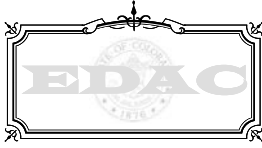# Minutes

cde

Colorado Department of Education EDAC Committee

November 6, 2020
Virtual Meeting
9:30 a.m. to 11:45 a.m.

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

Attendees:		
	Lori Benton	Marcia Bohannon
	Janice Cook	Lazlo Hunt
	Merlin Holmes	Genevieve Hale
	Mimi Livermore	Patrick Mount
	Mina Parthasarathy	Jan Petro
	Andrew Pippin	Lorraine Saffer
	Cheryl Taylor	Aislinn Walsh (guest)

Agenda topics

General Business

- Meeting Minutes 2-October-20 -**Approved**
- **Tentatively Scheduled December Collections**-No concerns were brought by committee.
- **2019-20 EDAC Annual Report**-Marcia updated the EDAC committee that a couple of adjustments have been made to the report and that it needs to be walked through with the CDE Commissioner in the next several weeks so that the Commissioner can give advice as to the best way to present the report.
- Late Item Submissions (MARKED IN RED)
- EDAC Credit Renewal
- Emergency Review of OPR-102-School Counselor Corps Grant Program - FAFSA Completion Supplemental application was approved by the EDAC Committee on October 20, 2020.
- **Data Pipeline Advisory Committee**-No issues were brought up about Data Pipeline
- **Recent EDAC Recommendations for Eliminating Data Burden**-Marcia explained that these recommendations were pulled together as districts are asking for as much flexibility as possible for everything to help make life easier on them due to COVID. CDE can only can do so much because of statutes but there can still be somebody working with the legislature such as an advocacy group etc. to talk to legislative staff to perhaps change some of the rules/statutes to help provide relief.   The Commissioner, CDE policy folks, the CDE Executive Team and others are

looking at EDAC recommendations to ascertain what might be targeted to relieve some of the burden. There are no promises that anything will be eliminated.

One of the EDAC members brought up the burden of the ever-increasing use of grants by legislators for their priorities rather than putting those priorities in the general budget which has resulted in an increased burden for districts, CDE, EDAC etc. to utilize the grants. The grant making program is out of control as there are so many things that could be left up to district priorities.

It was mentioned that this emphasis on grants causes a lot of overhead and often the process doesn't make a lot of sense so it would be good if legislators could lighten the load. However, often advocacy groups want more so how can those who want more have more of a stake in the burden.

Marcia will keep the committee posted of what comes of the suggestions.

- **Biennial Process Decision Making Discussion** – Jan talked about the pilot biennial applications that went out to Capital Construction, Transportation and School Nutrition Units at CDE. The form included the names of the proposed biennial collections and the forms were also looking at when changes were last made. The EDAC Committee should make a decision to approve or deny the request for each of the requests on the forms and the committee needs to settle upon a process to make a determination. Jan asked committee members if they had any ideas of how biennial review requests should be handled. An EDAC member mentioned that just because something comes from the federal government doesn't mean that it doesn't need a review. EDAC Committee needs to be able to deny some of the requests that they receive. Jan asked if the application format was helpful for committee for making decisions. As for Capital Construction requests for biennial review, the EDAC committee approved all their collection requests. There was no concern about any of the requests because there wasn't anything significant. The one change in 2019 for one of the collections was relatively minor and there is a statement on the application that should there be changes they need to bring the changed collection to EDAC. There were no suggestions for additional changes to biennial application form.

As for School Nutrition biennial application requests, there weren't that many that had any recent changes. Nobody on committee had heard any concerns about school nutrition forms from the folks they work with in their respective LEAs. All the School Nutrition forms that were requested for a biennial review were approved.

Genevieve mentioned that on the full review form there should be a place to indicate any changes from the year prior so that it can be noted in the EDAC database and could help with keeping track of changes especially with regards to biennial process. Genevieve will update the form and bring to the next meeting for approval.

Next and lastly, there were the Transportation Unit forms requested for a biennial review. Jan asked if we should accommodate both an annual stamp and a multi-year stamps. Committee said yes EDAC should accommodate either option. Transportation wants a stamp for each year of biennial review whereas other CDE units wanted a multi-year stamp. One EDAC member said their transportation department personnel didn't have any concerns about the biennial application forms. EDAC Committee approved all the Transportation forms requested for a biennial review.

Jan asked the committee to think about what should happen in terms of a process if the committee is asked to review an application request for a biennial review. Jan mentioned that it would be helpful if EDAC members would speak to their LEA colleagues about the biennial forms. There will be a process in the fall (October) and in the spring for biennial applications (1st meeting in March) to be submitted. Should we open up this process this spring of 2021 for other units outside these three CDE pilot units (Capital Construction, School Nutrition, and Transportation)?

One committee member said that they could continue to pilot this process with other units. Jan will send out a CDE-wide email with application to pilot with other units and EDAC committee can review the pilot applications over the next few months.

EDAC committee said that a multi-year stamp for grant packages could be addressed at later EDAC meetings after the biennial stamp process is running smoothly.

- **EDAC Panel Discussion About Streamlining Reviews Along with Helpful/Hurdle comments. Participating are: Alan Shimmin, Benjamin Wetherbee, Vivien Skrupskis, Kim Burnham, Mandy Christensen, Kerry Wrenick, Barb Vassis, Bill Kottenstette and Tina Negley.**

This was a conversation about how EDAC could streamline its processes for CDE staff submitting collection documents. The panel was made up of individuals representing various offices across CDE who had indicated that there were some hurdles to filling out forms for EDAC. Those offices include: Federal Programs, School Nutrition, Competitive Grants, Dropout Prevention and Student Re-Engagement, and Schools of Choice.

The Competitive Grants Office had a suggestion about the need to better define the level of sign-off on the EDAC forms and asked if the forms should the approved as high as unit director or could the forms have a lower level of sign off to facilitate the faster turnaround times on the forms.

The Federal Programs Office asked about the possibility of having a multi-year stamp for collections that rarely change. Jan explained that right now the committee is piloting that process for three CDE offices including Capital Construction, Transportation and Nutrition.

The Office of Dropout Prevention and Student Re-engagement suggested that for grants that involve cohorts over multi-years that don't change and that have received grant award letters, if there could be considerations for these types of grants so that for each year they don't have to get approved for EDAC. For multi-year grants Jan asked if they would be able to put together a complete package to bring to EDAC including things such as monitoring documents, end of year survey and grant application should this request get approval later on from EDAC committee. Jan said that this was something that CDE could consider at a later date. If we got a complete package with all the documents for the duration of the grant perhaps EDAC committee could consider something like a multi-year stamp for a grant package.

The Federal Programs Office said that there are a few collections that are required year after year with few changes and that they like the EDAC update forms vs. review forms but they are proposing a five year full review cycle rather than current full review cycle every 3 years. The update approval form is less involved than a full review and approval. Jan explained the current pilot biennial process with the three pilot CDE offices that they would only have to go to EDAC every other year rather than yearly in one way or another. Currently there are three years of updates and the fourth year consists of going to a full review so that each EDAC member who serves a 4 year term would see a full review of each collection once in front of them. Some forms that Federal Programs would like to have an application for a possible biennial stamp would be DMC-107 Title I Interchange and OFP-111 Title I Non-Public Schools.

The Schools of Choice Office would like to see a form that currently goes through EDAC (didn't specify which form) no longer go in front of EDAC as they believe it doesn't rise to the level of needing an EDAC review. They asked if there is a process for removing a form from EDAC review? Jan responded that in the past CDE staff have come to EDAC to discuss that possibility so if there is a form that may not necessarily need EDAC approval they could go to EDAC to discuss that possibility. There is no form for removing this form but just a request to go to EDAC to discuss this option.

School Nutrition says that they have gone through the process of removing a form from EDAC review and that the process was very helpful.

Sometimes the process or expectations are inconsistent. Perhaps this is due to not understanding the process when forms don't change.

One of the EDAC members said this would be a win-win to streamline EDAC forms for CDE staff in order to better serve both CDE staff and LEAs. Another member concurred that less reporting is better for both CDE and for LEAs.

A member of the CDE School Nutrition office also said she appreciated the explanation of the difference between the update form and the full review form and the reasoning behind that.

A Competitive Grants staff member also mentioned two questions on the form that are similar that perhaps could be streamlined which are 1) give a brief explanation of the collection and 2) why is this valuable? Could these questions be consolidated? Jan asked what they thought about putting one stamp on multi-year conglomerate and would this help business units pull everything together from A-Z to get something like that. Business unit would be any unit that Competitive Grants works with and represents when they bring the grant to review to EDAC. It was mentioned that this would simply everything under one collection and would ensure they are not completely separate.

Federal Program staff said that notification that goes out from EDAC Secretary is helpful as would be a calendar with what collections are coming up for review and in what month. Jan said there is something like that already for the field with what months that collections get reviewed. Maybe something like that for CDE staff for when they should go to EDAC would be helpful.

Jan mentioned that for multi-year grant packages as well as for biennial reviews etc. tracking of all the collections for when they are up for review might be challenging.

There was a discussion about providing flexibility with the stamps for either issuing approved stamps for biennial collections with the years included on one stamp or alternatively stamps in one school year increments for the duration of the biennial review.

EDAC member said there was great value in eliminating data burden preparation given that there are many collections that haven't changed in many years. A biennial review would help to reduce redundancies. It was mentioned that there is a balance between holding people accountable to the law while at the same time reducing burden.

Jan suggested to continue with the biennial process and then EDAC committee can take the other suggestions to work on at future meetings. All the EDAC committee agreed to that. This would include full grant package (may be even more than just biennial review).

Update Approval

- DMC-112-2020-21 Access for ELLs Student Biographical Data (SBD)-**Approved**
- DMC-119-Data Collection Satisfaction Survey-**Approved**
- DMC-122A-Student Registration/Personal Needs Profile Field Definitions Spring 2021-**Approved**
- DMC-134-Selection of Accountability Measures for AECs/School Performance Framework-**Approved** One question about updating Workeys language in this collection.
- DMC-135-Application for Designation as an Alternative Education Campus (AEC)-**Approved**
- PPS-103-2021-22 ASCENT Program Intent to Participate form-**Approved** Just need to on p.3 get rid of language referencing pp. 5-7. And on program intent to participate form on question 9 there was a concern about language "included but not limited to" as well as the term "etc." and that LEAs could be asked to produce information they can't produce. CDE need to be clear about what exactly is expected and needs to be produced upon audit.
- PPS-106-Accelerated College Opportunity Exam Fee Grant Program *(AUTOMATED)*-**Approved**

- SED-202A-Application for In-Administrative Unit (IAU) High Cost Student Reimbursement-**Approved**
- SED-202B-Application for Out of District (OOD) High Cost Student Reimbursement-**Approved**

Proposed Legislation
None

State Board Rules

In November there will be three rulemaking hearings from items that were noticed in September:
- 1 CCR 301-52 RULES FOR THE ADMINISTRATION OF THE SCHOOL IMPROVEMENT PLAN AND GRANT PROGRAM

- 1 CCR 301-58 RULES FOR THE ADMINISTRATION OF THE SUMMER SCHOOL GRANT PROGRAM FOR FACILITY SCHOOLS

- 1 CCR 301-70RULES FOR THE ADMINISTRATION OF THE ACCESSIBLE EDUCATIONAL MATERIALS FOR STUDENTS WITH PRINT DISABILITIES GRANT PROGRAM

These three rules: 1 CCR 301-52, 1 CCR 301-58 and 1 CCR 301-70 all came forward because the legislation behind them was repealed, so these are now obsolete.

30 Minutes	CGA-158-Early Literacy Grant Program RFP	Mandy Christensen

Overview: The purpose of this request for applications (RFA) is to solicit applications for funding from eligible districts, board of cooperative services (BOCES), district charter schools, and/or institute charter schools. The Comprehensive Early Literacy Grant is designed to improve students' reading competency by supporting local education providers' establishment of the essential components of reading instruction into kindergarten through third grade (K-3) teaching structures.

Discussion: This is for Cohort V in this grant. The Competitive Grants Office could have submitted this collection as an update review but because of current workloads for LEAs the Early Literacy Office tried to streamline this collection so The Competitive Grants Office/Early Literacy Office are presenting this collection as a full review so that the EDAC Committee knows what's going in front of LEAs. CDE is asking LEAs to submit information via Smart Sheets. These grants were established by the READ Act for literacy support and for intervention instruction programs for students in Kinder-Third grades for reading/literacy competency. This grant supports various programs/strategies for literacy. LEAs may apply individually for a single school or for multi-schools and/or consortiums for up to five schools which is the number of schools permitted in a consortium. Rural schools, high poverty schools, and schools with large percentages of students on SRDs are given priority for the grant funds. This is a four-year grant cycle. This school year 20-21 is a planning year and the next three years are operational years for the grant. Schools can apply for a one-year extension grant for sustainability purposes. Awards are capped at 100K for a single school applicant and at 250K for a multi-school/consortium applicant. There is $1.8 million available in total to all applicants for the 20-21 SY. There are five critical components of the application which are reflected in the rubric scoring.

There was a question from an EDAC committee member about BOCES having many more schools and he asked why there is a five-school maximum for a consortium. The response was that given limited funds for this grant, this would allow more districts/applicants to take part in the grant program. However, it was mentioned that if this is an issue Mandy could do some follow up to see what other avenues could be made available. Mandy did the follow-up and near the end of this EDAC meeting responded. See below for the resolution.

There will be some reporting that is already captured in the READ Act through its data collection system. Notification of award status will be done by January 13th, 2021 through a competitive grant process. The applications are due December 15th, 2020 via a smart sheet form. This is short notice because the amount of funds available was not known until very recently and CDE staff needed to get SBE approval etc. This is a tight turn around because amount of funds available wasn't known until recently.

An EDAC member commented that it is very hard for small schools to apply for grants on such short notice. The response was in agreement but CDE's hands were tied because of the budget process and the impact of budget shortages due to COVID. Funds will be sent out in February 2021.

An EDAC committee member said that small schools don't have the bandwith to apply for this grant this quickly but would like to see BOCES' considered as single units as small schools often utilize their local BOCES for things such as this. Mandy said she'd take this comment back to the committee working on this. Mandy did the follow-up and near the end of the EDAC meeting responded. See below for the resolution.

Another member asked if this could be a district level application to address all the at-risk schools and the response was that for the next cohort they will be going to a more district level application but Mandy will take this comment back.

There was a question from an EDAC member as to whether or not larger districts will have to specify which specific schools will be partaking in the funds. Response was that districts will need to focus on the specific schools that they will be supporting.

Most charter schools will apply on their own

Mandy will take back the message to add more flexibility to the grant to accommodate concerns of smaller schools needing to apply through BOCES.

Mandy then sent a message during the latter part of the meeting regarding the questions/feedback/concerns that EDAC had. The message was:

After consulting with the Literacy Office, we would like to introduce the following changes to the ELG RFA to the application based on EDAC's feedback.

- Remove entirely the cap on the number of schools that can be included in the application.
- Make requested funding limits "recommended" rather than mandated (with standard caveat that "There is no guarantee that submitting an application will result in funding or funding at the requested level.")

Also, they wanted to provide some context on why the cap on the number of schools per applicant was initially included for this cohort.
- Limited funding available for this cohort cycle and the desire to impact as many districts/regions as possible.
- The ELG program requires buy-in/involvement of school-level leadership and that requirement is reflected in the narrative components and scoring rubric.
- In previous cohorts, funded schools were not consulted before being included in district application which made initial implementation difficult.
- Schools who were not invested and/or did not have leadership buy-in dropped out early in the program after a district application was funded resulting in reverted funds.

EDAC committee said this response satisfied their concerns.

Conclusion: Approved		
30 Minutes	**PWR-102A-Concurrent Enrollment and Expansion and Innovation Grant Program Supplemental Application**	**Michelle Romero**

Overview: The supplemental grant will award additional funds to 19-20 grantees to continue expanding their concurrent enrollment participation.

Discussion: This supplemental grant application is a result from extra funds for this grant for this year. Because of COVID there was a decrease in submitted applications this year. CDE only had 22 applicants this year and even after many of the LEAs requested and were awarded the maximum grant amount of 50K there was still approximately $423,221 left over to use for LEAs. This is the second year of the grant. For this school year there was a total of $1.476 million in the award for all grantees. So CDE staff thought they'd go back to first year grantees to see if they'd like to have more funds to see if they'd like to continue or expand their participation rates in concurrent enrollment.

EDAC member said that as a BOCES representative this grant has been very helpful. Also, mentioned a couple of spelling errors on the current application.

Another member representing a district that received the grant also said the grant was very appreciated. An EDAC member had a question asking if CDE would go back to first year districts that they weren't able to fund to give them the option of partaking in the funds and Michelle verified yes that was the case.

EDAC member also mentioned 18 hour requirement for teachers was not possible in 12 months and asked if this requirement could be changed.

Conclusion: Approved

	CGA-134A-Expelled and At-Risk Student Services (EARSS) Grant Mid-Year and End-of-Year-Reporting Survey	**Juliana Rosa**

Overview: Both collections are the basis of the statutorily required evaluation of the Expelled and At-Risk Student Services (EARSS) grant program. Results from the collections also help monitor programs as well as inform program improvement and technical assistance provided to grantees. Both surveys ask the same questions expect that the end-of-year survey also includes a continuation application section which is not included in the mid-year survey. The mid-year survey asks for information on students served from July to December (6 months) while the end-of-year survey asks for information on parents and students served from July to June (full year). The attached guidance document includes questions for both collections.

Discussion: This collection is several years old but there are some things that are changing. The big changes are with reducing some of the questions, being more succinct about data reporting and some items around being more flexible with performance reporting due to COVID. Reporting by districts is done in Qualtrex. LEAs fill this out to inform the CDE site visits but this year those visits will be virtual. The information for this collection will help with technical assistance and discussions. CDE uses the data to inform the legislature and to inform continuous improvement which is discussed at a CDE yearly retreat. They are looking at both process and inputs into the grant as well as looking at performance measurements. That is the gist of this collection.

Conclusion: Approved

	Continuation of General Business Discussion	

Discussion: Jan brought up discussion of starting the re-envision process with UIP staff. EDAC could bring the UIP staff to January meeting to have a conversation of how can CDE undertake this process and what it entails. What is the best way to accomplish this because of all the multiple pieces and parts. EDAC member said it would be good to eliminate inconsistencies and redundancies in the UIP and help reduce the burden. Jan suggested that committee members connect with their district UIP folks to bring ideas, suggestion and concerns to this January meeting. There could be changes from COVID stakeholder group regarding this as well. EDAC committee said with regards to COVID group would these changes be long-term or would they just apply to the situation now? Many in the group are trying to make the recommendations from this group go longer than just the current COVID crisis.