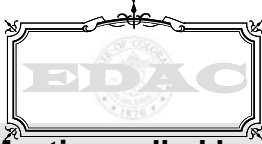


Minutes

cde



Colorado Department of Education EDAC Committee

October 1, 2021
9:30 a.m.-11:10 a.m.
Virtual Meeting

Meeting called by:

Educational Data Advisory Committee

Type of meeting:

Scheduled Data Review Meeting

Facilitator:

Jan Rose Petro

Note taker:

Peter Hoffman

Attendees:

Janice Cook	Lazlo Hunt
Eric Clinton Mason	Patrick Mount
Andrew Pippin	Chris Selle
Cheryl Taylor	
CDE:	
Jan Petro	Marcia Bohannon
Annette Severson	Peter Hoffman

Agenda topics

General Business

- New Member Introductions
 - Introduced Dr. Eric Mason and new EDAC Secretary, Peter Hoffman
- OSA Accountability Audit Possibility
 - HumRRO will likely be responsible for the audit.
 - Timeline is estimated for it to be planned / executed by January 15th.
 - Reference email from Marcia regarding EDAC and its role in communicating about the OSA Audit (Email Below).
 - All district questions should go to the Office of State Auditor
- 2020-21 Annual Report – Marcia
 - Sent to Katy Anthes – Expect feedback for November.
- Request for Government Data Advisory Board (GDAB) Membership – Marcia
 - Advisory group to State CIO
 - Add to November agenda.
 - Since EDAC members understand the use of data and data management practices, they would make a good candidate.
 - EDAC members can reach out to Marcia directly for more information
- Meeting Minutes September 3, 2021 - Approved
- Tentatively Scheduled November Collections
 - Decision made to continue to do this each month – committee viewed as useful to research possibly collections that they have questions, concerns, or thoughts about.
- Late Item Submissions (MARKED IN RED) - NONE

- EDAC Credit Renewal
 - Keep track of your own time. EDAC Chair to sign off at end of commitment or time of license renewal for submittal.
- Data Pipeline Advisory Committee – No concerns
- In person or virtual meetings
 - The committee decided that virtual meetings were best for the monthly meetings, however they do see the value in meeting once per year for the retreat, since better conversation and more in-depth conversations can be held.
 - Not having to travel makes it easier for districts further away to maintain participation
 - Committee doesn't see anything that is missing from what can or cannot be accomplished virtually (other than Qdoba).
 - Current EDAC members need to help new incoming EDAC members understand what they are doing as a committee member to help them better engage virtually in the beginning.

Update Approval – All approved with none pulled / no questions.

- CGA-178 USDA National School Lunch Program Equipment Assistance Grants Funding Opportunity
- CGA-195 SCCG Supplemental Funds Application
- CGA-206 Pathways in Technology Early College High School (PTECH)
- DPSE-131 Student Engagement Survey Tool
- DPSE-136 Student Re-Engagement Grant Student Conversation Questions
- OPR-102 FAFSA Completion Supplemental Funds
- OPR-103 Automatic Enrollment in Advanced Courses
- PPS-106 Accelerated College Opportunity Exam Fee Grant Program
- P3O-102 Initial Application for Use of Community Specific CPP Eligibility Criteria
- SOC-102 Charter School Support Initiative Standards Rubric

Proposed Legislation

- None

State Board Rules

- None

15 Minutes	FS-103 Safe Schools Act Accreditation Report (Review)	Jhon Penn
<p>Overview: The Safe Schools Act Accreditation Report assures compliance with the Colorado Safe Schools Act. Safety is one of the indicators of the district performance frameworks to determine accreditation status. This annual document is used to populate the compliance indicator for the District Performance Framework for the Safe Schools Act. It also provides an avenue for districts to check their compliance with a particularly important statute relative to student/staff safety.</p>		
<p>Discussion: Straightforward form is appreciated in the districts</p>		
<p>Conclusion: Approved</p>		
15 Minutes	FS-102 HB 1345 BOCES Funding Summary of Measurable Student Outcomes (Review)	Denille LePlatt
<p>Overview: The Funding Assistance to Boards of Cooperative Educational Services in Implementing and Meeting State Educational Priorities is authorized by the Colorado Revised Statute (C.R.S.) 22-5-122 to assist BOCES in working with its participating districts to implement and meet state educational priorities as determined by the Commissioner of Education. This funding will support the implementation of the submitted BOCES plan for the 2021-2022 school year.</p>		
<p>Discussion: Districts appreciated how straightforward the form is – and how beneficial the process is</p>		
<p>Conclusion: Approved</p>		
6 Minutes	HAW-107 School Health Professional Grant Program – Workplan and Budget Revision Request (New)	Mandy Christensen
<p>Overview: CDE’s Health and Wellness Unit is offering current SHPG participants the chance to submit major revisions to their currently approved workplan and budget to address updated participant needs due to the impacts of the pandemic during the grant performance period. SHPG exists to help K-12 schools:</p> <ol style="list-style-type: none"> 1) Increase the presence of school health professionals in K-12 schools 2) Provide training and resources for the school health professionals 3) Allow school health professionals to provide care coordination and connect students who are enrolled in K-12 schools with services that are provided by community-based organizations for treatment and counseling for students who are at risk for substance abuse and behavioral health needs. <ul style="list-style-type: none"> • May be tried in the future depending on how this run goes. • Opportunity to submit major revisions to previous applications 		
<p>Discussion: No Questions from the committee</p>		
<p>Conclusion: Approved</p>		

10 Minutes	NU-153 Colorado Health Foundation Mini-Grant Pilot (New)	Mandy Christensen
<p>Overview: This program exists to provide supplemental funding to SFAs and Summer Sponsors to implement strategies to improve the quality of school meals, increase communications, remove barriers, and improve access to federal child nutrition programs. Mini-grant funds can be used to support a wide range of access/participation promotion activities from training, planning, and developing partnerships, to menu/recipe development, shifts to scratch cooking, student engagement, purchasing equipment, planting school gardens, etc. Awarded SFA's will be required to complete school nutrition technical assistance program titled Masterclass. Foundations Masterclass teaches community engagement, financial management, data driven decisions.</p>		
<p>Discussion:</p> <ul style="list-style-type: none"> • Question on why more points were awarded for four-day school schedules? Impetus unknown. • Funding approval is not based on FRL – although it can give priority consideration. • There are concerns about reduced FRL applications – are they ways to submit educational disadvantage outside of FRL and migrant applications? <ul style="list-style-type: none"> ○ This is an overall concern that applies not just to this collection. 		
<p>Conclusion: Approved</p>		
15 Minutes	SIS-104 Colorado High-Impact Tutoring Program (New)	Mandy Christensen
<p>Overview: Significant interruptions to in-person learning due to the COVID-19 pandemic have led to potentially devastating and long-lasting negative impacts on student achievement, impacting every part of Colorado society. These negative impacts on student achievement are not equal; students furthest from privilege are at risk of the most opportunity loss. Research suggests that while all students may fall behind as much as seven months because of interruptions to in-person learning due to the COVID-19 pandemic, students who are identified as most in need may fall behind as much as ten months, exacerbating already entrenched inequities. Responding to learning loss and the widening of opportunity gaps could be the greatest challenge our state faces over the next few years, and the state has an urgent and immediate need to provide additional support to ensure students are well prepared for the future.</p> <p>The data gathered through the application will ensure that districts and other local education providers (LEPs) are able to access the Colorado High-Impact Tutoring Program. Studies have consistently shown, in multiple diverse settings, that "high-impact tutoring", also referred to as "high-dosage tutoring", has made significant positive impact on students from all backgrounds, but especially students furthest from opportunity. When such tutoring is implemented, students average gains of more than four months of additional learning in elementary literacy, thereby strengthening vital early reading and writing skills, and almost ten months of additional learning in high school math. Therefore, implementing high-impact tutoring may be an effective intervention for the students in our state to address learning loss or unfinished learning that has taken place because of the pandemic. The data gathered through the reporting process will ensure that CDE is able to effectively assess the impact of state and federal funding and better direct funding in the future.</p>		
<p>Discussion:</p> <ul style="list-style-type: none"> • Some areas are undefined because they are adjusting the language of the document still to consider potential representation issues with 2021 assessment data. Focusing on underserved populations while not trying not to tie this to the identity of the students. • Can 2019 data be submitted for this? Can expedited approval be had using this data (that is already collected)? What data is included in determination may be provided to districts where the data is had, however it is not a “pre approval” • Conversation on nutrition data to determine economic disadvantage is imperfect, inaccurate – ways must be found to determine this data without increased burden on districts. 		
<p>Conclusion: Approved</p>		

7 Minutes	OLS-109 Colorado Multi-Tiered System of Supports (COMTSS) Implementation Grant (New)	Mandy Christensen
<p>Overview: The purpose of COMTSS Implementation is to increase equitable academic and behavioral outcomes and improve access to whole child supports for students, especially students with disabilities. The two goals of this project are to: (1) Increase district level capacity and infrastructure to support COMTSS and (2) Increase schools' fidelity of COMTSS to support student academic, behavioral, and social-emotional outcomes.</p>		
<p>COMTSS is a framework applied at all educational levels that uses implementation science to create one integrated system. This system is designed to support the needs of all students. COMTSS is defined as a prevention-based framework of team-driven, databased problem solving to improve the outcomes of every student through family, school, and community partnering, comprehensive screening and assessment, and a layered continuum of evidence-based practices applied at classroom, school, district, region, and state level. This grant opportunity focuses on professional learning activities that target the development, implementation, and sustainability of a COMTSS.</p>		
<p>2019 FRL Rate used for prioritization. Approximately 1.67 million available. \$10,000 for the first year, \$20,000 per year after that for 4 years. Ends September 2026.</p>		
<p>Discussion: None</p>		
<p>Conclusion: Approved</p>		

Hi EDAC members,

Hope everyone is doing well on this beautiful Monday. I wanted to get back to you after our discussion on Friday about the Office of the State Auditor's (OSA) audit of CDE's accountability systems.

Since OSA is managing this independent audit, CDE's role is only to provide the data and information that the auditor's vendor needs to conduct an independent audit. So for now, communications must come from OSA. CDE will be meeting with OSA and the selected vendor later this week to discuss additional logistics of the audit, which will include discussion of the need for communications. But at this point, CDE is unable to share any additional information.

I know this is frustrating, but we will do whatever we can to reinforce the need for broader communications on this matter.

Thanks

Marcia Bohannon
 Chief Information Officer
 Information Management Services



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