



Start Strong, Stay Engaged, Leave Ready

CDE's Strategic Plan

November 2024

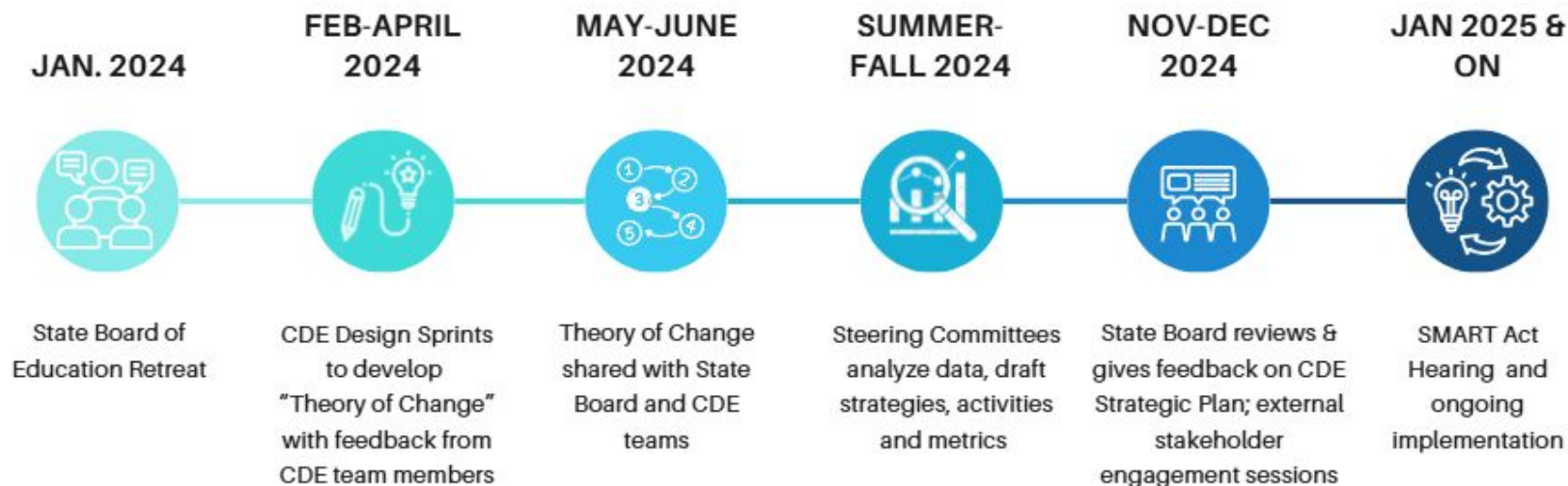


Goals for Today

- Share our detailed strategic plan with *Wildly Important Goals* and *Big Bet Strategies*
- Hear from steering committee leads who have developed the plan with others across our team
- Receive feedback from the State Board of Education
- Discuss next steps for further stakeholder engagement

WHERE WE'VE BEEN, WHERE WE ARE GOING

CDE Strategic Planning



Theory of Change

Reminder
from June

Our Vision

To create an equitable educational environment where *all* students and staff in Colorado thrive

Our Role

To improve student outcomes and ensure students and families across Colorado have access to high-quality schools, we will:

> SERVE

Provide actionable support to local educational agencies

> GUIDE

Implement policy and legislation in an effective way

> ELEVATE

Share the experiences of local educational agencies and students

Our Core Values: INTEGRITY | EQUITY | ACCOUNTABILITY | TRUST | SERVICE

Our Priorities:

Increase Student Engagement

Accelerate Student Outcomes

Strengthen the Educator Workforce

Provide Operational Excellence

The priorities in our strategic plan are highly interdependent.



**Improvements are
interdependent**



**Many shared root
causes**



Our unique role

Identifying shared root causes will help us strengthen and target our field-facing services and supports.

- Schools and districts are still facing post-pandemic challenges, including staffing shortages, attendance issues, and uneven learning recovery.
- Data systems are siloed, limiting information sharing across teams and with schools.
- CDE can improve internal coordination in supporting schools and districts.
- Core operations are mostly manual, leading to redundancies and errors.



We have identified “*Big Bet Strategies*” across the priorities

SERVE

- Convene educators for peer learning
- Provide professional development and support
- Leverage state data for insights on best practices
- Ensure coherence in CDE policy and implementation

GUIDE

- Support implementation of high-impact requirements
- Communicate policy opportunities and requirements
- Use state data to identify support needs

ELEVATE

- Highlight “bright spots” using state data
- Share insights from students and families to improvements
- Collaborate to elevate the educator profession



Increasing Student Engagement



Increasing Student Engagement

SCHOOL CLIMATE AND BELONGING | ATTENDANCE | STUDENT HEALTH, MENTAL HEALTH, AND WELLBEING



Reduce K-12 student chronic absenteeism by more than 50% from its pandemic high of 35.5% in 2021-22 to 15% in 2027-28.

Co-Chairs: Chief District Operations Officer Sheldon Rosenkrance;
Assistant Commissioner Pathways Danielle Ongart

Reduce K-12 student chronic absenteeism by over 50% from its pandemic high of 35.5% in 2022 to 15% in 2028.

Increasing Student Engagement

SCHOOL CLIMATE AND BELONGING | ATTENDANCE | STUDENT HEALTH, MENTAL HEALTH, AND WELLBEING

Strategies

- Strengthen capacity to boost attendance across all grade levels
- Expand resources to strengthen student and staff wellbeing and belonging
- Expand resources and support for students' physical, mental, and behavioral health
- Strengthen educator skills for providing engaging, innovative instruction
- Enhance family and community partnerships to boost student engagement

Reduce K-12 student chronic absenteeism by over 50% from its pandemic high of 35.5% in 2021-22 to 15% in 2027-28.

Sample Activities

- Launch a statewide campaign to boost attendance with community support
- Promote the Landscape of Wellbeing and Belonging Framework
- Highlight and scale effective instructional practices
- Create culturally responsive resources and training for school-family partnerships



**The Landscape of
Wellbeing and Belonging**
Within Colorado's Multi-Tiered System of Supports

Reduce K-12 student chronic absenteeism by over 50% from its pandemic high of 35.5% in 2021-22 to 15% in 2027-28.

Sample Leading and Lagging Indicators

- *Leading:* By October 2025, **80%** of school districts will **join the attendance challenge**.
 - *Lagging:* Districts participating in attendance-focused learning cohorts will **reduce chronic absenteeism rates by 4 percentage points** in the year following their cohort participation.
- *Leading:* By June 2026, increase **website views** of the Landscape of Wellbeing and Belonging sites by **20%**
 - *Lagging:* By 2027, the percentage of high school youth responding on the Healthy Kids Colorado Survey that **“they enjoyed being in school** (most of the time or always) over the last year” will **increase by 5 percentage point**



Accelerating Student Outcomes

Accelerating Student Outcomes

ACADEMIC ACHIEVEMENT | ACADEMIC GROWTH | GRADUATION RATES



Increase the percentage of third graders meeting or exceeding expectations on ELA CMAS from 42% in 2024 to 60% by 2028.



Starting with the anticipated year of graduation of 2029, 100% of graduates will have achieved at least one of the following:

- Earned a quality, in-demand non-degree credential
- Earned 12 college credits that count toward a postsecondary credential
- Participated in one high-quality work-based learning (WBL) opportunity (from Learning Through Work and Learning at Work sections of the Work-based Learning Continuum)

Co-Chairs: Chief Academic Officer Dr. Joanna Bruno, Assistant Commissioner of ESSU Dr. Paul Foster, and Assistant Commissioner, SQS Lindsey Jaeckel

Accelerating Student Outcomes



Strategies

ACADEMIC ACHIEVEMENT | ACADEMIC GROWTH | GRADUATION RATES

- Build educator capacity to deliver effective early literacy practices, especially for underserved students
- Strengthen and coordinate tiered literacy support for districts based on their specific needs
- Use statewide data to spotlight districts and schools with exceptional early literacy outcomes for disadvantaged students

Sample Activities

- Provide targeted district-level support to build instructional coherence through high-quality curriculum, assessments, interventions, and training
- Expand math and literacy training to improve core instruction and consistency
- Redesign CDE awards to recognize and celebrate schools with strong results



Increase the percentage of third graders meeting or exceeding expectations on ELA CMAS from 42% in 2024 to 60% by 2028.



Sample Leading Indicators

- Increase the number of learning cohorts CDE offers from 7 to 16 by 2027-28; cohorts will be focused on boosting student engagement, academic outcomes, and instructional coherence for school and district leaders.
- Increase the percentage of districts using High Quality Instructional Materials in English language arts and math to 90% by 2028.

Sample Lagging Indicators

- By the 2027-2028 school year, increase the percentage of Free or Reduced-Price lunch -eligible third graders meeting or exceeding expectations on ELA CMAS to 40% (from 25.1% in 2024)



Starting with the anticipated year of graduation of 2029, 100% of graduates will have achieved at least one of the following.

- Earned a quality, in-demand non-degree credential
- Earned 12 college credits that count toward a postsecondary credential
- Participated in one high-quality work-based learning (WBL) opportunity (from the Learning Through Work and Learning at Work on the Work-based Learning Continuum)

HS
PWR

Strategy

- Support district-level efforts to provide multiple pathway options for postsecondary workforce readiness (PWR) aligned to student interests and goals



Starting with the anticipated year of graduation of 2029, 100% of graduates will have achieved at least one of the following:

- Earned a quality, in-demand non-degree credential
- Earned 12 college credits that count toward a postsecondary credential
- Participated in one high-quality work-based learning (WBL) opportunity (from the Learning Through Work and Learning at Work on the Work-based Learning Continuum)

Sample Activities

- **Offer guidance** on apprenticeships, micro-credentials, internships, certificates, diploma endorsements
- Review policies **to find and address barriers**, opening up new pathways for relevant secondary education
- **Create models for rural districts** to expand access and enable cross-district collaboration on best practices

HS
PWR



Starting with the anticipated year of graduation of 2029, 100% of graduates will have achieved at least one of the following.

- Earned a quality, in-demand non-degree credential
- Earned 12 college credits that count toward a postsecondary credential
- Participated in one high-quality work-based learning (WBL) opportunity (from the Learning Through Work and Learning at Work on the Work-based Learning Continuum)

Sample Leading Indicators

- By June 2027, **70%** of districts will **attend a PWR regional training** to build capacity to implement pathways
- By December 2025, increase the percentage of **secondary schools indicating PWR strategies** in their UIPs by **20%**

HS
PWR

Sample Lagging Indicators

- In the 2027-2028 school year, Colorado's **four-year graduation rate** will increase to **90%** and **seven-year graduation rate** will increase to **95%**



Strengthening the Educator Workforce

Strengthening the Educator Workforce

EDUCATOR RECRUITMENT | SUPPORT FOR EDUCATORS | EDUCATOR RETENTION



By 2027-28, 98% of teacher positions are filled with educators who either hold (1) a professional teaching license or (2) are in a teacher preparation program, have demonstrated content knowledge in their teaching endorsement, and are supported by a trained mentor, an increase from 94.2% in 2023-24.

Co-Chairs: Executive Director, Educator Workforce Development Mary Bivens; Executive Director, Accountability and Continuous Improvement Lisa Medler; Executive Director, Field Services and Supports Christina Monaco

Strengthening the Educator Workforce

EDUCATOR RECRUITMENT | SUPPORT FOR EDUCATORS | EDUCATOR RETENTION

Strategies

- Strengthen state-level support for educator recruitment and retention
- Increase aspiring educator participation in preparation and licensure pathways
- Improve educator working conditions through leadership development programs
- Promote the profession to attract and retain educators

Sample Activities

- Align department support for districts and BOCES with a tracking system (e.g., Salesforce)
- Invest in long-term workforce diversity by supporting “grow your own” educator programs
- Launch a communications plan to raise awareness of licensure pathways
- Provide bilingual resources on educator programs and licensure pathways

Sample Leading and Lagging Indicators

- *Leading:* By December 2025, conduct **50 grow-your-own consulting sessions** for districts/BOCES (e.g., apprenticeship, high school pathways)
 - *Lagging:* By 2027-28, increase the number of **participants in “grow your own” programs** in local education agencies by **25%** (baseline data will be collected in 2025 based on the 2024-2025 school year)
- *Leading:* By December 2025, provide targeted **support to 90%** of identified local education agencies and educator preparation programs identified as **“overusing” emergency, interim, and substitute educators**
 - *Lagging:* By 2028, increase teacher positions are filled with educators who either (1) hold a professional teaching license or (2) are in a teacher preparation program, with demonstrated content knowledge and supported by a trained mentor, to 98%



Providing Operational Excellence



Providing Operational Excellence

CDE STAFF EXCELLENCE | CDE SERVICE EXCELLENCE



Wildly Important Goal: Over the next three years, increase the percentage of employees who indicate that the department is proactively addressing the critical factors that impact the employee experience (from a baseline to be set Jan. 30, 2025).

Co-Chairs: Chief Finance Officer Wayne Peel; Executive Director of Data Operations DJ Loerzel

Providing Operational Excellence

CDE STAFF EXCELLENCE | CDE SERVICE EXCELLENCE

Strategies

- Develop a culture of employee growth and opportunities
- Analyze internal systems for efficiencies and automation opportunities
- Identify ways to improve efficiency and automation to enhance support for schools, districts, and grantees

Sample Activities

External

- **Implement state grant project recommendations** to streamline processes and enhance grantee experience
- **Redesign and relaunch the CDE website** for improved user experiences and access to relevant information

Internal

- **Identify key factors** affecting CDE team experiences and **create plans to address them**
- **Strengthen leadership** to foster transparent decision-making, accountability, and alignment with our values

Wildly Important Goal: Over the next three years, increase the percentage of employees who indicate that the department is proactively addressing the critical factors that impact the employee experience (from a baseline to be set Jan. 30, 2025).

Sample Leading Indicators

- By December 2025, **increase the response rate** and employee participation in **feedback opportunities** such as staff surveys, professional development opportunities, and in-person events
- By December 2025, complete **three process improvement efforts** identified through the **HR LEAN** process
- By June 2025, successfully **complete website migration**

Sample Lagging Indicators

- By December 2027, **positivity rate** in responses from CDE team members in survey items related to **trust in CDE and leadership**
- By December 2026, finalize a **report and corresponding recommendations** with respect to viability of a **Statewide Student Information System**

Reflections and feedback from the State Board of Education

What did you hear that resonated?

What do you have questions about?

What might be missing?



Thank you to Steering Committee Leads, Members and Work Group Members

Noemi Aguilar
Melissa Ahlstrand
Zack Allen
Tanni Anthony
Mary Bivens
Melissa Bloom
Sarah Blumenthal
Rebecca Boonze
Kristen Brown
Joanna Bruno
Lindsay Cox
Morgan Cox
Solveig Delabroye
Kristi Elliott
Spencer Ellis
Paul Foster
Allyson Garcia

Travis Garoutte
Heather Grantham
Darcy Hutchins
Lindsey Jaeckel
Susan Jiron-Garcia
Kristin Kipp
Krista Klabo
Tanya Klein
Stephanie Know
Shelbie Konkel
Rebecca Knighton
Bill Kottenstette
Kady Lanoha
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DJ Loerzel
Megan Lovinguth
Michelle Malvey

Jeremy Meyer
Nazie Mohajeri-Nelson
Angela Maramba
Renee Martinez
Lisa Medler
Tomas Mejia
Rachel Messersmith
Sam Messier
Christina Monaco
Nicole Monet
Greg Nusz
Jennifer O'Brien
Danielle Ongart
Alyssa Pearson
Wayne Peel
Nadine Penn
Andrea Pulskamp

Phyllis Reed
Brehan Riley
Michelle Romero
Sheldon Rosenkrance
Sam Schneider
Dana Scott
Annette Severson
Alan Shimmin
Jayson Thomas
Margarita Tovar
Reagan Ward
Christina Wirth-Hawkins
Kathryn Wright

And others!

Our stakeholder engagement will focus on elevating our plan, gathering feedback, and building buy-in.

November 2024 - December 2024

- Focus groups with key stakeholders: superintendents/BOCES leaders, district-level staff, educators, students, families, partners, and other stakeholders
- Community-wide (bilingual) survey
- Report out to the State Board of Education on feedback from the field at December meeting