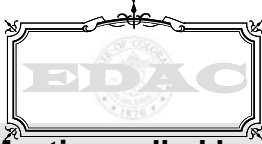


Minutes

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Colorado Department of Education EDAC Committee

DATE: 6/5/2020

TIME: 9:30-1:45

Virtual Online Meeting

Meeting called by:

Educational Data Advisory Committee

Type of meeting:

Meeting Retreat

Facilitator:

Jan Rose Petro

Note taker:

Genevieve Hale

Timekeeper:

Attendees:

Lori Benton (phone)	Andrew Pippin (phone)
Janice Cook (phone)	Marcia Bohannon (phone)
Cheryl Taylor (phone)	Jan Rose Petro (phone)
Stephanie Hund (phone)	Genevieve Hale (phone)
Lazlo Hunt (phone)	Ruth Grindeland (phone)
Jonathan Levesque (phone)	Aislinn Walsh (Guest)
Patrick Mount (phone)	
Lorraine Saffer (phone)	

Agenda topics

General Business:

- Meeting Minutes 1-May-20 -**Approved**
- Late Item Submissions (**MARKED IN RED**)
- EDAC Credit Renewal
- Data Pipeline Advisory Committee-Nothing needed to be discussed other than the Audit Resource Guide for Student October Count. Jan would let Jennifer Okes and Rebecca McRee know about EDAC that districts are waiting for guidance.
- Through an Emergency Review, The CDE Office of Dropout Prevention and Student Re-engagement was approved on May 15, 2020 to add three voluntary Covid-19 questions to the already approved collections that follow: CGA-134A -The Expelled and At-Risk Student Services Grant; DPSE-126-Student Re-engagement Grant; DPSR-139 -Ninth Grade Success Grant; and, DPSE-138 -Educational Stability Grant. The EDAC Committee recommended changing the last question to read as follows “*Please describe potential impacts of COVID19 on the implementation of your grant program in 2020-21.*” DPSE agreed to the request.
- Through an Emergency Review, the Competitive Grants and Awards Office was approved May 26, 2020 for the ESSER Application for Funds.
- Through an Emergency Review, The CDE Office of Dropout Prevention and Student Re-engagement was approved May 26, 2020 to make a change to the Homeless Student Data Pipeline Data Set. This request is for two additional data points for Homeless Student data collected by districts that are tied to students experiencing homelessness and the cause including

the COVID-19 crisis among others. There was further discussion about the concern that this information would be difficult to collect but it was approved on May 26th.

- ACEE Concerns and solutions-Lori Benton-A draft document not for distribution was discussed by Lori. The document is basically recommendations. ACEE is a group whose focus is on educational evaluation (e.g. assessment, accountability metrics, teacher evaluation etc.). The group has been around since the 1990s and is a statewide organization with K-12 and higher education members. They began discussing in early May their concerns related to the pandemic. There was an effort by ACEE to put together a document (shared with EDAC) that talks about the founding principles as to why the group wanted to come forward with concerns and recommendations related to the pandemic. These are concerns around the following collections: Student October, graduation requirements, READ Act and educator effectiveness. ACEE is asking for pauses in reporting in order to serve their students, families and staff. Asking for pauses in reporting, or different types of reporting as a result of the pandemic. They want to slow down to make good decisions as to how districts are held accountable. They want to focus on rigorous instruction rather than accountability. They also want to focus on health and well-being for their communities. They are asking for accountability to be held at the local level for a year as there will be limited metrics and any metrics that will be available won't work for SPF and DPF.

ACEE is asking for suspension for graduation guidelines because the SAT was not given in the spring and people are not able to do intervention as planned because there is no access to that data.

For October Count they are asking for a second count date and window of enrollment in addition to the regular count date. There are concerns about what the definition of attendance will be when and if districts return to brick and mortar settings and there are concerns about tracking students. Also concerns about amount of documentation for remote learning. Concerns that remote learning and online learning are different and what this will look like for documentation for audit.

Also, concerns about implication of who counts for accountability purposes is a concern. Don't want students to be immediately assessed when they enter in the fall. They want flexibility for WIDA screener too.

For READ Act they are asking for not determining SRD from BOY but instead from the MOY. Concerns that students coming in don't necessarily have reading deficiencies but rather didn't have proper instruction since March because of COVID. Instead they want to do an intervention and then determine if a SRD exists. Then write a READ plan from that. Also, extending EOY reporting for READ act grants. Want an extension in addition to the one year extension for K-3 educators to complete 45 hours of state defined reading/literacy professional development.

ACEE wants a pause for KSR reporting and for educator effectiveness districts that want to collect data for MSLs would only do so for instructional purposes.

ACEE wants a one year pause on the state accountability system as well due to lack of availability for certain types of data.

ACEE is asking different groups throughout the state for their feedback on the document.

Questions/Comments: One of the EDAC members agreed with the Student October Count recommendations. Another member asked how to promote this plan to CDE or the legislature? Lori said they would email a cover letter, with the document and appendix to the CDE Commissioner and State Board and the Governor's Educational Policy Advisor. Jan mentioned that there is already a lot of work going on throughout CDE addressing some of these concerns outlined in the ACEE document. Marcia added that there is a big push to get guidance out quickly. She recommended that the letter should go out very soon to foster discussions before guidance is issued. Another member agreed with Marcia about getting the letter out quickly. He mentioned CDE stakeholder groups and getting the letter out to everybody. Lori agreed about

including CDE stakeholder groups. Concerns though about differences in perspectives of people in the field vs. the management. Mentioned there will be some solutions in the appendix. Another member reiterated her concern about Student October anxiety and how they count students and how they get funding and concerns around online certification. Talked about concerns of rolling closures and funding and how will October Count look. Also, anxiety around assessments and accountability and how that will look during the pandemic. Marcia asked if the recommendations are prioritized. She said that it would help determine what to focus on first and then so on as there is a lot to address.

EDAC endorsed the ACEE letter.

Update Approval:

- AUD-101 Pupils in Detention Centers as of the Pupil Enrollment Count Date-Approved
- CDHE-101 Colorado Opportunity Scholarship Initiative-Approved- Dates Need to be updated. P. 9 on PDF for pre-collegiate program model-question would CSI be eligible to apply in collaboration with a partnership like with a school district? Would CSI be eligible in addition to school districts? Suggestions won't be implemented until next go around. Committee asked if EDAC wanted to put a stamp on the collection at that time since it had already been conducted. They decided not to put a stamp on the collection until it comes back around.
- DMC-116 Colorado READ Act Collection-Approved
- OFP-139 Migrant Education Program Evaluation Surveys-Approved
- OFP-144 ESEA Monitoring Desk Review Evaluation Tool, ESSA Monitoring Process and Protocols-Approved
- **SOC-103 Charter School Program Grant Request for Application-Approved with changes**-Want more details about why EDAC timeline is difficult? Will Jan follow up on this. On the renewal proposal on p. 4 on RFP no details about eligible applicants but p. 8 provides a little more clarity. Ask for more clarification about eligible applicants on p. 4. On expansion grant on p. 25 if previous performance info is available through SPFs want pulled out of application to streamline it for reviewers to review source data and not reported data. Looks like math and ELA is missing from the list. P. 7 Educational services provider sections mentions appendix M but no appendix M in RFP. Contracts subject to review. For charter schools should contract reviews take place at later date. For eligibility form on p. 40 meeting a definition for high quality school. Email details about soc 103 from Janice. Approved with changes.
- SPS-135 Unified Improvement Plan Templates-Approved

Proposed Legislation

State Board Rules

Information Item-The purpose of this information item is to discuss the rationale for the State Board of Education to conduct a rulemaking hearing on the Colorado Preschool Program 1 CCR 301-32 to amend the rules pertaining to adult child ratio for the 2020-21 in response to the COVID-19 situation.

The Colorado Preschool Program is a state-funded early childhood education program administered by the Colorado Department of Education 22-28-101, C.R.S. Its purpose is to provide preschool funding for children considered to be at-risk for later school failure to attend half- or full-day preschool.

They may be voting on it in July or August. Members mentioned that it would be helpful to increase the ratio to 10:1. There are no actual notices of rulemaking for the June SBE meeting, and there are five rulemaking hearings.

10 Minutes	CGA-256 SPDG-MTSS School Level Grant (Review of New Collection)	Mandy Christensen
<p>Overview: Overview: The State Personnel Development Grant (SPDG) funds Colorado Department of Education’s (CDE) efforts to support the implementation and scale-up of Multi-Tiered System of Supports (MTSS). To support the implementation of MTSS within schools, a one-year additional funding opportunity is available for current SPDG grantees to implement and scale up school-level MTSS work within select schools. For sustainability and longevity of systems-change, both professional development and ongoing coaching are needed (Joyce & Showers, 2002). This funding opportunity provides resources for districts to support school-level MTSS work.</p>		
<p>Discussion: To support CDE’s effort to implement MTSS within schools. This is a one year opportunity for current grantees only. Application is due August 10th and grantees will be notified by August 17th. Application format is standard and there is a rubric. One member asked could the language be simplified in the RFP to state “Districts, BOCES and CSI.” Mandy said that the language could be simplified in the RFP. On the DBI trainings EDAC member asked if BOCES and CSI would be eligible. Mandy will clarify that question with the program staff.</p>		
<p>Conclusion: Approved</p>		
10 Minutes	AUD-107 Audit Questionnaire(s) (Review)	Rebecca McRee
<p>Overview: All districts are subject to a compliance audit of the data submitted in their Student October Count data submission and Transportation CDE-40 claim form which are used to determine the district’s funding eligibility. Information collected as the result of these questionnaires assists in the overall efficiency of the audit process for both the district contacts and CDE staff as it helps to inform the auditor of relevant information prior to the start of the audit. This is especially important in situations where the district has had staff turnover between the time the Student October Count data is collected and audited.</p>		
<p>Discussion: The CDE Auditing Office has 3 voluntary questionnaires: at-risk funding, pupil count, transportation. Districts can access them on the auditing website and use them during the collection process as a kind of checklist and also for auditing. The questions are open-ended and contain no PII. There were no questions from the EDAC committee.</p>		
<p>Conclusion: Approved</p>		

Overview: To start, Jan Petro went over how the legislative report would be written.

Discussion:

After the collection reviews, the EDAC committee proceeded to work on the legislative report the rest of the meeting. The report will contain the following sections:

- Accomplishments
- Future Focus Areas
- 2020-2021 Legislative Recommendations
- Special Section-This section will cover issues pertinent to how the committee performs reviews and does outreach and so forth.

Finally, there was a discussion regarding the process for biennial review.

Process for Biennial Review

- Change review form to get candidates.
- Create an application.
- There should be a limited amount of forms-these forms DON'T change.
- If there are changes, they must come to EDAC.
- If legislation involves changes, EDAC must review for the year in which the legislation takes effect.
- Third category: Don't put in update list at all. One-year deferral.
- Pilot this with a few collections (Transportation, Nutrition, BEST).
- Need to have a tracking mechanism.