

# Minutes

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# Colorado Department of Education EDAC Committee

October 7, 2022  
9:40 a.m. – 2:40p.m.

Colorado Talking Book Library  
180 Sheridan Boulevard  
Denver, CO 80226

Meeting called by:

Educational Data Advisory Committee

Type of meeting:

Scheduled Data Review Meeting

Facilitator:

DJ Loerzel

Note taker:

Peter Hoffman

Attendees:

Janice Cook	Tamara Durbin
Lazlo Hunt	Curtis Lee
Mimi Livermore	Eric Mason
Michael McManus	Mina Parthasarathy
Andrew Pippen	
CDE:	
Marcia Bohannon	Peter Hoffman
DJ Loerzel	Annette Severson

# Agenda topics

## General Business

- Meeting Minutes September 2, 2022 - Approved
- EDAC Credit Renewal – Track your own time and send email to DJ with log.
- Data Pipeline Advisory Committee
- 2021-2022 EDAC Annual Report Update
  - Report has been sent before Commissioner Anthes
  - Will be sent before House Education Committee and the State Board of Education
  - EDAC should not be content to make legislative recommendations only once a year.
  - EDAC should not be content to be ignored legislatively
    - In the past, recommendations to repeal have been ignored, with recommendations having gone back year after year
    - When EDAC's recommendations have been surrounding concerns and wanting more information it has been heard more. EDAC's recommendations reach further than legislature, it reaches many interest groups and committees that may take up the banner for EDAC's recommendations.
  - Updates made to EDAC's recommendations regarding Matriculation Data / Higher Bar
  - Updates made to EDAC's recommendations regarding Graduation Guidelines File
  - Annual Report verbiage was finalized and approved.
- Have we seen any documents from Department of Early Childhood? Not yet. The agency will launch on January 1, 2023. We are working on how this department is going to get the data, and if there will be a different method for submitting early childhood data. CDE's data is currently all integrated, and CDE is working through how they are going to collect the early childhood data. Public school districts will likely be fine since they already submit the data – how are we going to integrate the private centers / local providers in the data collections? How will they be brought into the existing processes. The existing Pre-K departments that are moving to the new agency already work with private agencies and will continue to do so.

## Update Approvals – Pulled Collections Highlighted. All Approved.

- DPSE-139 Ninth Grade Success Grant Program End-of-Year Collection
- DPSE-147 Student Engagement Evaluation Data Collection (SEEDC)
- FS-102 HB 1345 BOCES Funding Summary of Measurable Student Outcomes
- **HAW-107 School Health Professional Grant**
  - LEP Code language unclear, this is the same as the district / LEA code. Have there been questions from schools thinking they should put their school code versus the district code?
- NU-144 Administrative Review Questionnaire
- OPR-103 Automatic Enrollment in Advanced Courses
- OPR-104 High School Innovative Learning Opportunities Pilot Program
- **PPS-104 Career Development Incentive Program and Matriculation Reporting Template**
  - Concern from PPRSAC that they don't like matriculation data on the SPF. It is becoming a burden and is starting to chip away at the credibility for the performance framework for high schools. Can / should EDAC make a legislative note to repeal this off the SPF?
- TAL-103 Colorado Preschool Program Abbreviated Annual Report

## Biennial Update Approvals – None Pulled All Approved

- NU-143 Procurement Self-Check
- NU-146 CO Procurement Review Off-Site Questions

20 Minutes

**PWR-112 Postsecondary and Workforce Readiness, Career, and Education Program (New)**

Mandy Christensen

**Overview:**

HB22 – 1266 Establishes “the postsecondary, workforce, career, and education grant program in the department of education (CDE) to provide grants to local education providers to improve the training of school educators and administrators, to support students and families in developing career and education plans for after high school, and to increase the number of students for whom applications for free financial aid are completed.”

Approximately \$1 million is available for a three-year grant cycle, to be spent by June 30, 2025, with funding contingent on approval of appropriations from the State Legislature. An expected range for funding requests is \$1,000 - \$10,000 per year per application (\$3,000 - \$30,000 over the three-year term of the grant).

Each Education Provider that receives a grant through the PWRCE Grant Program is required to report, at a minimum, the following information to the Department on or before September 1, 2023, and on or before September 1 each year thereafter for the length of the grant. See Appendix B for the End-of Year Program Report.

- A comparison of the dropout rates, and the college matriculation and remediation rates, if applicable, at the high schools served by the grant for the year prior to receipt of the grant and the three years the local education provider receives the grant;
- A comparison of the number of students who completed federal and state financial aid applications for the year prior to receipt of the grant, if available, and the number of students who completed federal and state financial aid applications for each of the three years the education provider receives the grant;
- A comparison of the number of students who were awarded postsecondary credentials while in high school for the year prior to receipt of the grant, including the kind or credential received, if applicable. And the number of students who were awarded postsecondary credentials for each of the three years the education provider receives the grant; and
- Grants Fiscal still determining if they will require an IFR in addition to an AFR for this program.

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

**Discussion:** Is the district responsible for tracking the outcomes of students? This grant is focused on helping students complete the FAFSA for the first time. Once the student is in college, the district is no longer responsible for helping the student. How are out of state students handled? Mandy to follow up on this question. Dropout students are already submitted to CDE, this data should be gotten from existing collections (Student End of Year). Would a gap year student be able to come back and do this process? Would this grant be accessible to them? No, this more for current students through the ICAP. FAFSA is an annual requirement – deferred students would need to re-apply. What is the anticipated additional work for districts? See requirements above, with removal of dropout information. How will districts report this information? Is it more work than it is worth? EDAC recommends additional information spelled out exactly the extra work that will be required for this, and that benefits are not being lost due to cost of work being too high.

**Conclusion: Approved with recommended edits – remove dropout rates that are collected in SEY.**

30 Minutes	<b>DMC-134 Staff Evaluation File (New)</b>	Carolyn Haug, Annette Severson, David Leech
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**Overview:**  
This is taking the evaluation data from existing Staff Snapshots and moving it earlier into the year. It is an effort to get the data in a timelier way. If we collect the data in the school year that the evaluations are given, the staff will likely still be in the district. Currently we collect the following year, so we are losing the data of educators that move districts.

This collection will allow CDE to collect staff evaluation ratings by October of the year staff evaluations are conducted, facilitating more timely analysis and reporting of these metrics that are currently published more than a year in arrears. The purpose of the Staff Interchange – Evaluation Data file is to capture and verify the final evaluation ratings of licensed staff employed at the district for the currently selected school year.

**Discussion:** What will the layout be? It is a new interchange, see file layout. Is this for 2022-2023? This collection is slated to open in April 2023. The regular HR collection is occurring in October/November. This will require a lot of work to get existing processes switched over, but EDAC understands the thought to change this process. Does this make it any easier for districts, or is it just doing the same things at different times? The overall bill does have pieces that attempt to make it easier for districts, however this collection is just to shift the dates of the evaluation data. EDAC feels that a lot of this data is redundant, can any of this be collected elsewhere? A lot of the redundant data is used to validate the data. EDID should not be an error since there are 3 points of validation. It should just be fixed and then reported back to the local user. Policy is that CDE is to not change data that is submitted. It is a lot of work for districts to research what is wrong with the EDID. The chain of data and feedback loop is important, and the recipient should not be changing data, the data should be changed at the source. The feedback given from CDE on these errors should have more information. Is it a new collection or an earlier submission to the Staff/HR Interchange? It is a new collection; this data is being removed from the existing Staff Interchange. This is taken out of December Count as well. How would teachers with waivers be reported? They should be reported with 0's. While the first year may be rough, it does make it simpler for districts.

**Conclusion: Approved.**

7 Minutes	<b>PPS-106 Accelerated College Opportunity Exam Fee Grant Program (Review)</b>	Marina Kokotovic
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**Overview:**  
1 CCR 301-103 The purpose of this collection is to reimburse schools for AP/IB exam fees on behalf of eligible students. This collection is needed to receive benefit. There was difficulty last year in sending award letters due to turnover, so a district contact was added to the application.

**Discussion:** Is the contact person typically already known? Yes, usually this contact is easily identified.

**Conclusion: Approved.**

7 Minutes	<b>PWR-113 2023-24 Estimated TREP Program Participants Intent to Participate (New)</b>	Erica Ryan
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**Overview:**  
In C.R.S 22-35-108.5 (2)(b)(I),The department, as part of its annual budget request to the general assembly, shall report the total number of potential TREP program participants for the following school year. The estimated number assists the Joint Budget Committee in calculating appropriations for the following school year.

**Discussion:** Background on TREP? It allows students to have a 5<sup>th</sup> and 6<sup>th</sup> year after their senior year of high school creating a pathway to becoming an educator / counselor. TREP is focused on increasing the educator work force. Students would then transition to a traditional 4-year program. Are there partnerships with colleges for these students after the district? Most are community colleges already tied in to a district through concurrent enrollment. There are a few 4-year programs, but since they would have to offer the community college rate there are some difficulties engaging them. As we get further along in the program, there should be more awareness surrounding 4-year college programs.

**Conclusion: Approved.**

20 Minutes	<b>ESL-405A CO Services for Children and Youth with Combined Vision and Hearing Loss (Review)</b>	Tanni Anthony
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**Overview:**

This is a required collection of our federal grant. Each state project must collect and report data on learnings, birth through 21 years, with combined vision and hearing loss. These data are shared (with PII protection) with the National Center on Deaf-Blindness (OSEP TA Center) for a national compilation. We have done this collection for 30 plus years and have contact personnel in each AU and early intervention agency. This is separate from the December 1 count as this count does not always capture all of needs that these students may have. Part B and C have been separated this year. These are the long forms, however there is a short form for existing students to update their information. Part C – Infant to 2 years old. Part B – 3 to 21 years old.

**Discussion:** EDAC thinks that it would be doable to turn this into an electronic form that still protects PII. Does this go out through the Barracuda system? No. This mainly lives with Tanni. Expiration Date needs to be updated. CDE does not send this to part C, it goes to providers that work with the children, and CDE works to make sure this is in alignment with part C.

**Conclusion: Approved with changes. AU from district and Expiration Date Fixed.**

5 Minutes	<b>TAL-103 Colorado Preschool Program Abbreviated Annual Report (Review)</b>	Heidi White
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**Overview:**

One of CDE's strategic priorities is to support local education providers in fulfilling the requirements of Colorado's Achievement Plan for Kids SB 212. This includes supporting the transition and implementation of Colorado Academic and English Language Proficiency Standards. In adhering to the continuous improvement cycle that CDE values as a best practice for education systems, CDE's Standards Implementation Team is seeking input and feedback to guide its action plan.

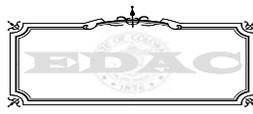
The goals of the survey are for CDE to learn:

- More about where districts and schools are at in their own processes;
- What resources, tools, and trainings have been accessed and their utility;
- What additional support is desired; and
- How professional development is best received in this economic climate.

CDE values of customer service and continuous improvement; the survey will inform the development of additional resources for districts, schools, and teachers for standards implementation.

**Discussion:** Final report – this is sunseting after this year. The abbreviated report in its final year is to allow districts to attest to how they have fulfilled requirements. CDE has tried to pare it down to the bare minimum for this final year.

**Conclusion: Approved.**



**Education Data Advisory Committee (EDAC)  
2021-22 Annual Report to the State Board of Education and the  
Education Committees of the Senate and House of Representatives**

*July 1, 2021 - June 30, 2022*

**EDAC Summary**

The Education Data Advisory Committee (EDAC) is a statewide representative group of school district volunteers which reviews all Colorado Department of Education (CDE) and other state agency PK-12 data collections including grant applications, surveys, plans, reports, assessments, evaluations, and automated data transfers. EDAC determines whether the benefits derived from a data collection outweigh the administrative burden of producing the data, determines and recommends the most efficient ways of collecting data, determines if recommendations for new collections are redundant and proposes alternatives, and reviews data collection procedures and recommends improvements to CDE. Each EDAC-reviewed data collection is given a stamp which informs districts and BOCES whether the form is mandatory, required to obtain benefit, or voluntary. Collections without an EDAC stamp are not required to be completed.

In 2021-22 EDAC formally met ten times, conducted ten emergency reviews (via five e-mails and three virtual meetings) and in total reviewed 212 CDE data collections, an 18 percent increase from the 179 collections reviewed in 2020-21. Accomplishments include successfully implementing a biennial review process, changing protocols to meet expectations of the sunshine law, and initiating collaboration to improve the graduation guidelines portion of the student interchange. In a special section at report end, EDAC describes how it will increase transparency to the field by revising its stamp and processes.

**Accomplishments**

- Reviewed 212 data collections, 33 more than in 2020-21. From the previous year, eight collections were one time only or closed collections, and 39 collections were new this year. Regarding the increase, several pandemic-related collections allowed districts to obtain additional program funding.
- Implemented biennial review process for 27 collections that rarely change.
- Revised EDAC stamp to better reflect advisory committee's role and strengthened processes when EDAC and CDE differ in collection support.
- Altered protocols to meet sunshine law expectations.
- Commenced a shared re-envision process to assist with streamlining the Student Interchange, specifically the Graduation Guidelines file.
- Demonstrated flexibility to address pandemic-related grants/collections, including emergency reviews.
- Maintained focus on need to minimize use of full Social Security Numbers (SSNs) in data collections.
- Ended legislative sunset process for EDAC.
- Continued an intensive schedule to meet the April 1<sup>st</sup> advance notice requirement of 22-2-306(3)(a), C.R.S. More than two-fifths (42.7%) or 91 collections were reviewed at the March meetings.

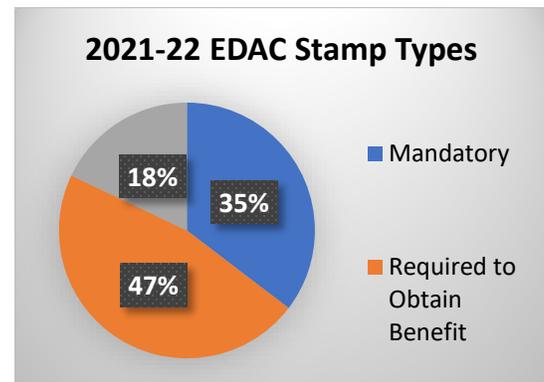
**Future Focus Areas**

- Work with the recently established Department of Early Childhood to review local education agency collections.
- Monitor how the Department of Early Childhood will collect early childhood data for readiness assessments.
- Increase awareness about EDAC through updates on the EDAC page of the CDE website, utilizing CDE monthly communications such as the Source, and inviting staff and administrators to meetings.
- Create EDAC protocol for State Board information sessions as required by amendments to the EDAC sunset law.
- Promote the expansion of capstone definition within the Graduation Guidelines Menu of Options.

## Forms Review

**Form Compliance.** EDAC spends the bulk of its efforts on forms review. EDAC has two levels of review. A full review is for any collection which has not been previously reviewed or to which programmatic or substantial changes are being made since its last review. An update review is for any collection which has previously been reviewed and only has date and other minor changes. A collection may only have a maximum of three consecutive update reviews before it must return to EDAC for a full review. Stamps are attached to each data collection declaring whether a form is mandatory, required to obtain benefit or voluntary. The definitions of these labels are:

- **Mandatory.** This form must be completed by all appropriate agencies. Funding may or may not be attached to this collection, but it is statutorily required. Any funding that an agency would otherwise receive may be withheld if this form is not completed.
- **Required to Obtain Benefit.** Funding or services are attached to the completion of this form. An agency may choose not to complete the form, but the related funding/services will then not be available.
- **Voluntary.** The collection is not a direct requirement of state or federal legislation but may yield useful data with sufficient and representative sample size.



Almost half (47%) of the collections which EDAC reviewed in 2021-22 are labeled ‘Required to Obtain Benefit’. A third of collections (35%) are ‘Mandatory’ and almost two-tenths (18%) are ‘Voluntary’. In 2021-22 required to obtain benefit and voluntary percentages went up compared to 2020-21 reviews. If districts or BOCES are interested in securing specific funds or services, then some amount of data collection is associated with the benefits derived. In exceedingly rare circumstances, the EDAC chairman may issue a small collections stamp to an extremely small data collection without EDAC review. For example, the confirmation of local education agency contacts for a particular program would fall in this category. Eight collections were discontinued from the prior year, including one-time only surveys or items that were incorporated into related or parent collections. EDAC reviewed 27 static forms that rarely change as part of a biennial process to reduce CDE data burden.

Form Compliance	Mandatory	Required to Obtain Benefit	Voluntary	Total
• Full Review	18	33	17	68
• Update Review	36	60	21	117
• Biennial Review	21	6	0	27
<b>Total Reviews</b>	75	99	38	212
• Review Approval Withheld/Revoked	0	1	0	1
• No Vote Required				0
• Informational Briefings				5
• Small Collection				0
• Closed Collections	0	4	4	8

**Review Outcomes.** EDAC is tasked with making recommendations to improve the efficiency and effectiveness of data collection instruments. Very few collections move through the EDAC full review process without some suggestions for improvement. Most are approved unanimously with some minor adjustments, others with more detailed issues are invited to resubmit the collection before a stamp is issued, and in extremely rare circumstances, a data collection is not approved. A collection may not be approved because requested data is already available, the survey is poorly designed, or the collection is withdrawn for later EDAC reconsideration. The READ teacher training collection was not approved. The Student Interchange, specifically Graduation Guidelines was a collection that EDAC targeted for the shared re-envision process in the 2021-22 school year and conversations will continue in 2022-23. The shared reenvision process for the Unified Improvement Plan continues. As a result of EDAC encouraging automation, one collection was enhanced by moving from a paper collection to an online fillable form.

	<b>Approved No/Few Changes</b>	<b>Approved With Changes</b>	<b>Not Approved/Resubmit</b>	<b>Not Approved Overruled</b>	<b>Not Approved (No stamp issued)</b>	<b>Total</b>
<b>Review Outcomes</b>	198	13	0	1	0	212

*Interpretation:* EDAC reviews every collection in detail and works with presenter until edits are mutually acceptable.

**Review Preparation.** EDAC posts its meeting schedule well in advance of the upcoming school year so that CDE staff can plan an EDAC review as part of their regular routine within their data collections. EDAC must be given the review materials in a timely manner so that members have sufficient time to prepare judicious input to share with the data collector. EDAC acknowledges that in extremely rare circumstances, department data requestors may need to submit reviews during periods for which no regular meetings are scheduled. Emergency reviews are discouraged, but available if a change in state statute or some unforeseen circumstance occurs which prevents the collection from being presented at a regularly scheduled EDAC meeting. EDAC conducted ten emergency reviews on eight separate occasions in 2021-22, increasing from eight emergency reviews on six separate occasions in 2020-21. EDAC is committed to keeping emergency reviews to a minimum.

	<b>Meeting Materials Submitted On-Time</b>	<b>Meeting Materials Submitted After Deadline</b>	<b>Emergency Reviews</b>	<b>Not Reviewed</b>	<b>Total</b>
<b>Review Preparation</b>	199	3	10	0	212

*Interpretation:* 1.4% of review materials are submitted after the required deadline which restricts EDAC's ability to provide thoughtful feedback.

**Type of Collection.** A large majority of EDAC reviews (81%) were existing CDE data collections. Nineteen percent of the data collections EDAC reviewed in 2021-22 were newly required through legislation or rule. The number of new collections increased from 23 in 2020-21 to 39 new collections in 2021-22. EDAC makes every effort to identify and bring to the table those CDE data requestors not yet familiar with the EDAC review process, and there were no delayed reviews this year.

	<b>New Collections</b>	<b>Existing Collections On-Schedule Reviews</b>	<b>Delayed Reviews</b>	<b>Total Reviews</b>
<b>Type of Collection</b>	39	173	0	212

*Interpretation:* One of EDAC's goals is to reduce the number of collections and the associated data burden. However, new legislation and rules often necessitate additional reporting requirements.

## **2022 Legislative Follow-up**

Limited progress was made on EDAC's five 2022 legislative recommendations. The responsibility for evaluating birth to three-year-old children for Special Education services (Part C) was moved from local education agencies to the Department of Human Services beginning May 1, 2022. No action was taken on two recommendations. First, to repeal the Principal Preparation Program Survey and continuing to focus on collections being limited to legislative intent. EDAC supports the repeal of Kindergarten Readiness Assessments and extending privacy laws to the new Department of Early Childhood. Therefore, those two prior year recommendations are repeated below.

## **2023 Legislative Recommendations**

- **Repeal Kindergarten School Readiness Assessments.** Eliminate Kindergarten School Readiness requirements by repealing 22-7-1004 C.R.S. Local education agencies continue to assert the huge burden imposed by the assessments required to determine school readiness for students below six years of age. Parents and guardians have made the decision to send these children to school and yet they are younger than the minimum age to meet compulsory attendance requirements. This misalignment doesn't justify the time-intensive testing and associated reporting.
- **Extend Privacy Law to New State Department of Early Childhood.** The Student Data Transparency and Security Act, 22-16-101 C.R.S. doesn't currently apply to the recently created Department of Early Childhood. Privacy protections afforded other students should be extended to the young children served by this new Colorado agency.
- **Alter the READ Law to Simplify Teacher Training Evidence Reporting.** EDAC provided feedback that the Reading to Ensure Academic Development (READ) legislation would be most effective if tracking teacher literacy training was the responsibility of local education agency human resources staff as opposed to the Colorado Department of Education
- **Legislate a Study Group to Determine Value of Data Collections to LEAs.** Local education agencies (LEAs) continue to be burdened by the provision of a large amount of data to the Colorado Department of Education. The Colorado General Assembly is encouraged to address data burden by re-evaluating existing collections. As a starting place, the high burden and low benefit state collections as reported within the *2017-18 EDAC Data Burden Survey* include the Colorado Continuous Improvement Process Indicator 14 Post-School Outcome Data, Unified Improvement Plan (UIP), Human Resources, School Discipline and Attendance, Special Education Discipline, and Teacher Student Data Link (TSDL). Please note that the School Discipline and Attendance collection may be altered as a result of the passing of HB-22-1376, Supportive Learning Environments For K-12 Students.
- **Critical Review of matriculation data collection and usage as an accountability measure** LEAs and the state of Colorado generally struggle to collect accurate data related to the matriculation of students into post-secondary college or career activities. The data burden and costs in state employee time and resources outweighs the benefits of this data collection. EDAC urges the legislature to critically review matriculation data legislation related to the school or district performance framework and the appropriateness, necessity, or inefficiency of this data and consider the repeal or amendment of this statutory reporting requirement, or commission a review through stakeholder engagement.

- **Repeal or Amend the Higher Bar Legislation (SB17-272)** The higher bar legislation presents a burden on LEAs given the scope of the data collected. The value of the data collection does not provide for a meaningful evaluation, and the data collected and the cut scores do not provide a quality evaluation for the school or district performance frameworks. EDAC recommends the Higher Bar legislation be repealed, amended to identify metrics that are the most appropriate, or commission a review through stakeholder engagement.

*Following is the special section mentioned at the beginning of this report which describes how EDAC modified its stamp and processes to increase field transparency.*

## **EDAC Revises Stamp and Processes to Increase Transparency**

Education Data Advisory Committee (EDAC) members noted that transparency to local education agencies was lacking when the committee voted against a data collection. Two changes to EDAC processes were made, with a goal of increasing visibility regarding data concerns across Colorado. First, the EDAC stamp affixed to each collection that is distributed to the field will clearly indicate when the committee has concerns. Second, a legislatively required State Board of Education (SBE) information session will now be available to allow public discussions regarding differences between EDAC and the Colorado Department of Education (CDE) recommendations. Additionally, the EDAC shared re-envision process increases committee knowledge of collection details. In the long run the hope is that clarified data elements are widely shared, collection concerns are more broadly understood and communicated, and data burden is reduced.

**EDAC Stamp.** Although extremely rare, the protocol provides that an EDAC-denied data collection be forwarded to CDE's Executive Team for further consideration and requires a formal written response be supplied to committee members if the collection is overturned. This correspondence documents the reasons why the collection would move forward as originally presented. The prior protocol called for the collection to be distributed to the field with the usual EDAC stamp relaying collection compliance information, the form number, the EDAC collection review date, and the school year(s) to which the collection applies. Although EDAC members could forward CDE's communication regarding the overturn to let constituents know that the committee had not supported the collection, many in the field could miss the conceptual differences between EDAC and CDE, unless that information is shared with them by their EDAC representative. Thus, a revised EDAC stamp was born. Rather than stating that a collection is 'EDAC Approved', the new indication will be 'EDAC Reviewed'. When EDAC now votes against a collection, the stamp will display 'EDAC Reviewed with Concerns'. As part of the new process, EDAC will purposefully record the reasons why it doesn't support the collection and that will be submitted to CDE's Executive Team as it deliberates and provides its response. The new stamp, indicating that concerns were present, provides clear notification to the field that the collection was not EDAC supported.

**SBE Information Session.** Within House Bill 22-1265, Sunset Education Data Advisory Committee, which repealed the need for periodic reviews by the Department of Regulatory Agencies, a provision was added that requires the State Board of Education to conduct an information session with public input when EDAC issues a collection with a 'Reviewed with Concerns' stamp. Such a session allows for EDAC and the Department to discuss their perspectives in a public forum and more broadly communicate data collection concerns. This session will be scheduled by the Department's Director of State Board Relations as soon as is practical for the State Board of Education.

**Shared Re-envision Process.** In 2018-19 EDAC implemented a proactive process to team up with data collection leads and subject matter experts to address data concerns when it had identified that the collection would likely not be supported at its next review. This shared re-envision process is initiated when EDAC or CDE staff identifies a collection that is challenging or flagged as significantly contributing to district data burden. The intent has always been to achieve a solution-oriented approach to reduce data burden. During this process, EDAC members collaborate with CDE collection and related subject matter experts to document concerns, obtain data element rule and regulation information, attain a legal review, survey the field, acquire collection modification suggestions, offer downstream impacts of collecting versus not collecting the data in question, obtain Commissioner feedback, and create iterative updates to the collection instrument. The result is a comprehensive understanding of the collection whether no change or a total overhaul is recommended before the mutually agreed upon item returns to EDAC for its regularly scheduled review. It is hoped that employing this process when, or before, a concern is raised, will lessen the need for the new EDAC stamp stating that EDAC has reviewed a collection with concerns.

The new EDAC stamp, State Board information session, and shared re-envision process will allow greater communication about education data collections and increase transparency when concerns are present. Increased collection information adds to the richness of the conversation and better directs the outcome. The intent of these recently revised EDAC processes is to increase understanding and ultimately lead to data burden reduction for local education agencies.