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| **EDAC** | | **Colorado Department of**  **Education EDAC**  **Committee**  **March 22, 2024 Colorado Talking Book Library**  **9:30 a.m.-1:00 p.m. Denver, CO 80226** | | | |
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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:** | |  | Mackenzie Lane | Curtis Lee | / |
| Mimi Livermore | Michael Pacheco |
| Jennifer Sedaghat | Cheri Taylor |
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| CDE: |  |
| DJ Loerzel | Marcia Bohannon |
| Peter Hoffman |  |
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| **Agenda topics** | | |
|  | **General Business**   * EDAC Credit Renewal * Data Pipeline Advisory Committee * March 1, 2024 Meeting Minutes * May 3, 2024 EDAC meeting – request to move to May 10th, CDE to email committee as a whole.   **Update Approvals – All Approved**   * CGA-134A Expelled and At-Risk Student Services (EARSS) End of Year (EOY) Collection * CGA-185 Gifted Education Universal screening and Qualified Personnel Grant * CGA-251 Local Food Program * DAR-108 Request for New School Code, Closure, Name Change and Grade Change Forms – **Can a print preview be added on for the form? The CDE to look into this and try to add a preview.** * DMC-109 Discipline Interchange * DMC-110 Special Education IEP Interchange * DMC-111 Data Pipeline-Staff Interchange-Staff Profile * DMC-111A Educator Shortage Survey * DMC-116 Colorado Read Act Collection * DMC-116A LEP K-3 Literacy Program Reporting * DMC-116B READ Training Completion Reporting * DMC-121 Dynamic Learning Maps (DLM) ELA and Math Student Biographical Data (SBD) * DMC-122 Colorado Measurements of Academic Success (CMAS) English Language Arts and Mathematics Student Biographical * DMC-124 SAT PSAT Student Biographical Data Review * DPSE-130 McKinney-Vento End of Year Report * DPSE-139 Ninth Grade Success Grant End of Year Collection * EE-101 Educator Effectiveness Assurances * ESL-422 Assignment of an Educational Surrogate Parent (ESP) * NU-109 Fresh Fruit and Vegetable Program (FFVP) Application * NU-113 Summer Food Service Program Application * NU-126 Fresh Fruit and Vegetable Program FFVP Equipment Justification Form * NU-170 Student Summer EBT (S-EBT) Reimbursements * PWR-102B Concurrent Enrollment Expansion & Innovation Grant End-of-Year Report * PWR-105 ILOP LEP End of Year Data Collection Template * PWR-114 Concurrent Enrollment Expansion & Innovation Grant End-of-Year Report * SED-222 Standard Record Review   **Biennial Update Approvals**   * DMC-105 Data Pipeline Financial December Collection * SED-282 Post-School Outcomes Survey |  |
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| 10 Minutes | **PSF-108 Assurances for Financial Accreditation** | Yolanda Lucero  Rebecca, McRee |
| **Overview:**  This form is required pursuant to Section 22 11 206(4), C.R.S. The school district must submit an assurance form certifying the school district’s substantial and good-faith compliance with the a) School District Budget Law, b) Financial Policies and Procedures Act, c) Public School Financial Transparency Act, and d) accounting and reporting.  The Colorado Department of Education monitors the district’s compliance by reviewing the district’s finance data pipeline submission, audited financial statements, financial transparency website, and responses from management to inquiries related to those reviews. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **PSF-110 CDE-40 Public School Transportation Fund Reimbursement Claim (Biennial Review)** | Yolanda Lucero,  Rebecca McRee |
| **Overview:**  Under the “Rules for the Administration of the Public School Transportation Fund,” all public school districts that provide directly, or contract for, pupil transportation are eligible to receive reimbursement from this fund. The fund allows for districts to be reimbursed for a portion of the expenditures incurred in transporting pupils from home to school, from school to school, and from school to home (i.e., pupil route transportation). It does not allow for the inclusion of expenditures associated with pupil activities (i.e., athletics, field trips, and extracurricular activities), or non-pupil transportation.  Each district seeking reimbursement from the Public School Transportation Fund must complete the “CDE-40 Online Form” along with required supporting documentation no later than September 15. The required documentation includes the district calculation worksheet, summary general ledger, detailed general ledger, vehicle insurance premiums, scheduled count day mileage, district calendars and total vehicle mileages. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **DMC-106 Data Pipeline - Student Interchange** | Rebecca McRee,  Brooke Wenzel |
| **Overview:**  The Student Interchange consists of data fields shared by many different collections required by state and  federal law, such as Student End of Year, Student October, Special Education December Count, and  more. Student Biographical Data, pulled from the Student Interchange data fields, allows districts the  opportunity to verify the accuracy of the demographic data submitted for each student participating in  state assessments. State and federal accountability reporting including school and district performance  framework ratings, Title III Annual Measurable Achievement Objectives (AMAO), and priority and focus  school designations all rely on accurate demographic and test score data. | | |
| **Discussion:**  Update district language to LEA for consistency. Some languages were kept as School District / BOCES for consistency across the CDE collections.  Non-School Program addition on page 25 for code 02. Students experiencing homebound services or expulsions are often temporarily in these situations within a school year. Is there a way to clarify when an LEA should use this code? For instance, could it be added to the descriptive paragraph above the table for this field that the codes should be used if the circumstances are for the entire school year, the majority of the year, or some other window of time based on which collection the SSA file is being submitted for (October Count or EOY)? This information could also apply to some of the other non-school programs also.  Alternative Instruction Courses section addition starting on page 29. If there will be a funding issue when an LEA mistakenly does not report a student within one of the specific courses, then could that be indicated in the “Notes” descriptive section for this new addition? It would appear that adequate documentation would suffice for funding claimed on a student if this situation happened, but it could be cause for ongoing questions to CDE if clarification is not added to the file layout on possible funding exceptions if courses are not all identified for a student even though their student schedule shows adequate proof of alternative instruction courses. | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **DPSE-126 Student Re-engagement Grant** | Bonnie Brett,  Jamie Burciaga |
| **Overview:**  Reporting for the Student Re-Engagement Grant (SRG) program, pursuant to C.R.S. 22-14-109. This the end of year report for Student Re-engagement Grantees. They complete it each year. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **DPSE-138B Educational Stability Grant End of Year Reporting** | Bonnie Brett,  Jamie Burciaga |
| **Overview:**  This is the End of Year report for the Educational Stability Grantees. They complete it each year and the information is used to report on the ESG grant to the state legislature. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **DPSE-138C Educational Stability Grant Budget Reporting** | Bonnie Brett,  Jamie Burciaga |
| **Overview:**  This is the budget sheet for ESG grantees for the next year. They submit it at the beginning of the year and update it as necessary throughout the year. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **HES-103A Project AWARE-TISS Cross-Site Evaluation Training Summary Form** | Meghan Paulson |
| **Overview:**  CDE was awarded a four-year $3,600,000 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 (LEA)/Tribal Education Agency (TEA) infrastructure and capacity for comprehensive school mental health/behavioral health service systems. LEA/TEA partners include (1) Poudre School District, (2), Westminster Public Schools, and (3) Southern Ute Education Department.  In addition to the original evaluation components for Project AWARE, SAMHSA is also requiring the 2022 cohort to participate in the national AWARE-TISS Cross-Site Evaluation. SAMHSA has partnered with ICF, a global consulting firm with experience implementing and evaluating public health programs, to conduct this cross-site evaluation.  One instrument included in this 2024-2026 cross-site data collection process is the web-based Training Summary Form, which requires grantees to submit information about upcoming trainings they are facilitating in connection with Project AWARE. The form collects details about training characteristics, such as duration, topics to be addressed, objectives, format, intended audience, etc. The purpose of the Training Summary Form is for ICF to review the submissions prior to the scheduled event and determine if the training meets their criteria to utilize the ICF Pre-Post Training Survey. After the event has occurred, grantees will be asked to return to the form to provide details about the number and types of training attendees. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 15 Minutes | **HES-103B Project AWARE-TISS Cross-Site Evaluation Pre-Post Training Survey** | Meghan Paulson |
| **Overview:**  In addition to the original evaluation components for Project AWARE, SAMHSA is also requiring the 2022 cohort to participate in the national AWARE-TISS Cross-Site Evaluation. SAMHSA has partnered with ICF, a global consulting firm with experience implementing and evaluating public health programs, to conduct this cross-site evaluation.  One optional instrument included in this 2024-2026 cross-site data collection process is the web-based Participant Feedback Form, which asks adult training participants to provide additional information about their training experience and their perceptions of how they intend to use what they learned in practice. At the end of the ICF Post-Training Survey, participants will be presented with the option to complete two additional surveys related to their training experience, one of which is the Participant Feedback Form. So, individuals will only be given the choice to complete the Participant Feedback Form if they attend an LEP-facilitated AWARE training where the ICF Pre-Post Training Survey was utilized (which can only be completed by adults). If the adult training participant selects to complete the Participant Feedback Form, then ICF will email them the new link shortly after the training concludes. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 15 Minutes | **HES-103C Project AWARE-TISS Cross-Site Evaluation Participant Feedback Form** | Meghan Paulson |
| **Overview:**  In addition to the original evaluation components for Project AWARE, SAMHSA is also requiring the 2022 cohort to participate in the national AWARE-TISS Cross-Site Evaluation. SAMHSA has partnered with ICF, a global consulting firm with experience implementing and evaluating public health programs, to conduct this cross-site evaluation.  One optional instrument included in this 2024-2026 cross-site data collection process is the web-based Participant Feedback Form, which asks adult training participants to provide additional information about their training experience and their perceptions of how they intend to use what they learned in practice. At the end of the ICF Post-Training Survey, participants will be presented with the option to complete two additional surveys related to their training experience, one of which is the Participant Feedback Form. So, individuals will only be given the choice to complete the Participant Feedback Form if they attend an LEP-facilitated AWARE training where the ICF Pre-Post Training Survey was utilized (which can only be completed by adults). If the adult training participant selects to complete the Participant Feedback Form, then ICF will email them the new link shortly after the training concludes. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 15 Minutes | **HES-103D Project AWARE-TISS Cross-Site Evaluation Workforce Follow-up Survey** | Meghan Paulson |
| **Overview:**  In addition to the original evaluation components for Project AWARE, SAMHSA is now also requiring the 2022 cohort to participate in the national AWARE-TISS Cross-Site Evaluation. SAMHSA has partnered with ICF, a global consulting firm with experience implementing and evaluating public health programs, to conduct this cross-site evaluation.  One optional instrument included in this 2024-2026 cross-site data collection process is the web-based Workforce Follow-Up Survey, which assesses how adult training participants used what they learned as well as barriers they may have faced for implementing what they learned in the short-term and long-term after the training. At the end of the ICF Post-Training Survey, participants will be presented with the option to complete two additional surveys related to their training experience, one of which is the Workforce Follow-Up Survey. So, individuals will only be given the choice to complete the Workforce Follow-Up Survey if they attend an LEP-facilitated AWARE training where the ICF Pre-Post Training Survey was utilized (which can only be completed by adults). If the adult training participant selects to complete the Workforce Follow-Up Survey, then ICF will email them the new links 3 months post-training and 12-months post-training. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 15 Minutes | **HES-103E Project AWARE-TISS Cross-Site Evaluation Implementation Survey** | Meghan Paulson |
| **Overview:**  In addition to the original evaluation components for Project AWARE, SAMHSA is also requiring the 2022 cohort to participate in the national AWARE-TISS Cross-Site Evaluation. SAMHSA has partnered with ICF, a global consulting firm with experience implementing and evaluating public health programs, to conduct this cross-site evaluation.  One instrument included in this cross-site data collection process is the web-based Implementation Survey, which is meant to assess Project AWARE implementation from a state, local, and community perspective including barriers and facilitators to implementation, innovative strategies, school/community integration, and sustainability planning. This survey will be administered annually throughout the course of the 2024-2026 cross-site evaluation and will typically occur during a 2-week period in April. A maximum of 4 individuals will complete the survey during each administration including 2 LEP Project Coordinators/Managers, 1 SEA Project Coordinator, and 1 SMHA Project Coordinator. Individuals that are identified for participation will have the survey emailed to them directly by ICF. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 15 Minutes | **DMC-104 Data Pipeline - Report Card March** | Peter Hoffman |
| **Overview:**  The Report Card March collection contains descriptors of schools. This includes a school’s professional development days, course offerings, health and wellness information, and programs offered at the school. The data from the Report Card March collection is used to populate school descriptors and the school year in the School View application. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 15 Minutes | **DMC-118 Data Pipeline - Teacher Student Data Link** | Peter Hoffman |
| **Overview:**  The TSDL file captures data that link students in grades 6 through 12 to courses and instructors (if available) for the reported school year. CDE relies on the TSDL snapshot data to populate and create the Student Course Participation and Achievement Report (as required by C.R.S 22-11-503.5), the Educator Preparation Program Report (as required by C.R.S 22-2-112 (1)(q), as well as complete required reporting for migrant students. Other CDE reports, such as the Civil Rights Data Report, rely accurate data. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 15 Minutes | **DMC-138 Prevent Harassment or Discrimination in Schools** | Peter Hoffman |
| **Overview:**  Per C.R.S 22-1-143 the Harassment or Discrimination collection collects the number of formal harassment or discrimination reports received by the school and the type of bias reported when harassment or discrimination was found; and the time to complete each investigation and to make findings related to each report. | | |
| **Discussion: What is the purpose of the data / it being used for? Right now, legislative reports. It is hard for districts to determine what makes a bias, bullying, etc.** | | |
| **Conclusion: Approved** | | |
| 15 Minutes | **DMC-103 Data Pipeline Directory** | Jessica Tribbett |
| **Overview:**  The Directory Collection is open all year round. The data collected through the Directory is used for Accountability Reports, verification of Charter information that is then validated and sent onto the United States Department of Education. Legal name and correct spelling of districts, schools names and address’s used in distribution of School Accountability Reports and other CDE/State Reports. Districts should complete the Directory information in order to supply the United States Department of Education and Colorado Department of Education with the correct pertinent information associated with their district and schools. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 15 Minutes | **SPS-135 Unified Improvement Plan** | Erin Loften |
| **Overview:**  This is an annual collection required of schools and districts for annual collection (with some flexibilities) and public posting of school improvement efforts. The Unified Improvement Plan is structure to reduce the overall number of plans required by districts into one document. The streamlined template is an opt in format that will be available statewide have 3 years of piloting with a subset of schools and districts. | | |
| **Discussion: Slides included below. This seems like it will allow schools to frame improvements based on the narrative to try and align with district initiatives. Is there year over year continuity built in? The update makes a distinction between the process and the product. The shift is showing a break between these two things, and part of the work will be supporting administrators evaluate this data to improve processes. How do you measure efficacy over 3-4 years / how does the state advise districts on improvements? Even within CDE, the theory of action and ownership with staff transition is always a consideration. The state system is a safety net for when this turnover happens, and this is another dimension of what the UIP provides.**  **The CDE would appreciate feedback from EDAC throughout the year to gain an idea of what changes may be needed for the following year.** | | |
| **Conclusion: Approved** | | |
| 15 Minutes | **OFP-101 Consolidated Application** | Laura Meushaw |
| **Overview:**  The Consolidated Application is an annual collection for LEAs and BOCES to submit a plan for the use of federal funds. These federal funds include Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; Title III, Part A-Immigrant Set-Aside; Title IV, Part A; and Title V, Part B. | | |
| **Discussion: If a question is not relevant to a district will it still appear? Certain questions will not appear if it does not apply to the district to avoid confusion. A walk-a-long / guidance document is going to be deployed that details the minimum requirements of this collection.** | | |
| **Conclusion: Approved** | | |