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| **EDAC** | | **Colorado Department of**  **Education EDAC**  **Committee**  **September 6, 2024 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:** | |  | Tamara Durbin | Mackenzie Lane | / |
| Curtis Lee | Michael McManus |
| Michael Pacheco | Jennifer Sedaghat |
| Chris Selle |  |
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| CDE: |  |
| DJ Loerzel |  |
| Peter Hoffman |  |
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| **Agenda topics** | | |
|  | **General Business**   * EDAC report the State Board of Education – Any input, changes, or comments should be sent to DJ Loerzel, otherwise the report will be readied to be sent to the SBE. * Mimi Livermore, Cheryl Taylor at end of 4 years of EDAC term. New members should be in place for the October EDAC meeting. If any committee member knows of someone that may be a good candidate, please reach out to DJ Loerzel. * EDAC Credit Renewal * Data Pipeline Advisory Committee * June 21, 2024 Meeting Minutes - **Approved**   **Update Approvals – Approved with notes.**   * CGA-222 Bullying Prevention and Education * CGA-235 Empowering Action for School Improvement (EASI) Grant * DPSE-129 Colorado Data Collection for USDOE-EDAC * DPSE-132 McKinney-Vento Monitoring Documents * ESL-116 Reimbursement Spending Report to CDE (Medicaid-School Health Services Program) * ESL-403 Gifted Education Comprehensive Program Plan * GE-101 BOCES and GE Quality Program Assessment Rubrics * NU-132 Administrative Review & Summer Food Service Program Administrative Review Evaluation Survey * NU-158 Local Food Program Tracker * OFP-148A ESSER Reengaging Students Survey * OFP-148B ESSER School-Level Allocation Survey * OPR-101 Colorado School Counselor Corps Grant Program (SCCGP Development Year Grantee Report * PWR-101 Application for Early College Designation * PWR-110 2025-26 Estimated ASCENT Program Participants Intent to Participate * PWR-113 2025-26 Estimated TREP Program Participants Intent to Participate * SOC-107 Authorizer Data Collection – **It looks like that the collection is intended for 23-24, but there are instances of 22-23 data are correct or are they intended to be 23-24 as shown in the rest of the document. The collection dates should all reflect 23-24 and it will be updated.**   **Biennial Update Approvals – All Approved**   * NU-112 Nutrition Verification Collection Report * NU-116 Food Safety Inspection Reports * NU-128 Independent Review of Applications * NU-134 Direct Certification - POS * NU-146 CO Procurement Review Off-Site Questions * PSF-CC05 Capital Construction Project Final Report * PSF-CSCC-01 Charter School Capital Construction Expenditures and Eligibility |  |
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| 10 Minutes | **CGA-236 2024 RFA Colorado’s Computer Science Teacher Education (CSEd) Grants for Teachers Program** | Pam Lewis |
| **Overview:**  Senate Bill 17-296, the Colorado Computer Science Teacher Education Grant Program (CSEd), was authorized by the Colorado Legislature during the 2017 legislative session to support K-12 teacher professional development in computer science. This grant program exists to promote the postsecondary education of eligible teachers who teach or wish to teach computer science in K-12 education.  All required elements of the application will be captured through CDE’s Grants Management System, GAINS. | | |
| **Discussion: EDAC likes the program itself and helps sere as a catalyst in pursuing into this space.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **PWR-117 Seal of Climate Literacy Diploma Endorsement** | Alexa Enamorado |
| **Overview:**  The act allows LEs in Colorado to award a "seal of climate literacy" to high school graduates who show proficiency in climate literacy and green skills. This endorsement aims to empower students to better understand and respond to climate change impacts in their communities. | | |
| **Discussion: Who is intended to complete it and how will they know to complete it? PWR and the standards office will work together to collect this and promote it. Alchemer will be used to generate the survey. The CDE is not looking to collect any data until October of 2025. It is not required for ever LEA, only ones that are interested. The application and survey itself will live on multiple CDE websites. Schools and LEAs will have the opportunities to reach out and connect with subject matter experts from the standards team. The courses would already be implemented within the district and the requirement is that the student have taken at least two of the courses.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **STP-107 American Rescue Plan - Homeless Children and Youth Closeout Report** | Bonnie Brett |
| **Overview:**  This is a brief, one time closeout report where subgrantees are prompted to report on how ARP-HCY funds were used in line with legislation. | | |
| **Discussion: Should this have been voluntary? It is technically mandatory for those who have received this benefit. CDE to make a note in future submissions surrounding the confusion between Mandatory and situations like this – Mandatory for LEAS that received funds. Where the outcomes known / clear when the grant was created? The CDE would have to look at the RFA for these funds to answer this. Looking at the legislation, however, it specifically asks for enrollment and academic outcomes, so it was likely included in the RFA.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **NU-132 Administrative Review & Summer Food Service Program Administrative Review Feedback Survey** | Kerri Link |
| **Overview:**  This survey collects valuable feedback from School Food Authorities on the Administrative Review process for both the school year and summer audits. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **NU-141 Administrative Review Off-Site questions** | Kerri Link |
| **Overview:**  All School Food Authorities who operate federal child nutrition programs are required to undergo an Administrative Review by the State Agency in order for the SA to determine compliance, offer Technical Assistance, and suggest best practices or provide support. CDE streamlines this process by following a 5-year AR cycle and pairing the Resource Management and Procurement reviews within the AR to streamline the process for SFAs. | | |
| **Discussion: Footer references 2018-2019. The questions haven’t changed since then. The form is just what the CDE last received from the USDA, what LEAs answer is built into a different system and they do not see this reference documents or its dates. The document sent to EDAC is just a source document. EDAC requests to include screenshots of the submission form to avoid confusion in future submissions.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **NU-144 Administrative Review Questionnaire** | Kerri Link |
| **Overview:**  The Administrative Review Questionnaire collects necessary information to conduct the USDA required Administrative and Procurement reviews. In an effort to streamline and reduce the data collection burden on school districts, this form collects multiple data points and documents to assist in starting the review process. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **CGA-172 School Counselor Corps Grant Program** | Jennicca Mabe, Mandy Christensen |
| **Overview:**  The purpose of SCCGP is to increase the availability and implementation of effective school-based counseling to increase the state graduation rate and increase the percentage of students who appropriately prepare for, apply to, and continue into postsecondary education. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **CGA-172B School Counselor Corps Grant End of Year Grantee Report** | Jennicca Mabe, Mandy Christensen |
| **Overview:**  Grantees are required to complete the End of Year Report at the end of the fiscal year. The report supports the statutory requirements, program planning, and monitoring of grant-related program implementation. Goals created will continue to be monitored and reported on each year of the grant. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **CGA-258 Preventing School Violence Grant Program** | Mandy Christensen |
| **Overview:**  The purpose of SCCGP is to increase the availability and implementation of effective school-based counseling to increase the state graduation rate and increase the percentage of students who appropriately prepare for, apply to, and continue into postsecondary education. | | |
| **Discussion: When the language for the charter school network is updated, EDAC requests an updated RFA be sent. The CDE expects alignment with past RFAs and charter school language.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **NU-172 2024 Mountain Plains Crunch Off Registration** | Justin Carter |
| **Overview:**  The 2024 USDA Mountain Plains Crunch Off is an annual event where states within the USDA mountain plains region compete for the most bites into local foods by students, staff, parents, and community members. The event takes place during the month of October and is voluntary for sponsors to participate. We're requesting to host the event registration which will include required questions on how many students and adults are participating. We will request estimated participation levels from three categories; children aged 0-5, school aged children 6-18, and adults. We'll also ask participating sponsors to provide the sources (producers, distributors, retailers, etc.) where they receive local foods for the event as well as optional questions on the names of local producers and the cost of the local items. This information will be provided to the USDA Mountain Plains regional office in November. USDA manages the event and will use this data to judge the competition and its success. The information will be collected via Smartsheet. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **HES-103F Project AWARE-TISS Cross-Site Evaluation: Collaboration & Partnership Survey** | Meghan Paulson |
| **Overview:**  The purpose of this survey is to better understand how grantees partner with other agencies/organizations and to identify the types of policy changes implemented as part of the Project AWARE grant. This survey is expected to take ~15 minutes and will be administered annually throughout the course of the 2024-2026 cross-site evaluation (typically occurring during a 2-week period in December). A maximum of 6 individuals will complete the survey during each administration including 1 SEA Project Coordinator, 1 SMHA Project Coordinator, 2 LEP Project Coordinators/Managers, 1 Community Mental Health Provider Partner, and 1 School Administrator. Which grantee LEP is involved each year will rotate so that a given LEP will only be asked to participate a total of one time over the course of the 3-year cross-site evaluation. Individuals that are identified for participation will have the survey emailed to them directly by ICF. | | |
| **Discussion: How does the funding work, do LEAs apply or are they reimbursed after the money is spent? It is a reimbursement. Should the stamp be required to obtain benefit or mandatory? EDAC will issue Required to Obtain Benefit Stamp.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **HES-103G Project AWARE-TISS Cross-Site Evaluation: School Climate & Safety Survey** | Meghan Paulson |
| **Overview:**  There are three different versions of this measure to assess the perspectives of students, staff, and parents. All versions of the survey include questions in the following categories: cultural and linguistic competence, relationships, emotional safety, physical safety, bullying/cyberbullying, substance abuse, mental health, and discipline. Similar types of questions are asked in each category section across the survey versions, but are tailored based on the respondent type. The main differences are some additional questions on the student and staff surveys: in the demographics section students are asked about their grade level and staff are asked about their experience with trauma-informed schools; at the end of the student survey there is a short section of questions asking about their mental health experiences and if they’ve had the needed support; at the end of the staff survey there is a short section of questions about trauma informed care at their school. This survey is expected to take 20-25 minutes and will be administered twice during the course of the cross-site evaluation, likely in February 2025 and again in February 2026. A maximum of 22 people will complete the survey during each administration including 6 students (middle or high school), 10 staff members, and 6 parents. Which grantee LEP is involved each year will rotate so that a given LEP will only be asked to participate a total of one time. Individuals that are identified and consent to participate will have the survey emailed to them directly by ICF.  17.Have you ensured this data is not being col | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **103H Project AWARE-TISS Cross-Site Evaluation: Youth or Adult Focus Group** | Meghan Paulson |
| **Overview:**  This cross-site evaluation is the Focus Group, which is meant to assess the quality and effectiveness of mental health programs, resources, and services available at a school that is being supported by the grant. Questions will be asked about how the school makes students feel safe and supported, which mental health topics are taught at the school, if the activities/resources provided by the school are inclusive and culturally responsive, availability of and access to mental health services at the school, whether or not the services are inclusive and culturally responsive, experience with services provided, and their overall perception of how impactful these supports/services are for students. Only 1 total focus group will be conducted throughout the course of the 2024-2026 cross-site evaluation and is expected to take 60-90 minutes. The focus group will either include a group of 10-12 students (middle or high school) or adults/parents/caregivers. The types of questions asked will be the same regardless of which group participates (students or adults) but the language will be modified slightly to adjust for their different perspectives. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **HES-103I Project AWARE-TISS Cross-Site Evaluation: Key Informant Interviews** | Meghan Paulson |
| **Overview:**  The Key Informant Interviews, which is meant to assess the planning, organization, and provision of mental health services to youth as part of Project AWARE; questions will be asked about the development/implementation of evidence-based services, successes and challenges in provision of services, and efforts to improve the coordination of services/collaborations among schools, communities, and families. These interviews will be administered annually throughout the course of the 2024-2026 cross-site evaluation and are expected to take ~60 minutes. A maximum of 6 individuals will participate in an interview during each administration including 2 LEP Project Coordinators/Managers, 1 SEA Project Coordinator, 1 SMHA Project Coordinator, 1 Community Mental Health Provider Partner associated with the LEP, and 1 school administrator from the LEP. Which grantee LEP is involved each year will rotate so that a given LEP will only be asked to participate a total of one time over the course of the 3-year cross-site evaluation. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **OFP-153 Stronger Connections Grant Use of Funds Data Collection** | Jerry Ring, Tina Negley |
| **Overview:**  All LEAs that have accepted Stronger Connections Grant (SCG) funds are required to submit data to the U.S. Department of Education (ED) pertaining to uses of funds. CDE is able to meet some of the reporting requirements using information collected through the SCG application, but additional information regarding LEA uses of funds for the hiring of personnel and for the purchase of services and/or supplies by ED-defined categories is needed to fully meet these reporting requirements on behalf of our LEAs. | | |
| **Discussion: In the document, LEA is referenced often, would it be more appropriate for LEP to be used since individual charters data is collected? The CDE will make this change. EDAC feels this collection should be Required to Obtain Benefit.** | | |
| **Conclusion: Approved with changes to LEA / LEP language, and RtoB stamp** | | |
| 10 Minutes | **DMC-133 Kindergarten School Readiness Collection** | Tara Rhodes |
| **Overview:**  The Kindergarten School Readiness collection collects students' skills and abilities within the first 60 days of the school year across the following six domains: Math, Literacy, Language, Cognition, Social Emotional, and Physical and Motor Development. Districts do have a choice to use assessment vendors that produce reports which are in the same format as the file layout for upload into Data Pipeline. Information is also aggregated to the school level before upload into Data Pipeline. | | |
| **Discussion: It seems that a broader range of platforms is being accommodated, would all of the domains be represented within the file, or how will districts know how to cover all of the domains that they used? Districts would enter the proper code for the appropriate tool that was used. The CDE plans to provide instruction on how to filter and navigate the tool to help districts choose the appropriate option.** | | |
| **Conclusion: Approved.** | | |