Minutes

# Colorado Department of Education EDAC Committee

**December 4, 2020**
**9:30 a.m.-11:40 a.m.**
**Virtual Meeting**

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

**Attendees:**

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| Lori Benton | Marcia Bohannon |
| Janice Cook | Genevieve Hale |
| Merlin Holmes | Lazlo Hunt |
| Mimi Livermore | Mena Parthasarathy |
| Jan Petro | Andy Pippin |
| Lorraine Saffer | Aislinn Walsh (guest) |
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## Agenda topics

General Business

- **Meeting Minutes 6-November-20** -Approved
- **Tentatively Scheduled January Collections**-No concerns
- **2019-20 EDAC Annual Report -**Marcia said that this needs to go to the State Board like last year. It makes sense however, not to do a presentation to the Board on this because of COVID items they are grappling with. The report needs to be sent to the CDE Commissioner for review and then on to the Board for them to review.
- **Late Item Submissions** (MARKED IN RED)
- **EDAC Credit Renewal**
- **Data Pipeline Advisory Committee**
- **Update on Biennial Process Including CDE-wide email and Application Form**
- **Discussion on Full Review Form**-Committee agreed to most all the proposed full review form changes such as adding biennial collection review boxes along with streamlining a few items. The one change that was not approved of was combining two of the questions on page 2 which are:
  "why districts/BOCES should complete the collection" and "Is the information collected of value to local school districts and related agencies, as well as to the Colorado Department of Education." It was agreed that the last page of the full review form should be deleted as usually it's not filled out. However, EDAC members said if that if collection staff have any additional information to add to the form they should and the form should have a line saying something to

the effect "that attachments are welcome." Genevieve will update the review form for use beginning with the January 15, 2021 EDAC meeting.

- **Update on EDAC Data Collection Calendar at:** https://www.cde.state.co.us/cdereval/collectioncalendar
  Most EDAC members were unaware of this calendar so CDE will do an outreach effort to inform the field of the existence of this calendar through town halls, a CDE Scoop article, and adding the link to the Data Pipeline site etc. There were questions from members about how the calendar is sorted. It is sorted by collection end dates. Jan, Genevieve and Christina Larson are going to meet about how to make it easier to pull together the calendar and to ensure it's as accurate and timely as possible. This calendar was originally requested from the superintendents so that's why the CDE regional managers work with DSU staff on this. Group liked that the calendar was organized by the end date. There should be a note at the top noting how the calendar is organized but can sort the calendar any which way which can also be noted on the Excel calendar. CDE requested EDAC members to send any ideas to DSU staff on how to improve the calendar if they had any.
- **COVID Stakeholder Report**-Marcia didn't have any additional information on this. CDE staff are working on how to communicate this report publicly. LEAs been asking for relief with data collections so this is something that EDAC can help with. Jan mentioned that we need to talk about how to move forward with the UIP Re-envision process with respect to this report. Do we bring the UIP folks to January EDAC meeting or not. There is talk about having an optional 2021 UIP. Is this a good time to talk to the UIP folks about this? There are lots of questions coming into CDE about various data points due to COVID. Marcia said that we can ask the UIP team about this but the CDE leadership is still working on how to move forward. EDAC member said that UIP has become cumbersome for districts and said that continuing to add elements to the document is a burden. This also creates issues with SACS and DACs and what is in their purview. If more data is needed there needs to be more work up front to make the collection process easier and less burdensome. There are lots of ideas about what legislation needs to happen in the next session but right now a lot of things are still up in the air due to COVID. Another EDAC member mentioned that this might be a good time for a reset to simplify the process for districts and that would also provide families with good information. Another member mentioned that there is a gifted component that is redundant that perhaps can be re-considered. Right now the gifted piece looks like an add on to the UIP and there are plenty of other places that this information is collected. Can the gifted piece be looked at? The UIP is becoming more complex as more pieces are added as well as timing such as due dates keep changing which make the task nearly impossible or challenging. The field should be asked for feedback on the UIP with a variety of districts and with people who have experience with the UIP process. It was mentioned that UIP office is great to work with but the UIP process has just become too complex and challenging. Marcia and Jan will talk to Lisa Medler of the UIP office to see what her reaction is and then perhaps talk to the Commissioner. Lisa could come to EDAC to talk as well. When this will be is to be determined. The field wants the UIP process to be more streamlined.
- **Colorado Legislative Updates from Special Session** -The state Broadband bill "Connecting Colorado Students Grant" for broadband solutions is in addition to the $2 million in ESSER federal funds grants for broadband that went out to LEAs earlier. The state legislation for $20 million using state funds for broadband is in addition to the federal funding. The plan is to get the funds to LEAs by February 1st, 2021 and the state requirements will be similar to the original $2 million grant such as awarding grant monies for underserved students (FRL, students/staff without band-with) etc. This is not meant for infrastructure such as laying fiber but can be used for things such as hotspots etc. This is classified as an emergency supplemental appropriation to make the funds available quicky. A lot of work went into this to help LEAs who need the assistance. CDE needs to partner with the broadband office and technology experts in reviewing the applications. Legislature wants input of educational tech experts for distributing the funds. Jan said that EDAC may or may not review this as an emergency review because of the speed of which the application must go out.

**Update Approval**

- **FS-103 Safe Schools Act Accreditation Report**-Approved
- **GFMU-201 Close-Out Procedures Fiscal and Program Checklist-Adult Ed & IEL Civics-** Approved
- **HAW-102 School Nurse Report of Designated Personnel to Administer Epinephrine-** Approved but with a change to create a place to add and fill in information for charter schools and BOCES on the form.
- **HAW-103 Epinephrine Administration and Anaphylaxis Reporting-** Approved but with a change to create a place to add and fill in information for charter schools and BOCES on the form.
- **OFP-143 Supplement Not Supplant Demonstration Under Title I Part A of ESSA-**Approved
- **PSF-CC03 Capital Construction Project Request-**Approved

**State Board Rules**

The next State Board Meeting is not until January 13 & 14, 2021. The following is what is tentatively scheduled.

- There is one notice of rulemaking which will be the Rules for the Administration of the Exceptional Children's Education Act, 1 CCR 301-8.
- There will also be three rulemaking hearings:
  1) 1 CCR 301-98 (Adult Education and Literacy Grant Program),
  2) 1 CCR 301-35 (Waiver of Statute and Rule), and
  3) 1 CCR 301-37 (Educator Licensing Act of 1991).

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| 30 Minutes | ADA-106-Common Practices in Colorado AECs (new collection) | B. Sanders |

**Overview:**

This survey was designed by CDE to collect information from AECs about their practices for both the AEC designation collection and the AEC optional measures collection. The responses from this survey will help staff at CDE understand and articulate common practices currently being used in AECs. The survey covers intake procedures for enrolling new students, processes around data collection and data storage, and school and district partnerships.

**Discussion:** CDE has received questions from the field over the years especially from new staff about what the expectations are, what are common practices, and what does do those practices look like? What this is collection is designed to do is to survey AECs about what the common practices are in the field so that CDE can begin to develop guidance. Now there is the capacity at CDE to do this work to develop guidance documents. This will be just for this year because of the accountability pause. This is a voluntary form and hopefully AECs will see that this is to their benefit to answer this survey. One EDAC member mentioned that this is a great opportunity to get information out to field. She further said that maybe CDE should ask the respondents to describe the process utilized and maybe ask the respondents what does parent involvement look like at their institutions. She also suggested changing language from intake process to enrollment process. And finally, she also suggested maybe putting a disclaimer on the survey there so that there is no student information shared as well as the form should ask who is filling out the form and what their contact information is as well.

**Conclusion:** Approved

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| 30 Minutes | DMC-116A-LEP K-3 Literacy Program Reporting (this is a component of DMC-116 the Colorado Read Act Collection) | Whitney Hutton/<br>Andreia Simon/<br>Tanna George |

**Overview:**

DMC-116A-LEP K-3 Literacy Program Reporting is a component of the DMC-116 the Colorado READ Act Collection. It has been housed with the UIP Collection under SPS-135 as SPS-135A but will be moving in the spring of 20-21 over to DMC-116 as a component named DMC-116A.

The 2019 updates to the READ Act (SB19-199) require that districts report their K-3 instructional literacy programs as well as interim and diagnostic assessment data by school and grade level beginning in the 2020-21 school year for the 2021-2022 school year. In addition, districts that use READ Act money and/or Early Literacy grant funding for teacher professional development must provide information on how their professional development plan aligns to evidence-based literacy instruction. This requirement is annual, regardless of whether districts are eligible for biennial UIP flexibility.

**Discussion:** DMC-116A is a new component to add to the current collection of DMC-116 "the Colorado READ Act Collection." This DMC-116A was originally approved as part of the UIP collection as SPS-135 a few months ago as a component to that but now CDE is proposing to change that and move this reporting requirement into Data Pipeline as an additional upload as part of the READ Act Collection. Want to move this to Data Pipeline to help streamline the process, to ease the data burden and for consistency for districts to report more accurate data and how they already report many collections. A guidance document and file layout were submitted for this change. The READ Act underwent several updates from the legislature and this is reflected in the guidance and file layout documents. The spreadsheets are now uploaded manually into the UIP and then the data is loaded into the Data Warehouse. The requirements for next year are the same but now instead of doing this collection manually, the districts would upload READ data in Pipeline. Districts will have to report data twice for different school years this school year. This school year 20-21 districts will submit the data manually and then districts will report data again in April 2021 but this will be the districts' plan moving into the 21-22 SY but then after that the READ data will only be collected annually through the READ Act collection in Data Pipeline. Data will be reported by school and grade level. Data reported by districts will include K-3 READ core programs, supplemental programs, intervention programs, what various assessments (interim and diagnostic) are given. There will be two optional narrative fields on which districts can report. Whitney took the EDAC members through the file layout and what is being requested and how to report. School name is listed only temporarily but CDE wants to know if the school name is beneficial. School name may or may not be required depending on feedback. Whitney would like the EDAC committee feedback on school name. One member had questions about submission timeline The Read Collection opens in April and closes in June and now adding an additional file upload. Both file submissions will need to be submitted by June 30th. EDAC member asked for clarification about one record for each grade level for each school. She asked about the possibility of combining grade levels so the same data wouldn't have to be reported over and over again. Whitney said she could look into both possibilities of either combining all grade levels or reporting by each grade level by school to reduce burden. There was a discussion about pre-populating data to make it easier on the people preparing the report. Don't typically have districts report school name because it can be pulled by other collections but have it here however, they would pull data by school code. The reason for this is that many people may not know the school code but they would know the school name for reporting READ data. Jan pointed out that there were some edits that needed to be made to document and Whitney will make those edits. Whitney had question about would it be beneficial to have to have both of these files uploaded error free before a district can close out the collection or would it be obstacle if they had to have both data files error free before they can close out the entire READ Act collection.

**Conclusion:** Approved

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| 30 Minutes | OFP-147A- Budget Template for Elementary and Secondary School Emergency Relief Funds (ESSERF) Connecting Colorado Students Grant Program (new collection) | Jennifer Austin |

**Overview:**

This is a budget required for submission along with a grant application, already approved on OFP-147.

Elementary and Secondary School Emergency Relief (ESSER) Fund dollars have been appropriated to state education agencies (SEAs) based on the previous year's Title I shares, with 90% to be allocated to local education agencies that received a Title I allocation in the 2019 fiscal year and the remaining 10% for an SEA reserve fund. The 10% state reserve may be used at the discretion of the SEA. The Colorado Department of Education (CDE) has determined that connectivity continues to be a need during the pandemic and has set aside a portion of the state reserve funds to help school districts provide broadband access to low-income families.

**Discussion:** This is just the budget for this ESSERF grant which was already approved. The idea was to get the application out quickly and to have districts calculate what their budget needs were and then CDE would ensure that there were enough funds available to fund all of the requests and if they were allowable expenses. After that a notice of award letter went out. This budget template is to provide more detail to what the districts had already submitted. There were only 30 awardees. Much of the information populates into the form. This is federal funding and therefore a reimbursement situation. CDE streamlined budget form. Jennifer walked the committee through the tabs on the form to understand what reporting would happen and how. Districts will be required to do an Annual Financial Report which is also included within this form so they don't have to report this information elsewhere. The grant is to help districts with providing internet access during COVID. Question asked "is this form is filled out once" and the answer is yes but is based on what the district requested in their grant application. Next November the actual expenditures are also filled out in this form. In answer to an EDAC question, the budget summary and AFR summary pull from the same place which then flows through to the front page. There is a legislation on the table for a state grant for the same purpose. The state funding will be forward funded. The state application will have the whole package together including the budget.

**Conclusion:** Approved

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| 30 Minutes | CGA-247 School Climate Transformation Grant: Multi-Tiered Behavioral Framework Implementation Grant | Andrea Pulskamp |

**Overview:** The School Climate Transformation Grant (SCTG) funded through the Office of Safe and Healthy Schools at the U.S. Department of Education (ED) provides funding to four Local Education Agencies (LEAs) to make improvements in school climate through the use of a Multi-Tiered Behavioral Framework (MTBF), known in Colorado as a Multi-Tiered Systems of Support (MTSS). In order to understand needs to support school climate improvement and increase fidelity to a MTSS within these funded LEAs, we are asking districts to complete a short evaluation.

**Discussion:** This CDE office was awarded a grant back in 2018 through the U.S. Department of Education which was meant to integrate various elements of school climate, mental health, behavior support, and social emotional learning which would help with alignment and evidenced based outcomes and improvement in climate for students. The first goal is to increase internal capacity at CDE to integrate school climate, social emotional learning, mental health, and behavior. The second goal is to enhance LEA capacity to implementing that approach. The third goal is coordinating integrated efforts with federal, state and local agencies. There are three measures that CDE is required to report on to the U.S. Department of Education. Mostly these measures are around processes. Andrea went through what the measures are. In order for CDE to report this data to the U.S. Department of Education they need to get data from the districts. Currently "4" districts are receiving this grant. CDE would like to fund a fifth district who had already applied but didn't quite make the cut-off as there is now additional funding. CDE also hopes to fund Mountain Valley School District as the fifth district.

1. There is one application under Arriba-Flagler (as lead agency) but also includes the following districts: Bennet, Bethune, Hi-Plains and Stratton
2. Center
3. Mesa County Valley 51
4. Weld School District RE-5J

Andrea wants to minimize the data burden as much as possible by partnering and integrating with Colorado State University to lead the assessment and evaluation piece. In additional to trainings and technical assistance and the evaluation of the trainings what CDE needs to understands for the measures is to know what LEAs know to implement MTSS and the number of schools implementing this. To get this information, they propose this tool via a Qualtrex Survey. They don't anticipate that this will take long to complete and it will coincide with annual and intermediate fiscal reports that the districts are required to submit. CDE is trying to time the Qualtrex survey with fiscal reports that districts need to submit for this grant. Next Andrea walked the EDAC committee through the survey tool. The goal of the survey tool is to 1) make sure CDE is getting needed data for 2nd and 3rd measures and to 2) understand how districts are using the data they've collected to improve school climate. CDE is working with districts to disaggregate data to find any disparities among groups. There will be trainings on this disaggregated data in early spring 2021. CDE will also be looking at district action planning. A consultant will meet with school teams to improve school climate. CDE looking at districts and what their needs are and how CDE can support the districts. There is both a school-level and district-level assessment. There were no EDAC committee questions.

**Conclusion:** Approved