

Colorado Department of Education SMART Act Presentation

January 20, 2022



COLORADO

Department of Education



PURPOSE

To fulfill CDE's obligations under the SMART Act and update the committee on CDE's priorities and initiatives

AGENDA

- Overview and Welcome
- Academic Achievement and Learning Impacts
- ESSER Initiatives
- Strategic Plan
 - All Means All
 - Strong Foundations (Read, ECE)
 - Quality Schools
 - Educators Matter
 - More Options
- Disaster Recovery

Overview and Welcome

PRESENTER

Dr. Katy Anthes

Commissioner



CDE Mission and Vision

MISSION

Ensuring equity and opportunity for every student, every step of the way.

VISION

All students graduate ready for college and careers, and prepared to be productive citizens of Colorado.



Colorado Education By the Numbers



COLORADO



178
SCHOOL
DISTRICTS

55,842
EDUCATORS

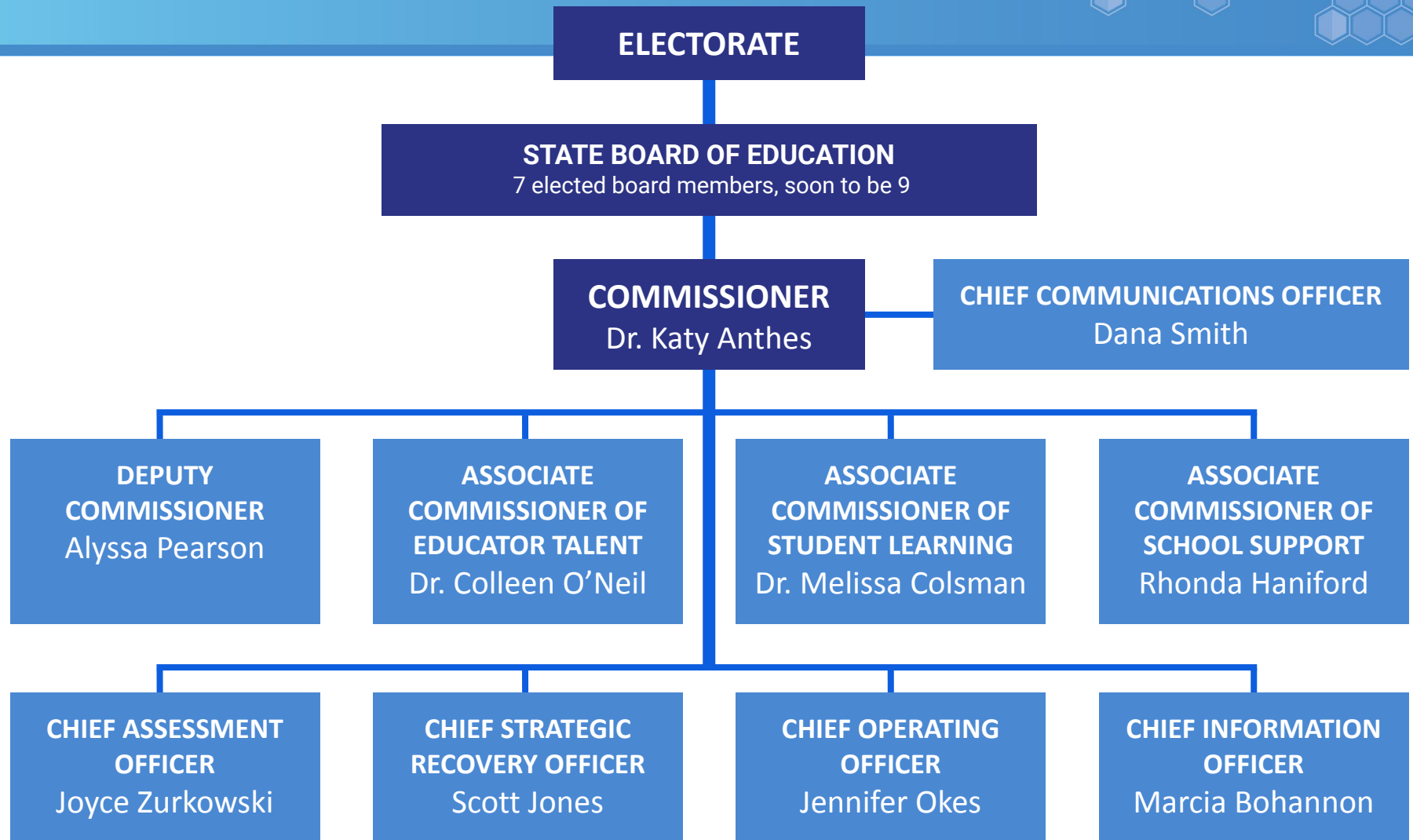
1,927
SCHOOLS

525
SUPERINTENDENTS,
ASSISTANT
SUPERINTENDENTS
AND BOCES
DIRECTORS

886,517
PUBLIC SCHOOL
STUDENTS



Organizational Chart



CDE FY23 Budget Requests

- **R-01**, State Share of Total Program Increase
- **R-02**, Categorical Programs Inflation Increase
- **R-03**, Operating Expenses for the State Board of Education
- **R-04**, Departmental Infrastructure
- **R-05**, Charter School Institute Mill Levy Equalization
- **R-06**, Expanding Resources for School Improvement
- **R-07**, Empowering Parents with School Information
- **R-08**, Colorado School for the Deaf and Blind Teacher Salary Increase
- **R-09**, Colorado School for the Deaf and Blind Industrial Dishwasher



Student Academic Achievement Spring 2021

PRESENTER

Joyce Zurkowski
Chief Assessment Officer



COVID Impacts on Student Learning Opportunities

The COVID-19 pandemic impacted many aspects of education last year, including reducing or disrupting learning opportunities for many students within and across schools and districts.

- Students across Colorado had to adapt to a variety of learning models over the course of the year, including in-person, remote and hybrid instruction.
- Due to reduced in-person instructional time, some districts may have had to adjust the content covered for students.
- The impact of these learning disruptions was uneven within and across Colorado districts and schools.
- The impact of these learning disruptions disproportionately affected Black, Hispanic and Native American students.
- The impact of these learning disruptions disproportionately affected English learners.
- Participation in the state assessments varied significantly across schools, grade levels and student groups.

2021 CMAS and PSAT/SAT Results	Participation		Achievement (Percent Met/Exceeded**)	
	2019	2021	2019	2021
CMAS ELA – gr 3	96.9%	76.2%	41.3%	39.1%
CMAS ELA – gr 5	96.2%	74.4%	48.4%	47.2%
CMAS ELA – gr 7	92.4%	63.7%	46.5%	42.6%
PSAT 9 EBRW*	93.4%	72.6%	66.5%	68.5%
PSAT 10 EBRW	92.3%	73.0%	64.9%	69.3%
SAT EBRW	92.6%	79.5%	58.6%	60.0%
CMAS Math – gr 4	96.9%	75.7%	33.6%	28.5%
CMAS Math – gr 6	94.9%	68.6%	29.5%	24.1%
CMAS Math – gr 8	88.8%	57.9%	36.9%	29.5%
PSAT 9 Math	93.4%	72.6%	49.6%	43.0%
PSAT 10 Math	92.3%	73.0%	39.1%	40.1%
SAT Math	92.6%	79.5%	39.0%	36.4%

*EBRW: Evidence-based Reading and Writing

**PSAT/SAT Percent Met/Exceeded matches the College Board's College Readiness Benchmark

Key Conclusions on Student Achievement in Spring 2021

- **Student achievement in math was impacted across grades and more significantly than in English language arts.**

- This is consistent with performance in Colorado on local interim assessments and nationally.
- Math achievement (percent met/exceeded expectations) in grades 4 and 6 was the lowest since the first administration of CMAS in 2015.
- The percentages of students meeting or exceeding the PSAT/SAT college readiness benchmarks were also more negatively impacted for math than evidence-based reading and writing, which actually showed increases.

- **Black and Hispanic groups were significantly impacted.**

- Depending on grade level, the percentages of students who met/exceeded expectations for the Black and Hispanic student groups were 21 to 33 percentage points lower than the White student groups on CMAS and PSAT/SAT.

- **English learners were substantially impacted as shown in their performance on the content assessments and on ACCESS for ELLs, Colorado's English language proficiency test.**

- Example: the percentage of sixth to eighth grade English learners meeting the English proficiency benchmark on ACCESS for ELLs dropped from 17.8% in 2020 to 10.3% in 2021.

Accelerated student learning is, and will continue to be, critical to recovery efforts.

ESSER Initiatives

PRESENTERS

Dr. Katy Anthes
Commissioner

Scott D. Jones
Chief Strategic
Recovery Officer



Total ESSER Funding - Detail



	ESSER I (CARES Act) March 2020	ESSER II (CRRSA Act) December 2020	ESSER III (ARP Act) March 2021
Total State Allocation	\$ 120,993,782	\$ 519,324,311	\$ 1,167,153,961
Allocation to LEAs	\$ 108,894,404 90% of total funding Title I formula	\$ 467,391,880 90% of total funding Title I formula	\$ 1,050,438,565 90% of total funding Title I formula
State Allocation	\$ 12,099,378 10% of total funding	\$ 51,932,431 10% of total funding	\$ 116,715,396 10% of total funding
Funding Period	Through Sept. 30, 2022	Through Sept. 30, 2023	Through Sept. 30, 2024



Allowable LEA Uses



All ESSER funds must be tied to preventing, preparing for, or responding to the COVID-19 pandemic.



Expense categories include:

- Personnel,
- Technology,
- Educational materials & supports,
- Facilities & health/safety,
- Student and staff supports,
- Professional development, and
- Communications/ family engagement.



Additionally, Local Education Agencies (LEAs) may use ESSER funds to support activities authorized by the Elementary & Secondary Education Act (ESEA), IDEA, the Adult Education & Family Literacy Act (AEFLA), Perkins, and McKinney-Vento, among others.

ESSER I – CARES Act Targeted Supplemental LEA Funding

Total
Allocation
\$ 3,198,402

Distributed/
Expended*
\$ 1,965,268

Available Data on LEA Planned Uses

- Student education technology
- Eligible activities under ESEA
- Eligible activities under IDEA
- Student mental health supports
- Summer learning and afterschool programs
- Discretionary funds for principals
- Other activities for operations and services
- Planning for long term closures
- Preparedness and response activities
- Supplies for sanitization
- Remote learning supports
- Professional learning related to remote learning supports

LEAs may use these funds for a variety of allowable activities to respond to, prepare for, or prevent the spread of COVID-19. LEAs may revise the application based on changing needs. The following uses of funds are from LEA applications as of 1/12/22:

ESSER I – CARES Act State Allocation



Allocated Purpose	Total Funding Allocation	Distributed/ Expended*	Available Results
Expanded Learning Opportunities	\$ 2,069,337	\$ 427,567	Fifty-eight 21st Century Community Learning Centers received \$48,500 supplemental grants. Final results will be available in fall 2022. Impactful initiatives provided by these funds include expanding dedicated access to technology in OST programs, additional opportunities for experiential learning, and increased access to summer programming. Funding is also being used to ensure health/safety protocols are met, including reducing staff/student ratios, additional cleaning, masks, and other necessities related to COVID prevention.
Supporting Online Learning	\$ 3,000,000	\$ 0	Through fall 2021, this program has been able to utilize existing GEER funds to meet the expanded capacity needs. ESSER I funds are anticipated to be drawn down in the spring semester and can also be utilized as a strategy for addressing learning loss in the spring and summer terms.



ESSER I – CARES Act State Allocation (Cont.)

Allocated Purpose	Total Funding Allocation	Distributed/ Expended*	Available Results
Statewide Ed Workforce Capacity Building	\$1,950,000	\$ 225,663	<ul style="list-style-type: none"> ● Substitute stipends were awarded to 324 individuals with 86 qualified applicants currently being processed. 256 stipends remain available (combined with ESSER II funds). ● Seven rural districts have received services from 129 Americorps members providing 13,043 hours of support (substitute teaching, paraprofessional support, tutoring, summer activities, and general school needs in the wake of the pandemic). ● The CDE recruitment and retention team provided one-on-one coaching/mentoring for prospective educators, facilitation of statewide professional learning for substitute educators, and recruitment activities through the local workforce development centers, educator preparation programs, and LEAs. ● The CDE early childhood recruitment and retention team supported educators in navigating entrance into the field of early childhood.

ESSER I – CARES Act State Allocation (Cont.)

Allocated Purpose	Total Funding Allocation	Distributed/ Expended*	Available Results
Broadband	\$ 1,276,673	\$ 585,871	The Connecting Colorado Students Grant program provided internet access to 18,416 students and 1,408 educators. These connections were obtained through hotspot devices or directly to the home through their local internet service provider. Funding was also used to create private LTE networks for students to use throughout the community while not in school.
Administrative Cost	\$ 604,969	\$ 604,968	Not applicable.

ESSER II & III State Allocation Focus Areas



ACADEMIC ACCELERATION

- Tutoring
- Before & After School
- School Improvement Grants
- Instructional Material
- Workforce



ENGAGE & EXPAND LEARNING

- Enrichment
- Rural Career Zones
- Community Partnerships
- Before & After School



STRENGTHEN STATE CAPACITY

- Data Systems
- Learning
- Equity & Resources
- Transparency



OUR STRATEGIC PLAN IS STILL FOUNDATIONAL.

ESSER II – CRRSA Act Targeted Supplemental LEA Funding



Total
Allocation
\$ 16,755,180

Distributed/
Expended*
\$ 2,069,523

Available Data on Planned Use

- Improve air quality
- Assessments
- Attendance
- Education Technology
- Eligible activities under ESEA
- Facilities Work
- Eligible activities under IDEA
- Addressing Learning Loss
- Mental Health Supports
- Activities Allowable/McKinney-Vento
- Other
- Activities Allowable under Perkins
- Preparedness for COVID
- Remote Professional Development
- Remote supports
- Summer Programs
- Supplies
- Training

LEAs may use these funds for a variety of allowable activities to respond to, prepare for, or prevent the spread of COVID-19. LEAs may revise the application based on changing needs. The following uses of funds are from LEA applications as of 1/12/22:



ESSER II – CRRSA Act State Allocation



Allocated Purpose	Total Funding Allocation	Distributed/ Expended*	Available Results
21st Century Community Learning Centers	\$ 10,544,663	\$ 721,474	ESSER funds added 16 21st Century Community Learning Center grantees overseeing 33 school-based centers. Since the school year started, these centers have served nearly 4,000 students and family members who have collectively participated in nearly 6,000 hours of out-of-school time programming across the state.
Statewide Ed Workforce Capacity Building	\$ 650,000	\$ 0	Not available at this time. First grant opportunity is currently being spent down.
Empowering Action for School Improvement Grants	\$ 885,966	\$ 0	Not available at this time. Applications for funding are currently under review.



ESSER II – CRRSA Act State Allocation (Cont.)

Allocated Purpose	Total Funding Allocation	Distributed/ Expended*	Available Results
Curricular & Instructional Materials	\$ 10,000,000	\$ 0	Not available at this time. Grant application is currently in development.
Educator Workforce Fund	\$ 3,000,000	\$ 0	Not available at this time. Grant application is currently in development.
Technical Assistance	\$ 1,000,000	\$ 0	Not available at this time. First grant opportunity is currently open for applications.
Integrated Data Systems	\$ 6,000,000	\$ 0	Not available at this time. Initial planning is currently underway.
Blended Learning Initiative	\$ 500,000	\$ 0	Not available at this time. Initial planning is currently underway.
Administrative Cost	\$ 2,596,622	\$ 700,279	Not applicable.

ESSER III – ARP Act Targeted Supplemental LEA Funding

Total
Allocation
\$24,999,822

Distributed/
Expended*
**Not
Available**

Available Data on Planned Use

Not available at this time. Application was released to awardees January 2022.

LEAs may use these funds for a variety of allowable activities to respond to, prepare for, or prevent the spread of COVID-19. LEAs may revise the application based on changing needs. The following uses of funds are from LEA applications as of 1/12/22:

ESSER III – ARP Act State Allocation

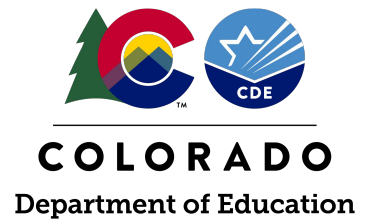


Allocated Purpose	Total Funding Allocation	Distributed/ Expended*	Available Results
Expanded Learning Opportunities <i>(programs including high-impact tutoring, summer school, afterschool, enrichment)</i>	\$ 37,000,000	\$ 0	Not available at this time. Initial planning for this grant program is underway.
Empowering Action for School Improvement Grants	\$ 5,114,034	\$ 0	Not available at this time. Applications for funding are currently under review.
Educator Workforce Initiatives <i>(programs including tutoring corps, mentoring program, and principal supports)</i>	\$ 17,000,000	\$ 0	Not available at this time. Initial planning for these grant programs is underway.
Rural Coaction	\$ 15,000,000	\$ 0	Not available at this time. Grant application is currently in development.



ESSER III – ARP Act State Allocation (Cont.)

Allocated Purpose	Total Funding Allocation	Distributed/ Expended*	Available Results
Professional Learning	\$ 5,000,000	\$ 0	Not available at this time. Initial planning is currently underway.
Integrated Data Systems	\$ 4,000,000	\$ 0	Not available at this time. Initial planning is currently underway.
Technical Assistance	\$ 1,000,000	\$ 0	Not available at this time. First grant opportunity is currently open for applications.
Blended Learning Initiative	\$ 500,000	\$ 0	Not available at this time. Initial planning is currently underway.
Reserve for Additional Funds	\$ 1,265,770	\$ 0	Not available at this time.
Administrative Cost	\$ 5,835,770	\$ 95,012	Not applicable.



ALL MEANS ALL

Regardless of demographics
and learning needs,
all students meet or
exceed state academic
standards.

GOAL:

Expand Access and Opportunity
for Historically
Underserved Students





Pandemic has had a significant impact on students' opportunities and access to learning

CDE is addressing this through:

Implementation of
HB21-1234 –
Supplemental Education
High-Impact Tutoring
Programs

ESSER Initiatives –
summer and extended
day learning,
high-impact tutoring
initiatives, workforce
support

Ensuring that funds are
supporting students who
need the most support

Summer Learning Opportunities

Dear CDE,

Thank YOU for the educational opportunity you provided! Thank YOU for allowing me to have a safe place to learn. Thank YOU for the opportunity to go to summer school.

Sincerely, Chris



STRONG FOUNDATIONS

Support High Quality Early
Learning and Literacy
For All Students

GOAL:

By the end of third
Grade, all students can
Read at grade level.



Update on READ Act Implementation

PRESENTERS

Dr. Floyd Cobb

Executive Director of
Teaching and Learning

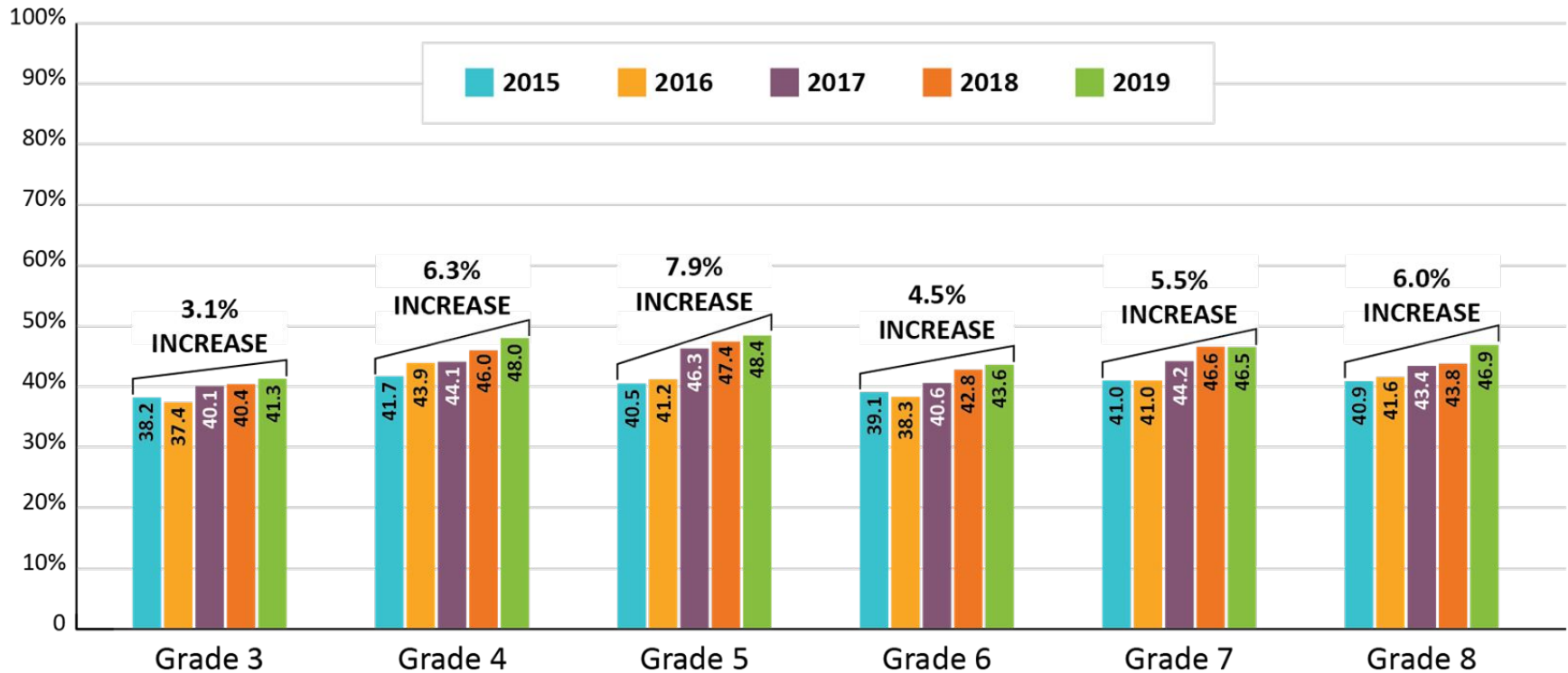
Dr. Melissa Colzman

Associate Commissioner
of Student Learning



Colorado English Language Arts Achievement Over Time

English Language Arts CMAS Results 2015- 2019



Significant Reading Deficiency Rates 2012 - 2021

School Year	Number of K-3 Students Assessed	Number of K – 3 Students Identified with a Significant Reading Deficiency	Percent of K – 3 Students Identified with a Significant Reading Deficiency
2012-13	258,009	42,479	16.5%
2013-14	261,343	37,506	14.4%
2014-15	264,307	36,420	13.8%
2015-16	262,878	39,014	14.8%
2016-17	258,779	40,533	15.7%
2017-18	255,114	39,614	15.5%
2018-19	250,923	41,004	16.3%
2019-20	No testing due to the pandemic		
2020-21	231,886	52,927	22.8%

S.B. 19-199 Implementation Milestones

- Release of READ per pupil funds to school districts was contingent upon alignment to allowable uses of funds.
- CDE launched two no-cost K-3 reading course options to enable teachers to meet the new teacher training requirements.
- The independent evaluation was initiated.
- The department's public information campaign "Food. Water. Shelter. Love. Reading." was developed and launched emphasizing that reading by third grade is a fundamental need for all children to thrive.



Indicators of System Change for Early Reading: Teacher Training and Instructional Programs

K - 3 Teacher Training Requirement

- Colorado school districts are required to ensure all K - 3 teachers complete evidence-based training in teaching reading by the fall of 2022 (and annually thereafter) in order to receive per pupil intervention funds
- Of the estimated 23,000 teachers, 19,237 teachers have enrolled in the state provided K-3 teacher training, and a total of 5,407 have completed the requirement

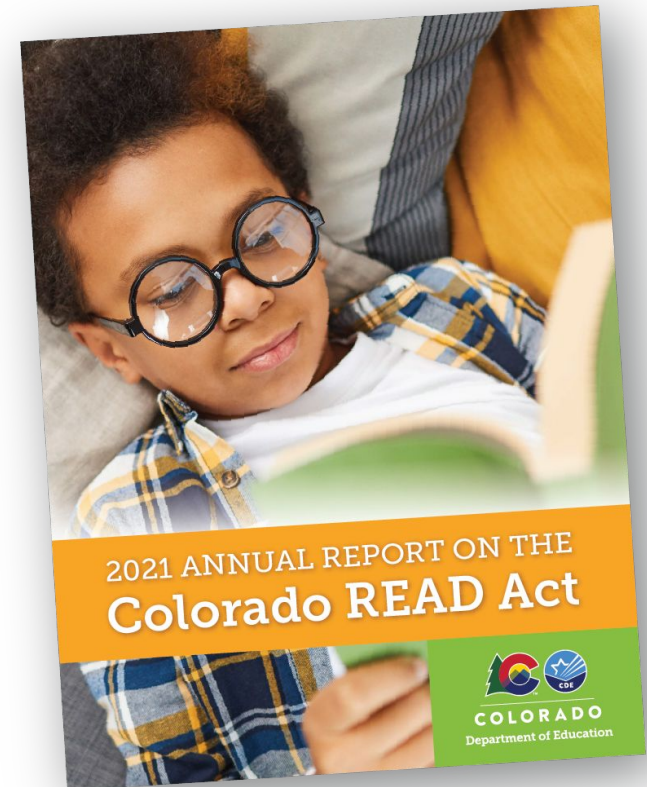
Elementary Reading Instructional Programs

- All districts are required to use instructional programs in reading that are evidence- and scientifically based and annually report their programs through their UIPs
- In the 2020-21 data collection, 40.1% of districts were using programs on the state's advisory list with an increase to 62.6% in the fall 2021-22 data collection



READ Act Evaluation

- S.B. 19-199 initiated a multi-year evaluation of implementation of the READ Act
- The evaluation includes:
 - A review of approved READ Act assessments, instructional programs, and professional development
 - Local implementation of the READ Act
 - Academic outcomes
- The evaluation began in 2020 and was affected by the COVID-19 pandemic
- The 2021 report has been submitted



READ Act Year 1 Evaluation: Strengths

- The instructional programs CDE approved for use with READ Act funds meet the requirements of SB 19-199
- There is coherence between CDE approved assessments, Professional Development, and instructional programs
- There are indications of changing approaches to teaching reading in Colorado

Educators whose tenure predates the READ Act indicate that it led to a significant increase in the amount of classroom time spent on reading.

The READ Act also led to an increase in data-informed, tiered approaches to reading instruction and interventions.

This has led to a “common language” used across Colorado among educators regarding the three tiers as well as common terminology. Common language and terminology are useful for supporting more consistent application of instructional practices.

- There is evidence that a multi-tiered system of supports is being implemented in reading
- Early Literacy Grants have been transformational in changing how schools approach K-3 literacy instruction

READ Act Year 1 Evaluation: Challenges

- Supporting English Learners and students with disabilities with appropriate instructional resources and other needs
- Assisting teachers with improved reading instruction
- Helping districts change instructional programs in reading
- Effectively implementing READ plan
- Bringing students with SRD to grade level
- Using current multiple READ Act assessments to determine growth to standard



READ Act Year 1 Evaluation: Recommendations

- Examine processes to either extend the approval of materials or support schools and districts who need to make instructional and/or assessment changes due to changes in approvals*
- Develop and disseminate information about SRD identification procedures for English Learners
- Establish baselines for research and align evidence bases
- Provide guidance to vendors about supporting comprehension and inference beyond the text as well as diverse authorship and representation
- Consider processes to designate instructional programs that offer full differentiation for English learners and professional development programs that focus on supports for English Learners



QUALITY SCHOOLS

Prioritize and Maximize
Support and Districts
Identified for Academic
Improvements

GOAL:

All students and families
have access to quality schools
that meet their students' needs.



Accountability

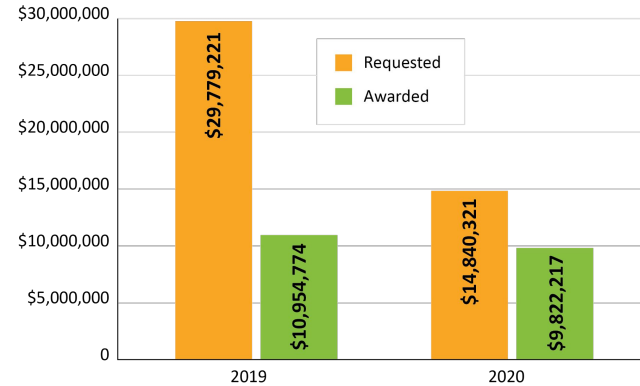
- In 2020 and 2021, the state accountability system was paused, as a result of the pandemic
- Supports for schools and districts are still being provided and implemented, based on 2019 needs
- In December, the SBE provided policy direction to CDE staff concerning:
 - Resuming typical state assessments for 2022
 - Re-starting state accountability ratings, ensuring resources are directed to 2022 needs, but continuing to pause the accountability clock
- We are partnering with the legislature on the path forward and appreciate the leadership of Sen. Zenzinger and Rep. McLachlan.



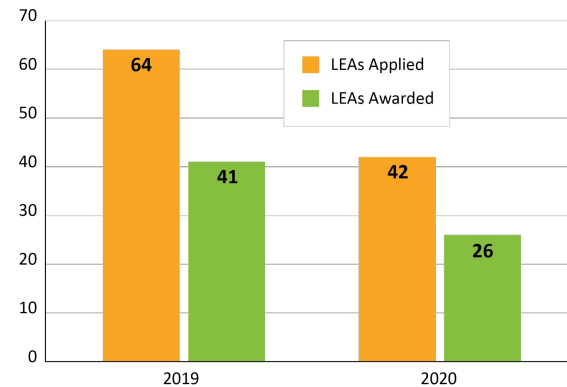
Identifying Needs and Funding Schools that Need Support

- One of the main uses of the accountability system is to identify schools that need additional support.
- In 2019, 332 schools were federally identified only, 73 schools were state identified only, and 81 schools were identified by both criteria.
- The Empowering Action for School Improvement (EASI) grant streamlines state and federal school improvement funding to support identified schools; however, CDE is typically unable to support all of the grant requests.

EASI Grant Requests and Awards



EASI Grant LEA Applications and Awards



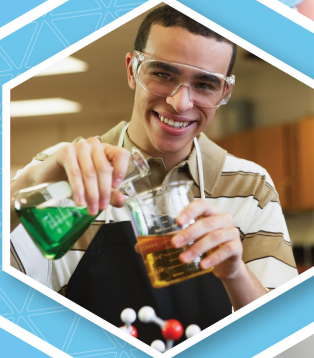
Menu of Supports

Providing a range of Services to Meet Local Needs

Support Route	Description
Exploration <i>(Planning support)</i>	<ul style="list-style-type: none"> ● Diagnostic reviews to identify and prioritize needs and root causes and inform planning ● Stakeholder engagement to inform improvement planning and build buy-in ● Initial improvement planning and identification of effective strategies
Offered School Improvement Services <i>(Planning & Implementation support)</i>	<ul style="list-style-type: none"> ● MTSS – support for convening teams to design and implement comprehensive improvement systems ● Connect for Success – network of professional development and support connecting schools with high achieving school models to spur improvement planning and implementation ● Turnaround Network – Structured professional development, on-site coaching, and progress monitoring for school and district turnaround leaders ● School Turnaround Leadership Programs – high quality training provided by external partners for school and district turnaround leaders ● Pathways planning and implementation – intensive support for schools nearing the end of the clock or implementing a State Board directed pathway
District-designed and Led	<ul style="list-style-type: none"> ● Support for districts implementing customized improvement plans
Local School Board Support	<ul style="list-style-type: none"> ● Governance and turnaround leadership training for local school boards

MORE OPTIONS

Expand High School Options
to Ensure All Students
are Ready for College
and Living-Wage Jobs



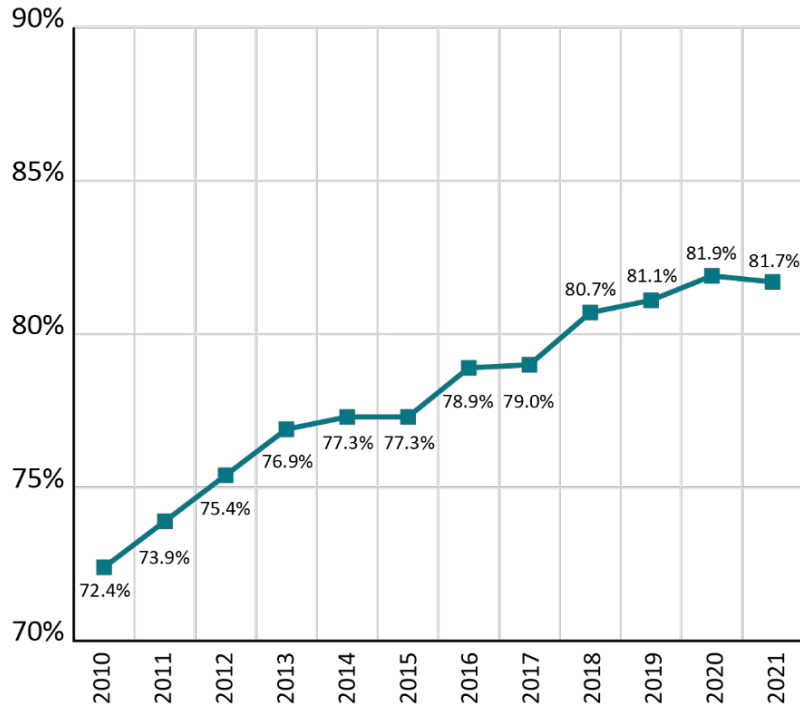
GOAL:

Students graduate high school
with knowledge, skills, and
experience needed for college
and career success.

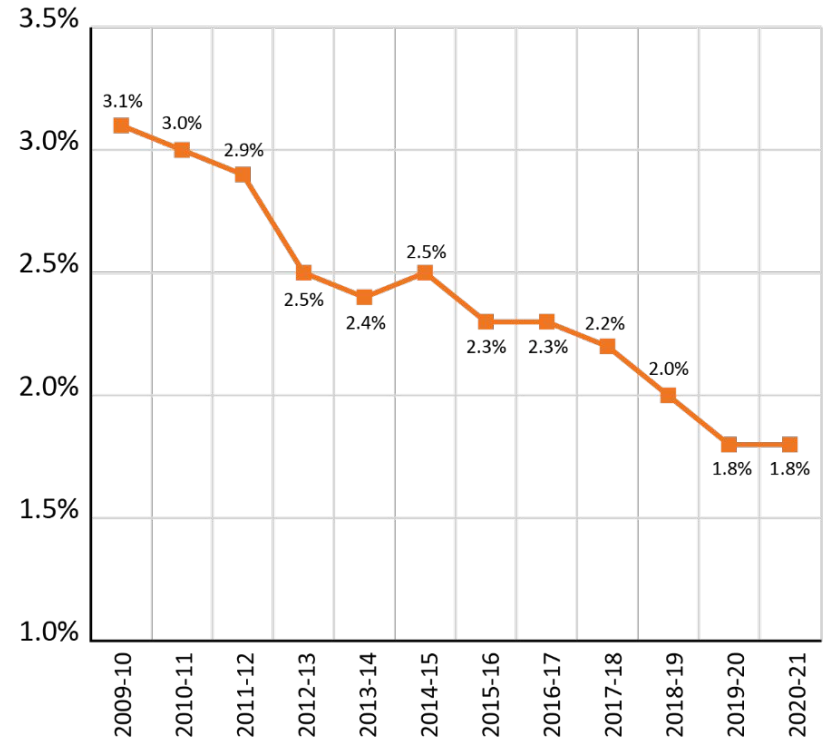


Graduation and Dropout 2021 Release

Colorado 4-Year Graduation Rate from 2010 to 2021



Colorado Statewide Dropout Rate from 2009-10 to 2020-21





Program Goals

- Utilize \$15M in ESSER III funding to strengthen student engagement in learning – particularly for those students most impacted by the COVID-19 pandemic
- Expand Career and Technical Education, student pathways, and other career-connected learning opportunities in rural communities
- Leverage the efforts of individual districts through collaborative action

Two cohorts of applicants on different timelines:

- Accelerated CoAction: Expand existing partnerships and/or programs
- Incubated CoAction: Plan collaboration and systems needed to develop new programs

-
- Currently developing Request for Applications – Application expected to be released in February with awards available this summer
 - Grant runs through September 30, 2024

EDUCATORS MATTER

Develop a Strong Pipeline
of High-Quality Teachers
and Principals and Provide
Deeper Support for School
and District Leaders

GOAL:

High quality educators in
every classroom; strong leaders
are in every building.



District Workforce Needs

PRESENTERS

Dr. Katy Anthes
Commissioner

Dr. Colleen O'Neil
Associate Commissioner
of Educator Talent





- Approximately **8,000 teaching and special service provider** (such as school counselor, school nurse, etc.) positions needed to be hired in 2020-21, representing 12% of all teaching and 15% of all special service provider (SSP) positions in the state.
- Nearly **300 principal/assistant principal** positions and over **1,200 paraprofessional** positions needed to be hired in 2020-2021
- Anecdotally, district human resource staff have cited lack of certified personnel to be bus drivers for years, and exacerbated by the pandemic.
- Reasons cited for leaving: lack of child or adult care/cost, fatigue and burnout, low starting pay, demands outside of teaching, COVID-19 fears, lack of principal support/knowledge.

While we don't have the quantitative data yet, district and school leaders have told us these numbers are increased this year yielding more loss and need in our districts and schools.

Initiatives to Support Educators

Several initiatives are underway to recruit and support educators and classified staff members:

Senate Bill 21-185

- TEACHColorado.org engagement, elevation of the profession, educator preparation program exploration and application support
- Educator recruitment and retention program established under SB 21-185 for alternative licensure stipends, paraprofessional pathways, coaching, mentoring, workforce recruitment, and educator pathways development
- High school concurrent enrollment teacher residency educator preparation program
- Workforce development center recruitment of substitutes, educators, and classified staff
- Educator mental health supports through Anschutz Medical Campus Free Teacher – Educator Wellbeing Support Line, 303-724-2500

COVID Relief Funds (ESSER)

- Partnership with Colorado Serves, AmeriCorp Program for substitutes, tutors, and alternative educator pipelines
- Substitute educator training, support and stipends
- Covid relief funding directed toward pipeline development and mentoring of new-to-the-profession educators (retention)
- Workforce development grants directly to districts to support retention and recruitment at the local level
- Additional educator workforce staff for early childhood and K-12 to support one-on-one coaching and technical assistance to enter classrooms

Boulder County Disaster Recovery

PRESENTER

Dr. Katy Anthes

Commissioner



Impact on Schools

- Working closely with Boulder Valley School District
 - Approximately 300 students impacted and 60-70 staff of multiple districts impacted
- Early identified district needs included food, water, mental health supports, transportation
- Longer-term needs are emerging around ongoing mental health supports





Communication and Connection

- CDE participation in Recovery Task Force
- Convening state partners to identify supports available and streamline access
- Direct contacts for the district staff

Funding Sources

- ESSER Funding and on-going federal ESEA funding
- McKinney-Vento federal funding, and additional stimulus funding for students experiencing homelessness
- Support through other current state grants

Administrative Relief

- CDE is providing extensions for any deadlines or reports that are due.

Thank You

