Colorado Department of Education EDAC Committee

May 7, 2021
9:30 a.m.-11:50 a.m.
Virtual Meeting

Meeting called by:	**Educational Data Advisory Committee**
Type of meeting:	Scheduled Data Review Meeting
Facilitator:	Jan Rose Petro
Note taker:	Brooke Wenzel
Timekeeper:	

Attendees:

Lori Benton	Marcia Bohannon
Janice Cook	Loraine Saffer
Brooke Wenzel	Cheryl Taylor
Lazlo Hunt	
Mimi Livermore	
Mina Parthasarathy	
Andrew Pippin	
Jan Petro	

Agenda topics

General Business

- Meeting Minutes March 19th, 2021 and April 9th, 2021 – Approved with no changes
- Tentatively Scheduled June Collections – No collections were pulled for further discussion or concerns.
- April 9th, 2021 - Special Emergency EDAC Meeting
  - DMC-106 - Student School Association Interchange file layout **(approved)**
  - DMC-104 - Report Card March file layout **(approved)**
  - CGA-249 - Early Literacy Grant-Professional Development **(approved)**
- April 29th, 2021 - Emergency email review for new collection, PSF-CC15 BEST Grant. **(approved)**
- SOC-104 ESSER I Certification and Agreement (New) – This collection came to us right in the middle of the emergency review for the BEST Grant and Jan did not want to confuse things or have things muddled up. ESSER I Certification and Agreement was included in the documents that were sent to EDAC members, but it is a grant that is only available to one BOCES to apply for. Jan made the decision that all members would approve it and went ahead in providing a Mandatory stamp for this collection. The Schools of Choice Unit works closely with the Northwest BOCES to provide online learning services for districts, and that is what this entails.
- Late Item Submissions (MARKED IN RED) – SOC-105 was approved to be reviewed this meeting.
- EDAC Credit Renewal – We are taking attendance today, but we will not know the time that members pop out of the meeting and pop back in. At our June Retreat, if you are in attendance,

we will go ahead and assemble all meetings that were held remotely, and have members sign off on the number of hours that members have been working for EDAC meetings.

- Data Pipeline Advisory Committee – None
- June 4th Retreat – We will be meeting in person. Janice Cook is hosting the retreat. The June Retreat will be held at the Penrose House which is located at the Broadmoor. The house is on the Broadmoor property, but it is owned by El Pomar. There were questions in previous meetings about whether there could possibly be discounted rates at the hotel, but since they are two separate entities, that is not possible. Janice will send out a link to a map on how to get there. There are COVID guidelines and a few restrictions. At this point in time, EDAC members should be prepared to wear masks at the property. Once you enter the Penrose House, you will be guided from there on to the room that the June Retreat will be held in. The Penrose House asked that we stay within the meeting space and not roam around the property. There will be a garden area in which members can utilize as outdoor space during breaks. The Penrose House will not be offering their normal complimentary coffee and tea service as they will also be limiting some of that. EDAC members should bring their own drinks just in case. Janice sent Jan the list of authorized caterers that the Penrose House is currently allowing since the use of buffet service meals is not permitted at this time. The dress code for this retreat will be business casual. If any member is not comfortable in attending in person, contact Jan, and we will provide login information so members can attend virtually.

Update Approval

- AUD-107 Audit Questionnaires - **Approved**
- DMC-105 Data Pipeline Finance – **Approved**
- DPSE-132 McKinney-Vento Monitoring Documents - **Approved**
- GFMU-200 Request for Funds Authorization - **Approved**
- OFP-111 Title 1 Part A Non-Public Schools - **Approved**
- PSF-CC14 BEST Grant Survey - **Approved**
- PSF-104 Report of November Elections - **Approved**
- PSF-108 Assurances for Financial Accreditation - **Approved**
- PSF-110 Public School Transportation Fund Reimbursement Claim - **Approved**
- PSF-119 Certification of Mill Levies - **Approved**
- SED-284 Colorado Continuous Improvement Process Indicator 8 Parent Survey - **Approved**
- SIS-103 Computer Science Grant Program – **Approved**
- SOC-103 Charter School Program Grant Request for Application – The Schools of Choice Unit addressed concerns during the SOC-105 Review (below). On page 56, Schools of Choice has recognized further insight into the distinctions placed on "replication" vs. "expansion" and guidance around the evidence schools can produce is needed. An example of this is the 20-21 case studies about Douglas County, Castle Rock and Inverness campuses. SOC had a network school this year that had evidence to where they might fit as an expansion or replication. While the grant opportunity allows them to apply sort of in that one component, the Schools of Choice needs to decipher between how they meet replication or expansion. Ultimately, they have been driven by the federal definitions. There is some state language, and in appeal or objection to our declining of them, they are stating how they meet state definition of the replication or expansion. This note here is a helpful reminder on how they can better clarify expansion or replication. Language will be added to this grant to clarify. On page 58, Schools of Choice will add another section on home school and private school programs and services. This grant is intended to serve traditional in person, full-time students. There are some schools and foresee more to come that are offering different programs for students who are primarily in home school or private school. They have been able to further define and clarify which kinds of students in the program that their accessing is allowable and can be covered by the grant. On page 67, there is a statement that says, "a simple evaluation form will be required during the spring of Year 2 Implementation. More information on this process will be provided in advance." under Year 3 Implementation Performance Award. EDAC has a concern about grantees not knowing in advance what SOC will collect. SOC is crafting this simple evaluation form. It is like their annual progress reporting document. On page 68 the third bullet down it states, "Provide information requested via survey

and other data collection projects." This bullet is very open ended. It is a general statement that covers if SOC needs additional information from the school via training surveys. EDAC does not review training surveys, normally. In a couple of the applications, there was a transportation statement within the facility section. Was that misplaced? On page, 249, this is an example of that. The flexibilities that came out of this grant under ESSA was an openness to allow a limited amounts of grant funds to go to capital assets. Essentially, the minor facility repair in the transportation were allowable uses of funds that could be interpreted as capital assets. SOC will be bringing the 'simple evaluation, the progress report and the final grant report that go with this grant to the June 4th meeting. – **Approved with minor changes**

- STL-106 State Grant for Libraries - **Approved**

Proposed Legislation

- None

State Board Rules

- None

5 Minutes	AUD-101 Pupils in Detention Centers as of the Official Count Date (Review)	Rebecca McRee

Overview: In order for a district to include a student (who is placed short-term in a detention center) in its funded pupil count during the Student October Count data collection, the district must be able to show (among other requirements), that it either distributed or received a notification that the student was in the detention center as of the pupil enrollment count date (usually October 1). There are 8 districts in Colorado that provide educational services to students who are placed short-term in a detention center. These districts must send out notifications to the student's district of residence or last known district letting that district know the student was in the detention center as of the count date. Upon receipt, the district of residence or last known district must complete and return the notification to the district of attendance (i.e., the district providing the educational services). As outlined in the state board rule, completion of the form helps to determine which district can submit the student for funding during the Student October Count data submission. During the pupil count audit, districts will need to include the detention center notification as part of their audit documentation to evidence funding eligibility. Failure to distribute, complete, return, etc. the detention center notification, may result in the loss of per pupil funding for a given student.

For fiscal year 18-19, there were 288 students who were reported at short-term detention centers, and the average of per pupil funding rate was $8121.82 for a total of approximately $2.4M in per pupil funding (for students placed short-term in detention centers). For fiscal year 19-20, there were 260 students who were reported at short-term detention centers, and the average per pupil funding rate was $8,488.02 for a total of approximately $2.2M in per pupil funding. In reaching out to 3 of the 8 districts that report short-term placed detention center students, they indicated that they spend anywhere from 2-14 hours each year completing, distributing, and processing these notifications.

The funding is through the Student October Count data collection. Students submitted for funding are part of the district's per pupil funding for that fiscal year (audits occur 2-5 years later). Failure to have the notification at the time of the audit, may result in an audit exception that would require the district to return per pupil funds received for a student placed short-term in a detention center.

Discussion: Would this also suffice for the notice of excess cost for students that are disabled that might be in those detention centers or is this separate? That would be a separate process. AUD-101 is just in Student October and it is just identifying for per pupil funding purposes only. Would the traditional process of getting a notification for the Special Ed part of it continue as normal? That is correct.

Conclusion: Approved.

10 Minutes	NU-109 FFVP Application (Review)	Erica Boyd

Overview: The completion of the FFVP Application will allow districts to have elementary schools within their district apply to receive FFVP grant funds. The funds can be used to supply fresh produce to students at no charge. The application was consolidated from 20 questions to 9 questions. The same information will be collected, but to reduce the burden of the application process, site applications have been simplified. This information is required by USDA and provides documentation that substantiates reimbursement of federal funds. The SFAs are reimbursed for money spent administering the program including food costs, nonfood costs, labor and equipment. The CDE School Nutrition Unit is the only state agency in Colorado that administers this program.

Discussion: None.

Conclusion: Approved.

5 Minutes	STL-108 American Rescue Plan Act (New)	Melissa Carlson, Jean Marie Heilig

Overview: LSTA ARPA State Grant funding (Public Law 117-2; 20 U.S.C.§9101 et seq.) is provided by the Institute of Museum and Library Services through the Colorado State Library to help communities respond directly and immediately to the pandemic, as well as to related economic and community needs through equitable approaches in digital inclusion and library services. Although a non-competitive grant, the State Library must ensure that applicants meet the general requirements for funding as required by both the State Library and the federal funding agency. Also, the federal funding agency requires applicants to submit signed federal certifications and assurances. The final report form is to collect information to populate the federal funding agencies required annual state program report. The application information is of value to the office of the State Library and CDE in determining applicant eligibility. Information gathered through the final report is of value to the State Library so accurate reports can be submitted to the federal funding agency.

Discussion: None.

Conclusion: Approved.

5 Minutes	OFP-134 ESSA Consolidated Grants Final Expenditure Report (Review)	Robert Hawkins

Overview: Per Federal Regulations, the State is required to collect an end of period/annual financial report from sub-grantees (LEAs/BOCES) within 90 days after the end of the period/fiscal year. This information that is collected is valuable to LEAs and BOCES to establish ESSA Grant carryover amounts for use and budgeting for expending in the following year. Sub-grantees, as part of proper grant management, should have budget to actual data (used to complete report) in their accounting systems. Carryover amounts must be established in order to budget and expend. There is no additional fiscal impact as the process of establishing carryover amounts for the ESSA grants is a normal function of grant management. This report is collected on behalf of CDE's ESEA Office and Office of Grants Fiscal who manage ESSA funds at the State level.

Discussion: None.

Conclusion: Approved.

3 Minutes	FAC-103A Facility Schools Tuition Cost System (Review)	Lori Kochevar, Lauren Rossini, Judy Stirman

Overview: Approved facility schools may charge tuition to the responsible LEA for the additional cost of providing special education services to students with disabilities. The tuition rates are calculated by CDE annually according to ECEA Rule. FAC-103A and FAC-103B were brought together since they utilize the same Data Pipeline system. Due to the differences in data reporting purposes, it was decided that they be split into two. Approved facility school tuition cost rates are posted annually to accurately budget costs incurred for students placed out of district in approved facility schools. The process to calculate tuition cost rates is a mandated process required by statute. The costs incurred in collecting, analyzing, and reporting must be maintained and are minimal. The web-based system ensures that personally identifiable staff information is secure via the Single Sign-On access in the Data Pipeline. There is no other data collection or process available to calculate a tuition cost rate for approved facility schools.		
Discussion: None.		
Conclusion: Approved.		
2 Minutes	FAC-103B Facility Schools December Staff (New)	Lori Kochevar, Lauren Rossini, Judy Stirman
Overview: The Facility Schools December Staff collection is an annual count of staff data required in Part B of the IDEA, section 34 CFR 300.156 Personnel qualifications. Facility Schools December Staff data is also required to obtain data on special education staff employed by approved facility schools on December 1st of each year so that appropriate licensure and endorsement of staff can be verified. FAC-103A and FAC-103B were brought together since they utilize the same Data Pipeline system. Due to the differences in data reporting purposes, it was decided that they be split into two. Facility Schools December Staff data is collected and merged with December Count staff data submitted by administrative units for the Department to accurately report state summary data of special education providers. This collection is a mandated process required in federal law and state statute. The costs incurred in collecting, analyzing, and reporting must be maintained are minimal. The web-based system ensures that personally identifiable staff information is secure via the Single Sign-On access in the Data Pipeline.		
Discussion: None.		
Conclusion: Approved.		
5 Minutes	HAW-104A Infrastructure Development, Prevention and Mental Health Promotion (IPP) Indicators for Project AWARE (New)	Mario Rivera, Morgan Seiler

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 requires an evaluation, which will involve numerous instruments including:

A. **Infrastructure Development, Prevention and Mental Health Promotion (IPP) Indicators- completed quarterly by each LEA's Project AWARE Coordinator**

B. National Outcome Measures (NOMs)- 40 minutes for each student that receives Tier 3 services and supports, during an episode of care (conducted at intake, every 6 months, and at discharge from service).

C. Activities Inventory- completed by each LEA Project AWARE Coordinator twice a year.

D. School Mental Health Quality Assessment (using SHAPE)- 3 hours a year. One meeting with each LEA, which includes 5-7 Project AWARE staff and related staff.

E. School Mental Health Workforce Development Post Training Survey- 2 minutes per respondent. Given to mental health/behavioral health staff after attending a professional development training.

F. District Capacity Assessment- 2 hours a year. One meeting with each LEA, which includes 5-7 Project AWARE staff and related staff.

IPP Indicators- These data are required by SAMHSA in response to the Government Performance and Results Act (GPRA). The data summarizes activities completed as part of the grant.

The participating LEA's Project AWARE Coordinator will collect the data and enter it into an Excel file on CDE's Google drive. Then CDE will aggregate all the LEA's data and enter it into SPARS for required quarterly reporting. Since all the collections are electronic (e.g., web-based), techniques to increase accuracy and confidence includes utilizing clear, easy to read formats and formatting the questions themselves with referential integrity. For example, use a drop-down box to select the number '12' rather than have the respondent fill-in a blank with 'twelve' or 'twelfth' or another inconsistent value.

Discussion: None.

Conclusion: Approved.

5 Minutes	HAW-104B National Outcome Measures for Project AWARE (New)	Mario Rivera, Morgan Seiler

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 requires an evaluation, which will involve numerous instruments including:

A. Infrastructure Development, Prevention and Mental Health Promotion (IPP) Indicators- completed quarterly by each LEA's Project AWARE Coordinator

B. National Outcome Measures (NOMs)- 40 minutes for each student that receives Tier 3 services and supports, during an episode of care (conducted at intake, every 6 months, and at discharge from service).

C. Activities Inventory- completed by each LEA Project AWARE Coordinator twice a year.

D. School Mental Health Quality Assessment (using SHAPE)- 3 hours a year. One meeting with each LEA, which includes 5-7 Project AWARE staff and related staff.

E. School Mental Health Workforce Development Post Training Survey- 2 minutes per respondent. Given to mental health/behavioral health staff after attending a professional development training.

F. District Capacity Assessment- 2 hours a year. One meeting with each LEA, which includes 5-7 Project AWARE staff and related staff.

IPP Indicators- These data are required by SAMHSA in response to the Government Performance and Results Act (GPRA). The data summarizes activities completed as part of the grant.

The participating LEA's Project AWARE Coordinator will collect the data and enter it into an Excel file on CDE's Google drive. Then CDE will aggregate all the LEA's data and enter it into SPARS for required quarterly reporting. Since all the collections are electronic (e.g., web-based), techniques to increase accuracy and confidence includes utilizing clear, easy to read formats and formatting the questions themselves with referential integrity. For example, use a drop-down box to select the number '12' rather than have the respondent fill-in a blank with 'twelve' or 'twelfth' or another inconsistent value.

Discussion: None.

Conclusion: Approved.

5 Minutes	HAW-104C Activities Inventory for Project AWARE (New)	Mario Rivera, Morgan Seiler

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 requires an evaluation, which will involve numerous instruments including:

A. Infrastructure Development, Prevention and Mental Health Promotion (IPP) Indicators- completed quarterly by each LEA's Project AWARE Coordinator

B. National Outcome Measures (NOMs)- 40 minutes for each student that receives Tier 3 services and supports, during an episode of care (conducted at intake, every 6 months, and at discharge from service).

C. Activities Inventory- completed by each LEA Project AWARE Coordinator twice a year.

D. School Mental Health Quality Assessment (using SHAPE)- 3 hours a year. One meeting with each LEA, which includes 5-7 Project AWARE staff and related staff.

E. School Mental Health Workforce Development Post Training Survey- 2 minutes per respondent. Given to mental health/behavioral health staff after attending a professional development training.

F. District Capacity Assessment- 2 hours a year. One meeting with each LEA, which includes 5-7 Project AWARE staff and related staff.

IPP Indicators- These data are required by SAMHSA in response to the Government Performance and Results Act (GPRA). The data summarizes activities completed as part of the grant.

The participating LEA's Project AWARE Coordinator will collect the data and enter it into an Excel file on CDE's Google drive. Then CDE will aggregate all the LEA's data and enter it into SPARS for required quarterly reporting. Since all the collections are electronic (e.g., web-based), techniques to increase accuracy and confidence includes utilizing clear, easy to read formats and formatting the questions themselves with referential integrity. For example, use a drop-down box to select the number '12' rather than have the respondent fill-in a blank with 'twelve' or 'twelfth' or another inconsistent value.

Discussion: None.

Conclusion: Approved.

5 Minutes	HAW-104D School Mental Health Quality Assessment using SHAPE for Project AWARE (New)	Mario Rivera, Morgan Seiler

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 requires an evaluation, which will involve numerous instruments including:

A. Infrastructure Development, Prevention and Mental Health Promotion (IPP) Indicators- completed quarterly by each LEA's Project AWARE Coordinator

B. National Outcome Measures (NOMs)- 40 minutes for each student that receives Tier 3 services and supports, during an episode of care (conducted at intake, every 6 months, and at discharge from service).

C. Activities Inventory- completed by each LEA Project AWARE Coordinator twice a year.

D. School Mental Health Quality Assessment (using SHAPE)- 3 hours a year. One meeting with each LEA, which includes 5-7 Project AWARE staff and related staff.

E. School Mental Health Workforce Development Post Training Survey- 2 minutes per respondent. Given to mental health/behavioral health staff after attending a professional development training.

F. District Capacity Assessment- 2 hours a year. One meeting with each LEA, which includes 5-7 Project AWARE staff and related staff.

IPP Indicators- These data are required by SAMHSA in response to the Government Performance and Results Act (GPRA). The data summarizes activities completed as part of the grant.

The participating LEA's Project AWARE Coordinator will collect the data and enter it into an Excel file on CDE's Google drive. Then CDE will aggregate all the LEA's data and enter it into SPARS for required quarterly reporting. Since all the collections are electronic (e.g., web-based), techniques to increase accuracy and confidence includes utilizing clear, easy to read formats and formatting the questions themselves with referential integrity. For example, use a drop-down box to select the number '12' rather than have the respondent fill-in a blank with 'twelve' or 'twelfth' or another inconsistent value.

Discussion: None.

Conclusion: Approved.

5 Minutes	HAW-104E School Mental Health Workforce Development Post Training Survey for Project AWARE (New)	Mario Rivera, Morgan Seiler

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 requires an evaluation, which will involve numerous instruments including:

A. Infrastructure Development, Prevention and Mental Health Promotion (IPP) Indicators- completed quarterly by each LEA's Project AWARE Coordinator

B. National Outcome Measures (NOMs)- 40 minutes for each student that receives Tier 3 services and supports, during an episode of care (conducted at intake, every 6 months, and at discharge from service).

C. Activities Inventory- completed by each LEA Project AWARE Coordinator twice a year.

D. School Mental Health Quality Assessment (using SHAPE)- 3 hours a year. One meeting with each LEA, which includes 5-7 Project AWARE staff and related staff.

E. School Mental Health Workforce Development Post Training Survey- 2 minutes per respondent. Given to mental health/behavioral health staff after attending a professional development training.

F. District Capacity Assessment- 2 hours a year. One meeting with each LEA, which includes 5-7 Project AWARE staff and related staff.

IPP Indicators- These data are required by SAMHSA in response to the Government Performance and Results Act (GPRA). The data summarizes activities completed as part of the grant.

The participating LEA's Project AWARE Coordinator will collect the data and enter it into an Excel file on CDE's Google drive. Then CDE will aggregate all the LEA's data and enter it into SPARS for required quarterly reporting. Since all the collections are electronic (e.g., web-based), techniques to increase accuracy and confidence includes utilizing clear, easy to read formats and formatting the questions themselves with referential integrity. For example, use a drop-down box to select the number '12' rather than have the respondent fill-in a blank with 'twelve' or 'twelfth' or another inconsistent value.

Discussion: None.

Conclusion: Approved.

5 Minutes	HAW-104F District Capacity Assessment for Project AWARE (New)	Mario Rivera, Morgan Seiler

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 requires an evaluation, which will involve numerous instruments including:

A. Infrastructure Development, Prevention and Mental Health Promotion (IPP) Indicators- completed quarterly by each LEA's Project AWARE Coordinator

B. National Outcome Measures (NOMs)- 40 minutes for each student that receives Tier 3 services and supports, during an episode of care (conducted at intake, every 6 months, and at discharge from service).

C. Activities Inventory- completed by each LEA Project AWARE Coordinator twice a year.

D. School Mental Health Quality Assessment (using SHAPE)- 3 hours a year. One meeting with each LEA, which includes 5-7 Project AWARE staff and related staff.

E. School Mental Health Workforce Development Post Training Survey- 2 minutes per respondent. Given to mental health/behavioral health staff after attending a professional development training.

F. District Capacity Assessment- 2 hours a year. One meeting with each LEA, which includes 5-7 Project AWARE staff and related staff.

IPP Indicators- These data are required by SAMHSA in response to the Government Performance and Results Act (GPRA). The data summarizes activities completed as part of the grant.

The participating LEA's Project AWARE Coordinator will collect the data and enter it into an Excel file on CDE's Google drive. Then CDE will aggregate all the LEA's data and enter it into SPARS for required quarterly reporting. Since all the collections are electronic (e.g., web-based), techniques to increase accuracy and confidence includes utilizing clear, easy to read formats and formatting the questions themselves with referential integrity. For example, use a drop-down box to select the number '12' rather than have the respondent fill-in a blank with 'twelve' or 'twelfth' or another inconsistent value.

Discussion: None.

Conclusion: Approved.

10 Minutes	PWR-102B Concurrent Enrollment Expansion & Innovation Grant End-of-Year Report (New)	Michelle Romero, Andy Tucker

Overview: The Postsecondary Department is required, annually by statue, to collect information from LEPs who receive grant funding. Grantees are required, by statute, to provide data on the manner in which they used the grant money. The information collected is of value to all as the data submitted will assist in understanding what types of programs/activities and partnerships have an impact on the participation of concurrent enrollment for students across the state. The costs of collecting, analyzing, and reporting is minimal in relation to the benefits to be derived as concurrent enrollment participation by students is already tracked by LEPs and any other new data will be minimal to record. Per Alchemer's testing failure, the survey itself is simple to navigate and should not take long to complete with a low fatigue score and high accessibility score. While student concurrent enrollment participation data is collected through the Student October Count report, other items on this collection are specific to this grant only.

Discussion: The Concurrent Enrollment Expansion and Innovation Grant has a form number already. Is it this same number (originally PWR-107)? Brooke will check what form number this grant was assigned to and reassign the form number to align with that so the grantees know what will be expected for the end of the year report. Isn't this data already submitted via other collections like the Demographic File? In Student October, this information is collected. However, it is not tied to credit hours so I am not sure how we could combine that. Also, concurrent enrollment data is collected specifically for funding purposes in Student October, but there is a lot of concurrent enrollment that takes place outside of funding. On question 10, the number of teachers who received a credential using assistance received from a grant, is

that data or something that districts collect right now? Mina would have to check with her HR department to see if that is something they track for teachers or not. Part of the grant is when they list out the items that they want to use the grant funds for. The most popular requests or proposal is to use the grant funds to help those teachers get their graduate credit or master's degree. Districts should be, because of the grant, keeping tabs on which teachers end up with this type of certification. D51 has this grant, and this is one of the areas that they use the grant on. Either HR or finance would be able to let you know who has used it, and they would know how many credits they have paid for that person. At least from D51's perspective, it will be very easy for them to collect that information. Postsecondary will look into how to minimize the duplicity from the Demographic file.

Conclusion: Approved. Academy 20 opposed because of the duplication.

10 Minutes	OFP-144 ESEA Monitoring Desk Review Evaluation Tool, ESSA Monitoring Process and Protocols (Review)	Tammy Giessinger, DeLilah Collins

Overview: Any State Educational Agency that receives funds under federal law is required to conduct monitoring of the sub-recipients use of funds and to ensure they are implementing programs in compliance with federal statute and regulations. CDE receives approximately $200 million per year under ESSA and has received close to $2 billion under federal emergency stimulus funds. Therefore, is required to monitor the sub-recipients of funds under each program, which includes districts, BOCES, Administrative Units, Facility School, Indian Tribes, and Division of Youth Services. Local school districts, other sub-recipients, and CDE will use the information collected to enhance services and supports provided to eligible students with ESSA funds and ensure that ESSER funds are used in compliance with federal legislation. Awarded funds should be used to enhance districts' and schools' ability to meet the ESSA requirements (e.g., stakeholder engagement, improvement plan, and implementation of evidence-based interventions) in a way that directly benefits students. In addition, the ESSER funds should be used to support the districts' response to COVID-19. Due to the large sums of ESSER funds received, the likelihood of a monitoring or audit by federal agencies is very high. State level monitoring can help LEAs and sub-recipients prepare for any federal level monitoring that may occur. The monitoring process is designed to provide evidence of compliance with the requirements under ESSA and ESSER. Information is submitted through a secure file transfer system and CDE will work with the sub-recipients to ensure the accuracy of the information obtained through monitoring. UFPA has worked closely with stakeholders and other units to identify acceptable examples of evidence that can be obtained through current processes and data collection with minimal duplication of effort. If any of the indicators can be demonstrated through other data collected by CDE, those pieces of evidence will be used to demonstrate compliance and no additional information will be collected from the sub-recipients. Only evidence that CDE does not already have access to will be collected as part of monitoring.

Discussion: None.

Conclusion: Approved.

5 Minutes	NU-150 P-EBT Mini Grant (New)	Mandy Christensen

Overview: The CDE School Nutrition Unit has been approved to award funding to reimburse eligible school food authorities (SFAs) for administrative costs associated with the FY 2021 P-EBT program. The funds will reimburse SFAs for allowable administrative costs incurred during the delivery of the P-EBT benefits. These funds will allow SFAs to reimburse salaries of personnel, supplies, support services (including contracts for staffing or system-related work which shows clear allocation to the FY 2021 P-EBT Program), or other expenses associated with the FY 2021 P-EBT program. Other examples outlined below are not meant to be exhaustive, rather intended to reflect possible costs local entities may incur to administer the FY 2021 P-EBT Program:

- Reporting student-level eligibility or school's classroom learning modes to CDE
- Designated staff to respond to parent requests and questions about eligibility and student schedules
- Collecting and processing school meal applications specifically to establish eligibility for P-EBT

Costs associated with this grant program will primarily be funded through the grant program. Postage and supply costs will be minimal, as applications will be submitted electronically. This is a Request for Applications for participation in a program. Data (district/BOCES/school contact information, reporting on progress toward RFA goals) is collected for program participation purposes.

Discussion: EDAC members approved the PEBT collection prior to this one, and it was looked into at two separate meetings. As you probably know, there was some outcry from districts in terms of this as being a burden on them, so Nutrition wanted to make sure that where were monies to reimburse the districts for that data burden and effort.

Conclusion: Approved.

5 Minutes	P3O-106 Comprehensive State Literacy Development (New)	Mandy Christensen

Overview: This Colorado Comprehensive Literacy State Development (CLSD) Grant program exists to:

• Support LEPs in the development and implementation of a Comprehensive Local Literacy Plan (CLLP) aligned with the Statewide Literacy Plan (SLP) and Colorado Academic Standards for Reading, Writing and Communicating.

• Support LEPs and schools with evaluation of existing structures, practices, and instructional materials across birth-grade 12 to ensure they are evidence based, including how closely they align with the science of reading.

• Support teachers and administrators with implementation of evidence-based reading practices in classrooms through professional development, coaching and participation in Communities of Practice (CoP).

• Streamline literacy efforts across Colorado by expanding community and family engagement programs.

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 to grade 12 with an emphasis on historically underserved students including children in poverty, English learners (ELs) and children with disabilities. It is designed to improve students' reading competency by supporting local education providers (LEPs) in the development of a Comprehensive Local Literacy Plan (CLLP) aligned with the Statewide Literacy Plan (SLP) (updated SLP to be released Fall 2021), evaluation of existing structures, practices, and instructional materials across birth-grade 12 to ensure they are evidence based, expand family and community engagement in literacy efforts, and support teachers and administrators with professional development and coaching on the science of reading, classroom practices and implementation of the CLLP. Costs associated with this grant program will primarily be funded through the grant program. Postage and supply costs will be minimal, as applications will be submitted electronically. Approximately $6,160,625 is available for the 2021-2022 school year (Year 1) and $3,080,309 for each subsequent year (Years 2-4) for a total of $15,401,552 over 4 years.

Discussion: None.

Conclusion: Approved.

30 Minutes	SOC-105 Charter School Program – Remote Learning Grant Final Report (New) **LATE**	Bill Kottenstette, Tanesha Bell

Overview: This is a required report as specified by the US Department of Education to conclude subgrant activities for schools that applied for the CSP Remote Learning Grant Program. All data that is being requested for this report is public report. The information collected is used by schools/districts in order to receive a public benefit (Federal grant). The US Department of Education is seeking the information requested in the final grant report to develop a deeper understanding of how remote learning was implemented this year and the successes/lessons learned from implementation. This information is also of benefit to CDE and to support schools and districts with learning from each other. This is a voluntary collection in order to receive a federal benefit and will require minimal staff time to complete. The Schools of Choice Unit learned about the available funds in September of 2020. A final grant report will be due to the Schools of Choice Unit within 60 days of the end of the final budget period (June 30, 2021).

Discussion: Time spent during this review was discussing SOC-103 (Update above) and SOC-105. The initial Remote Learning Grant was not reviewed by EDAC at these pandemic- related monies needed to be distributed in a short timeframe.

Conclusion: Approved.