

Minutes

cde



Colorado Department of Education EDAC Committee

February 3, 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
Curtis Lee	Mimi Livermore
Eric Mason	Michael McManus
Mina Parthasarathy	Andrew Pippen
Cheryl Taylor	
CDE:	
DJ Loerzel	Annette Severson
Peter Hoffman	Marcia Bohannon

Agenda topics

General Business

- January 20, 2023 Emergency EDAC Meeting
 - GFMU-205 Federal Program & Fiscal Closeout Checklist/Certification Approved
 - January 6, 2023 Meeting Minutes Approved with correction to date in header.
- EDAC Annual Report has been posted to website
- EDAC Credit Renewal
- Data Pipeline Advisory Committee
- EDAC Retreat Host – if anyone on the committee would like to host please let EDAC chair know

Update Approvals – All Approved

- CGA-146 21st Century Community Learning Centers
- CGA-172B School Counselor Corps Grant End of Year Grantee Report
- CGA-251 Local Food Program
- HAW-107 School Health Professional Grant
- OFP-101 Consolidated Application Platform
- OFP-140 Title I Part A Equitable Services to Non-Public Schools Provisions
- OPR-101 Colorado Counselor Corps Grant Program Development Year Grantee Report
- OPR-102B SCCG FAFSA Supplemental Completion End of Year Report
- PWR-109 TREP 2023-24 Intent to Participate
- SED-279 Documentation of a Tuition Rate for Public Charter Schools Not Including On-Line Programs
- SED-280 Documentation of a Tuition Rate for Public On-Line Programs Including On-Line Programs in Charter Schools

60 Minutes	DMC-106 Data Pipeline - Student Interchange	Reagan Ward, Brooke Wenzel
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Overview:
The Student Interchange is required for state and federal reporting and consists of the Student Demographic, Student School Association, Graduation Guidelines, and the Adjustment files. Data in the Student Interchange is used for the determination of per pupil revenue funding, per C.R.S. 22-54-104, for the calculation and reporting of data in school accountability performance reports, per C.R.S. 22-11-204, and for federal ED Facts reporting.

Discussion: What are the Colorado Graduation Guidelines as stated in the Code 90 and 95 fields? Shouldn't this say the Local Graduation Guidelines? As far as EDAC knows there are no Colorado Graduation Guidelines, just legislation that local education agencies must have guidelines that meet the menu of options. EDAC thinks the language should say something along the lines of Local Graduation Guidelines that meet the menu of options. It could say Local Graduation Guidelines that align to the menu of options. EDAC doesn't feel there is legislation to support it stating Colorado Graduation Guidelines.

For the code 92 option – if a student has been given a diploma but had a situation where something didn't qualify or meet guidelines, but the student has received a diploma, how would the district mark this student with how code 92 is currently defined? Could we add “a student who has received a local high school diploma” to satisfy this question? Clarification would be needed if the word diploma is added to code 92, since code 90 is graduated with regular diploma. CDE to check on if clarifying language changes are OK. Clarification is needed if this language cleanup / additions is made.

Definition of an early college definition needs to be updated, as per the CDE webpage it should reflect: high school diploma and an associate's degree or other postsecondary credential or at least sixty credits toward the completion of a postsecondary credential

EDAC Recommended Language for Code 90 Graduated with regular diploma – "A student who received a regular high school diploma upon completion of local requirements for both course work and assessment. Includes students with disabilities who meet all requirements of an IEP aligned with state standards." - Reasoning: Since a student only needs to meet local requirements to receive a diploma, there is no need to include "Colorado's Graduation Guidelines" as language. Local districts are required to include the Graduation Guidelines Menu of Options (and many other requirements) in their local requirements and to report those requirements to the state for accreditation purposes (CRS 22-11-504). Therefore if a student meets local requirements for a diploma, there are no additional requirements to receive a diploma. The language "and met Colorado's Graduation Guidelines" is unnecessary.

Conclusion: Not Applicable – CDE to bring back in March with updates above.

30 Minutes	DMC-109 Data Pipeline - Discipline Interchange 2023-2024	Annette Severson
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Overview:
Recent legislation passed (HB 22-1376) which requires student-level discipline data to be reported to CDE. By aligning this requirement with the requirement set in existing requirements set in Federal Individuals with Disabilities Education Act, Local Education Agencies (LEAs) are able to report all student discipline in one interchange file.

Discussion:

Is there a way to record deferred expulsions / conditional expulsions that aren't typical expulsions? At this time, CDE recommends the use of action code 14 which is for any other form of discipline in situations like this. If they are missing school, they could use out of school suspension. Has the physical restraint question always been a part of the Discipline Data Question? This may have been reported somewhere else not in data pipeline – it has just been moved into data pipeline in the discipline file layout. It hasn't been included in Special Education Discipline prior to this. There is another collection specific to physical restraint and seclusion, is this going to populate that collection? Stakeholder groups on the legislation are slated to start this summer that might make recommendations and changes to this collection. Office of civil rights has asked for restraint / seclusion information in the past, but never mandated the collection. Is this new data field required by legislation to be reported to the CDE? Yes. While districts have collected a form of this data in the past, the legislation is adding additional burden to what is required. Is this just for special education? No this is for all students. The only thing not in statute is the mechanical restraint, but that is an option field that can be filled out for CRDC purposes. Some guidance and training to data respondents on how to document for the data collection would be helpful. Clarifying that this is just for students in the CRDC information would be helpful, since where it says for CRDC this can be employees or third party persons is confusing since this is only for student data. CDE to update this and possibly just include link to CRDC website. Has there been pushback on combining this into one collection? Sometimes districts can get siloed and not want to share data. Have other districts expressed this concern? No, there hasn't been any other pushback on this issue, it has been taken to DPUG and the CRDC fields were added based on their recommendation. The main concerns were surrounding training on how this information is reported to the CDE, and getting information to SIS vendors.

Conclusion: Approved.

10 Minutes	OFP-141 School Improvement Retention of Funds Request Form	Michelle Prael
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Overview:

The Elementary and Secondary Education Act (ESEA), as reauthorized as the Every Student Succeeds Act (ESSA), requires the state to reserve 7% of its Title I, Part A allocation to provide supports and services to districts with schools identified for support and improvement. Although the vast majority of the funds are distributed to districts through grant opportunities, ESSA allows the state to retain a portion of the school improvement funds to provide direct supports and services to its districts with identified schools, if the state has permission from its districts. The retention of these funds DOES NOT have any impact on the amount of funds Local Educational Agencies (LEAs, districts and BOCES) receive through other grant programs under ESSA, including the formula grant programs such as Title I, Part A, Title II, Part A, Title III, Part A, or Title IV, Part A.

Discussion: Is this a mandatory form? It is only the districts that have targeted support and improvement. Approximately 85 districts.

Conclusion: Approved

10 Minutes	OFP-145 District Managed Activities (DMA) Waiver	Michelle Prael
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Overview:

LEAs that propose to exceed the 20% limitation for the use of District Managed Activities are required to complete a waiver request. Approval is granted only for the funding year in which a waiver request is received. LEAs that do not propose to exceed the 20% limitation are not required to complete the waiver process.

Discussion:

Conclusion: Approved

20 Minutes	HAW-109 CO AWARE Counseling & Therapy Feedback Survey	Amy Plog
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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 originally required all LEA partners to complete the National Outcomes Measure (NOMS) for students receiving Tier 3 (counseling/therapy) services as a means of tracking the impact of those services. The NOMS measure was 16 pages of in-depth personal information about the student/therapeutic client and their family that was difficult for grantees to complete; in the fall of 2022, SAMHSA discontinued that requirement. LEAs requested that a less personal and time-consuming alternative means of assessing outcomes for Tier 3 services be created. Based on a review of existing measures of intervention outcome paired with grantee feedback, this data collection tool was created to serve that purpose.

Discussion:**Conclusion: Approved**

10 Minutes	CGA-185 Gifted Education Universal Screening and Qualified Personnel	Mandy Christensen
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Overview:

The Colorado General Assembly passed legislation in 2014 that established an appropriation for an Administrative Unit gifted education grant program. The program supports the foundational programming elements of universal screening and qualified personnel. It was the intent of the General Assembly that:

- 1) Evidence-based practices support instruction and the social-emotional development of gifted children; and
- 2) Each gifted child is educated in a rigorous learning environment and culture that develops the child's area of exceptionality and coordinates programs and services among available support systems. Universal screening provides a means of access to gifted identification assessment and programming to every student.

Discussion: There are no changes in the application over prior years, correct? That is correct. CDE to check on verbiage of Data Privacy section – will bring back to EDAC if it is updated.

Conclusion: Approved

10 Minutes	FS-104 ESSER Convening for Pandemic Recovery	Mandy Christensen
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Overview:

Limited opportunities exist for leaders to learn from each other on the solutions they have derived and for learnings be gathered and shared across the state. As part of the state's recovery efforts, it is critical to provide venues for district leaders to convene around the pandemic-related challenges they are facing and for the impactful solutions to be documented. For this reason, the Colorado Department of Education (CDE) has created the ESSER Convening for Pandemic Recovery Grant to ensure that districts across the state have the opportunity to learn from colleagues facing the same challenges as the districts they lead.

Discussion: Is this not already what Colorado School Finance Project (CSFP) is doing? This project has received funds already to do this. What is the ultimate goal? It is geared toward organizations that can host a conference or a series of conferences that school district personnel can attend to share these best practices and lessons learned. So this is not necessarily looking for a school district, a cooperative board could apply for this? Yes.

The thought process was that this would more likely be an organization outside of the school districts. EDAC doesn't want districts to be double burdened between this and CSFP since they are already having to compile this data. This feels very repetitive, some districts are ready to move on from ESSER.

CSFP information: <https://cosfp.org/colorado-education-pandemic-relief-funds/#gsc.tab=0>

Conclusion: Approved