

Minutes

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Colorado Department of Education EDAC Committee

May 1, 2020
9:30 - 11:15
Adobe Connect

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| Meeting called by: | Education Data Advisory Committee |
| Type of meeting: | Scheduled Data Review Meeting |
| Facilitator: | Jan Rose Petro |
| Note taker: | Genevieve Hale |
| Timekeeper: | Meeting went from 9:30-11:15 |

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| Attendees: | Lori Benton (phone) | Marcia Bohannon (phone) |
| | Janice Cook (phone) | Jan Rose Petro (phone) |
| | Cheryl Taylor (phone) | Genevieve Hale (phone) |
| | Lazlo Hunt (phone) | |
| | Jonathan Levesque (phone) | |
| | Patrick Mount (phone) | |
| | Loraine Saffer (phone) | |
| | Andrew Pippin (phone) | |
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Agenda topics

General Business

- Meeting Minutes 3-Apr-2020 - **Approved**
- Late Item Submissions **(MARKED IN RED)**
 - None
- EDAC Credit Renewal
- Data Pipeline Advisory Committee

Discussion

- Question about pausing/suspending TSDL due to COVID-19 crisis but the answer was that the deadline was extended but not paused/suspended. There was a concern about data quality but it was noted that for this year the collection is only requiring data for just middle and high school levels and not for elementary levels.
- Discussion about June EDAC meeting logistics. This is the meeting where committee members work on writing the legislative report. Some reviews will happen though.
- Still additional surveys going out related to COVID crisis such as ESSER (Elementary and Secondary Schools Emergency Relief fund which is a subset of the Cares Act

relief monies. This survey has been designed but will not be going in front of EDAC more than likely. (Note: ESSER was approved by emergency review on May 26th.) EDAC may still see however, a few other surveys trickling through.

Update Approval

- **DMC-104 Data Pipeline – Report Card March**-Collection still has 14 days but days need to be expanded. This will be corrected. After last meeting's approved streamlined collections, there was a question about making sure streamlined items that were removed appeared in other sources. After that meeting, CDE staff discovered that some of those removed items were not in other sources so those items had to be added back. **Approved with changes.**
- **DMC-111 Data Pipeline - Staff Profile Interchange**-Concerns about some fields required to be zero filled due to the extension around COVID-19 crisis. Districts have concerns regarding probationary teachers who have to have 3 years of effective ratings to be able to be considered for non-probationary status. There was a question about whether or not the data is collected somewhere else for evaluative purposes for teachers on probationary status so they have documentation of an evaluation or are they expected to keep that data and to show proof at some point in time. Jan will send email after meeting with the question to the CDE experts and Jan will email the response to all members. There were concerns about the value of the data. There is more to staff interchange than just ratings. Also there were committee questions about how the data is collected as well as questions about zero-filled fields and if districts still have to complete those. It was mentioned that there are sometimes workload issues with removing parts of collections both on the vendor side and on the CDE side. **This collection was approved.**
- **DPSE-129 US Department of Education Annual Data Collection for McKinney-Vento Homeless Education Title X Part C-Approved**
- **GFMU-200 Request for Funds Authorization**-Committee suggested that typos need to be cleaned up on first section about justification and on the second to last section on what has been done to ensure this data has already been collected. There was a committee question if form allows for spell check or for correcting errors. These typos are on historical perspective form that was originally submitted to CDE so typos cannot really be corrected at this point in time. Jan asked Brooke Robinson if the form had been submitted in an automated fashion but that couldn't be found as description says that sometimes a paper form is needed. It was noted that both the automated approval and paper forms should have the same EDAC stamp. Jan spoke to the Data owner about this and she agreed. Everyone on the EDAC committee agreed that it makes sense to have the same EDAC stamp on both the automated and paper forms. Both forms are the same.
Approved
- **NU-138 Afterschool Snack Program Extended Day Application-Approved**
- **OFP-111 Online Consolidated State Performance Report Data Collection-Approved**
- **OPR-103 Automatic Enrollment in Advanced Courses-Approved**
- **PSF-110 Public School Transportation Fund Reimbursement Claim-Approved**

Proposed Legislation

- None

State Board Rules

- None

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| 15 Minutes | SED-284 Colorado Continuous Improvement Process Indicator 8 Parent Survey (Review) | Miki Imura |
| <p>Overview: The Colorado Department of Education Exceptional Student Services Unit (ESSU) is required to monitor the implementation of Part B of the Individuals with Disabilities Education Act (IDEA) through state data reporting and monitoring (Sec. 618). Included in this process are determinations made of the state and local education agencies (i.e., Administrative Units) that address specific indicators defined by the Office of Special Education Programs (OSEP) at the U.S. Department of Education. Indicator 8 – Parent Involvement – is one of such indicators States are required to report to OSEP under Section 616(b) of IDEA. Colorado have conducted surveys to the parents whose children receive special education services in order to fulfill this requirement and report “the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities” to OSEP.</p> <p>The parent survey process provides the AUs with the paper surveys for a randomly generated list of students. Families complete the survey online or complete a paper copy and mail or phone the results to the CDE ESSU. Results are available to the AUs through dashboards in the ESSU Data Management System. Inter-rater reliability processes are in place to ensure there is no human error when entering the responses from paper-based surveys.</p> <p>The ESSU Data Management System is designed to be informative and valuable to the Administrative Units in their evaluation of their special education programs and in accelerating the growth of students on IEPs. The CDE strives to provide tools and information to the AUs to support their self-assessments. There are also reports being developed that will offer the local special education directors the ability to conduct closer analyses of their survey results.</p> | | |
| <p>Discussion: This is a parent survey on Indicator 8 that is conducted every year that is required by the U.S. Department of Education Special Education office to learn how parents are involved in their special education students’ education. The CDE ESSU Office looked at preliminary data from previous year’s survey and it looked like the past survey was collecting the needed data so the ESSU office wants to continue using that survey. No questions from committee.</p> | | |
| <p>Conclusion: Approved</p> | | |

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| 15 Minutes | STL-106 State Grants for Libraries (Review) | Melissa Carlson |
| <p>Overview: The State Grants to Libraries Act, managed by the Colorado State Library, provides funding to school districts to improve their libraries' ability to obtain educational resources for students. The funding allows school districts (as well as public and academic libraries) to obtain and provide access to materials they might not be able to afford otherwise to achieve the goal of having a better educated and informed population. Although a non-competitive grant, the State Library must ensure, via the Eligibility Form, that applicants are eligible per the State Grants to Libraries Act and the Guidelines. The Report Form is to ensure that the funds were used appropriately and to collect information on the use and benefit of the funds.</p> | | |
| <p>Discussion: The survey is for State Grants for Libraries funding which are funds that go out to every library in the state including public, academic and school libraries. This particular survey is for school libraries. There are a couple of forms that are submitted to CDE needing EDAC approval: 1) eligibility form for funding for non-competitive grant (all libraries who submit form receive funding) and; 2) at the end of the year there is a survey after libraries have spent their funds to ensure that the funds were spent in an eligible manner. CDE also collects anecdotal data and other data from the survey to create an infographic at the end of the year that is shared with the Joint Budget Committee (JBC) and with libraries. The survey and eligibility form only had minor tweaks such as updates to dates or typo corrections etc. The survey is also a little shorter and a little simpler but this survey has kept the same questions. The EDAC committee appreciated how thorough the checklist is and how clear the form is. There was a committee question about whether or not charter schools could apply for funds. It was stated that individual charter school forms are not accepted. The forms now are submitted through the charter authorizer. However, CDE could consider in the future looking at whether or not individual schools could submit a form if their authorizer does not submit a form.</p> | | |
| <p>Conclusion: Approved</p> | | |
| 15 Minutes | CGA-197 Title I Reallocated Funds Assistance Grant (Review) | Mandy Christensen |
| <p>Overview: Title I, Part A is the largest federal program supporting both elementary and secondary education. The purpose of this program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. The program's resources are allocated based primarily upon the poverty rates of students that live in the attendance area of the district. Title I supports are delivered through Schoolwide or Targeted Assistance program models. Two districts received significant reductions (greater than 35%) in their 2020-2021 Title I, Part A allocations in comparison to their 2019-2020 allocation. This application will allow these districts to receive a proportion of reduction of their Title I, Part A funds from State's unexpended Title I, Part A funds from prior years.</p> | | |
| <p>Discussion: This grant that is about 5 years old. It came about because a couple of districts had drastic population changes and as such their Title I allocations were reduced significantly or eliminated. At that time there were additional Title funds available and so the Federal Programs Office was required to release the funds competitively but only a couple of districts were eligible for the funds based on eligibility requirements. This is a one-time opportunity for relief funding for the 2020-2021 SY for the eligible districts to have the opportunity to continue to plan for continued reduction of Title I funds in the 2021-2022 school year. The two districts that qualify are Hayden and Strasburg. This request for funds is also being taken to the ESEA Community of Practice (COP) to ensure that particular advisory committee doesn't have any further concerns/comments about eligibility requirements. The funds must be used either for Title I schoolwide or targeted assistance programs. The grant will be due June 19th. There will be an internal review following the CDE Competitive Grants process. Funds will be released July 1st, 2020. There were no questions from the EDAC committee.</p> | | |
| <p>Conclusion: Approved</p> | | |

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| 10 Minutes | NU-109 FFVP Application (Review) | Erica Boyd |
| <p>Overview: The completion of FFVP application will allow districts to have their schools apply to receive funding in order to supply fresh produce to students at no charge to them.</p> | | |
| <p>Discussion: This is a voluntary program for elementary schools and if they elect to participate, they can fill out the online application for the program. This is a federal grant to provide fresh fruits and vegetables for elementary students. The funds are allocated per student per school year based on the application such as FRL numbers, capacity at school, student enrollment etc. There were no questions from the EDAC Committee.</p> | | |
| <p>Conclusion: Approved</p> | | |
| 5 Minutes | NU-126 Fresh Fruit and Vegetable Program Justification Form (Review) | Erica Boyd |
| <p>Overview: If schools purchase equipment for the FFVP, they must provide written justification to support the purchase. Purchasing or leasing equipment such as refrigerators, coolers, portable kiosks, carts and portable food bars are included in administrative costs and must be maintained under the 10% of the schools' administrative costs. Prorate costs: only the FFVP portion of the expense can be charged to the FFVP.</p> | | |
| <p>Discussion: Once a site is awarded funds, 10% of those funds can be used for administrative costs such as for personnel who run the program as well as for large equipment that will help the program run at the site. If a site would like to purchase a piece of equipment for the site or small wares over \$250 for the kitchen etc. they have to fill out the justification form for the costs. This again is a voluntary form which is filled out electronically. There were no questions from the EDAC Committee.</p> | | |
| <p>Conclusion: Approved</p> | | |

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| 15 Minutes | DMC-133 Kindergarten School Readiness Data Reporting (Review) | Megan Rogers, Tara Rhodes |
| <p>Overview: The Kindergarten School Readiness collection is mandated by statute and provides information to teachers to inform instruction at the beginning of the kindergarten year.</p> | | |
| <p>Discussion: This is for the <u>2021-2022 school year</u> according to Colorado Revised Statutes i.e. legislation, this collection assesses incoming kindergarten school readiness of students in 5 domains which are: 1)general knowledge; 2)social-emotional development; 3)physical and motor development; 4)language development and; 5)cognition which are broken down to literacy and mathematics. Schools use the information to inform instruction, to analyze growth over time, to analyze trends on school readiness and to share information on kindergarten school readiness to inform local stakeholders to assist with local decision-making. The State Board of Education voted on March 11, 2020 to change the reporting format to include a name domain which will be implemented in the 2021-2022 school year and which will be reported in that year’s CAP4K legislative report. CDE staff want to have EDAC approval for reporting file layouts when in discussions with vendors. There was a committee question if math and literacy in the general knowledge field will be reported separately and the answer is yes. There will be six domains to be reported on in that case. The character fields will be left for each of the domain names. There was a committee discussion about abbreviating names such “lit” for literacy etc. Overall the EDAC committee had concerns about the length of the name domain field. The committee thought numeric codes or abbreviations would be better than spelled out names. The EDAC committee also discussed the issues with redundancy with race/ethnicity. It was noted that it’s difficult to do something that is not already in a district’s student information system (SIS). The committee suggested that there only be seven fields rather than the eight fields. In its current form the reporting requires every student be reported once for ethnicity and then be reported for race as well. For most collections there are only 7 categories for race/ethnicity categories. A new file layout has been mocked up by CDE’s kindergarten school readiness team but there wasn’t leadership approval yet as of the May 1, 2020 EDAC meeting. The mock up would remove certain race/ethnicity fields.</p> | | |
| <p>Conclusion: Approved with changes. CDE staff were asked to streamline race/ethnicity fields to what CDE already uses. The EDAC Committee also requested that the sub-tests (areas) be abbreviated such as requiring numbers or abbreviations rather than having them spelled out and therefore unnecessarily lengthy.</p> | | |
| 15 Minutes | FAC-103 Facility Schools Tuition Cost System (Review) | Judy Stirman, Lauren Rossini |
| <p>Overview: The Department is required by statute and rules to have a process in place to calculate tuition cost rates that approved facility schools may charge the district of residence for students identified with a disability to whom educational services are provided. This process moved to an electronic format in the Data Pipeline for the 2019-20 school year.</p> | | |
| <p>Discussion: This system was previously a paper application up until the 19-20 school year at which point the system became electronic in the Data Pipeline. The facility schools are the only schools accessing this system for a daily tuition cost rate. The system performs the calculations and collects all the needed data such as staff data and all the data that is collected per the staff approval matrix. Cost line items are also included in the system such as supplies and materials, equipment, mileage, etc. Last year there were issues with facility schools submitting cost line items at the end of the year so this year the order of how things are submitted by facilities is being changed to make things easier. The December staff data is mandated to be reported. First, it is suggested that the system opens/closes for tuition costs and then that it opens/closes for December staff reporting for facilities to give CDE a picture of staff which is required to be reported out to the U.S. Department of Education. The feedback from facilities to CDE has been that the new electronic system is working very well for the field. There were no questions or comments from the EDAC committee.</p> | | |
| <p>Conclusion: Approved</p> | | |