Minutes
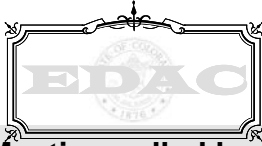
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Colorado Department of Education EDAC Committee

October 2, 2020
9:30 a.m. to 1:00 p.m.
Virtual Teams Meeting

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

Attendees:		
	Andrew Pippin (by phone)	Merlin Holmes (by phone)
	Patrick Mount (by phone)	Lori Benton (by phone)
	Janice Cook (by phone)	Marcia Bohannon (by phone)
	Mimi Livermore (guest)	Jan Petro (by phone)
	Mina Parthasarathy (guest)	Genevieve Hale (by phone)
	Lazlo Hunt (by phone)	Aislinn Walsh (guest)

Agenda topics

General Business

- Welcome to New Members-**everybody was introduced**
- Meeting Minutes 4-September-20 -**Approved**
- By an emergency review requested by the CDE Office of Federal Programs, the ESSERF Connecting Students Grant Program for $2 million for student and teacher connectivity was approved September 30th, 2020-**Genevieve will email EDAC members with DeLilah's response to percentages/questions that came up.**
- Tentatively Scheduled November Collections-**No concerns about tentatively scheduled collections.**
- EDAC Stamp Discussion-There have been complaints about forms being sent without EDAC stamps. Jan met with the head of the Grants Fiscal Unit, Jennifer Austin, where some of those forms originated from. There were some forms that went out around COVID Relief funds and they were given permission to send them out without going through the normal protocols because of the urgency/emergency purposes of the Corona relief funds but the Annual Financial Forms AFRs should have had them. Jan asked Jennifer if these forms are consistent across collections and the response was not yet. But they are looking at making the forms more consistent. For existing grants, the EDAC stamp will be affixed on them and the EDAC committee should see the AFR as part of the review. The big challenge is consistency across the AFR forms.

When that is accomplished, the head of the Grants Fiscal Unit will come to the EDAC committee to discuss the work she has done. No concerns expressed by EDAC committee members to Jan's reporting of her conversation with Jennifer Austin.

- 2019-20 EDAC Annual Report-Committee went through some edits/typos on report. Discussed future focus areas, specifically eliminating duplicate data collections of local education agency student information systems and what wording should be used. Perhaps "eliminating duplicate SIS collections" is how it should be worded. Instead of the verbiage "improve EDAC processes" throughout the report the better wording might be "streamlining EDAC processes" throughout the report. Committee liked the data visualizations such as the pie chart. On page 3 wording tweaked above review outcome chart to which the committee agreed. Use streamlining wording throughout document rather than improving EDAC processes. Need to add 18-19 report on p. 6. On EDAC recommendations on the 4th bullet down changed wording to "streamlining EDAC processes." For first bullet under CDE recommendations on p.6 Marcia suggested to substitute the sentence beginning with "support efforts etc." with this "work collaboratively with EDAC to provide meaningful recommendations that the State Board can act upon." Committee liked Marcia's recommendations. Talked about what to do with the report next now that it has been edited. Is this a good time to bring this report in front of the State Board or should the committee look to the Commissioner for direction? One member suggested we work through the Commissioner first to which the committee as a whole agreed to go that route first. Report is nearly done.
- Late Item Submissions (MARKED IN RED)-no concerns
- EDAC Credit Renewal
- Data Pipeline Advisory Committee-**No concerns.**
- In the General Business section, Marcia Bohannon gave an update that the Colorado Education Initiative/CDE will be sending out another needs assessment survey similar to the one that was sent out in May regarding where local education agencies (LEAs) are with respect to remote learning. There will be questions such as what needs there are, and if there are any changes as well as are there connectivity issues and finally has the COVID funding for remote learning helped. This is a heads up that this survey might be going out soon. Marcia sked if there are any issues with sending out this survey. One EDAC member said that with the complications of October Count this year having the survey go out at the end of October would be better.

Update Approval

- CGA-162-Early Literacy Assessment Tool Project (ELAT) – Intent to Apply and Request for Applications-**Approved however there was a discussion that the eligible applicant wording should use common language such as LEP rather than LEA. So recommended changing LEA to LEP on p.2 under the eligible applicants.**
- CGA-178-USDA National School Lunch Program Equipment Assistance Grants Funding Opportunity-**Approved**
- DPSE-131-The Student Engagement Survey Tool-**Approved**
- ESL-405A- CO Services for Children and Youth with Combined Vision and Hearing Loss-**Approved however, it was discussed that on p.2 of the questionnaire part C category code wording should be select 1 of 2 rather than 1 of 1. On p.4 under Part B status or exiting it should be mark or check" rather than circle. Collection lead should look for the word "circle" throughout the document and replace with the word "check" or "mark."**
- FS-102- HB 1345 BOCES Funding Summary of Measurable Student Outcomes-**Approved however there was a discussion about where the attachments B and C were. Attachment A also had old dates.**
- NU-112-Nutrition Verification Collection Report-**Approved**
- NU-134-Direct Certification-POS Validation-**Approved**
- OFP-125-Comparability Data Collection-**Approved**
- P30-102- Application for Use of Community Specific CPP Eligibility Criteria-**Approved**

Proposed Legislation
State Board Rules
- There will be three notices of rulemaking at the October State Board of Education meeting. They are scheduled to take place on Thursday, October 8, 2020, from 10:00 a.m. – 10:30 a.m.
- Here are the Rules with the Notices of Rulemaking for October:

1. Rules for the Administration of the Waiver of Statute and Rule, 1 CCR 301-35
2. Rules for the Administration of the Educator Licensing Act of 1991, 1 CCR 301-37
3. Rules for the Administration of the Adult Education and Literacy Grant Program, 1 CCR 301-98

Rulemaking hearings will most likely take place in January 2021.

For rule #1, 1 CCR 301-35-there were no EDAC comments.
For rule #2, 1 CCR 301-37-question about professional development timeline as part of this rule. A committee member was wondering if the timeline is in statute or if the timeline can be modified. Jan sent this question to the CDE policy staff to answer. Their response was as follows:

The professional development changes are a result of HB 20-1128 and HB 20-1312 which both passed, however, HB 20-1312 builds off of HB 20-1128 such that teachers are only required to have a total of 10 hours to cover both types of training, with at least one hour SPED or behavioral health.

The portion of the bill that applies to the June 30, 2020 deadline below is:

(III) A PROFESSIONAL TEACHER LICENSEE WHO HAS LESS THAN THREE YEARS LEFT IN THE LICENSE RENEWAL PERIOD ON JUNE 30, 2020, HAS UNTIL THE END OF THE NEXT APPLICABLE RENEWAL PERIOD TO COMPLETE THE REQUIREMENTS ESTABLISHED IN SUBSECTION (3)(f)(I) OF THIS SECTION AND MAY SUBMIT CLASSES AND ACTIVITIES COMPLETED WITHIN FIVE YEARS PRIOR TO JUNE 30, 2020, TO SATISFY THE REQUIREMENTS OF SUBSECTION (3)(f)(I) OF THIS SECTION.

In other words, there is not a June 30, 2020 deadline. It has more to do with the teacher's license renewal cycle and that dictates the deadline for the completion of the professional development.

For rule#3, 1 CCR 301-98 there were no EDAC comments.

30 Minutes	EDAC Biennial Process Discussion	Susan Miller/Kerri Link/Angel Garcia/Jay Hoskinson

Overview: At June 2020 EDAC virtual retreat meeting talked about suggestions to have biennial process for those forms that rarely or never change and that the CDE nutrition, capital construction and transportation units would fit this bill to pilot/start this process. We invited members from those CDE units to discuss how this would work and what it will like. Jan had also sent out a "draft" document with a suggested application as something to start with and to react to but it is all up for discussion.

Discussion: Started with document that Kerri Link wrote up regarding her feedback for this process such as:

- Any collections obtained through a managed technology system based on federal requirements receive an EDAC review during the contract renewal/approval (or at most a biennial review). For example, school and summer meal applications and administrative review forms maintained in the CO Nutrition Portal. These collections are federally required and the vendor contract details how the collection is streamlined and captures federal requirements. The EDAC review is an additional burden and changes based on an EDAC review would likely not be implemented due to the vendor contract and/or federal requirements.

- Requiring an EDAC review of only collections that are mandatory and not optional. For example, an optional survey to provide feedback on our unit's review process should not require an EDAC review.
- Perhaps having units create a plan to ensure data collection is streamlined rather than require an EDAC review on all unit collections.
- Creating an online EDAC form rather than a word document. Could also have the form information roll over and have units update applicable fields for renewals. If smartsheet is used, reminders could be sent and linked to those specific forms
- Would be helpful if there was one form that we could easily notate an update or new collection

Susan Miller from the Transportation Unit mentioned that a biennial review form would be very helpful for the Transportation unit because the required documentation does not change at all unless there is a federal change in the law. It would be very nice if the forms that are filled out and submitted for EDAC review were automated and could be found online to increase efficiency and improve accuracy. But that unit would need the stamps yearly as they've trained their data people to look for the stamps.
Jay Hoskinson from the Capital Construction Unit mentioned that the biennial process would also greatly benefit Capital Construction as well as their forms generally don't change with the exception of the grant application but the rest of the forms rarely change and if they do it's just minor tweaks. The biennial review would help with efficiency. The survey may also change. He mentioned that when things change there is a bit of confusion about updating.

Angel Garcia from Capital Construction agreed with the points everyone made about biennial review. She suggested looking at optional surveys differently than required data collections.

Overall, there is strong support for a biennial process. Jan asked what process would work the best for this. Would the proposed application Jan drafted make sense or should the EDAC form have a process to ask for a biennial review? Kerri thought that a check box on the EDAC form would make sense for biennial review rather than an application. But then after further discussion, it was decided by Kerri and the other CDE panel that indeed one application for multiple collections for biennial review would work best in terms of ease. Susan thought an automated re-submit button online would be very nice but this would mean overhauling the current system to move everything to an online platform and there is currently an issue with funding and resources but a good goal would be to work towards automating EDAC but for now everything would have to be on paper.

There may be other CDE units besides these three that may benefit from the biennial review. The committee then reviewed the draft application Jan had drafted for committee and panel to respond to. Jan asked panel in terms of the application, if the panel would know which collections would qualify. Jan went through form elements and asked if they needed help from the EDAC secretary to identify qualified collections and when the last time forms were changed. Transportation, Nutrition, and Capital Construction said they already track this. Jan asked if it mattered what type of collection it is such as mandatory, required to obtain benefits and voluntary. Jay mentioned that he liked the idea of keeping the stamp level on the form and requested that things be kept simple to streamline. Also, he liked the stamp levels for reporting purposes. Also, not every form from these units would be submitted for this. They would have to identify which forms are static and which forms change. Also, talked about if there's even a little change should it come through an update review process rather than a full review process? Some changes to a form might be so slight that it could be either/or an update or full review. Committee thought update process is good if there's only a minor change to a form.

We need to figure out tracking mechanism for biennial reviews which is already difficult for just the current process of updates and full reviews. Jan and EDAC secretary will think of ideas for tracking. Jan asked if we should keep biennial reviews to odd or even numbered years in terms of ease of tracking. The plan is to pilot the biennial review process in 21-22. The question asked should we then do it again two years from that school year. A committee member asked, if it would be beneficial to stagger collections with some in odd and some in even numbered years. EDAC member asked would this process be sprinkled throughout the year or at just one biennial meeting dedicated to this? Kerri would prefer to do them all at once at one meeting. Angel thought submitting them all at once would be easier. Susan said

they could do them all at one time only if it was in the spring due to the nature of their particular collections and that federal laws don't usually go into effect in January. So Jan asked if early May would work for these units on the panel. Transportation, Nutrition, Capital Construction all said yes to this timeframe for biennial reviews. Then it was thought that March might actually work better as would perhaps February, but panel members would have to check on this. There was a suggestion from panel that maybe there could be two dedicated biennial reviews per year such as one in the fall and one in the spring. EDAC committee liked that idea. Jan asked committee how a decision would be made about biennial review whether or not it is approved or not. Committee said history of collection would help.

The goal would be to automate forms and the biennial process eventually but for now would have to start with paper.

There was a discussion about piloting this process. Jan asked if the panel would be willing to fill out the application to pilot whether or not this would be easy. Everybody said that they would pilot the form. Jan will take the proposed application and will send it out to panel and have them fill it out. EDAC secretary will provide them a list of collections to cut and paste into their forms. Before next EDAC meeting each unit will get a proposed form to see if it's easy to fill out and to get feedback. At the next meeting if we could get initial applications so that committee can talk about process and decision making. Committee will need to talk about those collections that won't be eligible for this process.

It was mentioned by EDAC committee that even voluntary surveys should go in front of EDAC.

Conclusion: Jan will send panel applications and EDAC secretary will send out what collections they have. There will be a follow up discussion at the November EDAC meeting about how the pilot went. The committee will continue to work to streamline this. Panel will need to get their pilot forms back in advance of the next EDAC meeting.

30 Minutes	New-DPSE-147 Student Engagement Eval Data Collection	Julianna Rosa/Dan Nelson

Overview:
The Student Engagement Evaluation Data Collection (SEEDC) is the new evaluation system that will be used for collecting State Assigned Student Identifiers (SASIDs) of students served by the Educational Stability Grant (ESG), Expelled and At-Risk Student Services Grant (EARSS), and the Student Re-engagement Grant (SRG). This system will replace the Student Engagement Evaluation System (SEES) starting in 2020-21. SASIDs reporting is a required part of grant reporting in conjunction with the Mid-Year and End-of-Year surveys (i.e., CGA-134A, DPSE-136, DPSE-138).

Discussion: This collection is not new but the CDE Dropout Prevention Office is moving this collection from outside system to embed it within Data Pipeline and will ask student level questions for various grants within the Dropout and Prevention Unit and Student Supports Unit. The LEAs will fill out an Excel file and upload the file into Data Pipeline with data that they already submit but in a different collection system.

EDAC member asked if there are any applications that could be taken off. But there aren't. All current grants will continue with the exception of the 9th grade grant. They are not anticipating any new grants this year. Jan asked about file layout on p. 2 about the order columns. Juliana can fix the order columns to prevent any confusion.

This should be a good update for the field and so far, many LEAs have given good feedback about the moving to Data Pipeline.

Conclusion: **Approved**

30 Minutes	DMC-106 Data Pipeline - Student Interchange	Jesse Cooper/ Andy Tucker/ Robin Russel

Overview:

The student interchange is required for state and federal reporting. Data in the student interchange is used for determining funding and graduation, dropout, and mobility/stability rates.

Discussion: Changed Graduation Guide fields for local measure the last time (September EDAC meeting) but once the LEAs received the changes their feedback to CDE was to have the local measure more positively worded to indicate the local measure was met instead of the reverse wording stating the Graduation Guidelines regular menu of options was not met. Want to propose the new file layout with these changes which are: 1) that local measure met for English; 2) local measure met for Math and 3) local measure met for English and Math. EDAC member asked if an LEA could leave this measure blank if not met. The answer was yes they could leave it blank if that local measure was not met and they could use another menu of options. This field is only in effect for one year due to COVID.

Conclusion: **Approved**

30 Minutes	Discussion on the following: • EL Provisional Coding (no file attached on purpose as we are not in favor of adding this field, but would like EDAC's opinion) • Removal of Advanced Course Completion (ACC) File (current ACC file attached – asking to remove the file entirely for 2020-2021 EOY and beyond)	Jesse Cooper/ Andy Tucker/ Robin Russel/ Brooke Robinson

Overview: It was requested that the Advanced Course Completion file be removed beginning in the 20-21 SY. It is only used for Student End of Year. The file is not used for anything at CDE and only a few districts upload the data for that file and the file as a whole is incomplete and inaccurate. Districts who still want to collect the information could do so, but they would have to do so on their own as CDE doesn't utilize the data. Removing this file would reduce data burden on the districts. This information is currently gathered by CDE through Advanced Placement (AP) scores that at least have a score of 2 that qualify for Graduation Guidelines.

As to EL coding, the Data Services Unit was asked by the Culturally, Linguistically and Diverse Education (CLDE) office to add a new field in the Demographic file in the student interchange prior to the Student End of Year 20-21 collection due to the COVID crisis. This new field will monitor provisional NEP or LEP students which would be a no/yes field to keep track of provisional students during the pandemic. This is not in law but because many districts are already collecting this information the CLDE office wanted to add it. There were concerns this would create a disconnect between the Student October and the Student End of Year collections and the data they respectively collect and that it's well past the due dates for this request as well. This topic may later become law but currently it's not.

EDAC member clarified that they are not allowed to approve anything that's not within certain parameters including the law. This extra field would increase data burden and EDAC's mission is to reduce data burden for local education agencies. Another member said that this would set a dangerous precedent if it was approved. Also someone had concerns about privacy laws and someone else mentioned that many local education agencies are not excited about this.

Also, there are already a lot of surveys going out because of the pandemic which that in itself, is an additional burden. This does not meet the requirements of having a law, nor meeting the April 1st deadline for posting changes so that vendors can make changes to LEA data systems.

Discussion: EDAC Committee thought eliminating this ACC file would be a good idea to reduce data burden.

Conclusion:

1)Removing the ACC file from the 20-21 Student Interchange and for Student End of Year was approved.

2)The EDAC committee did not approve of the additional EL field.

30 Minutes	SPS-135 Adjustments to READ requirements for UIP	Susan Barrett/ Andreia Simon

Overview: The Unified Improvement Plan (UIP) streamlines federal and state improvement planning requirements for schools and districts. The programs include state accountability, ESSA accountability (e.g., comprehensive support), READ Act, Gifted Program, and several grants (e.g., 21st Century Community Learning Centers, EASI school improvement grant application including Diagnostic Review and Planning,Turnaround Network, Connect for Success, Pathways Grant, State Turnaround Leaders).

Discussion: At last EDAC meeting there was a question about professional development (PD) plan piece. In September the recommended template for the READ Act reporting requirements was presented to EDAC. The actual question from the committee was "is it duplicative for districts to submit a PD plan for PD requirements in the UIP that is paid for with READ Act funds if they are reporting this in their READ Act budget submission?" Response was that it's necessary to collect this information in the UIP template per statute as the requirements for that PD reporting in the UIP are more specific and detailed than what's in the READ plan budget submission. So it's necessary to collect this information in this template. Districts that submit the UIP yearly would submit this information within the UIP. Districts that submit their UIP biennially would use this Excel template and would report the PD within the template. Within the budget submission process districts respond with yes/no answers for how they will use READ act funds including PD funds plus they submit narratives. There aren't a lot of requirements with the narratives. If they select yes to PD, LEAs have to describe what PD they will use and how much in READ Act funds they will use. This is not necessarily a PD plan per se.

CDE staff clarified that essentially what LEAs report in the READ Act budget is the name of the program, the cost and they can provide more information if they want. However, in the UIP LEAs are required to submit a professional development plan with various elements. This READ Act plan is not utilized by all districts.

EDAC member asked for better alignment between UIP and READ Act reporting to streamline data and eliminate data burden.

For districts that qualify for biennial submission for UIP an EDAC member asked why that's not carried over to READ Act. That is because of the way the respective statutes are written. The READ act explicitly states that even if districts have a biennial UIP review they still must submit the READ act information yearly regardless.

In the future, the EDAC committee would like to work with the UIP group at CDE to streamline functions.

Conclusion: Approved

30 Minutes	NAEP-104-NAEP Assessment E-File Collection	Collin Bonner

Overview:

In 2021, state-level data will be collected in mathematics and reading assessments at grades 4 and 8. Under the Elementary and Secondary Education Act Reauthorization of 2001 and continuing with the Every Student Succeeds Act (ESSA), which was signed into law in December 2015, state applications for Title I funds must include an assurance that states will participate in the biennial NAEP mathematics and reading assessments at grades 4 and 8 and that state results will be reported.

This collection will take the burden off of districts/schools so they do not need to submit to NAEP the grade level students with the needed demographic variables for the NAEP student sampling. It is accessed via the Student October Count Data they submit and the CO NAEP State Coordinator and CDE STUOCT person work together to accomplish this for the selected schools/districts.

Discussion: NAEP coordinator was asking for committee to approve a pre-ID form through the October Count data submission. Assessment Unit sends out "permission forms" to participating NAEP districts to essentially receive their permission for CDE to submit NAEP data on their behalf. The first year the Assessment Unit ran this collection, they had 100% of districts participate in this option. There is wide support among LEAs for CDE to submit their NAEP data.

Conclusion: Approved

30 Minutes	OLU-108-CSP Remote Learning Grants for Colorado Charter Schools	Bill Kottenstette

Overview: Districts will not complete this collection as this is a funding opportunity from our federal Charter Schools Program grant directed at the school level. Districts will need to sign an assurance form however. Colorado charter schools are invited to apply for this funding opportunity to obtain funding to support needs in response to educational demands that have grown from a national and state emergency due to COVID-19. By supporting schools with building and implementing new learning models that allow for extended remote digital learning, charter schools will be better equipped to sustain high quality learning opportunities, grow leadership capacity, and inform an evolving understanding of quality by creating responsive educational models that serve students with a high level of quality.

Discussion: There was a question from an EDAC member about attendance data and what is the process by which grantees would submit quarterly attendance data. The USDE has a requirement to have LEAs report average daily attendance as distinguished between remote learning and in-person learning. At a minimum LEAs should report average daily attendance and if students are staying engaged in learning regardless of the manner. The Office of Online Learning will schedule quarterly check-ins for recipients to report attendance information so CDE can in turn can report it to the USDE. Attendance would more or less be a percentage on a quarterly basis. There was also another question about eligibility and admitting students on the basis of a lottery how this applies to schools that only offer lotteries at certain grade levels. The response was that a lottery is required for charter schools that have more applicants than slots. A lottery must be used per USDE rules, otherwise LEAs can't apply for grants. The schools just submit an assurance to CDE that they held a lottery.

CDE was a recipient of a federal charter school grant for charter schools that are in start-up. In 2015 CDE applied for and received a grant with three years of funding for grant competitions for charter schools and each of those grant recipients could use the grant monies for three years. Because of the high requirements of the original grant, there was left over monies for more eligible schools to apply for funding. Moreover, because of the COVID crisis, CDE asked for a waiver to re-purpose the remaining funds to help charter schools implement remote learning. This was approved on September 10th by the USDE after reviewing CDE's proposed RFA, monitoring plan, and documentation of how other requirements such as allowable uses would be met. Schools will have four weeks to apply for funds to be used by June 2021. The RFA is slated to go out on Monday, October 5th.

Conclusion: Approved