

Colorado Department of Education EDAC Committee  
Meeting Minutes from October 3, 2025

October 3, 2025: EDAC Meeting Minutes  
**Meeting Details**

**Date:**

October 3, 2025

**Time:**

9:30 a.m. – 12:00 p.m.

**Meeting called to order by:**

Educational Data Advisory Committee (EDAC)

**Type of meeting**

Scheduled Data Review Meeting

**Facilitator:**

DJ Loerzel

**Note Taker**

Hanna Montano

**Committee Members in Attendance:**

**EDAC Voting Members:**

Kim Caplan, Ingrid Marin, MacKenzie Lane, Mike Pacheco, Morgan Mauricio, Jennifer Sedaghat, Franziska Johnson, Chris Selle, Natalie Brown, Curtis Lee

**CDE Representation:**

Marcia Bohannon, DJ Loerzel, Hanna Montano

**Agenda Overview**

- General Business
- Update Approvals
- Biennial Update Approvals
- Full Review Approvals

**General Business**

- EDAC Credit Renewal
- Data Pipeline Advisory Committee
- September 5, 2025, Meeting Minutes – **APPROVED**

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- EDAC Report Updates  
*Discussion:* DJ to send the draft report which will be emailed to committee members. He is requesting questions/comments by October 17, so the committee can review and discuss it in the next meeting on Nov. 7.

### Update Approvals – **Approved**

- **CGA-172** School Counselor Corps Grant Program (SCCGP)
- **CGA-206** P-Tech
- **HES-101A** School Health Professional Grant-School Health Professional Survey
- **HES-101B** School Health Professional Grant-Post Training Evaluation
- **HES-101C** School Health Professional Grant-Performance Measure Survey
- **HES-101D** School Health Professional Grant-Optional Staff Survey
- **HES-101E** School Health Professional Grant-Mental Health Systems Assessment
- **NU-116** Food Safety Inspection Reports  
*Discussion:*  
Franziska had a question regarding a comment left by program staff on the submission form. The program staff wanted to see if they could have an EDAC stamp overseeing multiple years instead of submitting it to the committee on a yearly basis since this collection is a federal requirement. DJ responded by saying he will investigate further and connect with program staff to see if they are inquiring about a biennial approval vs. an update approval.
- **NU-166** Charter Transfer Form
- **NU-167** Excess Net Cash Spending Plan
- **PWR-117** Seal of Climate Literacy Diploma Endorsement

### Biennial Update Approvals – **Approved**

- **NU-142** Nonprogram Revenue Tools

### Full Review Approvals

#### **STP- 115 Work Based Learning File - **Approved****

*Presenter(s):*

Annette Severson, Michelle Romero

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## Overview:

All 9th-12th grade students completed an approved work-based learning program during the 2025-2026 school year should be included in this file along with detailed information on the work-based learning program. Modified from CDIP collection.

SB25-315 requires data on the types of work-based learning and must have data from the preceding budget year to start funding in 2026-27. The preceding budget year would be 2025-26, hence the starting year. SB25-1278 also requires the work-based learning data from students for determining the postsecondary progression sub-indicator for the statewide education accountability system.

## Discussion:

There was a lot of discussion and questions regarding STP-115 and STP-116. Kim ultimately asked that STP- 116 and STP-115 be voted on separately as she was concerned with STP-115.

Overall, Kim Caplan feels the process could be easier. Data collected from CTE/ Higher Ed programs should be able to be transferred between the agencies to alleviate some of the redundancies. Additionally, it was noted that many schools don't use CTE, many only be using paper, making the collection more difficult.

Many committee members were commenting on why the collection will now be requiring employer ID and number data.

Michelle Romero responded to Kim informing her that they are working with the state CTE office to work on alignment on language. CDE and CTE work share agreements are being updated and these data collections will be audited by a full-time audit person within CDE. This is different from the former CDIP collection that was not audited.

Franziska then commented: If alignment is possible, that would be great as it did seem very duplicative. Her district uses infinite campus, but she had to go to individual teachers and staff to get student information and employer ID's, etc. The worry for districts participating in the grant program is that they will go through the effort of reporting but not receiving funding.

Michelle responded to Franziska that this collection will be paid out for 26-27. Funding will be guaranteed based on the submissions, but the amounts are unknown at this time.

Annette commented that it will be up to the districts to decide who is responsible for the submissions.

Michelle added that a communication plan will need to be made and provide webinars, training etc. to help districts.

Franziska suggests having an SME for the different systems at these help sessions.

Chris Selle asked: Is there a delineation of statute vs. state board rules?

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Michelle responded: the state board rules will take place in January.

Michael Pacheco noted: With this collection, it appears to be a rough start. How much of this data is being controlled by the program side? He also had a couple of comments regarding the file layouts. 1. There is a typo "state date" instead of start date and 2. to access the lists, you currently need a Microsoft teams account. Mike also asked if all the fields are going to be required?

Annette responded that the intention is for all fields to be required.

Kim noted that there are several problematic fields, such as having schools track and providing to the state. Tracking down the supervisor of internships is a big ask, and identifying an industry is also problematic with over 20 pages currently. Can we make some of those optional?

Annette responds that the industry codes have been revised and are now shorter, with less than 20 codes total.

Franziska suggests that some fields be recommended but not required for the first year, to give everyone a heads up that this information will be needed in the future since the jump to such detailed criteria is different from CDIP and will be a strain on districts.

DJ responds that he's not sure if this is possible due to the current legislation.

Kim acknowledged that she agrees with Franziska. Keep the layout, but the employer ID's and similar fields would be tough in year one. However, she would fully support this if there was a statement clearly explaining that the suggested fields will be required in year 2.

Michelle responds by reiterating that they are here at EDAC to get approval for the development of the collection. Depending on what rules are determined in January could affect what fields are required vs. potentially optional suggested.

DJ in response advises the committee that there are really two options as of now. The review today is based on what we know today and what will fulfill those statutory requirements as we interpret them today and the team will take these notes as they engage with rule-making collaboration. So, we vote as submitted today and still check-in with audit or the other option would be to schedule an emergency meeting for next week after following up with audit to ensure we aren't delaying guidance.

Mike responds to DJ that he prefers the first option to vote as is submitted today.

Kim comments that she is not in favor of the collection as is.

Franziska asks Michelle if she is worried about not having complete and accurate data for the first couple of years?

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Michelle responds by saying that work-place training and the relationships between business and districts would need more elaborate, potentially by having specific contracts/agreements between the district and businesses. Some of this data, such as employer ID, etc. would be part of that contract between businesses and districts making it easier to obtain.

Franziska comments that everyone will need a lot of hand holding. However, if that framework is already top of mind, she would feel comfortable approving.

### Motion to Approve:

Mike Pacheco given the discussion and potential improvements as described.

### Second to Motion:

Franziska Johnson

**In Favor:** Mike Pacheco, Franziska Johnson, Natalie Brown, Morgan Mauricio, Curtis Lee. **Opposed:** Kim Caplan and Chris Selle

### Conclusion:

Approved as submitted

## **STP-116 Industry Recognized Credential File – Approved**

### Presenter(s):

Annette Severson, Michelle Romero

### Overview:

Modified from CDIP Collection.

All 9th-12th grade students completed an approved work-based learning program during the 2025-2026 school year should be included in this file along with detailed information on the work-based learning program.

SB25-315 requires data on the types of work-based learning and must have data from the preceding budget year to start funding in 2026-27. The preceding budget year would be 2025-26, hence the starting year. SB25-1278 also requires the work-based learning data from students for determining the postsecondary progression sub-indicator for the statewide education accountability system.

### Discussion:

See Discussion from STP-115 above.

### Motion to Approve:

Kim Caplan

### Second to Motion:

Franziska Johnson

### Conclusion:

Approved.

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**SOC-108 Charter School Facility Assistance Program - Approved**

**Presenter(s): Paola Paga**

Annette Severson, Michelle Romero

**Overview:**

Two major changes - first including an end-of-year reporting requirement for the 2024-25 applicants and making updates to the 2025-26 application.

For the end-of-year reporting, CDE had not developed the criteria for the reporting until recently and would like to ask participants for this information.

For the 2025-26 application, CDE is including language on weighted lottery plans which was approved by ED in August 2025. We are including information about the federal requirements for construction and added more questions regarding eligibility. It was our experience from the first year that CDE needed to ask more questions about the school's preschool program to better support the school's alignment with the federal non-regulatory guidance regarding a tuition-based preschool. The last changes we made were with the narrative questions. They were changed to clarify the information needed.

CDE was awarded the State Facilities Incentive Grant in 2024, and this is the sub-granting opportunity, which is pursuant to Title IV, Part C, Section 4304 of the Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA, Public Law 114-95).

This collection is a funding opportunity for charter schools to help with facilities costs. It is a program in its second year and will run until September 30, 2029.

**Discussion:**

Kim Caplan had a question about the preschool piece. She is wondering if the calculation is based on student numbers to get funding. Preschoolers would count on the pupil membership if there was no tuition, for example UPK.

Paola responds: Yes, but there are a few charter schools that only offer half day preschool which would count. She is working with charter schools to navigate the lottery process to get those federal dollars.

**Motion to Approve:**

Curtis Lee

**Second to Motion:**

Natalie Brown

**Conclusion:**

Approved.

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**DMC-137 At Risk Interchange - Approved**

**Presenter(s):**

Rebecca McKree, Coreen Miller

**Overview:**

We are requesting that the name of the "At-Risk Interchange" be changed to "Census Block Data Interchange" beginning with the 2026/2027 school year.

Given that the "At-Risk Interchange" data collection (1) only includes student-level census block data, (2) does not include all data that is used to determine at-risk counts and funding distribution, and (3) may be paused from year to year by the State Board, the CDE School Finance and School Audit Offices are requesting that the name of the "At-Risk Interchange" be updated to "Census Block Data Interchange" beginning with the 2026/2027 school year. The current name of the collection is causing significant confusion at districts across the state since it does not accurately describe the purpose of the collection which is to only collect student-level census block data. No other changes to the collection are being requested. The following fields will continue to be included in this Interchange file as previously approved and currently collected: (1) District Code, (2) SASID, (3) State Code, (4) County Code, (5) Tract Code, (6) Block Code.

See the attached document for all referenced legislative and state board rule requirements.

To collect student-level census block data for use (as determined by the State Board) within the School Finance formula (as applicable).

**Discussion:**

No additional discussion/questions.

**Motion to Approve:**

Mike Pacheco

**Second to Motion:**

Jennifer Sedaghat

**Conclusion:**

Approved.

**SIS-100 District Instructional Materials Survey - Approved**

**Presenter(s):**

Tabitha Nickerson, Shelly Ramos

**Overview:**

The data from this survey will support the CDE Strategic Plan (Accelerating Student Outcomes, WIG 1, Major Strategy 3: Percentage of school districts using high quality

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instructional materials in ELA and math) and allow us to better support districts by aligning our supports to district curriculum programs.

This voluntary collection will ask districts to identify the instructional materials in use by the district in each major grade band for K-12 mathematics and grades 4-12 ELA (districts are already required to report instructional materials used for literacy in K-3). Additionally, we are seeking information on the district's next expected instructional materials adoption in each subject

### Discussion:

MacKenzie Lane would like to confirm that this survey will be filled out by a district representative based on the knowledge that not all schools are using that material.

Shelly responds: There are in depth instructions at the beginning of the form. If its district adopted instructional material, a district representative will fill it out. If it's a school level adopted instructional material, then a school leader will complete the survey.

MacKenzie follows up: For large districts, where schools have individual autonomy and may not have adopted the district wide curriculum, would those individual schools need to fill out the survey or would the district rep?

Shelly responds: Yes, the individual schools would also need to fill out the survey if they are not following the district mandated curriculum.

MacKenzie comments that this might be difficult.

Kim Caplan recommends that this information be put in the schools of choice newsletter.

### Motion to Approve:

Chris Selle

### Second to Motion:

Morgan Mauricio

### Conclusion:

Approved

## **DMC-122A Spring 2024 CMAS and CoAlt Student Registration and Personal Needs Profile Field Definitions -**Approved.****

### Presenter(s):

Sara Loerzel, Jasmine Carey

### Overview:

New Fields:

AL - 'Form Group Type' - Functionality previously only available through the assessment management system user interface, now available through the file

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export/import process. This field must match the student's test format/accommodation to ensure the assigned test form matches any physical materials or specific directions they are provided.

AQ- 'Virtual Tester' - Add to allow remote/virtual administration of the CMAS assessments at select organizations (100% of instruction online with no required in-person attendance and no physical education space) only. Actual session setup for students is restricted to specific user roles in the assessment management system.

BK - 'Stop the Clock' - allows unlimited use of the new 'pause' feature in the student testing system (student control of breaks, up to a total of three minutes).

Updated:

AP - Changed Test Format' to 'Paper Transcription' - Indicate the student will use an accommodated paper form that requires local transcription into the online student testing system for scoring. Note: Fields that previously used Test Format' for cross-validation now use 'Paper Transcription'.

AV - 'Visual Accommodations' cross-validations updated to allow additional use with other accommodations.

BJ - 'Extended Time' valid values changed to represent type of timing accommodation provided to the student, e.g, 1.5 (time-and-a-half) and 2 (double time). This field now works with the student testing system to automatically provide the appropriate amount of time.

Cross-validations that previously prevented online assignment of CSLA were removed as the test is now available online.

Added 'Critical Warnings' for Y - 'Economic Disadvantage' and AD - 'Language Proficiency' to remind users to populate prior to reporting.

Related Legislation: ESSA, Title I, Part A §1111(b)(2)(B)(v)(I-II), §1111(b)(2)(D); Individuals with Disabilities in Education Act - 5612(a)(16)(C); Colorado Revised Statutes §22-7-1006.3(1)(a) (I-111), §22-7-1006.3(4)(b), §22-7-1006.3(3)(c)

This collection serves as the pre-identification collection for CMAS (all content areas) and CoAlt science and social studies assessments. CDE pulls student demographic data from CDE's student interchange and uploads it to the PearsonAccessNext portal. Using the Pearson portal, districts have the opportunity to update student demographic information before testing and to pre-code additional testing details such as information about the accommodations a student needs in order to access the assessment. These data are also used for the Student Biographical Data (SBD) review and are used in state and federal reports by many departments across CDE (e.g, Assessment Unit and Accountability and Data Analysis Unit). Reports that use the data include EdFacts Reports and District and School Performance Frameworks. The data are also reported on the CDE website on the Assessment Division webpage, School View, and CEDAR. These data are also used in assessment reports (e.g,

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school-, district-, and student-level reports) that are created by CDE and the assessment vendor and provided to districts and schools.

### Discussion:

MacKenzie Lane asks if the stop the clock function will end the assessment for the student when time is up?

Sara responds: Teachers will no longer have to track time because the clock will be embedded in the individual tests. There will also be a "pause" feature which will help with students who need additional breaks due to IEP or medical reasons.

### Motion to Approve:

MacKenzie Lane

### Second to Motion:

Jennifer Sedaghat

### Conclusion:

Approved

## **DPSE – 132 McKinney Vento Education Monitoring Documents – Approved**

### Presenter(s):

Bonnie Brett

### Overview:

Monitoring LEA EHCY programs for compliance with the McKinney-Vento Act is a key responsibility for state coordinators. You must "provide technical assistance to and conduct monitoring of local educational agencies" (42 U.S.C. § 11432(f)(5)). This provision applies to LEAs both with and without McKinney-Vento Act subgrants. Effective practice recommended by the U.S. Department of Education suggests all LEAs should be monitored on a regular basis, with many states conducting on-site monitoring every three years and more frequently for LEAs with McKinney-Vento Act subgrants. However, monitoring may be conducted remotely through a document and data desk review, and interviews may be conducted remotely by telephone or audio-visual online applications. Federal statute does not specify what SEA monitoring of LEAs must entail. However, to be effective, LEAs must be notified of the monitoring event. They must also be provided with the monitoring results and recommendations for program improvements. Federal non-regulatory guidance suggests a monitoring protocol include: a formal letter of notification; protocols for interviews, observations, and document review (as applicable); a written report of whether requirements were met or corrective actions are required; and a process for resolving corrective actions (non-regulatory guidance, Question E-9).

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This include a self-assessment, a set-aside checklist, and a monitoring / compliance document detailing all of the work that is legislatively mandated.

### Discussion:

No additional discussion.

### Motion to Approve:

Franziska Johnson

### Second to Motion:

Natalie Brown

### Conclusion:

Approved

## **DPSE-129 Colorado Data Collection for USDOE-EDAC - **Approved****

### Presenter(s):

Bonnie Brett

### Overview:

State coordinators are charged with collecting and reporting data as requested by the Secretary of Education to assess the educational needs of students who experience homelessness (42 U.S.C. § 1432(f)(3)). To meet these requirements, the McKinney-Vento Act requires state coordinators to coordinate and collaborate with LEA liaisons and community and school personnel who are responsible for providing education and related services to students who experience homelessness(42 u.s.c. § 117432(9)(6)(0).

This is a yearly collection to be completed by or in conjunction with McKinney Vento liaisons for the state. It is largely yes/ no questions and hasn't changed much since its inception.

### Discussion:

No additional discussion.

### Motion to Approve:

Franziska Johnson

### Second to Motion:

Natalie Brown

### Conclusion:

Approved

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**DPSE-130 McKinney Vento End of Year Survey - Approved**

**Presenter(s):**

Bonnie Brett

**Overview:**

We clarified the title of the grant throughout.

We changed the contact to be our new highly mobile grants coordinator and added the information for our evaluation and research consultant.

We added a section about strategies used to serve students experiencing homelessness.

We added a section about addressing the top three needs identified in the needs assessment of the request for applications.

We clarified instructions for completing the section on performance measures and changed the questions to get more quantitative information about how they were measured and reported on.

We added pre-population to make answering some questions easier.

We added a question about meeting goals in the coming year.

We changed the name of the office to reflect the current structure of the grant.

Justification / Legislation: 2 USC Chapter 119, Subchapter IV, Part B: Education for Homeless Children and Youth

This is an annual end-of-year reporting survey that has been completed since this grant began.

**Discussion:**

No additional discussion.

**Motion to Approve:**

Franziska Johnson

**Second to Motion:**

Natalie Brown

**Conclusion:**

Approved

**DPSE-139 Ninth Grade Success Grant End Of Year Survey -  
Approved**

**Presenter(s):**

Bonnie Brett

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## Overview:

We broke question 2 about successes and challenges into a three-part question with successes and challenges addressed separately. We also added a question asking for clarification on any grant components marked as "not implemented".

Justification / Legislation: C.R.S. 22-14-109.5

This is a yearly end-of-year report that has been administered since the inception of the grant program.

## Discussion:

No additional discussion.

## Motion to Approve:

Franziska Johnson

## Second to Motion:

Natalie Brown

## Conclusion:

Approved

## **CGA-146C 21<sup>st</sup> Century Community Learning Centers End of Year Survey - Approved**

### Presenter(s):

Bonnie Brett

### Overview:

We changed the reporting period due to legislative changes at the federal level for out-of-school time programs.

We broke student average daily attendance into "summer" and "school year" because this is how grantees formulated their participation targets in the Request for Applications and how it is federally reported.

In the section on Performance Measures, we changed the order of the Required Data Validation and asked about challenges in meeting the performance measure (rather than for a justification of the rating they chose) in an attempt to make responses more succinct.

We changed the instructions and questions on Federal 21APR Data Reporting to be clearer and to remind grantees of the need to approve exceptions within the system.

We removed need for a second signature (from the financial director) from the end of the survey.

We removed a question about program staffing and changed the first question in that section to get more targeted data about challenges encountered. We combined two sub questions on the question about program sustainability.

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Justification / Legislation: Title IV, Part B of the ESEA, as amended by the Every Student Succeeds Act (ESSA)(20 U.S.C. 7171-7176).

This is an annual end-of-year reporting survey that has been completed since this grant began.

## Discussion:

No additional discussion.

## Motion to Approve:

Franziska Johnson

## Second to Motion:

Natalie Brown

## Conclusion:

Approved

## **STP-109 Colorado Academic Accelerator Program (CO-AAP) End of Year Survey - **Approved****

### Presenter(s):

Bonnie Brett

### Overview:

We changed the reporting period due to legislative changes at the federal level for out-of-school time programs. We changed the contact information we ask for due to confusion from some grantees about role titles.

We broke three questions about explaining progress in meeting participation targets into two sections: successes and challenges. We hope that this will lead to more targeted and concise responses.

We discarded two options in the "Cost Savings for Families" section as most grantees did not use them. We instead present the four options that all grantees chose and ask for responses on all four. We also combined "meals" and "snacks" in this section to ask about meals and snacks together as grantees indicated confusion differentiating between these.

Rather than asking grantees to rank intervention strategies, we now are asking them to complete a Likert scale indicating their effectiveness as many grantees rated all intervention strategies as being the "most effective". We also added a question asking which of the strategies is most effective. In the section on Performance Measures, we changed the order of the Required Data Validation questions to get the most pertinent information up front. We also asked about challenges in meeting the performance measure rather than for a justification of the rating they chose in an attempt to make responses more succinct.

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We removed need for a second signature (from the financial director) from the end of the survey.

Justification / Legislation: "Math in Pre-kindergarten Through Twelfth Grade" Act (C.R.S. 22-2-146.6)

This is an annual end-of-year reporting survey that has been completed since this grant began.

### Discussion:

No additional discussion.

### Motion to Approve:

Franziska Johnson

### Second to Motion:

Natalie Brown

### Conclusion:

Approved