

# Minutes

cde



# Colorado Department of Education EDAC Committee

February 4, 2022  
9:30 a.m.-1:30 p.m.  
Virtual Meeting

Meeting called by:

Educational Data Advisory Committee

Type of meeting:

Scheduled Data Review Meeting

Facilitator:

Jan Petro

Note taker:

Peter Hoffman

Attendees:

Janice Cook	Lazlo Hunt
Mimi Livermore	Eric Mason
Patrick Mount	Mina Parthasarathy
Andrew Pippin	Lorraine Saffer
Chris Selle	Cheryl Taylor
CDE:	
Jan Petro	Marcia Bohannon
Peter Hoffman	Annette Severson

## Agenda topics

### General Business

- Meeting Minutes January 7, 2022 - Approved
- Tentatively Scheduled March Collections – Possible concern about DMC-118 TSDL and if it can be trimmed – was noted that this collection has recently gone through re-envision process.
- Late Item Submissions (MARKED IN RED)
- EDAC Credit Renewal
- Data Pipeline Advisory Committee
- EDAC Sunset Discussion:  
EDAC Sunset hearing set for March 2nd. Sunset clause in legislation. 2019 was last time EDAC was Sunset. Reports are sent to legislation, and they vote based on that whether or not to continue EDAC. Do we want someone to testify? Any interest from current committee? Last time they extended only for 3 years instead of 5.

Is there any reason to believe they will not renew EDAC? It is hard to tell - we think they would go with the recommendation. Someone testifying added to the conversation. Jan will forward email from legislation to sign up to testify if any current members want to volunteer. EDAC wants to ensure that we maintain a healthy relationship to make sure that the voices of EDAC and districts remain heard and testifying may help with this.

- EDAC Stamps Discussion

Concern brought forth that there is confusion in the districts when EDAC does not approve a stamp and CDE sends out collections with the stamps when the EDAC decision is overridden.

CDE needs to do some research and due diligence to find the best solution and vote on this issue at a later time. CDE wants to avoid unintended consequences and take them into considerations before making a decision on this. Katy Anthes has agreed to come to a future meeting and weigh in on this discussion.

Eric wants to send a letter with collections that have not been approved since it would not change or violate any bylaws. There is concern with this is the precedent it sets - since we would have to consider this for all future denied collections. CDE doesn't want to confuse districts. EDAC is an independent body created by legislation and it seems like EDAC should have a role in the communication with districts with collections that are not approved. This would provide an answer / some clarity to LEP's with questions on collections.

There is agreement that there is confusion if there is a stamp on something that EDAC denied - and some communication would be nice from the EDAC committee on what happened with the process. Immediate communication issue is the problem. EDAC's independence is important and the power of controversy that EDAC holds is important, and the ability to communicate this to the districts is important. Districts have brought up that they were told something was denied, and yet collections came out with a stamp. EDAC has the opportunity and obligation to communicate with the districts. It looks to districts like EDAC changed its mind.

Motion from Eric:

I move that for the DMC-116B READ Teacher Training Collection, where the department has overruled the committee, the EDAC stamp must also be accompanied by a statement of explanation for LEPs from EDAC. The committee will craft the explanation, approved by majority vote, and the committee secretary will send the statement to all Colorado LEPs READ data respondents involved in the collection. The statement will clearly communicate that the collection is mandatory to obtain a benefit by statute or rule and should also explain the areas of concern and should contain the text of the executive committee's response

Discussion: Should we just include the text from the commissioner?

In Bylaws - should we make sure that EDAC's concerns are adequately addressed in these letters in the future?

Specific to READ - there is a lot of confusing information surrounding the READ collection. There was a lot of miscommunications surrounding COOL and whether they are required to submit information to COOL. There is a lack of clarity surrounding the READ collection.

Eric would like the letter to come from EDAC since EDAC does not have the authority to request this of CDE. While EDAC is an independent advisory committee - the executive team could override. Since the commissioner requested we work together in a collaborative manner. A former commissioner has not accepted how bylaws were setup - and has enforced changes in the past. EDAC thinks that as an independent committee it cannot feel that CDE is hanging over a decision. EDAC thinks that sometimes a stamp is not enough and we need a little bit more to help constituents understand what is going on. EDAC shouldn't need to ask permission to let their opinions be known.

When a collection goes out that was not approved by EDAC, we need to include the commissioner's letter so that the districts know that EDAC did not approve a collection but the state overrode the decision.

Motion amended with text: "should be accompanied by the text of the executive committees response."

Motion withdrawn. Informal ask to discuss with Marcia and Katy. **It was approved by the CDE Executive Team to send out the letter from Commissioner Anthes to EDAC regarding the READ collection to the READ collection respondents. EDAC Secretary to get the respondent list from the READ team and send out the letter.**

**Note: Commissioner Anthes letter distributed to READ respondents on Tuesday February 22, 2022.**

We wonder why people don't listen to EDAC, and people don't understand its role with CDE. It is important to establish independence and preserve the authority to communicate

#### **Update Approval – All approved – Feedback Noted**

- CGA-146C End of Year Reporting Survey for Cohorts 8 and 9 and Cohort E2
- CGA-146F Quality Implementation Rubric with Action Tool
- CGA-161 Education of Homeless Children and Youth Program (McKinney-Vento)
- CGA-172 School Counselor Corps Grant Program
- CGA-185 Gifted Education Universal Screening and Qualified Personnel Grant
  - **Update EDAC database form in the fiscal impact section and remove older dates.**
- CGA-236 Colorado's Computer Science Education (CSed) Grants for Teachers Program
- DAR-108 Request for New School Code, Closure, Name Change and Grade Change Forms
  - **Update Director**
- DMC-101 Record Integration Tracking System
  - **Update Director**
- DMC-102 Educator Identifier System (EDIS)
  - **Update Director**
- DMC-103 Data Pipeline Directory
  - **Update Director**
- DMC-125 Non Public-School Information
  - **Update Director**
- DPSE-137 Student Re-engagement Grant Exit Interviews
- HAW-107 School Health Professional Grant Program – Workplan and Budget
- OFP-101 NCLB Consolidated Application Budget
- OFP-140 Title I Part A Equitable Services to Non-Public Schools Provisions
- OFP-141 School Improvement Retention of Funds Request Form
- OFP-145 District Managed Activities (DMA) Waiver
- P3O-103 READ Act Budget Reporting Process
- SED-275 Request for Reimbursement of Substitute Teacher
- SED-279 Documentation of a Tuition Rate for Public Charter Schools, Not Including On-Line Programs
  - **There was a question surrounding SED-279 and the calculations being made. Per Lazlo, it was noted that it has to do with SPED types of education programming and students that are sent across district borders, and a common rate for these calculations. It is a very limited collection with only a few around the state.**
- SED-280 Documentation of a Tuition Rate for Public On-Line Programs, Including On-Line Programs in Charter Schools
- SED-409A Federal Application Project Narrative

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25 Minutes	PPS-104 Career Development Incentive Program and Matriculation Reporting Template (Review)	Marina Kokotovic
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**Overview:** This reporting template collects information that is required by law for the Career Development Incentive Program. We will use this information to fund work based learning opportunities in Colorado school districts, and also provide matriculation data to the Office of Accountability. This data provides Colorado with work based learning data, and funds school districts up to 1000 dollars per certification reported. This information also provides matriculation data to CDE's accountability office. School district will only need to provide this information one time for multiple offices.

**Discussion:** Concerns over the legislation, districts are encouraged to simplify their answers to reduce burden on counselors. There may be the same answer multiple times on answers to reduce the burden on counselors. A list of questions to help simplify the process would be helpful.

EDAC appreciates that CDE got feedback from the districts to refine the collection. CDE wants to make it as easy as possible.

Timing on extract, is it April - June. It appears that we are assuming students are attaining employment quickly after graduation, but students aren't always thinking about getting a job right after graduation in May. Is there a grace period for students that get employment later in the year? CDE is saying collect the data through June 30, and if the students do something after June 30, add them to the next year. Since this is the first year collecting this, CDE knows there may be inaccurate and changing data. Funding for students that fall past the deadline will be given the following year.

EDAC to consider adding to annual report, should we make this a survey, and suggest better ways to gain more qualitative data from this collection.

Is it correct that there is no benefits attached to students going to military? Yes. Should questions that aren't tied to funding be moved to a survey? It would be better if these came separately in a survey and detach them from items related to funding.

Currently it is voluntary to participate in this program- does not have Required to Obtain benefit stamp. Should this be changed?

Should we change to Required to Obtain Benefit? Concern over creation of 2 collections as a result of this change. For districts relying on this item - it feels required to obtain benefit. We could avoid this by making clear what fields are required to obtain benefit and which fields are voluntary. Put "Optional" on questions that are not related to gaining funding. Is it optional if it is in the bill to collect the information? Collection should look at the questions that may be optional - CDE may be required to collect the information - but are districts required to submit the question?

**Conclusion:** Approved with request to change it to Required to Obtain benefit for following year, and with some fields being noted as optional.

5 Minutes	PPS-105 Career Development Incentive Program & Matriculation Industry Credential Data Submission (Review)	Marina Kokotovic
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**Overview:** This collection is for the purpose of creating a list of contacts for the 21-22 Career Development Incentive Program funding year. This information allows us to create a contact list in order to communicate and fund certifications earned in Colorado schools districts. Districts/charter schools that encourage their 9th thru 12th grades to complete qualified industry-recognized credential programs can receive up to \$1000 per student from the Career Success Pilot Program (HB-16-1289). LEPs can receive CDIP-specific funding to pay industry

approved certificate costs and to continue participation in work based learning. This will help create the contact list for this year's program.

**Discussion: None**

**Conclusion: Approved**

5 Minutes	WFD-101 ESSER Education Workforce Fund (New)	Scott D. Jones
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**Overview:** This program exists to support districts in addressing the educator workforce recruitment and retention needs of their schools. In order to access funding, applicants need to complete this RFA. These funds will support initiatives to strengthen their educator workforce recruitment and retention efforts. This is essential information in order for CDE to evaluate the application for funding to support the education workforce fund. In addition, the process of drafting this application will support applicants in identifying the needs and potential solutions to strengthen their educator workforce recruitment and retention.

**Discussion: Typically charter schools can apply independent of their authorizer - this is not reflected in the collection currently. This may be an oversight - this is how it normally is done with authorizer as fiscal agent. Scott will confirm.**

**Districts are grateful how quickly CDE is moving with the extra funds.**

**Conclusion: Approved with minor changes.**

5 Minutes	SIS-105 ESSER Mathematics & READ Act Curricular Materials Grant Program (New)	Scott D. Jones
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**Overview:** This program exists to provide grants to local education providers (LEPs) to support the purchase of high-quality, standards-aligned K-8 Mathematics and READ Act-approved curricular resources. These curricular resources will support districts in the acceleration of learning for students most impacted by the pandemic.

**Discussion: Can these funds be used as a part of assessment and purchasing assessment related K-8 materials? It is limited to the listed items in the collection. Charter schools are able to apply in a coalition. Can we add a checkbox for charter school? Yes. Fix due date on page 5 to accurately reflect due date.**

**Conclusion: Approved with minor changes.**

5 Minutes	STP-101 ESSER Rural Coaction Program (New)	Scott D. Jones
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**Overview:** This program exists to support coalitions of districts in collaboratively creating and/or expanding career-connected learning opportunities for their students. In order to access funding, applicants need to complete this RFA. These funds will support applicant coalitions in strengthening student engagement -- particularly those most impacted by the pandemic. CDE is launching the Rural Coaction Program to seed the creation of new and further the development of existing partnerships and pathways for learning in our rural communities. This program will be funded through the American Rescue Plan's Elementary and Secondary School Emergency Relief (ARP ESSER III) funds.

**Discussion: Is there a due date or application date? They are being finalized now. There will be 2 rounds. First round due date probably in April for districts that are ready. Second round (incubated coaction) due date would be around May 1st. Can a checkbox be added for charter school? Yes.**

**Conclusion: Approved with minor changes.**

5 Minutes	WFD-102 ESSER Rural Program Development Grant (New)	Scott D. Jones
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**Overview:** This program exists to provide grants to rural districts to plan and develop programs designed to expand learning opportunities so as to strengthen student engagement in learning--both during the traditional school and beyond. Through this ESSER Rural Program Development Grant, rural districts submitting the following brief application will receive funding to support the development of a wide range of programs to support re-engaging and strengthening student engagement--particularly for those students most impacted by the pandemic. This program will be funded under the Elementary and Secondary School Emergency Relief (ESSER) state reserve.

**Discussion: None**

**Conclusion: Approved**

14 Minutes

PWR-108 Colorado Essential Skills Resource Collection (New)

Robin Russel

**Overview:** The office of Postsecondary and Workforce Readiness (PWR) and the Standards & Instructional Services Team are collecting promising practices from district and school administrators and educators to provide models for the instructional use of statutorily identified Essential Skills. This survey will collect examples of the amazing work being done by Colorado educators with a goal of sharing your work broadly. Your work examples will form the core of the Essential Skills Implementation guide, which will be housed on the CDE website and help other educators to implement and improve instruction on the Essential Skills. We are interested in collecting examples of how you have integrated the essential skills into content instruction in addition to any stand-alone lessons and examples.

**Discussion: Question 6 - Can it be changed to what is your district or authorizer? Yes.**  
**Question 7 - Can it be phrased how many students are in your district or school? Yes**

**On EDAC Form - it says not a research project, but districts want to make sure that CDE is not just collecting data and doing nothing with it. Make it clear that something is going to be done (research) with the data. CDE will get collection from Marzano and post it.**

**Concern over question 11 and the gift card - CDE and districts shouldn't be giving out gift cards - especially when an individual is using district information for personal gain. Idea was from Marzano - should we just eliminate? Since we don't give out money or gift cards for any other collections - while it is understood that it is to incentivize people, if we are going to give something out it should be to the district or school. Give the money (gift card) to the school? Would this be more comfortable for EDAC? A school would be better - we just want to make sure it is benefiting the school and not just a random administrator. We want to benefit students. Who's money is being given away? CDE accounting should be checked with.**

**Is it going to be filled out by schools or districts? It will be sent to schools, districts, teachers, coaches. The form doesn't have a way to identify a school. Add question - .If applicable what is your school or district. Need to be able to indicate school number and district number if applicable.**

**Ear marking a small amount as a district dedicated to students would likely cost more than the actual benefit. Financial tracking is hard - especially over small amounts.**

**Conclusion: Approved with changes noted above.**

35 Minutes

DMC-106 Data Pipeline – Student Interchange Graduation Guidelines Discussion

Reagan Ward

**Overview:** The Student Interchange consists of data fields shared by many different collections required by state and federal law, such as Student End of Year, Student October, Special Education December Count, and more. Student Biographical Data, pulled from the Student Interchange data fields, allows districts the opportunity to verify the accuracy of the demographic data submitted for each student participating in state assessments. State and federal accountability reporting including school and district performance framework ratings, Title III Annual Measurable Achievement Objectives (AMAO), and priority and focus school designations all rely on accurate demographic and test score data.

**Discussion: Justification was expanded with Addendum A.**

**Graduation guidelines collection will be used to calculate the higher bar. How difficult would it be to make the field required but make the questions that are not required to calculate the higher bar as optional to fill out. CDE will look into what questions can be combined into easier questions - and how to possibly separate higher bar questions from ones that are not related to calculating this metric.**

**Legislature makes the point to say that we have the information already and some constituents are pointing out that CDE should already have the menu of options:**

• Section 1 (c) The state high school graduation guidelines include a list of performance demonstrations that high school graduates may complete to demonstrate that they are academically ready for college and career. Each school district and each district or institute charter high school must select from this list those demonstrations that its students must successfully complete in order to graduate from high school. Thus, the performance of the school district or charter high school in enabling students to successfully complete the demonstrations will be reflected in the school district's and the state charter school institute's overall graduation rate and in the individual graduation rates of the public schools of the school district and the institute charter high schools.

• Section 1 (e) As adopted by the state board, the standards of achievement for the college and career readiness demonstrations reflect readiness for some levels of postsecondary enrollment, but they do not demonstrate that a student is prepared, without needing remediation, to enroll in the postsecondary general education core courses in reading, writing, and mathematics identified pursuant to section 23-1-125 (3);

How would it work best for stakeholders to provide this information? Re-envision will be used to try and get information on making getting this higher bar information and extracts easier and less of a burden to the districts.

If a student is coded as exit 90 (graduated) but there is not a corresponding record of that SASID within graduated guidelines it will trigger an error in the system if that information is missing.

There are already students that have graduated that didn't meet the menu of options - since principals / district have the right to waive a student. The concern is that there is no option to indicate this with the current fields in Graduation Guidelines. On the data side - the concern that the authority to graduate a student is given to districts - the idea that CDE is going to validate a graduate is concerning politically. Districts view this as the first time that graduates will be validated to see if districts "did it right".

From a SPED perspective - most districts for students with differing levels of disabilities may not meet some of these menu of options and previously could use IEP's. There are new rules of services of students 18-21 that can take a diploma and return for services. It is another area of concern since districts can graduate a student and have them come back which becomes a financial issue for districts.

A lot of issues are leaning into a political avenue, and local education boards need to take up the reins on some of these issues.

Plan in March is to bring DMC-106 to EDAC with fields that can be removed taken out and to continue conversation in the re-envision process, and move forward from there with getting feedback from stakeholders.

What would EDAC like to see focus on a specific area?

EDAC would like to see what would grad guidelines look like if all you collected was 22-11-204?

CDE needs the what before the how.

Higher bar / achievement levels cannot be found on CDE website. Could CDE use these to narrow down exactly what they need to collect. What the achievement levels are was approved in 2019. The how is what has not been determined. These should be posted somewhere.

It is posted - but in an unobvious way. CDE to post them with a more obvious title.

CDE has a published document with all the new PWR requirements from January 2020, but the title may not be the most obvious. Here is the link [http://www.cde.state.co.us/accountability/pwr-stakeholder-feedback-fact-sheet\\_jan-2020](http://www.cde.state.co.us/accountability/pwr-stakeholder-feedback-fact-sheet_jan-2020). CDE will make sure these metrics are posted in an obvious stand alone manner.

Is it possible to know how many districts and what kind of data (local measure etc.) districts submitted. General parameters of how many districts used what in their previous submissions. CDE to bring this information to March 4<sup>th</sup> EDAC meeting.

Please always include legislative and local board statute in the justification portion of the EDAC forms.

**Conclusion: DMC-106 to start re-envision process at March EDAC meeting for 2023-24 collection.**

5 Minutes	ESEA-101 Consolidated Application Platform Input (New)	DeLilah Collins, Michelle Prael
<p><b>Overview:</b> CDE will utilize this collection to gather feedback from the field regarding the Consolidated Application platform. Districts and BOCES will have the opportunity to engage with CDE on what aspects of the application worked and what didn't work the past three years. The feedback received will go into the development of the Year 1 (2023-2024) Consolidated Application. The significant updates and changes will last for the three year cycle.</p>		
<p><b>Discussion: Year 3 of a three-year application. After these 3 years, there may be more significant changes since this is the end of an application period. EDAC feels the consolidated app is much improved over what it was 6-7 years ago. EDAC appreciates the combination and the ability to submit data in one spot. RFP for a new grants management system - so input will be wanted for functionality of the new platform from both EDAC and districts / stakeholders. Please consider the possibility of collapsing the IDEA budget system into this new system. The consolidated app is much better than the IDEA system - and having all federal grants in one system would be ideal. The purpose of the new grants management system will be to have it be a system for grants across CDE with fewer individual applications. The conversation is on the docket for the combination of these systems with the new RFP.</b></p>		
<p><b>Conclusion: Approved</b></p>		
23 Minutes	P3O-107 PreK to K Assessment Alignment (New)	Megan Rogers, Tara Rhodes
<p><b>Overview:</b> This data request will be part of a series of project activities that will provide collection, review, and dissemination of an evidence base to inform PreK through K assessments with a focus on end-of-year (EOY) PreK and beginning-of-year (BOY) K. The data collected will be from kindergarten school readiness assessments throughout the 2018-2019 school year (BOY and EOY). Project findings will provide transparency to districts on tool selection and assessment alignment, and inform the KSR RFP review later in the year.</p>		
<p><b>Discussion: Due to the large amount of collections - 2 to 3 hours for a collection can be a lot of time. What support / or value is being given to the schools and districts? What can be provided - Statute requires an RFP process be done for Kindergarten School Readiness. The information from this will be directly applied to KSR. Will use this data to provide transparency to districts and schools to help inform decision on what tools they will use in assessment. Part of this collection came out of requests from districts in alignment on assessment, and providing this service to the districts.</b></p>		
<p><b>Data privacy - is Marzano going to sign a privacy agreement with CDE or the districts? Marzano will abide and adhere with any guidelines or restrictions a specific district has. Marzano can provide any assurances that a district needs. Data Privacy Agreement may need to be signed if is not a part of the CDE data privacy umbrella agreement. Please make this clear.</b></p>		
<p><b>It would be ideal if a flat file from the district that can be used to try and make sure the districts don't have to transform the data.</b></p>		
<p><b>Conclusion: Approved.</b></p>		
5 Minutes	ET-101 Mentor Program Grant (New)	Mandy Christensen
<p><b>Overview:</b> To ensure the pipeline of educators stays stable and continues to grow, strong mentorship and coaching supports must be put in place. Our preservice and new to the profession teachers must have high quality and talented mentors they can turn to as they grow and develop. According to the 2020 NEA Policy Playbook, there are “numerous studies [that] demonstrate that the implementation of comprehensive induction cuts new teacher turnover rates in half...Comprehensive induction is a sound investment to address teacher recruitment and retention.”</p>		
<p><b>Discussion: Charter schools are typically able to apply independently of authorizer - is that not the case for this? Language approved by US Department of Education did not include charter schools. Is Charter School institute included? Yes, please add to list of eligible applicants.</b></p>		
<p><b>Reporting requirements seems reasonable. Appreciate not requesting individual teacher level data.</b></p>		



**Conclusion: Approved with minor changes.**

10 Minutes	NU-155 Unexpected/extended school closures or changes in learning modality due to COVID-19 (New)	Rachael Burnham
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**Overview:** Colorado's pandemic-ebt plan was approved with specific language regarding how CDE will assess P-EBT eligibility for students where the school had an unplanned or extended closure and/or changed to a hybrid learning model. Plain language:

CDE will survey districts for dates of unplanned remote learning modality. All F/RP-eligible students associated with identified schools of enrollment will be considered for benefits for days their school utilized unplanned 100% remote modality or was otherwise closed for a COVID-19-related reason.

CDE will conduct a survey of schools who report unplanned hybrid schedule changes (for a COVID-19-related reason) to collect details on the school days impacted and the average hybrid schedule. A hybrid benefit level will be established by semester, using data from impacted schools to establish a state-wide average hybrid monthly benefit.

**Discussion: Survey is per semester. Do they want to know what specific schools? If a district has multiple schools, they do have to report each school, although there is a caveat if there are 5 or more schools they can reach out to CDE for assistance. What if same school has been impacted on more than one occasion? If they had multiple instances within the same semester - districts can reach out to CDE for assistance. Please make it clear that schools / districts can reach out to CDE for help if this situation occurs.**

**If it is going to be more than 5 - reach out to CDE for assistance to avoid having to submit a large amount of forms.**

**CDE will be sure when providing instruction that the option is there to either do at a district or school level.**

**Conclusion: Approved.**

5 Minutes	MEP-101 Migrant Education Program Monitoring Document	Noemi Aguilar, Marissa Gonzales
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**Overview:** This tool is used to make determinations about the effectiveness of the Migrant Education Program in the areas of identification and recruitment, project implementation and management, and alignment to the Service Delivery Plan and Regional Migrant Education Application. The regional Migrant Education Programs utilize this tool to identify aspects of the program needing adjustments to improve outcomes for migrant children, students and youths, and families especially those with priority for services as part of the MEP of continuous improvement.

**Discussion: Seems straightforward if you have an MEP.**

**Conclusion: Approved.**