation rate data, CDE switched to graduation rate for all high schools, including AECs, starting in SY18-19. ○ What does comprehensive support and improvement hold mean? ■ If a school was previously identified for comprehensive support and improvement, but is no longer meeting the identification criteria, the school moves into the hold system. The hold indicates they are still identified but progressing toward

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		meeting exit criteria and the school is still eligible for support through EASI.
		● In the Cons App, if we chose to defer to state identification how will that impact things?
		  ○ CDE Response: If LEAs deferred to the state system, CDE either exited or re-identified schools based on performance of that school in Fall 2022.
		● Are there any tables showing percentages of rural and small rural districts/total as compared to total number of schools identified?
		  ○ CDE Response: We will have that type of analysis at upcoming office hours (scheduled for November 10).

ESSA State Plan: Revisions Needed
11:25-12:00
Nazie (Virtual)
 	
Feedback Needed
	● Update on where we are at with the plan and how the pandemic has impacted this.
	● Gather feedback on next steps and methodology for gathering CoP input on the revisions needed.
		Presentation Highlights:
		
		● After the one-year addendum, the full ESSA State Plan goes back into effect.
		
		● Decision Items/Potential Revisions:
		
		  ○ SQSS - keep using the same indicators or request a revision?
		
		  ○ Cut-score changes in state frameworks - do we use this opportunity to revise federal cut scores?

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		○ Exit criteria - change to 2 years of improvement needed to exit? Not require consecutive years of improvement? ○ CS - Lowest 5% - identify annually and keep on list for 3 years? ○ CS identification - based on 3 years of data (up to 5 to ensure inclusion of all schools) - should this be 1 or 2 years? ● Statute requires that ESSA identification: ○ Include identification based on student group performance and graduation rate. ○ Include schools that only serve K-2. ○ Include as many years of data needed for all schools to get a rating. ● CDE is striving to implement the revised ESSA State Plan by Fall 2023. The red-lined plan is due to USDE by March 1, 2023. CDE will seek feedback on proposals for changes in November 2022. ● Members are asked to complete a short survey providing priority decisions points to weigh in on.

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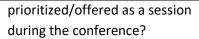|		

		Feedback from CoP Members:
		
		● What other stakeholder groups are you seeking input from? Could you share a list of people from the groups? It would be helpful to know if other people in our organization are involved to come at it from a common standpoint.
		  ○ CDE seeks input from the Accountability Working Group and Technical Advisory Panel. We will provide a list of representatives.
		  ○ Accountability Working Group (AWG) Membership List
		  ○ Technical Advisory Panel Membership List

**Lunch** 12:00-12:30	
Equity and Excellence Conference 12:30-12:45 *Karen (virtual)* Feedback Needed	● Share details about 2023 conference ● CoP members will fill out feedback survey (survey shared the day of the meeting for your input) Guiding Questions for Survey: 1. List any dates to avoid during the Fall (Oct./ Nov.) 2023. 2. What are some areas and/or topics you feel district participants would like to see	Presentation Highlights: ● The 2023 Equity and Excellence conference will be held Fall 2023 (October/November timeframe). ● The conference is offered by the Federal Programs and Supports Unit in partnership with other CDE units. ● It is an opportunity for participants to network and connect with other districts and organizations and learn about best-first instruction practices and strategies. ● Members are asked to complete a short survey providing input on the conference topics, dates, format, and

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	prioritized/offered as a session during the conference?
	
	3. Would district staff members most likely attend the conference in-person, virtual, or either one?
	
	4. What are some Colorado geographical locations you would suggest that would maximize in-person participation with the Equity and Excellence Conference?
		geographical locations.
		
		Feedback from CoP Members:
		
		● Recommendation to avoid October (Fall break) and end of November (BruMan conference).
		  ○ CDE Response: Is the end of September any better?
		    ■ It depends on the target audience. If the target audience is school level staff, yes, the end of Sept is better. For district level staff, we have AFRs, district level budgets, etc., and it's not an ideal time.
		● Is it a 2-day conference?
		  ○ CDE Response: At this time, it is undetermined; we are looking at topics and time needed.
		● If targeting both school level and district level staff, recommendation to group content for each on separate days. This would allow participants to attend sessions/days that are applicable to their role and will reduce the number of days staff have to be out and subs are needed.
		● As next year is the last year of ESSER and subs are hard to find, there is a big push to not pull school level staff out for the next 2 years.

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BruMan Training Topics 12:45-12:55 *Nazie (virtual)* Feedback Needed	● Gather input on topics and timelines for upcoming BruMan training Guiding Questions: 1. What topics should we ask for BruMan training on? 2. What time periods are best for these training sessions?	Presentation Highlights: ● Brustein and Manasevit (BruMan) is a national law firm that contracts with States and districts to provide training and guidance. ● Every year, CDE hires BruMan to offer 8 hours of training for districts. ● CDE is seeking input from CoP regarding suggested topics, and preferred time periods. Feedback from CoP Members: Suggested trainings (from chat): ● Several trainings for more recently hired Federal Programs staff at consortium and district levels. ● SME training on disposition rules and helpful tips now that ESSER period of performance is coming to an end ● Updating/creating internal procedures around federal and emergency funding. ● Any upcoming changes to federal guidance around grants on the fiscal side. Any pitfalls they are seeing districts get into around the time down of ESSER funds. Any upcoming changes on non-public schools and intersections with the public school system. ● How to transition/allowability from ESSER funded staff, programs, etc to funding this with ESEA funds. ● NPS equitable services, obligation periods and spending periods,

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		equipment vs supplies, Title IV clarification esp. with the new funding, procurement, and RFP practices...when do grants get audited (threshold conversation). ● ESSER timelines; there is confusion regarding the ESSER III obligation period. Vendors are providing false information. ○ Additional confusion caused by the varying obligation date of the K-8 Read Act subscription licenses. ● Federal fiscal requirements and transitioning away from ESSER funding.

Monitoring Update and Self-Assessment
12:55-1:30
Tammy and Bill
 	
Feedback Needed
	Prior Reading- Review Monitoring Self-Assessments sent by Emily Owen
	● Monitoring status update
	● Discuss feedback on Program and Fiscal Self- Assessments
	Guiding Questions:
	1. Do the Program and Fiscal Monitoring Self-Assessments support LEAs with reflecting on their own practices and compliance with the requirements associated with the acceptance and use of federal funds?
	2. Do the Program and Fiscal Monitoring Self-Assessments provide sufficient documentation of compliance to CDE?
		Presentation Highlights:
		
		● Status updates:
		   ○ Notification letters sent Sept 8.
		   ○ Self-assessments developed and shared with CoP for feedback.
		   ○ Trainings scheduled.
		● If a district is only being ESSER monitored this year, they will receive only ESSER monitoring relevant information in their self-assessment.
		● CDE has received feedback from McREL Comprehensive Center on the monitoring self-assessment tool.
		● CDE is considering the length, compliance vs implementing rating,

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		3. What else should we consider when finalizing the content and the format of the Program and Fiscal Monitoring Self-Assessments?	and differentiating for ESEA and ESSER. ● We had originally planned to take the self-assessment to EDAC for the October meeting; the deadline to submit the document for review is next Thursday, Sept 29. Do we move forward on the timeline knowing we have a lot of work to do in the next week, or do we postpone until the November EDAC meeting? ● The Fiscal self-assessment findings/comments are applicable to any federal award. ESEA/ESSER is only mentioned at the top of the document. It is less of an assessment and more of a gauge of the district's atmosphere. ● Members are asked to provide feedback on the self-assessments by adding comments to the Google docs, submitting a response to the Program Monitoring Self-Assessment, sharing thoughts on this document or email Tammy Giessinger and/or Bill Parsley Feedback from CoP Members: ● Everyone that is monitored going forward will complete the self-assessment regardless of tier, correct? Would Tier I districts only have the self-assessment?

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		- CDE Response: For Tier I, the self-assessment is a component of monitoring. The self-assessment is used to inform CDE's technical assistance and training. - Timeline is overly ambitious; is there a statutory deadline or is the deadline internally driven? - CDE Response: The deadline was based on an internal commitment. - Do LEAs need to submit the self-assessment by a deadline? - CDE Response: No, the deadline has not yet been established. - It will be tough for districts with staff turnover; they will need sufficient time to complete the self-assessment. - Once the self-assessment is sent, hopefully it will not have any major changes. CDE can then firm up the timeline. - Is fiscals monitoring tiering similar to programs? - CDE Response: Yes - Why do you have a self-rating? - CDE Response: Self ratings are utilized to identify if there are common trends in which districts have identified areas where they are not in compliance. CDE can use that

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		information to provide additional technical assistance and guidance. Additionally, we are considering changing language in the self-assessment from compliance to implementing. ● Do you need CoP's feedback prior to submitting the self-assessments to EDAC? ○ No, it is not required.
Afternoon Break 1:30-1:40		
EASI Grant Update 1:40-1:50 *Laura* Update	● Update on EASI Grant	Presentation Highlights: ● Available funds: ○ ESSA: Approximately $9 million (plus $5 million carryover from 21-22). ○ School Transformation Grant: Approximately $3 million. ○ Funding Dependent: The amount of funding an LEA may apply for is dependent on the route chosen. ● CDE is striving to launch EASI September 23; the EASI support fair is scheduled October 19; and applications are due Friday, December 9. ● Eligible schools: ○ State Identification

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		■ 175 schools identified as PI or T
		○ Federal Identification
		   ■ 397 Schools Identified
		● New/improved Supports:
		○ Exploration:
		   ■ District strategic planning
		   ■ Language learner partnership
		○ STLD:
		   ■ Turnaround leadership for special education leaders
		○ Transformation Network (fka Turnaround Network)
		● Provider Advisory list will have authentic work products available for review.

Stronger Connections Grant *Tammy*		Presentation Highlights: ● Colorado has received an allocation of $9,356,572 with an award period through 9/30/2025. ● Funds must be used for activities allowable under Section 4108 of the ESEA (Safe and Healthy Students). ● CDE has 90 days to submit an initial plan to USDE. ● A CoP subcommittee is needed to support developing Colorado's definition of 'high-need LEA' and the

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		competitive subgrant process/application.
		
		Feedback from CoP Members:
		
		● Only districts can apply? Generally, charter schools can apply.
		  ○ CDE Response: To be determined. Generally, charter schools are an entity of districts; and should be consulted and considered when applying for funds.
		  ○ 'High-need' generally would not apply to CBOs or charters.
		● Subcommittee volunteers: Joey, Amy, Laura, Marcie, Rochelle. Tammy to follow up with Mitzi regarding a rural representative, and Toni Vaeth will be invited.

Consolidated Application Feedback
1:50-2:40
Laura, DeLilah, Michelle (in-person and virtual)
 	
Feedback Needed
	● Discuss 2023-2024 format
	● Application feedback: comments, suggestions, requests
	Guiding Questions:
	Considerations to keep in mind while reviewing the guiding questions: 2023-2024 is the first year of a new three year cycle.
	2024-2025 will be through the new Grant Management System.
		Presentation Highlights:
		
		● CDE is seeking feedback on the 2022-23 Consolidated Application.
		● While the Grants Management System is being developed, CDE will utilize a 2023-24 transition year application. Options include:
		  ○ Option 1: Stand-alone year application
		  ○ Option 2: A Streamlined application that includes required sections (e.g.,

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	1. How did the 2022-2023 Consolidated Application go for you?
	    a. What could be improved upon within the application cycle (forms, application, submission, review)
	    b. What worked well?
	2. What are some pros and cons that should be considered when determining the format for 2023-2024 Consolidated Application?
	3. What are your biggest concerns when it comes to a transition year application?
		assurances, GEPA, some narrative questions) and the budget.
		● CDE is in the process of updating the questions for the 2024-25 cycle. Making major changes to the existing platform is not ideal.
		● CDE is actively reviewing proposals submitted for the Grants Administration System; we anticipate we will migrate to the new GMS in FY24-25.
		
		Feedback from CoP Members:
		
		2022-23 Consolidated Application feedback:
		
		● The front end was the easiest it's ever been - no hiccups, and it was clear what was needed. Prefer to have comments show.
		● Certain areas of the application are outsourced; the more detailed the question can be, the better.
		● There was a glitch in Title III previous year funding sources; you could select Title III only, but there was not an option to split fund.
		● NPS carryover just says carryover, you don't know what category or number to use.
		● The running totals at the bottom of the budget is helping.

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		● Request to add functionality to allow downloading to Excel. ● Regional contacts provided good response time. ● If you say you aren't going to serve public preschools, you still have to select 'not served' for schools. ● Request that the narrative questions (if they are changing) be shared as soon as possible. BOCES need to start consulting with districts in Feb/March. ● ARAC forms have caused a delay. ● Request for questions to be released as soon as possible, at the latest January. Districts have to start planning way before February. Stakeholder meetings occur February-April; need to have questions available for meetings to get feedback. ● In the last 3 years, the questions are moving in the right direction. Request to continue to condense as much as possible. 2023-2024 Transition Consolidated Application Options: ● Option 2 is preferred: Budget application. ● Standardized responses/sentence starters would be helpful for each program. The narrative's function is to provide context to understand the budget. Removal of narrative

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		questions may cause wild responses. Sentence starters may help with this.
		● So many of the narratives are process questions. Unless the process has changed, there will be similar responses across years. Could we add a checkbox to select that it's the same as last year?
		  ○ CDE Response: That would require changes to the application, which we are trying to avoid.
		● Request for narrative questions as early as next Fall. When working on UIP, it would be helpful to marry two items.
		● Is 2024-25 year 1?
		  ○ CDE Response: Yes
		● The transition application aids in LEAs understanding that ESSER funding is now ending, and we are transitioning.
		● Will we use the same platform this year?
		  ○ CDE Response: Yes
		
		Grants Management System:
		● Was the State itself looking at a Grants Management System?
		  ○ CDE Response: Yes, however we were pulled out of the process. At this point, the State is not pursuing a system through CORE as it is too

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STRONG FOUNDATIONS

MORE OPTIONS

ALL MEANS ALL

QUALITY SCHOOLS

EDUCATORS MATTER

		expensive. The GMS will be specific to CDE.
		● Recommendation to work closely with the competitive side to leverage funds in the best way.
		● When there's a Google form or app, a teacher/school level staff member can submit on behalf of the district without the district knowing. With a standardized system, we can now control what is submitted and seen by the State.
		● Will draw downs be done through the system? Preferred that accountants have a separate site where they can see what was submitted. ○ Yes, but payments would go through formsite.
		● There may be some district vs BOCES issues according to what they are applying to directly vs. what they are assigning to us to apply.
		● Request to give Charters on/off access as they are supposed to notify LEAs when applying.
		● Would Syncplicity go away? ○ CDE Response: More than likely no as we need to have an exterior file share.

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Dates for Additional Meetings
2:40-2:45
Rachel, Shannon
 	
Informational
	● Add dates to calendars for additional meetings to discuss ESSA state plan, provide input on the next iteration of the Cons App, and inform functionality to be built into the Grants Management System.	Presentation Highlights:
		
		● Members are asked to save the following dates for potential extra meetings regarding the ESSA State plan:
		  ○ December 8, 10-12
		  ○ January 12, 9-12
		  ○ March 8, 10-12

Final Thoughts, Discussion, Closing 2:45-3:00 *Rachel, Shannon*		● Next meeting: November 3, 10:00-3:00, hybrid, location TBD. Feedback from CoP Members: Hybrid meeting format: ● Appreciate not having to make the drive. ● May be beneficial to have a secondary sound source. When a lot of people are talking in the room, sounds get muffled. ● Helpful when attendees utilize the raise hand function in Zoom. ● Location and time worked well; keep 10am start time. Ensure location is accessible. ● Participants in-person seemed to participate more than virtually

CDE MEETING AGENDA

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		attendees. Easy to get distracted virtually. ● Recommendation to make it the members choice.

Feel free to share your agenda topic submissions through the submission request form. Please let us know if you have any questions.