

Minutes

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Colorado Department of Education EDAC Committee

October 6, 2023
9:30 a.m.-1:00 p.m.

Colorado Talking Book Library
180 Sheridan Boulevard
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: | Lazlo Hunt | Curtis Lee |
| | Mimi Livermore | Michael McManus |
| | Andrew Pippin | Cheryl Taylor |
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| | CDE: | |
| | DJ Loerzel | Marcia Bohannon |
| | Peter Hoffman | |
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Agenda topics

General Business

- Introductions
- EDAC Credit Renewal
- Data Pipeline Advisory Committee
- September 15, 2023 Emergency Meeting:
 - PSF-CSCC-01 Approved
- September 8, 2023 Meeting Minutes - **Approved**
- EDAC Form Update – Send feedback to EDAC Secretary by Wednesday 10/11/2023, form will be in use for the November meeting.

Update Approvals – All Approved

- CGA-172B School Counselor Corps Grant End of Year Grantee Report
- CGA-236 Colorado's Computer Science Education (CSEd) Grants for Teachers Program
- DMC-122A Spring 2024 CMAS and CoAlt Student Registration and Personal Needs Profile Field Definitions.
- ESL-405A CO Services for Children and Youth with Combined Vision and Hearing Loss
- FS-103 Safe Schools Act Accreditation Report
- OPR-101 Colorado School Counselor Corps Grant Development Year Grantee Report
- OPR-103 Automatic Enrollment in Advanced Courses

Biennial Update Approvals – All Approved

- NU-142 Nonprogram Revenue Tools
- OGF-101 Annual Paid Lunch Equity (PLE) Requirement

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| 10 Minutes | NU-166 Charter Transfer Form | Jenny Herman |
| <p>Overview: Senate Bill 09-230 gives charter schools options to participate in the USDA Child Nutrition Programs (CNP), such as the National School Lunch Program (NSLP). SB 09-230 allows charter schools to apply to become a charter school food authority (SFA) or participate through an alternative SFA. The purpose of the charter transfer form is to meet state requirements for charters who wish to use a school food authority that is different from their LEA.</p> | | |
| <p>Discussion: How is this data being collected? It will be a form on the website. It is a fairly straightforward form that will be submitted through Smartsheet. Is it one time or yearly? It is a one time form when the charter leaves its LEA. If they are leaving a charter and coming into a district would they have to submit this? No it is only when they are leaving an LEA.</p> | | |
| <p>Conclusion: Approved.</p> | | |
| 6 Minutes | NU-167 Excess Net Cash Spending Plan | Jenny Herman |
| <p>Overview: Certain districts are asked to submit a spending plan when a Data Pipeline review item is triggered in response to excess net cash thresholds. Federal regulations (7 CFR 210.19(a)(1)) require state agencies to monitor the level of net cash resources (formally referenced as current operating resources) in a districts' food service fund. These regulations specifically require that the level of net cash resources not exceed three months average expenditures, as reported in the food service fund. State rules (1 CCR 301-11-3.03(8)) clarify that the three months average expenditures is based upon a nine-month operating year. Net cash resources is defined as current assets (not including inventories, nor prepaid items) less current liabilities as of fiscal year end. It is recommended to submit a spending plan or any updates to the plan at the beginning of each school year. This plan could include improving the quality of meals or the purchase/replacement of food service equipment but is not limited to these items. The funds must be used for the support of the food service program pursuant to federal and state rules and regulations, including the Colorado Department of Education (CDE) approved equipment list or decision tree process. (http://www.cde.state.co.us/nutrition/osnprocurement#capital)</p> | | |
| <p>Discussion: EDAC appreciates that it is a form now and not a letter that must be sent in, and that districts receive a copy of the form.</p> | | |
| <p>Conclusion: Approved.</p> | | |
| 6 Minutes | HES-101A School Health Professional Grant-School Health Professional Survey | Amy Plog |
| <p>Overview: The School Health Professional Grant (SHPG) achieves all other goals related to supporting student mental and behavioral health needs through increasing the presence of licensed school health professionals (SHPS) in schools. Since its inception in 2014, the SHPG has not yet directly surveyed. The addition of this survey to the SHPG data collection will allow for more direct assessment of select data points and better understanding of the role that SHPS play in Colorado schools, as well as their perception of supports needed to better support student mental and behavioral health. This information could be vital to helping the Health Education Services office better support its grantees</p> | | |
| <p>Discussion: What is the purpose of collecting the data and how will it help districts if they are reporting a shortage of school health professionals? This will help with advocacy efforts and in developing training / professional developments. Is there any legislative intent in this? The special ed consortium is collecting some of this data already (shortages on psych and social workers). This data could feed into some of these other efforts. When the application is being submitted from the district for the year, and they privy to these questions ahead of time? This can help setup expectations of data they will have to collect on the way. Yes, the CDE would give a heads up on this data. Additionally, many grantees are returning so they already know this is a requirement. The turnover in districts can cause these to be a surprise to new respondents. The CDE is working on better systems to know when this turnover happens and to be diligent about letting respondents know up front what will be required as a part of this grant. Are we in contact with the supervisors of interns? As of right now, no, but that is a future evolution the CDE is working on. The origin of this grant was designed for substance abuse prevention and targeted at nurses, and it has been broadened to CDE licensed people in these roles included nurse, social workers, psychologists, etc. Why are some questions being asked behind the protective anonymous barrier? Is there some overlap that could be combined? The reason the CDE has the anonymous questions separated out is that the required questions are directly related to legislative reporting requirements. The anonymous questions are more tied to how the CDE can better support the respondents.</p> | | |

Conclusion: Approved.

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HES-101B School Health Professional Grant-Post Training Evaluation

Amy Plog

Overview: One of the main goals of the School Health Professional Grant (SHPG) is to provide training and resources to school staff for the implementation of evidence-based programming for behavioral health education and care for all students. The Post Training Survey will allow for better reporting of the impact of training provided as part of the grant.

Discussion: See HES-101A for discussion.

Conclusion: Approved.

6 Minutes

HES-101C School Health Professional Grant-Performance Measure Survey

Amy Plog

Overview: The Performance Measure Survey gathers data to assess progress toward completion of all School Health Professional Grant Goals: provision of behavioral health education and intervention to students, provide training and resources to staff in support of student behavioral health, facilitate screening, education, and referral care coordination, and connect students to community-based organization. It allows for description of services provided with grant funds as specified in the rules for administration of the grant program as well as assessment of the impact of the funding, including quantification of to how many staff, families, and students have received benefit.

Discussion: See HES-101A for discussion.

Conclusion: Approved.

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HES-101D School Health Professional Grant-Optional Staff Survey

Amy Plog

Overview: The Performance Measure Survey gathers data to assess progress toward completion of all School Health Professional Grant Goals: provision of behavioral health education and intervention to students, provide training and resources to staff in support of student behavioral health, facilitate screening, education, and referral care coordination, and connect students to community-based organization. It allows for description of services provided with grant funds as specified in the rules for administration of the grant program as well as assessment of the impact of the funding, including quantification of to how many staff, families, and students have received benefit.

Discussion: See HES-101A for discussion.

Conclusion: Approved.

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HES-101E School Health Professional Grant-Mental Health Systems Assessment

Amy Plog

Overview: One of the main goals of the School Health Professional Grant (SHPG) is to facilitate better screening, education, and referral care coordination to support behavioral health needs. The Mental Health Systems Assessment provides a direct way for schools to assess the degree to which they have the necessary systems and structures in place to achieve this goal.

Discussion: See HES-101A for discussion.

Conclusion: Approved.

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OPR-104 High School Innovative Learning Opportunities

Mandy
Christensen

Overview: The High School Innovative Learning Opportunities Pilot Program authorizes full-time funding for students enrolled in grades 9-12 in high schools operated by selected LEPs to enable them to provide innovative learning opportunities for high school students to support them in successful transitions from high school to postsecondary education or the workforce.

Discussion: Is it limited to districts if the numbers are below 2000? No, there is just a section they do not need to complete. In terms of coordination at a district level, is this often done in concert with high schools and a districts overall CTE program? Does this typically allow more students to participate? This is the intent since schools would not have to worry about lower PPR funding. Why is this stilled called a pilot? It is named that way in statute, so the CDE has to keep it in the name, even though the CDE has pushed to have the word pilot removed. Is this P-TECH related? No. Why is it talking about full time funding? If a student is participating in an apprenticeship that is not directly tied to the district the school would not receive funding for this student, this allows the school to receive funding for this student.

Conclusion: Approved

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DMC-136 Staff Evaluation File

Dawna
Gudka

Overview: The purpose of the Staff Interchange – Evaluation Data file is to capture and verify the final evaluation ratings of licensed staff employed at the district for the currently selected school year.

Discussion: Some schools have waivers that they do no have to submit some of this material – should there be a line that indicates this? If a district has one or two schools have a waiver – they still submit with a zero filled submission. CSI is the only exception since all schools have a waiver.

Conclusion: Approved.