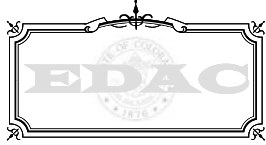


Minutes

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Colorado Department of Education EDAC Committee

October 4, 2019

9:30 -2:30

Colorado Talking Book Library
180 Sheridan Blvd
Denver, CO 80226

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

Attendees:	Jan Petro	Marcia Bohannon
	Janice Cook	
	Lori Benton	
	Mark Meyer	
	Jonathan Levesque	
	Ruth Grindeland	
	Patrick Mount	
	Lazlo Hunt	

Agenda topics

General Business

- Meeting Minutes 6-Sept-2019 Approved
- Review of EDAC Bylaws - Jan went over the Bylaws since there are so many new EDAC members. Reviewed the overall intent of the EDAC Group as well as the highlights of the bylaws.
- Enrich survey follow-up, Heidi followed up with the breakdown of the responses to the survey. What works and what does not work. Heidi talked about the “must have features” and/or the new features that would be helpful to the Enrich user.
- Jan mentioned the importance of the EDAC Data Burden Survey.
- EDAC Credit Renewal
- EDAC Report - Jan suggested that Janice Cook take a look at the Report to review and revise. Janice pointed out that in the TSDL teacher data, Elementary is not required. Page 4 at the top of the page, 2nd bullet on the page talks of this as well. Page 5 first bullet eliminate the TSDL Report elementary level data. Specify elementary student or teacher data, so language is consistent. Once the EDAC Report is completed would the EDAC Members like to present to the Board of

Education? Jan will let Marcia know that EDAC would like to present to the State Board. What kind of model of presentation would we like to use? EDAC members were all willing to present their area of expertise to the board.

- Summer Retreat – Would like to set the retreat date now, so Janice can reserve meeting space in Colorado Springs. June 5, 2020 is agreed upon. EDAC Secretary will get this information posted on the website, information has been posted.
- Membership Request – Terry Croy Lewis CSI Director, would like Janet Dinnen appointed for another year with a vote of EDAC membership. All seats are currently filled. CSI felt they needed representation for Charter School Institute. What is CSI's motivation for asking? Would like CSI person permanently appointed to EDAC. Discussion of permanent member, representative should be broad and for the good of the overall state. Janice reached out to CSI and affirmed that they will be represented at EDAC. Seems that the group felt that a permanent member is not in the best interest of EDAC. Group felt that it would be detrimental to the EDAC process if there were exceptions made to have a member appointed. EDAC has been following the bylaws. There has only been one instance of someone's term being extended, which was due to the EDAC Burden Survey. Permanent membership seems to be something of great concern to the EDAC group. EDAC members decided that it was very clear in the bylaws to decline extending another year for Janet Dinnen to serve on EDAC. The EDAC decision will go back to leadership at CDE. After the EDAC decision is brought to the Commissioner, Jan will bring any discussion back to the group. EDAC membership would be more than happy to talk with Katy Anthes, regarding the decision made.
- Data Pipeline – One member would like to request that the deadlines are respectfully adhered to. Bugs in the system through the snapshot, should not take away the ability to allow the district to create snapshots, October Count. NOTE: [Upon investigation, it was determined that an error in the CPP support file was causing this issue.]

Update Approval

- CGA-206 Pathways in Technology Early College High School (PTECH) Application Eligibility section question - Can individual charter school apply for this? Page 3 Summary and criteria different definition of an LEP, conflict in the definition needs to be resolved. Will email the responses
- ESL-405A Colorado Services for Children and Youth with Combined Vision and Hearing Loss Gina Herrera
Same information just added more slots, date student transitions to part B as well as the school district
- PPS-106 Accelerated College Opportunity Exam Fee Grant
Added IB to collection covers both AP & IB. Changed the name but not within the document small edits needed.
- FS-102 HB 1345 BOCES Funding Summary of Measurable Student Outcomes

All Approved (talk to the owners of all three to ensure items are corrected)

Proposed Legislation

State Board Rules

Look at the upcoming rules so it gives EDAC the opportunity to input on the Rules.

Crosswalk have never been given to EDAC, helpful continue? Continue to include the crosswalks

- 1 CCR 301-106- Rules for the Administration of the 9th Grade Student Success Grant Program, **New rule**
- 1 CCR 301-107- Rules for the Administration of the Concurrent Enrollment Expansion and Innovation Grant Program, **New rule why are P-TECH schools not included in concurrent**

enrollment? 2.01.3 P-TECH enrollment is usually grades 11, 12 and sometimes grade 13, double dipping? Response – P-TECH has its own legislation.

- 1 CCR 301-103- Rules for the Administration of the Accelerated College Opportunity Exam Fee Grant Program, **Technical rule change**
- 1 CCR 301-101, RULES FOR THE ADMINISTRATION OF EDUCATOR LICENSE ENDORSEMENTS
- 1 CCR 301-97, RULES FOR THE ADMINISTRATION OF THE SCHOOL HEALTH PROFESSIONAL GRANT PROGRAM
- 1 CCR 301-71, RULES FOR THE ADMINISTRATION OF ONLINE PROGRAMS
- 1 CCR 301-108 RULES FOR THE ADMINISTRATION OF THE AUTOMATIC ENROLLMENT IN ADVANCED COURSES GRANT PROGRAM
- 1 CCR 301-110 RULES FOR THE ADMINISTRATION OF THE INNOVATIVE LEARNING PILOT PROGRAM Feels very vague, 2nd paragraph 1.00, students have to attend, internship, what is the accountability? Questions the verbiage of “regardless” in a rule. Need more clarification. NOTE: Jan sent comments to State Board about the need to clarify the second paragraph.

30 Minutes	NU-146 Collection of off-site Questions for the USDA Procurement (Review) Rebecca Boone	
<p>Overview: School districts that participate in Federal Child Nutrition Programs are required to undergo a procurement review to ensure integrity of the use of federal funding. The School Nutrition Unit has received a waiver to conduct administrative and procurement reviews once every 5 years instead of every 3 years as previously required from the USDA. The off-site questions provide information about the food service procurement practices and past purchases that are necessary to complete the review. This excel document is customized from the USDA tool to meet the needs of Colorado's school districts and consolidates and decreases the amount of information requested of the school food service department. Previously did not have a tool to compile all the data in a concise manner. Questions are per the USDA requirements. To be completed by districts every 5 years. During the off years offering the districts best practices and assistance.</p>		
<p>Discussion: Step 1 "micro purchased" - small purchase definition is unclear. Small edit in the verbiage of the definition. Department will make the edit.</p>		
<p>Conclusion: Approved with edits.</p>		
30 Minutes	SOC-102 Charter School Support Initiative Standards Rubric (Review) Bill Kottenstette, Jeri Bisbee	
<p>Overview: Each year, SOC requires Year 2 Charter Schools Program grantee schools to receive an evaluation through experienced evaluators who use the CSSI rubric as an evaluation tool. Charter Schools go through this review in their third year. Standards 1 – 8 remained the same, revisions to standards 9 & 10. Best practices recommended.</p>		
<p>Discussion: Revisions made are really good. Paper or web based marked incorrectly on the form, Jeri will look into that. Minor edits in document typos, a few formatting issues.</p>		
<p>Conclusion: Approved with minor edits.</p>		
30 Minutes	Shared Re-envision Process TSDL Data Collection Annette Severson	
<p>Overview: TSDL Data Collection Review to include the data field rules and statutes as well as the new collection suggestion. This is to align with the EDAC Collection Denial Process Flow timeline as TSDL might be denied for the 2020-2021 collection year. Basic Rules and Report Card March in November. After this it will go to legal for review. Explained the tables, requirements. Educator Talent reviewed the documentation. One missing piece was the P area regarding the use of EDID. First complete the legal review then create a different way to collect the data, so the process is easier for the districts. Interchange and a Snapshot process would need to take place.</p>		

Discussion: A bit of over reach in the interpretation of the legislation regarding the office of Educator Talent. Hard collection to get buy in since the districts don't see the benefit of the data being collected. CRDC is easier to do with this collection. Looking at other areas in which there is meaningful use of the data. List the use of the data, CRDC, Educator Prep etc. Does the collection still meet all the uses of the data? Higher Ed will be able to use the data in December, meeting the requirements that are needed, math, science and computer. The proposed file layout would need to keep your staff interchange up to date. Keep staff profile up to date or in the course file interchange need feedback on this area. Three years to get a collection on track and run smoothly. Suggested to keep the three files but modify the fields. Smaller districts did the collection by hand. Districts are hard pressed to believe the data collected has benefit. Student course interchange would replace TSDL completely. Waivers would still have to be used; records being required would not change. Course descriptions optional would that remain? Annette will need to look into this, not sure of this. Migrant students are disclosed through the Migrant Office, through their process. CRDC reporting would need to add certain fields. Educator prep is in legislation not sure if this is correct, seems like an overreach. To meet this requirement seems like a big waste of time. You may not know what program the teacher is in, large ask of the districts. Good intention but the root is at the legislation, no meaning to the districts. Legal review, then may need to go back to the drawing board and revise the file layout. TSDL will remain, per legislation. Which file would be the easiest way to submit - 1 file vs 3 files? Continue with the thought process of 1 file rather than 3. This would make the most sense for all size districts. Would Dec 1 data still needed to be collected – Yes. Easier to update the data weekly/quarterly etc. All but one person thought 1 file is better than 3 for all districts concerned. Student Course Participation Report is on the website and is posted in November. Is this report actually looked at?

Conclusions: Will move forward with legislative review. The Educator Prep Report is still covered within this file. Some revisions will be sent to the EDAC Membership. Stakeholder group report will be sent via Synplicity to EDAC members as well.

	Value Assessment Statewide Student Information System Results and Recommendations Scott Lee	
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Discussion: Consideration of IEP System conversation can the system be used in conjunction with the special education systems? Discussion was had to only have the SIS as a student information only. RFP in process regarding the Enrich Process, could this process slow down a bit so the SIS and the sped system possible be integrated. Is there benefit for the submission process? It did not seem like there was a lot of benefit - system vs process. Benefit regarding the transfer of records especially for larger districts. Currently being done by hand and is a real time labor intensive process.

Conclusion: No decision made, but will continue to move forward gathering data

30 Minutes	PSWR-103 Advanced Placement Incentives Program (NEW) Marina Kokotovic	
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Overview: The collection on Advanced Placement Exams administered and student information is required by statute, and is required to receive funding. Small grant 500 per student for 475 student. Incentive small and rural districts to get students to enroll in the AP course and then take the AP test.

Discussion: Information is gathered twice a year upon enrollment and then upon taking the test. Appendix needs to be attached, currently it is missing.

Conclusions: Approved with minor edits.

30 Minutes	CGA-183 ELPA Excellence Award Funds Request Kim Burnham	
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<p>Overview: The English Language Proficiency Act (ELPA) Excellence Award Program rewards districts and charter schools with evidence-based English language proficiency, or English language development (ELD), programs that demonstrate the highest English language and academic growth for English learners (ELs) and the highest academic achievement for English learners who have transitioned out of the ELD program. Awarded to districts and BOCES for the highest level of growth and excellency in the English Language Proficiency.</p>		
<p>Discussion: Monies determined by high level calculations per number of students in district/BOCES/Charter</p>		
<p>Conclusion: Approved</p>		
30 Minutes	CGA-234 TIGER Music Grant	
<p>Overview: The Technology, Instruments, Guest Experiences, and Resources (TIGER) Music Grant is made possible through a donation from the FACE Vocal Band. This opportunity will provide small grants to applicants to impact classroom/school music programs. Districts, BOCES, CSI and Non-Public Schools may apply. Awarded in January must be spent by June. 25- 35 grants will be awarded with the funds supplied. Specific items in which the funds cannot be spent on, more sustainable type of items. The reporting tools for the grant is an online survey as well as a short video.</p>		
<p>Discussion:</p>		
<p>Conclusion: Approved</p>		
30 Minutes	CGA-242 Early Literacy Assessment Tool Project (ELAT) – Letter of Intent Kim Burnham	
<p>Overview: The Early Literacy Assessment Tool is designed to assist teachers in meeting the assessment requirements of the READ Act. The tool will allow teachers to obtain real time assessment of the reading skill levels of students enrolled in kindergarten, first, second and/or third grades and based on the assessment results, generate intervention plans and materials. Process has not changed. How many districts will participate in the assessment? Software licenses needed to assess student for the READ Act. Different assessment tools will be used.</p>		
<p>Discussion: Would I-Ready Tool be used, need clarification on meeting the qualifications on the tools used. Letter of intent must be completed before you move forward onto the application. Why two steps? Better understanding of the number of districts that are applying for this grant. Priority list is established. Letter of intent not a guarantee to get the funding. The application is then completed to ensure that the assessment tool is used. Eligible application clarify LEA's vs LEP's Charters and individual schools as well, schools can apply on their own. Clarify the language.</p>		
<p>Conclusion: Approved with edits to language</p>		
30 Minutes	CGA-251 Local Food Program (NEW)	
<p>Overview: The Local Food Program offers eligible School Food Authorities (SFAs) a reimbursement for the purchase of Colorado grown, raised or processed products. 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 Child Nutrition activities in the state, and supporting Colorado producers and farmers.</p>		
<p>Discussion: Scoring factored into the formula? 63 out of 90 points possible, depending the amount of money and the number of applicants. They will look into this.</p>		
<p>Conclusion: Approved</p>		
30 Minutes	CGA-252 High School Innovative Learning Opportunities Pilot – Intent to Apply (NEW)	

Overview: The High School Innovative Learning Opportunities Pilot Program encourages greater participation in innovative learning opportunities by allowing selected LEPs to count the students who are enrolled in high school and are participating in innovative learning opportunities as full-time pupils, regardless of the actual amount of time the students may spend in the classroom. By completing the intent to apply, potential applicants will receive direct technical assistance and CDE program staff will be able to assign one of two specific application paths based on enrollment size. Districts with enrollment fewer than 2,000 students and charter school applicants are eligible to complete a simplified version of the Grant Application with a later approval (next month). Funding will be based on a complex formula. One for larger and one for smaller districts. Full application will be available next month.

Discussion: Time spent in classroom needs to be clarified. How would this be tracked and accountability applied? Clarification on the funding per full-time and part-time students how would that look.

Conclusion: Approved with minor edits

30 Minutes

CGA-253 Comprehensive Quality Physical Education Instruction Pilot Program (NEW)

Overview: The Colorado Health and Wellness Through Comprehensive Quality Physical Education Instruction Pilot Program Legislative declaration 22-99-11 states that while ensuring cognitive development and strong academic outcomes for Colorado's students is of paramount importance, focus must also be placed on the whole student including their physical, psychological, and social health and development. It is important to the health and well-being of Colorado's children and youth to ensure competent and comprehensive quality physical education instruction based in the model physical education policy. Three year grant. Really need three years to prove worth

Discussion: Page 4 Charter School information needs to be cleaned up a bit. Page 8 Music Program verbiage is incorrect will need to clean this up.

Conclusion: Approved with minor edits

30 Minutes

CGA-254 Social Emotional Health Grant (NEW)

Overview: The intent of the K-5 Social and Emotional Pilot Program is to place a team of school mental health professionals in every pilot program school and will allow the team, in partnership with classroom teachers, to provide needed support for young students and their families at a critical time in their education. A significant goal of the pilot program is to ensure that students of elementary age receive the right level of necessary services, in the right place, and at the right time to help remove the burden placed on teachers to be everything to a student, from therapist to family counselor, and instead allows teachers to return to their primary task: teaching. Priority given to rural, high poverty, food insecurity, as well as a high rate of suicide. Request up to \$500,000 per year for two years of the pilot

Discussion: How do you ascertain the information let's say about suicide? Would school level data or other tools be used for gathering the information? Eligible applicants district, charter needs to be applied, need to clarify the language. Language regarding Charter school authorization by language and in the narrative below (bottom of page 3). Funds can be used in many ways, staff, education etc. The counselor would stay with the student throughout their elementary career. Clean up the verbiage around the dates, it is confusing. Attachment A score card is incorrect all data collected is in attachment B.

Conclusion: Approved with minor edits

30 Minutes	CGA-255 Local Accountability System Grant (NEW)	
<p>Overview: A local education provider or group of local education providers may establish and seek funding through the grant program to support a local accountability system that supplements the state accountability system. UIP information will be attached to grant. Timelines will eventually be revamped so the timeline is not so tight. Next spring this will be on a more doable timeline.</p>		
<p>Discussion:</p>		
<p>Conclusion: Approved with minor edits</p>		