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| **EDAC** | | **Colorado Department of**  **Education EDAC**  **Committee**  **May 2, 2025 Microsoft Teams**  **9:30 a.m.-1:00 p.m.** | | | |
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|  | **Meeting called by:** | **Educational Data Advisory Committee** | | | |
|  | **Type of meeting:** | Scheduled Data Review Meeting | | | |
|  | **Facilitator:** | DJ Loerzel | | | |
|  | **Note taker:** | Peter Hoffman | | | |
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| **Attendees:** | |  | Kimberly Caplan | Tamara Durbin | / |
| Franziska Johnson | MacKenzie Lane |
| Ingrid Marin | Mike Pacheco |
| Jennifer Sedaghat | Chris Selle |
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| CDE: |  |
| DJ Loerzel | Marcia Bohannon |
| Peter Hoffman | Hanna Montano |
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| **Agenda topics** | | |
|  | **General Business**   * EDAC Credit Renewal * Data Pipeline Advisory Committee * March 21, 2025 EDAC Meeting Minutes – Approved with update to NU-170 S-EBT Clarification. * Statewide SIS survey long bill was passed. The CDE will start the procurement of someone to facilitate this assessment (viability and desire for a statewide SIS) process. The CDE is unsure of what will happen if the assessment returns an answer of yes that a Statewide SIS is needed. * Add discussion for retreat on a method for notifying EDAC of collections that are no longer moving forward.   **Update Approvals - Approved**   * CGA-177 High Achieving School Study * CGA-251 Local Food Program * DMC-116 Spring READ Assessment Data Collection * DMC-116A READ Literacy Programs and Assessment Data Collection * EDL-103 Designated Agency Data Collection * ESS-428 Special Education Generalist Teacher Shortage * ET-104 Teacher Degree Apprenticeship Data Collection (TDADC) * NU-161 Local Food Program Evaluation * OFP-150 Stronger Connections Grant Fidelity of Implementation Toolkit * OPR-103B 2023-24 Automatic Enrollment in Advanced Courses Grant End-of-Year Report * PSF-CC14 BEST Grant Survey * PWR-114 The Postsecondary, Workforce, Career, and Education Grant Program End of Year Report * SED-409A IDEA Federal Application Project Narrative * STP-103A SLFRF Mental Health Systems Assessment Survey * STP-103B SLFRF SHP Survey * STP-104A AWARE 2022 IPP Data * STP-104B AWARE 2022 Implementation Plan and Activity Tracking * STP-104C AWARE 2022 Post Training Survey * STP-104D AWARE 2022 Mental Health Quality Assessment   **Biennial Update Approvals – Approved**   * NU-141 Administrative Review Off-Site Questions – **Who are these sent to? Will follow up via email once answer is obtained from CDE unit.** * NU-144 Administrative Review Questionnaire * OFP-111 Title I, Part A Non-Public Schools |  |
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| 15 Minutes | **PI-110 Health Kids Colorado Survey** | Christine Mulitauopele |
| **Overview:**  The Healthy Kids Colorado Survey (HKCS) is Colorado’s survey of comprehensive youth health and well-being and represents a unified effort across several state agencies to collect biennial surveillance data during the fall of odd-numbered years (i.e., 2023, 2025). The survey is supported by the Colorado Departments of Public Health & Environment, Education, Public Safety, the Behavioral Health Administration, and the Attorney General’s Office, and is administered by the Colorado School of Public Health every other year. State, regional, and local agencies (including schools and districts) use these data to set goals for health promotion, track trends in health behaviors, inform programs or policies, evaluate programming, and seek funding. The HKCS is a voluntary and anonymous survey completed by middle and high school students – no personally identifiable information (PII) of any kind is collected. Due to the voluntary nature of the survey, consent for participation will be attained from superintendents, principals, parents, and students prior to survey completion. Results will be shared back with participating schools and districts along with free technical assistance. | | |
| **Discussion:**  **Response rate matters and informs the representativeness of the data.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **CEI-101 Colorado Healthy Schools Smart Source** | Christine Mulitauopele |
| **Overview:**  Colorado Healthy Schools Smart Source (Smart Source) is a school-level inventory of best practices related to school health and is voluntarily completed once per school. Smart Source allows schools to assess their school health efforts in order to identify gaps the health and safety needs of their students. No personally identifiable data is collected on students or staff. Smart Source has decreased duplicative data collection across Colorado by streamlining multiple survey efforts. Additionally, funders that support schools to implement programs related to health have agreed to require or encourage Smart Source as their assessment as opposed to other instruments. Participating schools and districts will receive a monetary incentive in addition to reports and free technical assistance on how to use their data to drive action. | | |
| **Discussion: Is there a participation threshold for considering it valid? If a school only had two responses would it be considered an accurate representation of that school? This is a single survey per school that surveys across all staff members. It is asked that the person with the best capacity to answer it fill out the survey.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **HAW-104A Infrastructure Development, Prevention and Mental Health Promotion (IPP) Indicators (for Project AWARE)** | Amy Plog |
| **Overview:**  CDE was awarded a five-year $9 million grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) called Project AWARE (Advancing Wellness and Resiliency in Education). Project AWARE aims to build upon the success of previous health efforts by enhancing state and participating Local Education Agency’s (LEA’s) infrastructure and capacity for comprehensive school mental health/behavioral health service systems. LEA partners include (1) Colorado Springs D11, (2) Littleton Public Schools, and (3) Archuleta and Ignacio School Districts are combined into one LEA for this grant.  SAMHSA requires an evaluation, which will involve numerous instruments including this measure - Infrastructure Development, Prevention and Mental Health Promotion (IPP) Indicators. The data summarize activities completed as part of the grant. | | |
| **Discussion: Should the stamp type be required to obtain benefit? Stamp to be updated.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **HAW-104C Activities Inventory (for Project AWARE)** | Amy Plog |
| **Overview:**  SAMHSA requires an evaluation, which will include the Activities Inventory. Although the evaluation is required by SAMHSA, the information collected on the Activities Inventory will summarize accomplishments as a result of implementing Project AWARE. The evaluation will provide documentation that may be useful to other school districts that want to implement a similar project | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **HAW-104D School Mental Health Quality Assessment using SHAPE (for Project AWARE)** | Amy Plog |
| **Overview:**  SAMHSA requires an evaluation, which includes the School Mental Health Quality Assessment. LEAs will be able to conduct this comprehensive assessment of their Project AWARE grant work and identify priority areas (among seven quality domains) using data-driven decision-making for quality improvement. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **HAW-104E School Mental Health Workforce Development Post Training Survey (for Project AWARE)** | Amy Plog |
| **Overview:**  SAMHSA requires an evaluation, which will include the School Mental Health Workforce Development Post Training Survey. The results of this survey will also help the LEAs and CDE conduct quality improvement related to professional development activities that they organize. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **HAW-104F AWARE SOS Student Training Tracking (New)** | Amy Plog |
| **Overview:**  This measure provides Local Education Providers (LEP) who use AWARE funding to provide suicide prevention training (either Signs of Suicide or Sources of Strength) to their students with a means of reporting on the information about the training (number of trainings and number of students trained - overall and broken down by demographic subgroups). | | |
| **Discussion: Is this available to all LEPS in the State? It will be targeted outreach at first, and then available to all later.** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **HAW-104G AWARE Help Seeking Report Tracking (New)** | Amy Plog |
| **Overview:**  This measure asks Local Education Providers (LEP) who use AWARE funding to provide suicide prevention training (either Signs of Suicide or Sources of Strength) to their students with a means of reporting on the the number of help seeking reports (Suicide Risk Assessments [SRAs] more specifically) in the current school year and the year prior to implementation of the suicide prevention training. For the reporting on the current school year, LEPs are also asked to report information on SRAs completed broken down by demographics. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **HES-106 School Based Mental Health Services Grant Interest Form (NEW)** | Amy Plog |
| **Overview:**  The goal of this grant is to strengthen school-based mental health (SBMH) services in Colorado through recruitment, retention, and re-specialization efforts. Each of the specific activities (e.g., move-in reimbursement for SBMH professionals, stipends for SBMH supervisors, funding for a re-specialization course, and expedited re-licensure) will be made available to all Local Education Providers (LEPs) in the state with an identified mental health need as defined by the US Department of Education. Because this definition qualifies the vast majority of LEPs, the proposed survey will allow CDE to better assess the demand for these activities along with relative need based on SBMH professional to student staffing rations. This in turn will allow for better allocation of available financial resources. In addition, questions around staffing and current retention strategies will serve as baseline data. Finally, staffing information is part of required grant reporting.  The survey asks LEPs to provide information on current staffing levels and anticipated open positions for school based counselors, psychologists, and social workers. In addition, they are asked for information on numbers of internship and supervisor positions for each type of SBMH professional as well as a description of current recruitment and retention activities. | | |
| **Discussion: How will federal grant funding cuts impact this? This is the grant that as of right now will be pulled at the end of December, instead of 5 years. The CDE feels if we are able to move forward with this, having this already approved would make it easier next spring to move forward. The CDE can bring this back in June if updates are made and a different direction is needed.** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **OFP-144 Program Requirements for ESEA and ESSER Monitoring** | Tammy Giessinger |
| **Overview:**  The Program Monitoring Self-Assessment (PMSA) is completed in GAINS by LEAs that have been identified to participate in monitoring during a given school year. In addition to completing the self-evaluation for the LEA's implementation of each requirement, LEAs also have the opportunity to submit supporting documentation. The PMSA is reviewed by the Program Monitoring team and feedback is provided. Recommendations and/or corrective actions may be provided based on the submission. | | |
| **Discussion: Is this replacing stronger connections grant requirements? Any LEAS that are being monitored by ESEA and have a stronger connections grant they would complete that portion.** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **OFP-144B Program Monitoring Self-Assessment** | Tammy Giessinger |
| **Overview:**  The Program Monitoring Self-Assessment (PMSA) is completed in GAINS by LEAs that have been identified to participate in monitoring during a given school year. In addition to completing the self-evaluation for the LEA's implementation of each requirement, LEAs also have the opportunity to submit supporting documentation. The PMSA is reviewed by the Program Monitoring team and feedback is provided. Recommendations and/or corrective actions may be provided based on the submission. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **OFP-154 Real Property Status Report (New)** | Tammy Giessinger |
| **Overview:**  All subrecipients that used ESSER funds for the purchase of real property are subject to the real property reporting requirements in 2 CFR 200.330 regardless of the amount of the Federal interest. CDE must annually collect from LEAs and other subrecipients, a Real Property Status Report Cover Page along with Standard Form 429 Attachment A or Attachment C. Additional information can also be found in the US Department of Education’s ‘Dear Colleagues’ letter published March 21, 2024: https://www.ed.gov/sites/ed/files/2024/03/DCL-and-Guidance-Recording-and-Reporting-Federal-Interest.pdf. To complete this collection, LEAs will submit a Smartsheet form and the applicable OMB forms. Copies of all forms are attached. | | |
| **Discussion: This collection could be impacted by decisions from US Dept of Ed. What if we don’t approve this and just see what happens with the Department of Ed? The CDE has thought about this and adjusted the start date to September to try and give time to see if things change. Is there a process if it is approved, but then removed / no longer acquired, is the a process to bringing this to EDAC? We do not currently have a process implemented for this since it happens so rarely. The CDE would make a notification at a minimum.** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **OFP-148B ESSER School-Level Allocation Survey** | Tina Negley |
| **Overview:**  All LEAs that accepted Elementary and Secondary School Emergency Relief (ESSER) funds were required to submit a report to the U.S. Department of Education (ED) pertaining to uses of funds. CDE was able to meet the vast majority of the reporting requirements using information collected through the ESSER I, ESSER II, and ESSER III Applications for Funds, but additional information regarding how LEAs have determined school-level allocations was needed to fully meet these reporting requirements on behalf of our LEAs. | | |
| **Discussion: What would the process look like if the Department of Ed ends up moving forward with these but with revisions? This has happened in the past and the CDE’s intent has always been to use the application information collected in the ESSER information systems to respond to the Department of EDS APR requirements. These pieces are to collect the additional pieces of information that the application does not contain. If there was anything added the CDE would bring it back to EDAC.** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **OFP-149 LEA Participation in ESSER Activities Survey** | Tina Negley |
| **Overview:**  All LEAs that accepted Elementary and Secondary School Emergency Relief (ESSER) funds were required to submit a report to the U.S. Department of Education (ED) pertaining to uses of funds. CDE was able to meet the vast majority of the reporting requirements using information collected through the ESSER I, ESSER II, and ESSER III Applications for Funds, but additional information regarding student participation in evidence-based interventions was needed to fully meet these reporting requirements on behalf of our LEAs. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **OFP-148A ESSER Reengaging Students Survey** | Tina Negley |
| **Overview:**  All LEAs that accepted Elementary and Secondary School Emergency Relief (ESSER) funds were required to submit a report to the U.S. Department of Education (ED) pertaining to uses of funds. CDE was able to meet the vast majority of the reporting requirements using information collected through the ESSER I, ESSER II, and ESSER III Applications for Funds, but additional information regarding how LEAs have re-engaged students was needed to fully meet these reporting requirements on behalf of our LEAs. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **DMC-107 Title I Interchange** | Tina Negley |
| **Overview:**  The U.S. Department of Education requires states to report the number of students participating in and served by Title I, Part A schoolwide and targeted assistance programs. Unlike the Title I schoolwide programs wherein all students in the school are served as Title I, in the Targeted Assistance program the school identifies which students to serve with Title I funds. The Title I Interchange is used to report which students participated in Title I Targeted Assistance programs. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **SDT-101 CDE Learning Cohorts** | Adrienne Cruz |
| **Overview:**  The collection is voluntary evaluation surveys upon completion of a learning cohort session. Participation in CDE Learning Cohorts is voluntary. The voluntary evaluation form is collected at the end of each session to review participant input on content delivered to gather impact and improvement data to ultimately improve sessions. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |