Colorado Department of Education EDAC Committee

Minutes

September 3, 2021
9:30 a.m.-1:20 p.m.
Virtual Meeting

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

Attendees:		
	Chris Selle	Mimi Livermore
	Loraine Saffer	Cheryl Taylor
	Patrick Mount	Marcia Bohannon
	Lazlo Hunt	Jan Petro
	Mina Parthasarathy	Reagan Ward
	Andrew Pippin	

Agenda topics

General Business

- Introduce New Members
- Meeting Minutes June 4th, 2021– **Approved with no changes**
- OSA Audit – Marcia Bohannon
    - o Discussion regarding a possible expedited way to make sure EDAC is aware and can approve if desired the data needs for the OSA Audit. This will move quickly. It is an independent audit of CDE data systems. There may be questions for districts. This audit is looking at the accountability system. Goal of audit: accountability systems are fair and not biased. Not sure what info they may want of districts at this time. Might want to know about local assessment systems and accountability systems.
    - o Some members: Feel like it should come through EDAC even though we know it might be a burden on EDAC team. Question, would stamp approval add more validity? Will people respond if not stamped?
    - o Another idea: Encourage positive communication early on that this is happening and that districts may be asked for input. This way EDAC wouldn't need to approve, just remain aware.
    - o Most districts know that an accountability audit is happening.
    - o What about a threshold on number of districts impacted before EDAC decides approval is needed?
        - ▪ What would this threshold be? More than 25%?

- - - Agreement: If 25% of districts or less are impacted then can apprise EDAC instead of request EDAC approval. Can ask EDAC their opinion as the process continues (These are the districts impacted, do we need to request EDAC approval or continue to apprise?).
  - It will be something like an emergency review – with some acknowledgement from EDAC of awareness and EDAC could ask for need of approval.
    - Perhaps we could create a special stamp for the Audit?
  - <mark>ADD THIS TOPIC TO OCTOBER MEETING AGENDA!</mark>
- PSF-CC16 Air Quality Grant (Emergency Review – **Approved** 7-28-21)
- STS-101 American Rescue Plan (Emergency Review **– Approved with Minor Edits** 6-30-21)
- OGF-101 USDA PLA Tool (Emergency Review – **Approved** 6-30-21)
- EDAC Credit Renewal
  - An online form was sent to EDAC members
- Data Pipeline Advisory Committee – No comments were offered.
- Process for Issuing Biennial Stamps – **Approved**
- Proposed EDAC Bylaws – **Approved with minor edits** *Members must alert secretary and chair 48 hours in advance of attendance method, not 24.*
  - Discussion regarding ways to streamline communication between the EDAC secretary and committee members. Requests for consideration:
    - Outlook calendar invite for EDAC meetings sent to committee members that includes MS Teams meeting link.
    - Hyperlink forms/documents loaded into syncplicity to the meeting agenda.
    - Or, can we have a google account instead of Syncplicity for document sharing?
    - Standard naming convention of EDAC meeting folders in Syncplicity. (e.g. EDAC Meeting 2021-09-03) This will ensure all meeting folders will be in chronological order in Syncplicity
- CLSD Impact Study- This will not be approved by EDAC, but members should be aware of the upcoming study.
- Industry Certificate Graduation Guidelines CRT to IC − Members mentioned that the IC acronym conflicts with Infinite Campus, but didn't have other suggestions.
- EDAC 2020-2021 Annual Report
  - EDAC members felt the accomplishment section accurately reflects the 2020-2021 school year and their conversations at the June retreat.
  - Discussed future focus area of data requests from other agencies to school districts. These requests may be connected to the new preschool/early childhood agency and P-EBT data requests.
    - We may need to create a process to help with data collection from other agencies.
    - We need to be ever vigilant about requests that come to districts, regardless of the agency, that do not have an EDAC stamp.
    - One member shared: There has been an increase from groups like the consortium and state adoption of AnLar and how most districts are remaining with frontline/enrich. This has created areas of people collecting data regarding how your district is approaching different issues. Typically, these requests have short turnarounds.
    - Member asked: Do we have a master document with all the data elements we collect and look for any overlaps? Marcia shared the data dictionary and how it assists in this process.
  - Question from member regarding how much the state board of education is aware of the work of EDAC in relation to data burden and creating continued awareness.
  - No changes to the future focus areas, just confirmation to continue to monitor these areas including the new early childhood agency.

- o EDAC members feel the data repository discussion from the June retreat was accurately reflected in the 2020-2021 annual report in the *CDE PK-12 Public Education Data Repository for Local Education Agency Use* section of this report.
    - o Ready to move to Janice Cook's formal editing of document
- Late Item Submissions (MARKED IN RED) – SDT-101 was approved to be reviewed this meeting.

Update Approval

- DPSE-138 Educational Stability Grant Program – **Approved with minor edits**
    - o Is it possible for the district/authorizer to be added to Section 1: Contact information? If not, authorizers don't always receive notification of when an application is submitted, communications related to reporting requirements, or communications about award notifications.
- DPSE-126 Colorado Student Re-engagement Grant Program End of Year Reporting - **Approved**
- OLS-102 Tiered Fidelity Inventory - **Approved**
- OLS-106 PBIS Self-assessment Survey - **Approved**
- CGA-228 School Health Professional Grant Program Evaluation - **Approved**
- CGA-134A Expelled and At-Risk Student Services (EARSS) Grant End of Year Reporting Survey - **Approved**
- CGA-134 Expelled and At-Risk Student Services - **Approved**
- CGA-222 School Bullying Prevention and Education - **Approved**
- CGA-235 Empowering Action for School Improvement (EASI) - **Approved**
- DAE-102 Empowering Action for School Improvement (EASI) – Applicant Survey - **Approved**
- ESL-403 Gifted Education Comprehensive Program Plan - **Approved**
- PWR-106 P-TECH Annual Report - **Approved**
- NU-144 Administrative Review Questionnaire - **Approved**
- SOC-103 Charter School Program Grant Request for Application - **Approved**
- DPSE-147 Student Engagement Evaluation Data Collection (SEEDC) - **Approved**
- DPSE-139 Ninth Grade Success Grant Program End-of-Year Collection - **Approved**

Proposed Legislation

- None

State Board Rules

- 1 CCR 301-14, Rules for the Administration of the Public-School Transportation Fund
    - o No discussion
- 1 CCR 301-39, Rules for the Administration of the Public-School Finance Act of 1994
- 1 CCR 301-10, Rules for the Administration of the High School Innovative Learning Pilot Program
    - o No discussion
- 1 CCR 301-26, Colorado Rules for the Operation, Maintenance, and Inspection of School Transportation Vehicles
    - o No discussion
- 1 CCR 301-112, Rules for Individualized Medical Seizure Action Plans
    - o No discussion

10 Minutes	NU-151 Technology Innovation Grant Pre/Post Survey (New)	Sarah McKassen, Vivien Skrupskis

Overview: The School Nutrition Unit, in collaboration with the Colorado Department of Public Health and Environment (CDPHE) Child and Adult Care Food Program (CACFP) received USDA grant funds to design and implement new features in the Colorado Nutrition Portal (portal) over the last year to better serve child nutrition sponsors. The portal is used by Colorado child nutrition sponsors to complete annual program applications, submit reimbursement claims for meals served, view historical and program data, and view and submit administrative review information. As part of the grant's evaluation plan, we are conducting a Customer Experience Survey to understand district's experience using the new integrated portal compared to the previous system. Child nutrition sponsors, including districts, may complete the survey to inform future improvements. This information will be collected via SurveyMonkey. No personally identifiable information will be collected. The data collected provides valuable information to local school districts because it will lead to future improvements to the portal ultimately improving district's process for submitting applications and claims to operate child nutrition programs. District staff time is the only cost as it will take 10-15 minutes to complete the survey. Skip logic will be built into the online survey tool so that participants are only answering questions that are relevant to their utilization of the portal (e.g., participants will only be asked about the claiming process if they submit claims). Analyzing and reporting information will be done by the Data and Evaluation Manager as funded by the grant.

Discussion:
Starts in October, planned to have this form open for about a month.
Small typo, there are 178 districts (not 228)
One member requested that the number of districts choosing to participate in this collection is reported back to EDAC after the collection ends.

Conclusion: Approved

10 Minutes	ESL-116 Annual Report to CDE Medicaid – School Health Services Program (Review)	Omar Estrada

Overview: CRS 25.5-5-318 requires school districts to spend Medicaid reimbursement funds on health and health-related services. This annual report is a form of monitoring the districts that participate in the program to ensure that money is spent according to the state statute. Reporting of how Medicaid School Health Services funds are spent is required by contract, Interagency Agreement between CDE and Health Care Policy and Financing (HCPF) and Colorado legislation. The intent and purpose of the form remains the same. In the last year, districts provided input to improve the program. One major change from this feedback was using new Health Service categories. This form uses six (6) main and (5) subcategories, as opposed to the previous list of 24 health service categories. This transition required a change to the form. The form still asks for admin expenditures, but in different categories instead of general line-item responses. The form also contains two new questions in the final portion of the form. Only districts participating in the program are required to complete the report.

Discussion: None

Conclusion: Approved

35 Minutes	UIP Re-Envision Process	Susan Barrett

Overview: The UIP Template Working Group's main goal is to design an updated school and district UIP template that enhances the usability of the UIP that schools and districts are required to submit. They will also work to respond to feedback or input from the field and the Policy Stakeholders Group and, make the UIP requirements more explicit. Currently, there are 5 members of this group that consists of different district representatives. There are 4 phases to the UIP Re-Envision Process. Phase 1 is the Draft Initial Template phase that ran from April 2021 – May 2021. Phase 2 is what they currently are in now, Plan Using Template, seeking input and adjust. This phase runs from June 2021 – October 2021. Phase 3 is ongoing use of Template to Support Improvement Errors from August 2021 – December 2021. Finally, the Pilot End, or Phase 4, is the plan for supportive roll-out of new template based on changes from December 2021 – January 2022. The current UIP template is unclear what the primary purpose is and who the document is made for. The template,

currently, doesn't allow for a clear train of thought when completing the UIP, and it is difficult to navigate, enter and make sense of the system. The UIP is not the document that drives school improvement for every school in the state. The overall approach for this process is to make the primary audience CDE, meet requirements, more streamlined and simplified, and needs scaffolds that users can access.

Discussion:

Discussed the optional components for the UIP, particularly the local data elements to determine the benefit and/or need to include optional local data. How do we ensure communication of the optional elements so that districts don't stress?

Does the new template still serve the public posting component?

Discussed how the timeline and new template seem to streamline this process a bit better. The timeline makes more sense to the cadence of a school year.

Appreciate that CDE will prefill data for state information. This will be very beneficial to schools as they prepare their UIP.

Shared differentiated template ideas:

- No discussion about differentiated templates

Susan shared that budget constraints will impact the programming component of the UIP website. Goal, to have this prepared for 2022-2023 submission. She wants to come back and share changes that are impacted by budget if it happens.

Discussion: Is it one change too many to roll this out in 2022-2023?

- Some members feel like any change is difficult at this point.
- But, whatever processes can be made easier (like this) might be an exception to the 'too-much change' feeling
- If there are two or three things that make this process easier for school, it would be worth it.

Susan would like to return to EDAC in December to get input for the roll-out plan and prioritized changes.

Conclusion: N/A

13 Minutes	NU-152 Farm-to-School Subgrant (New)	Mandy Christensen, Kim Burnham

Overview: Farm-to-School Subgrant funds can be used to support a wide range of Farm to School activities from training, planning, and developing partnerships, to creating new menu items, establishing supply chains, offering taste tests to children, purchasing equipment, planting school gardens, and organizing field trips to agricultural operations. Farm to School programs provide kids and teens access to nutritious, high quality, local food so they are ready to learn and grow. USDA's Farm to School Grants is an important way to help state, regional, and local organizations as they initiate, expand, and institutionalize farm to school efforts. A full list of allowable and unallowable costs is listed later in the application. Personally identifiable information is not collected for this funding opportunity. The Colorado Department of Education School Nutrition Unit (School Nutrition) will award sub-grants to School Food Authorities (SFAs) who wish to improve access to local foods in eligible schools through comprehensive farm to school programming that includes local procurement and agricultural education efforts. The purpose of this grant program is to encourage school nutrition providers to procure local products, while in return fostering nutrition education, bolstering Farm to School activities in the state, and supporting Colorado producers and farmers. A total of $97,500 is available for sub-grant funding. SFAs may request a sub-grant amount up to $10,000. The requested amount must be clearly documented in the sub-grant application budget.

Discussion:

The grant is using of the 19-20 data instead of the 20-21 data (federal) with the closures at the end of the 19-20 school year due to the pandemic. The evaluation documents will be brought to EDAC at a later date.

Conclusion: Approved

3 Minutes	FAC-104 Facility Schools Supplemental Funding (New)	Mandy Christensen, Kim Burnham

Overview: Per Senate Bill 21-274, additional funding was appropriated by the Joint Budget Committee, as supplement funding to approved facility schools in the 2021-22 fiscal year. The additional funding is intended to support existing facility schools in maintaining operations to serve facility students. Personally identifiable information is not collected for this funding opportunity. Costs associated with this grant program will primarily be funded through the grant program. Postage and supply costs will be minimal, as applications will be submitted electronically. Approximately $5.7 million is available for this supplemental funding. The funds will be distributed in a single payment, no later than October 15, 2021. Funding will be based on student count. This one-time funding is available for the 2021-2022 school year. All funds will be distributed by October 15, 2021.

Discussion: Clarification, this is filled out by facility schools

Conclusion: Approved

3 Minutes	GE-101 BOCES and GE Quality Program Assessment Rubrics (Review)	Rebecca McKinney

Overview: An assessment of gifted program quality is required by ECEA rules to be a part of the 5-year gifted education monitoring cycle. Please note one form is designed for single district AUs and the other is designed with BOCES in mind. BOCES gifted leaders helped in the development of the BOCES form. The information can help the AU identify areas of strength in gifted programming as well as identify any areas for growth. The Office of Gifted Education can use the information to determine need and leverage resources to align to need. Personally identifiable information is not collected for this program. This self-assessment rubric was designed to minimize the impact on AUs while providing information about the quality of gifted programming. The self-assessment will only be completed once every 5 years during the monitoring cycle. This form should lessen the load on AUs over the previous self-assessment in which narrative responses were required.

Discussion: Format – fillable PDF. Have versions for both multi- and single- district Administrative Units (AUs). Lazlo Hunt mentioned that these are useful forms.

Conclusion: Approved

3 Minutes	GE-102 MCR Action Plan Completion Form (Review)	Rebecca McKinney

Overview: When an AU completes the required gifted education monitoring and if they have areas out of compliance, they will build a plan to address the areas within their required Comprehensive Program Plan. Once the AU feels they comply, they will complete the form for the monitoring team to review and update records regarding compliance. This is replaced, beginning in 2020-2021, the One Year Improvement timeline and any additional timelines that previously needed to be developed. This process reduces the burden on the AU gifted director to meet monitoring and compliance requirements. Personally identifiable information is not collected for this form. The information will allow CDE to document compliance with ECEA rules and for AUs to notify CDE when they wish to have new systems reviewed for compliance with rules to allow for areas found out of compliance during monitoring visit to be updated prior to the next monitoring visit. This document should not take longer than 30 minutes to complete. AUs will be able to copy language from monitoring report specific to indicators and then share information on the new systems

Discussion: Could AU and MCR be typed out in full at some point on the form? This would support new people with acronyms.

Conclusion: Approved

10 Minutes	DMC-116A LEP K-3 Literacy Program Reporting (Review)	Tara Rhodes, Claudia Ladd,

Overview: Senate Bill 21-151, Literacy Curriculum Transparency Act, provides an optional narrative box for LEP's to present a detailed description of their evidence-based or scientifically based core and supplemental reading instructional programs and intervention reading instruction services and other supports. The use of the narrative field would be optional, and districts would only be asked to fill this out if they did not provide codes for their programs in the drop-down fields. The change called for in SB21-151 specifies the addition of a narrative dox. This is referred to as the Non-Published Program Description in the file layout. SB21-151 adds value to LEP's as it provides an optional narrative box for documenting targeted, evidence-based Core and

Supplemental Reading Instruction Programs and Intervention Reading Instruction services and other supports. This adds value by providing curriculum transparency to stakeholders and READ Act funding accountability for the Colorado Department of Education. The cost of adding a narrative box for collecting this information is minimal. Analyzing and reporting this information adds benefits to both the LEP as well as stakeholders and the Department.

Discussion:

Discussion regarding the dropdown for an explanation if a district is not using an approved curriculum because READ-Act funding is tied to utilization of approved curriculum. Clarification around this field and the current curriculum list was provided because the advisory list of curriculums from CDE is continually being updated as districts share additional curriculums with CDE for review.

Pre-submitted comments from Janice regarding fields *Additional Intervention Services and Supports* and *Non-Published Program Detailed Description*.

- What will this information be used for? It is a big lift considering that each school has a unique plan, and many of them use "non-published programs".
- Will this be a recurring requirement or a one-time requirement?
- Could this be an assurance rather than a narrative (i.e., schools must certify that they are using a evidence/science based program that addresses the 5 domains of literacy)?

Response to pre-submitted comments:

The intervention services and support narrative are already in place for the READ-Act, so this is not an additional piece of information. The statute requires a detailed description, so a narrative is the best way to provide this information rather than an assurance at this time.

Conclusion: Approved		
5 Minutes	DMC-116 Colorado READ Act Collection (Review)	Tara Rhodes, Claudia Ladd,

Overview: The READ assessment data collection collects the number of students that have been identified with a significant reading deficiency. This information is beneficial to districts in READ plan development, as required by statute, but is also beneficial to the state in determining READ funding. The information collected is valuable to local school districts as it identifies those students that need additional supports for literacy, but also identifies for districts which students need a READ plan developed. It is beneficial to CDE as the number of students identified with a significant reading deficiency is necessary for funding allocations. Many districts have either built into their systems or have worked with vendors to build out reports within their student information systems specifically around the READ Act assessment data collection so that during the collection window, a report can be pulled to minimize workload. CDE cannot estimate the number of hours in terms of fiscal impact. However, CDE would expect that this is minimized as districts have built out reports, either within their own systems or within their student information system, to collect these data, as this is an on-going component of the READ Act.

Discussion: One EDAC member asked if there be any changes to READ Act collection related to the new preschool department. Response, currently the new department is not in place and preschool is outside the purview of this data collection.

Conclusion: Approved		
2 Minutes	STS-102 American Rescue Plan - Homeless Children and Youth II (ARP-HCYII) Formula Distribution Application (New)	Dana Scott

Overview: ARP-HCY II is a second separate funding allocation made available specifically to serve students experiencing homelessness during pandemic response and recovery. ED mandated that Phase II of this funding go out through a formula distribution. This is the application for the formula process. It will help districts and BOCES strategically implement programs to meet the critical needs of students experiencing homelessness.

The Office of Student Support will collect, analyze, and report the information. The costs will be covered by current staffing and ARP-HCY II funding.		
Discussion: None		
Conclusion: Approved		
5 Minutes	PSF-CSCC-01 Charter School Capital Construction Expenditures and Eligibility (Review) Automated	Meg Donaldson
Overview: The Charter School Capital Construction Expenditures and Eligibility data is used to determine eligibility and how much funding will be distributed to each charter school. If a form is not received, they may not receive funding the following fiscal year. Capital Construction is also combining CSCC-01 and CSCC-02 to simplify the process and reduce the number of questions asked of charters.		
Discussion: Appreciate combining the two forms into one and making this a google form rather than paper.		
Conclusion: Approved		
3 Minutes	DMC-130 - Request to Decline CDE Pre-population of 2020-21 CRDC Files (Review)	Jan Petro
Overview: This is the method through which CDE knows not to pre-populate Civil Rights Data Collection information for an LEA. This completed form indicates that the LEA will take full responsibility for the CRDC collection. In the past for each cycle, less than five LEAs have declined CDE prepopulating.		
Discussion: None		
Conclusion: Approved		
3 Minutes	SDT-101 CDE Learning Cohorts (New) LATE	Johann Liljengren
Overview: CDE's offices of School and District Transformation and School Improvement are convening and facilitating cohorts of school leaders around topics. The goal is to help leaders connect with others facing similar challenges and learn about strategies they may use to strengthen their school improvement work. CDE would like to ask participants their feedback on the value of the sessions and to do a pre- and post-self-assessment on their implementation of strategies that they are learning about from other schools or presenters. The goal would be to get their assessment on progress they have made. The information is valuable to CDE in thinking about services that are needed and valuable to districts or may be needed and designs that best help districts address challenges they are facing. Districts may find information on strategies helpful and/or when weighing future participation in activities. The costs are staff time for developing and analyzing the survey. It is anticipated that participants will take 5-10 minutes at 3-5 convenings to provide feedback and 10-15 minutes twice per year for an annual survey. There is no funding being provided to districts. Districts have expressed interested and volunteered to participate in the process. CDE is using funds to support staff time and materials for participants.		
Discussion: None		
Conclusion: Approved		