|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EDAC** | | **Colorado Department of**  **Education EDAC**  **Committee**  **November 3, 2023 Microsoft Teams Meeting**  **9:30 a.m.-1:00 p.m.** | | | |
|  | | | | | |
|  | **Meeting called by:** | **Educational Data Advisory Committee** | | | |
|  | **Type of meeting:** | Scheduled Data Review Meeting | | | |
|  | **Facilitator:** | DJ Loerzel | | | |
|  | **Note taker:** | Peter Hoffman | | | |
|  | | | | | |
| **Attendees:** | |  | Tamara Durbin | Mackenzie Lane |  |
| Curtis Lee | Mimi Livermore |
| Ingrid Marin | Michael McManus |
| Michael Pacheco | Jennifer Sedaghat |
| Cheryl Taylor |  |
|  |  |
| CDE: |  |
| DJ Loerzel | Marcia Bohannon |
| Annette Severson | Peter Hoffman |
|  |  |
|  | | | | | |
|  | | | | | |

|  |  |  |
| --- | --- | --- |
| **Agenda topics** | | |
|  | **General Business**   * EDAC Credit Renewal * Data Pipeline Advisory Committee * October 6, 2023 Meeting Minutes - **Approved** * OPR-104 ILOP Impact Information * School Code Rulemaking – See Slides Below. * Data Burden – Commissioner Cordova is looking into a statewide student information system. About 5 years ago there was a survey gauging the interest of a statewide SIS. There was mixed reaction to the idea, so the CDE didn’t proceed. During the pandemic there was some thoughts that a statewide SIS might be beneficial so feelers are being sent out about creating one.   + EDAC thinks a possible benefit would be making the transition to higher easier for students.   + Could it be just a data store, similar to EdFi that would help remove the politics of it all?   + It could also be used to help with the problem of sending PII.   + From a BOCES perspective it is hard to get districts to agree on a SIS. * Governor’s Summit EBT Potential Collection – USDA came out with a new program for next year that they want to be permanent – Summer EBT. This is similar to P-EBT but permanently for the summer months. The Spring 2024 collection will be similar to the P-EBT collection, with the collection to open sometime between April and June. In 2025, the permanent collection that will be built between the 2024 and the 2025 collections will start. The way the P-EBT collection worked was to make it optional. This is going to change for the spring 2024 collection. More details likely won’t be available until February / March.   **Update Approvals – All Approved**   * CGA-172 School Counselor Corps Grant – With regard to the line under “Priority Considerations” stating, Available grant funding will be distributed to Education Providers with school(s) demonstrating high need based on Priority Criteria. Priority will be given to applicants that demonstrate:   Education providers in geographic locations of underserved areas of the state.”  It would be nice to see further clarification on what defines “underserved areas of the state”.   * CGA-178 USDA NSLP Equipment Assistance Grant * DMC-112 Data Pipeline Colorado ACCESS for ELLs SBD * DMC-119 Data Collection Satisfaction Survey * OFP-148A ESSER Reengaging Students Survey * OFP-148B ESSER School-level Allocation Survey * OFP-149 LEA Participation in ESSER Activities Survey * STP-102 Innovative Learning Opportunities Pilot Addendum Application   **Biennial Update Approvals – Approved**   * PSF-CC03 BEST Grant Application |  |
|  |  |

|  |  |  |
| --- | --- | --- |
| 10 Minutes | **SPS-130A Teaching and Learning Conditions Colorado Survey** | Carolyn Haug, Lisa Steffen |
| **Overview:** The Teaching and Learning Conditions in Colorado (TLCC) Survey – formerly TELL Colorado survey - is a statewide survey of school-based staff (educators, special service providers, education support professionals and building leadership) on their perceptions of the teaching and learning conditions in their schools. Participation is voluntary and anonymous. Districts and schools that get at least 50% participation and at least five respondents will have access to their results. All Colorado schools will receive a log-in code to the online survey in mid-January to distribute to teachers and building leaders. Questions will be asked about instructional support, professional development, managing student conduct, use of time, leadership, facilities and resources, family and community support, and future plans. Demographic questions are limited to ensure that participant identity is anonymous. The survey is operated through a statewide collaborative that includes the Colorado Education Association, Colorado Education Initiative, Colorado Association of School Boards, Colorado Association of School Executives, Colorado League of Charter Schools, Colorado Rural Schools Alliance, and representatives from school districts, universities and researchers. APA Consulting was the TLCC survey developer and worked closely with the partner organizations and districts. Panorama Education is the survey administrator.  See Slides Below. | | |
| **Discussion: EDAC wonders on the complexity of the work and the use of data in the profession, could questions be added surrounding data literacy and using data in support of their teaching to differentiate their instruction. Teacher efficacy – what can often lead to burnout is teachers not feeling like they are making an impact. Checking on making sure educators are making a difference might be a good thing to check on in the survey.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **SPS-130B Teaching and Learning Conditions (TLC) in Colorado Survey Teacher Retention Sampling** | Carolyn Haug, Lisa Steffen |
| **Overview:** This survey addresses factors related to the recruitment and retention of teachers, with a particular focus on teachers of color. Research-based survey items were designed to complement existing items on the TLCC survey. The survey is designed to understand overall plans for retention and factors that may be related to recruitment and retention that fall into one of these five factors:  1. Motivations, Preparation, and Pathways. Ways that educators entered the profession, including motivators and experiences, and preservice work;  2. Effective Leadership. Trust in, respect for, and feelings of support from both school and district level administration;  3. Faculty Network. Collaboration, mentorship, relationships, and general factors that prevent a sense of isolation among coworkers in a school setting;  4. Community Connections. Opportunities to engage in community partnerships, family engagement;  5. Respect for the Profession. Societal expectations and protection of educator professionalism (e.g., time, autonomy, resources, treatment).  Administration: The survey is designed to be administered in blocks to minimize the burden on respondents. Each TLCC teacher respondent will be presented with one randomly selected block of items at the end of the TLCC survey. Each block will include the background items (2), the retention items (2), a ranking item (1), and items from one block (6-8 items). In total, teachers will be presented with 11 – 13 items depending on which block they receive. (These blocks are annotated in the survey attached.) | | |
| **Discussion: See SPS-130A.** | | |
| **Conclusion: Approved.** | | |
| 20 Minutes | **DMC-137 At-Risk Measure Interchange** | Amy Carman |
| **Overview:** To collect student level socio-economic status to correspond with student October data collection based upon district information obtained from the American community survey. The previous “At-Risk” measure used in Colorado’s state funding formula used the share of students eligible for free and reduced-price meals via meal applications. However, new universal free meal policies, including those during the COVID-19 pandemic, have complicated meal application data, making it less reliable. In response, the Colorado legislature, has chosen a more consistent way to measure the share of “At-Risk” students in school districts. The new measure uses a combination of Identified Student Percentage data and data on the socioeconomic characteristics of students’ residential neighborhoods via American Community Survey Census block group statistics. | | |
| **Discussion: How much extra time will the SES indicators going to take for respondents? The CDE hopes the pilot group will help gauge the time this is going to take for districts to complete. EDAC shares the taskforce’s continued concern was the time and effort that this is going to take. Have SIS companies been contacted so that this could be built in as a function so an individual doesn’t have to individually go through and lookup and enter this information? The hope was that districts would use the geocode tool and enter the information there. The CDE’s understanding was that EDAC approval was required before contacting the SIS vendors – but EDAC thinks this is potentially a good avenue for possibly alleviating burden if the SIS systems are willing to adopt the collection and build resources for it. EDAC still has major concerns that how the data is going to impact funding is still in question, but acknowledges that it has to be done.** | | |
| **Conclusion: Approved.** | | |
| 20 Minutes | **NU-168 Direct Certification - SNAP Validation** | Nell Dochez |
| **Overview:** A form for Sponsors to report the totals of directly certified SNAP students at schools implementing provisional programs and number of students found as Medicaid reduced. These items are not otherwise collected for the FNS-742 | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |

|  |  |  |
| --- | --- | --- |
| 20 Minutes | **MINES-101 Accessibility and Accommodations for Students in STEM** | Brianna Buljung, Seth Vuletich, Jamie Regan |
| **Overview:** The project will research ways to provide accessible STEM education in higher education by doing surveys and literature reviews on the subject. The project will focus on the transition from high school to college and how to best prepare students and how high school policies and practices can be applied to higher education STEM programs. Two surveys will be used, 1) a survey of faculty and staff who work with students in special education and 2) students at Mines who identify as having a disability.  Faculty members in high schools will be asked about their efforts to prepare students for their future in higher education and their thoughts on the policies and resources that work best to prepare students for the transition.  a. Participants will be asked about their experience working with students at a high school level and their thoughts on improving higher education policies and resources.  b. We anticipate the survey will take no longer than 20 minutes to complete  c. All responses will be fully anonymous – participants will not be asked to affiliate with any specific department or group. | | |
| **Discussion:** **How will this be communicated to the districts? The plan is to just reach out via email to districts to gauge interest in participation and then send out to appropriate staff members.** | | |
| **Conclusion: Approved.** | | |