

Minutes

cde



Colorado Department of Education EDAC Committee

May 5, 2023
9:30 a.m.-1:00 p.m.

Microsoft Teams Meeting

Meeting called by:

Educational Data Advisory Committee

Type of meeting:

Scheduled Data Review Meeting

Facilitator:

DJ Loerzel

Note taker:

Peter Hoffman

Attendees:

Tamara Durbin	Lazlo Hunt
Mimi Livermore	Mimi Livermore
Michael McManus	Mina Parthasarathy
Andrew Pippin	Cheryl Taylor
CDE:	
DJ Loerzel	Annette Severson
Peter Hoffman	Marcia Bohannon

Agenda topics

General Business

- EDAC Credit Renewal
- Data Pipeline Advisory Committee
- March 24, 2023 Meeting Minutes – **Approved**
- June 2nd EDAC retreat will be an in-person meeting at District 11.

Update Approvals – All approved except DMC-103 changes.

- AUD-101 Pupils in Detention Centers as of the Official Count Day
- CEI-101 Colorado Healthy Schools Smart Source (Smart Source)
- **DMC-103 Data Pipeline – Directory – Not voted on / withdrawn.**
- DPSE-132 McKinney-Vento Monitoring Documents
- DPSE-138 Educational Stability Grant Program
- ET-101 Mentor Program Grant
- HAW-104A Infrastructure Development, Prevention and Mental Health Promotion (IPP) Indicators for Project AWARE
- HAW-104C Activities Inventory for Project AWARE
- HAW-104D School Mental Health Quality Assessment using SHAPE for Project AWARE
- HAW-104E School Mental Health Workforce Development Post Training Survey for Project AWARE
- NU-121 Community Eligibility Request Form
- PI-110 Healthy Kids Colorado Survey (HKCS)
- PSF-CC14 BEST Grant Survey
- PWR-102B Concurrent Enrollment Expansion & Innovation Grant End-of-Year Report
- SED-409A IDEA Federal Application Project Narrative
- SIS-106 Expanded Learning Opportunities
- SOC-106 Blended Learning and Supplemental Online Course Variance Waiver Request
- STU-5 Application for School Transportation Entry Level Theory Instructor
- STU-6 Application for School Transportation Entry Level Behind the Wheel Instructor
- STU-20 Application for Annual Inspector Qualification or Recertification

10 Minutes	SPS-135 UIP Template	Erin Loften
<p>Overview: The Unified Improvement Plan (UIP) streamlines federal and state improvement planning requirements for schools and districts. The programs include state accountability, ESSA accountability (e.g., comprehensive support), Gifted Program, and several grants (e.g., EASI school improvement grant application including Diagnostic Review and Planning, Turnaround Network, Connect for Success, Pathways Grant, State Turnaround Leaders).</p> <p>See slides below.</p>		
Discussion:		
Conclusion: Approved.		
10 Minutes	SED-222 Standard Record Review	Nicholas Smosna, Gloria Durosko
<p>Overview: The Colorado Department of Education Exceptional Student Services Unit (ESSU) is required to monitor the implementation of Part B of the Individuals with Disabilities Education Act through state data reporting and monitoring, focused on performance and compliance. Included in this process are determinations made of the state and the local educational agencies (administrative units) that address 18 Indicators defined by the Office of Special Education Programs (OSEP). This collection reflects a shift in process to self-assessment and reporting by the administrative units in partnership with the ESSU to ensure compliance in IEP-related activities while placing primary focus on performance-based outcomes and indicators. OSEP indicators are compliance and performance based and this system will address these areas. OSEP also requires the CDE ESSU to monitor every AU, every year. The CDE ESSU will develop a rubric for evaluating the various components of this collection in order to determine where an AU will fall within a tiered system of support. Justifications - IDEA, Exceptional Children's Educational Act, Office of Special Education Programs State Performance Plan and Annual Performance Report, 34 CFR Subpart C – Local Educational Agencies Eligibility</p>		
Discussion: EDAC feels the usability has greatly improved over the last few years and the districts appreciate the continual improvements in the system.		
Conclusion: Approved		
10 Minutes	STU-17 Vehicle Operator Medical Information Form	Susan Miller, Rebecca Sykes
<p>Overview: This form documents if an activity driver has any medical conditions that could prevent them from transporting students in non-CDL school transportation vehicles. State Board Rule 1 CCR 301-26, 5.03(f) The operator shall annually complete the CDE Multifunction/Small Vehicle Operators Medical Information Form (STU-17). Any yes annotations shall require a doctor's release. CCR 301-26 was recently updated and the requirement for a non-cdl operator on a route to obtain a DOT physical was removed and replaced with the requirement to complete the CDE Vehicle Operator Medical Information Form. Since the DOT physical was removed for ALL NON_CD_L operators we felt it necessary to "beef-up" the current STU-17.</p>		
Discussion:		
Conclusion: Approved.		
10 Minutes	CGA-134 Expelled and At-Risk Student Services Grant	Mandy Christensen
<p>Overview: The purpose of the Expelled and At-Risk Student Services (EARSS) Grant Program, authorized by Colorado Revised Statute (C.R.S.) 22-33-205, is to reduce the incidence of discipline- and attendance-related behaviors which are risk factors for dropping out of school. This collection is a Request for Applications (RFA) for distribution of additional funds. Some changes have been made to streamline the application since the previous review.</p>		
Discussion:		
Conclusion: Approved		

10 Minutes	ELSR-101 CO Comprehensive Literacy State Development Grant Professional Development (PD) Cohort (New)	Mandy Christensen
<p>Overview: The Colorado Comprehensive Literacy State Development (CLSD) Grant is a federally supported grant intended to expand the use of evidence-based reading practices and interventions that advance literacy skills for children from birth through grade 12 with an emphasis on historically underserved students including children in poverty, multilingual learners (MLs), and children with disabilities.</p>		
<p>Discussion: There is a link missing for the GEPA statement – CDE is updating the link to a federal programs office website - https://www.cde.state.co.us/fedprograms/gepa. Are we asking for the districts contact information in the LEP section? Yes, specific school information is asked for later in the document. What is the rationale behind the 5% indirect cost estimate, instead of the more common 10%? These were probably proposed amounts from the first round of the application. We are unsure of the exact rationale, but CDE will check to see if this can be updated. EDAC feels that 5% may not be enough due to the time and effort that often goes into grant evaluation and administration.</p>		
<p>Conclusion: Approved with update LEP/LEA language and GEPA Link</p>		
5 Minutes	STP-103 SLFRF Performance Report (New)	Amy Plog
<p>Overview: This data collection will provide information on use of reimbursement funds provided to grantee districts as part of the Coronavirus State and Local Fiscal Recovery Funds (SLFRF) program, a part of the American Rescue Plan.</p> <p>Because the funds were specified to be distributed under the umbrella of the School Health Professional Grant Program (SHPG), the data collection will provide necessary information for reporting on the consistency of grant funded activities with SHPG goals as well as the impact of the activities.</p>		
<p>Discussion:</p>		
<p>Conclusion: Approved</p>		
5 Minutes	STP-104A AWARE 2022 IPP Data (New)	Amy Plog
<p>Overview: The Infrastructure Development, Prevention and Mental Health Promotion (IPP) Indicators captured on this form are required by SAMHSA as part of grant funding. They are designed to track information on program impact.</p>		
<p>Discussion:</p>		
<p>Conclusion: Approved</p>		
5 Minutes	STP-104B AWARE 2022 Implementation Plan and Activity Tracking (New)	Amy Plog
<p>Overview: The Implementation Plan and Activity Tracking contains information that is required as part of grant funding (the Implementation Plan) as well as a means for grantees to track progress toward grant goals that will be included in yearly reporting. They are designed to help grantees identify ways to improve their mental health infrastructure and track progress toward that improvement.</p>		
<p>Discussion:</p>		
<p>Conclusion: Approved</p>		

5 Minutes	STP-104C AWARE 2022 Post Training Survey (New)	Amy Plog
Overview: The Post Training survey contains information - on knowledge and perception change - that is required as part of grant funding. The survey will also provide information that can be used for quality improvement around professional development.		
Discussion:		
Conclusion: Approved		
5 Minutes	STP-104D AWARE 2022 Mental Health Quality Assessment (New)	Amy Plog
Overview: The School Mental Health Quality Assessment will be used as part of the LEA and TEA's implementation plan development; it is designed to provide a thorough evaluation of existing mental health systems and structures. As the focus of the grant is to build upon grantees infrastructure and comprehensive mental and behavioral health systems, this tool will provide critical information for planning and for tracking progress.		
Discussion:		
Conclusion: Approved		
20 Minutes	PWR-115 2021-22 Automatic Enrollment in Advanced Courses Grant End-of-Year Report (New)	Michelle Romero, Alena Barczak
Overview: In CRS 22-95.5-203(6) and 1 CCR 301-108(3.06), grantees are required to report to the Department information about students automatically enrolled in advanced courses before and after implementing the grant.		
Discussion:		
Conclusion: Approved		
20 Minutes	SOC-103 CO Charter Schools Program Request for Application - New Schools, Replication, Expansion, and Renewal	Paola Paga
Overview: The federal Charter Schools Program (CSP) provides funding to State Entities (CFDA number 84.282A) with the purpose “to expand opportunities for all students, particularly traditionally underserved students, to attend public charter schools and meet challenging State academic standards; provide financial assistance for the planning, program design, and initial implementation of charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage States to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process.”		
Discussion:		
Conclusion: Approved.		