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| **EDAC** | | **Colorado Department of**  **Education EDAC**  **Committee**  **March 21, 2025 Microsoft Teams**  **9:30 a.m.-1:00 p.m.** | | | |
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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:** | |  | Kimberly Caplan |  | / |
| Franziska Johnson | MacKenzie Lane |
| Curtis Lee | Ingrid Marin |
| Mike Pacheco | Jennifer Sedaghat |
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| CDE: |  |
| DJ Loerzel | Marcia Bohannon |
| Peter Hoffman |  |
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| **Agenda topics** | | |
|  | **General Business**   * EDAC Credit Renewal * Data Pipeline Advisory Committee * March 7, 2025 EDAC Meeting Minutes – **Approved** * CDE is trying to represent the districts as the OIT SLDS is being implemented, the concern is that data being given to CDE will end up in the SLDS, even though there is no data sharing agreement between the LEAS and OIT. * EDAC Retreat date changing from 6/6/2025 to 6/13/2025   **Update Approvals – Approved with changes noted below**   * CGA-185 Gifted and Talented Universal Screening and Qualified Personnel Grant * DMC-103 Data Pipeline Directory – **What should LEAS use as the fall break for situations where they have multiple breaks in the Fall (i.e. A fall break plus a break for Thanksgiving)? It was largely for communications options for a data collection during fall to coordinate when best to reach out to LEAS. It is not a required field, so it could be left blank. LEAs can decide which break to use if they have multiple fall breaks.** * DMC-104 Report Card March – **Climate survey if posted – increase length of field.** * DMC-137 Data Pipeline At-Risk Interchange * DMC-138 Prevent Harassment or Discrimination in Schools * DPSE-138B Educational Stability Grant End of Year Reporting * NU-113 Summer Food Service Program Application * NU-120 Online System Annual Application and Agreement * NU-170 Summer EBT Data Collection - **In the Free/Reduced Lunch Price Eligible Field will carry over of prior year status be allowed? Confirmed that carry-over status from the previous year is NOT acceptable for FRL eligibility for Summer EBT. Given the confirmation, we’ve removed that item from the collection.** |  |
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| 15 Minutes | **STL-111 State Grants to Libraries Survey** | Amy Bahlenhorst |
| **Overview:**  The State Library currently administers nearly $3 million in State Grants to Libraries which are used to improve and maintain library materials. We are looking at ways to improve how this program works and this survey will help give us a better picture of where funds are most and potentially least needed. | | |
| **Discussion: Will this be sent directly to each school librarian, or does it go to the central office of an LEA? The CDE school libraries consultant will help decide who this would go to. For larger districts it would go to a central administrator, and LEAs that receive it at a district level have the option to disseminate it down to individual school libraries. There is the option to either fill it out one time for all an LEAs libraries, or fill it out multiple times for each school library.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **DMC-139 Student Restraint and Seclusion Data Collection** | Annette Severson |
| **Overview:**  Currently the students restrained or secluded are reported as part of the Discipline data collection. This has proved to be problematic. Based on discussions, many LEAs are tracking and storing this information separately from their student information system due to the sensitivity and requirements in place around seclusions and restraints. These are also not to be considered disciplinary incidents, so it is not appropriate to collect these counts as part of the discipline data collection. By collecting this data in this file, the fields would be removed from the discipline file. This data file would also replace the need for aggregated data counts to be included in the PPRA documentation. | | |
| **Discussion:**  **This is in combination with PPRA data districts already have to enter? The 4 fields are being removed from the PPR report and put in this new collection. There will still be two separate pieces, since the PPRA pieces contain a lot of text responses.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **DMC-109 Discipline Interchange** | Dawna Gudka |
| **Overview:**  The purpose of the Discipline Action File is to collect students’ discipline actions at the student/school code level for each district, along with the most severe behavior type.  We currently collect any students restrained or placed in seclusion but would remove that piece if approved and collect in a separate file. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **DMC-111 Data Pipeline Staff Interchange** | Dawna Gudka |
| **Overview:**  The staff interchange is a set of three files which contain all staff data for a school year. The staff profile contains the staff demographics and educational background, the staff assignment contains the current assignment data for all staff and the staff evaluation contains the current year evaluation data for all licensed personnel. This information is used in the following snapshots: Human Resources, Special Education December Count, Teacher Student Data Link, and the Staff Evaluation Snapshot. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **DMC-111A Educator Shortage Survey** | Dawna Gudka |
| **Overview:**  Local Education Agencies (LEA)s report their educator shortages in this survey.  In accordance with HB 17-1003, the Colorado Department of Education and the Colorado Department of Higher Education submitted an action plan regarding Educator Shortages to the Colorado Legislature. In that plan, CDE and CDHE are tasked with providing legislators and the public information about the educator shortages across Colorado. This data is also required by the United State Department of Education for annual submission to meet the requirements for Federal benefits (34 CFR 682.201(q), 34 CFR 674. 53(c), 34 CFR 686). | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **DMC-110 Special Education IEP Interchange** | Lindsey Heitman |
| **Overview:**  Collects special education information on students in special education or those referred to special education, whether found eligible or not | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **SED-284 SPP APR Indicator 8 Parent Survey** | Sarah Tarus, Beth Donahue |
| **Overview:**  This is an annual collection of data, defined by the Office of Special Education Programs (OSEP)and required for submission in the Colorado State Performance Plan/Annual Performance Report (SPP/APR) under Indicator 8, that reports the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A)) | | |
| **Discussion: What is the response rate that CDE is seeing when sending this to families? Typically, CDE thinks the response rate is around 30-40%. It is up to districts to send this out to parents to try and get a response. Is there a threshold that needs to be met, or is just trying to get as many districts as possible? There is a goal that CDE is trying to meet each year (~80%) that is in mind and is being worked toward, but it is not where it usually lands.** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **ESL-422 Assignment of an Educational Surrogate Parent** | Katherine Rains |
| **Overview:**  The Administrative Unit (AU) of attendance and each State-Operated Program (SOP) are responsible for the assignment of ESPs and, therefore, must submit this data to COE each time an ESP assignment is made in order for the CDE to maintain a current registry as required by the ECEA Rules. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **DAR-108 School Code Request Changes** | Jessica Tribbett |
| **Overview:**  School code change requests are for districts requesting a new school code, requesting the closure or merger of a school, or changing the name or grade range of a school. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **DMC-102 Educator Identifier System (EDIS)** | Jessicas Tribbett |
| **Overview:**  Finds existing EDIDs, request new EDIDs, update existing EDIDs. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **NU-109 Fresh Fruit and Vegetable Program (FFVP) Application** | Rachel Matson |
| **Overview:**  School nutrition program applications collect required information from the Fresh Fruit and Vegetable Program participants including sponsor information, participating sites and operational information. | | |
| **Discussion: Is there any exception made for elementary schools that go K-6? The program is only applicable to grades K-5. Is it dependent on FRL? Yes.** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **NU-126 Fresh Fruit and Vegetable Program Equipment Justification Form** | Rachel Matson |
| **Overview:**  The FFVP Equipment Justification Form collects information from FFVP sponsors on equipment requests that cost over $250.00. Information collected is sponsor contact, equipment details, and justification for equipment purchase. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **NU-175 Non-Congregate Site Form** | Rachel Matson |
| **Overview:**  This form collects required information (i.e. service models, plans to maintain program integrity) to approve SFSP sponsors to operate non-congregate summer meal sites. The information collected in this form is also used for required USDA reporting. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **PWR-102B 2023-24 Concurrent Enrollment Expansion & Innovation Grant EOY Report** | Michelle Romero |
| **Overview:**  The department is required annually, by statute, 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 to understand the implementation of the Concurrent Enrollment Expansion and Innovation (CEEI) grant program before the grant was awarded, during the grant award year, and the year after the grant was awarded to the grantee. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **CGA-148 21st CCLC Compliance Monitoring Requirements** | Bonnie Brett |
| **Overview:**  In accordance with the Every Student Succeeds Act (ESSA) Sec. 4205(b)(1), 21st CCLC state programs are required to conduct ongoing monitoring and evaluation to assess progress towards achieving the goal of providing high-quality opportunities for academic enrichment and to provide evidence that the program helps students meet the state and local student academic achievement standards. This specific document is used to assess subgrantee compliance with monitoring requirements. Prior to an onsite visit, subgrantees are required to submit all requested information and supporting documentation. CDE will also review all relevant previously submitted data and documentation to determine compliance in each indicator specified in the document. | | |
| **Discussion: EDAC appreciates the streamlining of submitting these requirements.** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **DPSE-130 McKinney-Vento EOY Report** | Bonnie Brett |
| **Overview:**  This is an annual end of year reporting survey that has been completed since this grant began. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **DMC-106 Student Interchange School Associate File** | Reagan Ward |
| **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: Community Colleges that have these programs – how to prepare LEA staff for this new type of entity? Has there been any outreach to these colleges? It is similar to if a student is going to a HSED program.** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **DAE-102 EASI Applicant Survey** | Kim Burnham |
| **Overview:**  The 2024-2025 Survey for EASI Applicants is intended to capture feedback on the 2023-2024 EASI application cycle, including application process, content, communication, technical assistance, available CDE supports, and application submission. Respondents can also opt into receiving future information about a focus group on the EASI application process. Results of this survey will inform continuous improvement efforts for the 2025-2026 application cycle. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **CGA-235A EASI Supplemental Grant for Improvement Efforts** | Kim Burnham |
| **Overview:**  The EASI Supplemental Grant for Improvement Efforts is intended to provide additional funding and support to schools identified ESEA improvement to enhance implementation of approved improvement strategies. | | |
| **Discussion:**  **These are leftover funds, and cannot be called back. EDAC appreciates the clear Charter language that is used.** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **CGA-235C EASI Supplemental – Building Capacity for Instructional Coaching** | Kim Burnham |
| **Overview:**  The EASI Supplemental – Building Capacity for Instructional Coaching is intended to provide funding for a full-time building guest/substitute teacher for the 2025-26 school year to schools identified for improvement under ESSA or the state accountability system. The presence of a guest teacher builds capacity for classroom coverage to ensure implementation fidelity of instructional coaching as a major improvement strategy. The additional support for instructional coaching is to enhance the effectiveness of teaching and learning for improved best-first instruction as aligned to CDE’s strategic priority of Accelerating Student Outcomes. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **DMC-118 Teacher Student Data Link** | Peter Hoffman |
| **Overview:**  The TSDL file captures data that link students in grades 6 through 12 to courses and instructors (if available) for the reported school year. CDE relies on the TSDL snapshot data to populate and create the Student Course Participation and Achievement Report (as required by C.R.S 22-11-503.5), the Educator Preparation Program Report (as required by C.R.S 22-2-112 (1)(q), as well as complete required reporting for migrant students. Other CDE reports, such as the Civil Rights Data Repot and 9th Grade Success reporting (HB24-1282), rely on accurate data. | | |
| **Discussion:**  **Why are there options like “Completed – Unsatisfactory” that can be confusing on what they mean? These options are present in TSDL due to requests from LEA’s in previous years to have them as options.** | | |
| **Conclusion: Approved** | | |