Minutes
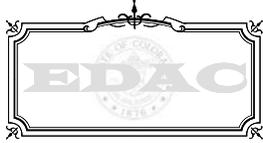
Colorado Department of Education EDAC Committee

December 6, 2019
9:30 -2:00
Colorado Talking Book Library
180 Sheridan Blvd
Denver, CO 80226

Meeting called by:	**Education Data Advisory Committee**
Type of meeting:	Scheduled Data Review Meeting
Facilitator:	Jan Rose Petro
Note taker:	Brooke Robinson
Timekeeper:	

Attendees:		
	Jan Petro	Marcia Bohannon
	Janice Cook	
	Lori Benton	
	Andrew Pippin	
	Jonathan Levesque	
	Ruth Grindeland	
	Loraine Saffer	
	Lazlo Hunt	

Agenda topics

General Business
- Meeting Minutes 1-Nov-2019 - Approved
- Late Item Submissions (MARKED IN RED)
    - CGA-163 - Approved
    - GFMU-201 - Approved
    - GFMU-202 - Approved
- EDAC Credit Renewal
- Data Pipeline Advisory Committee
- Membership Request Follow-up with CSI Representative – No update. The last we heard is the commissioner and Terry decided they want to come together to EDAC. They are discussing dates for a future meeting.
- EDAC Report Presentation – No update. Marcia didn't get the chance to talk to the Commissioner. January would be the earliest we will hear back.
- Other – It would be nice to have a summary of end of year review of what EDAC approves. What has been approved throughout the year? Someone was looking through

EDAC minutes for graduation requirements and could not find the information quickly. This is something we may want to consider.

Update Approval
- CGA-178 USDA National School Lunch Program Equipment Assistance Grants Funding Opportunity
- CGA-134 Expelled and At-Risk Student Services Grant RFP
- CGA-172 School Counselor Corps Grant Program – Data that they reported is not consistent on page 3 and page 11. The dropout rate changes from 2.2% to 2.3% on these pages. There are spelling errors in 80's questions. They didn't mark that it was required to get feedback (doesn't have asterisk). Very little of what they are asking is required in general, so they may not get the data they are seeking.
- CGA-162 Early Literacy Assessment Tool Project – On eligible applicants, pages 2-3, there needs to be some clarification in defining the eligible applicants or a better way to do this. There is confusion on LEA vs LEP throughout document. It may be best to list clearly the eligible applicants, and use that verbiage instead of LEA or LEP through supporting document.
- CGA-163 Adult Education and Literacy Grant RFP - LATE
- CGA-224 Adult Education and Family Literacy Act (AEFLA) – The intent to apply is today. The training webinar happened in the past.
- DMC-122A Student Registration/Personal Needs Profile Field Definitions Administration CMAS
- SPS-130 Teaching and Learning Conditions (TLC) in Colorado Survey – On questions p41E second to last page, it is odd this is the only question they start with "I believe". Format this question like the other questions. Language of the prior question, "indicate your level", is odd. Start with "(All) students at this school" for all questions. It was appreciated how they demonstrated their changes as it was helpful to see the changes from the last update.
- NU-142 USDA Non-Program Revenue Tool
- OFP-143 Supplement, Not Supplant Demonstration Under Title I, Part A of the Every Student Succeeds Act
- PSF-CC03 Capital Construction Project Request
- PSF-CC05 Capital Construction Project Status Report
- PPS-101 Individual Career Academic Plan Efforts and Support – This gives information for purpose of the survey, but we are curious on how these results will be used. Can they clarify this in the letter? They could just clarify the positive changes that they are looking for rather than question 11 phrasing. How do they measure that? Question 13 could be changed to "such as" and give examples. Is this going to districts or both districts and schools? Are they seeking feedback from charter schools at all? Charter schools and CSI are not going to be the same as districts. Can they include something about ICAP and ALP overlap since that is an option in Colorado? Are they taking advantage to mesh the two? Have they seen it be successful with this overlap if they are doing it?
- PPS-103 ASCENT Program Intent to Participate Form
- FS-103 Safe Schools Act Accreditation Report

All Approved (some questions/edits on CGA-172, CGA-162, CGA-224, SPS-130, PPS-101)

Proposed Legislation

State Board Rules
- 1 CCR 301-92 – Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (Read Act) – How often are they going back to naming? For example, on page 15 they list off all approved and assessments without names.

Companies are always changing names so it would be nice to see that name change. Do they need to call out specific names, or do they just reference the law number? Do they need to state what the tests are?

- 1 CCR 301-97 – Rules for the Administration of the School Health Professional Grant Program – Took out the phrase, "substance abuse". On page 3, our hope is they will provide guidance to big additions to the rule.
- 1 CCR 301-111 – Rules for the Administration of the School Leadership Pilot Program
  - Does not have redline since it deals with new rules

20 Minutes	DMC-112 Data Pipeline Colorado ACCESS for ELLs SBD (Review)	Pamela Amato

Overview: The Data Pipeline Colorado ACCESS ELLs SBD Review Process allows districts to make updates to student biographical data that is used in public reports and for accountability purposes. The SBD Review Process is also a way for districts to provide invalidation codes for the WIDA Assessment. This is required by statute to be reported each year. This data is presented to districts and collected from districts using the Data Pipeline. The information collected provides the Assessment Unit with the information needed to provide public reporting at the state, district, and school level as well as in aggregated groupings as required by Colorado Statute. Data gathered during this collection is also used by the Accountability Unit. This year, Pam will be working to make the names of the fields more in sync and consistent with other collections. In terms of what has changed, it is minor, but have updated layout of fields.

Discussion: This is clearer to read now with updates. People who are reading this, no matter what level of knowledge, can understand what the collection does. It is a very straightforward collection. In IEP, the P stands for program, and not plan. In regards to invalidation codes, is that consistent with WIDA codes? Usually they are numeric, but these alphabetic. These are the codes used by WIDA. Would it be better to change these codes to numeric? Yes, this will keep everything consistent and easier to understand as these codes are used in other collections. WIDA is through Portal, and with this collection, they use Pipeline. People who fill out this collection, do not touch Portal through WIDA. This is something that can be brought up during Town Hall to see what districts would like to see this change since these codes are different and can cause confusion. This is something we can work toward the next year. Is this a Data Burden? If so, then it should be something that should change for next year. The testing for this collection starts January, but this part doesn't hit the districts until March. SBD is quite complex so we should wait for these changes to happen. It should be left alone for this year and will ask for next year. Even if it is a simple change, there may be some push back from districts.

Conclusion: Approved.

15 Minutes	ESL-116 Medicaid School Health Annual Report (Review)	Sarah Mathew

Overview: CRS 26-4-531 requires school districts to spend Medicaid reimbursement funds on health and health-related services. This annual report is a form of monitoring the districts that participate in the program to ensure that money is spent according to the state statute. Reporting of how Medicaid School Health Services funds are spent is required by contract, between CDE and Health Care Policy and Financing (HCPF) and Colorado legislation. The data is only specific to the School Health Services Program. It is a program that is unique in Colorado, and it pulled in $43 million. All of the money goes to help children. They help districts spend money as well. They partner with HCPF (Health Care Policy and Financing), and the collection is run during January. Since this is outdated, they have hired a contractor to improve this collection for next year (January of 2021).

Discussion: Do you spend a lot of time "scrubbing" data? Yes, this is why they have decided to bring stakeholders together to be more mindful on how they use this data. They have learned that districts are using this money differently than what they use to. They have opened this plan as of this month so they are going to get more money. How do you define fields that they report? They do webinars and trainings to help with this. It is hard with turnover as they have to relearn this collection. This is one of the reasons they are revamping this program. This can be a more valued partnership with HCPF. They attend trainings together to answer all questions during these so it is more of a team effort. Any and all questions can then be answered at once.

Conclusion: Approved.

10 Minutes	SED-202A Application for In Administrative Unit High Cost Reimbursement (Review)	Vicki Graham

Overview: House Bill 06-1375 created a State Special Education Fiscal Advisory Committee and set forth the duties for the committee. One of the duties of the Committee is to develop forms and procedures that administrative units must use to document high cost educational programs for individual students. These forms must be completed by March and returned to the Department for review and approval by the Committee. The Committee's decisions must then be approved by the State Board at its May meeting. The statutory authority can be found in 22-20-114.5(3), C.R.S. The form must be used to obtain reimbursement for services to "high cost students". Individual student cost data are not collected by the department. $4 million is allotted, $2 million in district, $2 million out of district. The first sheet on each application is a worksheet that is added to try and relieve some of the burden of this process. The application was developed by the SED advisory committee. The committee has developed the application process, and has been the same, or close to the same, since 2006-07 year. The students are funded until they run out of money. The students are ranked and allotted the funds in order. The applications are always due during auditing, March 1st.

Discussion: Why are the dollar amounts different? SED-202A should be the $25,000 and SED-202B is $40,000. They ask a year ahead to pay out the year after. Both of these collections are the same (SED-202A and SED-202B) besides In Administrative Unit vs Out of District. The date of birth, disability and last 4 digits on SASID are used to make sure that there are not any duplicate students. Many of the students that wind up being "high cost" students is due to transportation or one-on-one paraprofessional. They collect the information about how much it costs to transport the student. All costs have to align with IEP. There are autofill capabilities throughout application to reduce data burden. Why is there a difference in the amount for in district and out of district? Out of district is naturally a higher cost. It was deemed that an AU's portion expends should be a little higher. There would be a lot more applications. Most of the AUs know if their students will qualify or not. Generally, they do not see applications from Denver because they know their students will not qualify. With everyone that applies for this, it would allot about $9 million. On the last few pages of the application, the dates need to be updated. A legislative report is produced from this collection. It sums up the state's cost for special education.

Conclusion: Approved with minor edits.

10 Minutes	SED-202B Application for Out of District (OOD) High Cost Student Reimbursement (Review)	Vicki Graham

Overview: House Bill 06-1375 created a State Special Education Fiscal Advisory Committee and set forth the duties for the committee. One of the duties of the Committee is to develop forms and procedures that administrative units must use to document high cost educational programs for individual students. These forms must be completed by March and returned to the Department for review and approval by the Committee. The Committee's decisions must then be approved by the State Board at its May meeting. The statutory authority can be found in 22-20-114.5(3), C.R.S. The form must be used to obtain reimbursement for services to "high cost students". Individual student cost data are not collected by the department. $4 million is allotted, $2 million in district, $2 million out of district. The first sheet on each application is a worksheet that is added to try and relieve some of the burden of this process. The application was developed by the SED advisory committee. The committee has developed the application process, and has been the same, or close to the same, since 2006-07 year. The students are funded until they run out of money. The students are ranked and allotted the funds in order.

Discussion: Why are the dollar amounts different? SED-202A should be the $25,000 and SED-202B is $40,000. They ask a year ahead to pay out the year after. Both of these collections are the same (SED-202A and SED-202B) besides In Administrative Unit vs Out of District. The date of birth, disability and last 4 digits on SASID are used to make sure that there are not any duplicate students. Many of the students that wind up being "high cost" students is due to transportation or one-on-one paraprofessional. They collect the information about how much it costs to transport the student. All costs have to align with IEP. There are autofill capabilities throughout application to reduce data burden. Why is there a difference in the amount for in district and out of district? Out of district is naturally a higher cost. It was deemed that an AU's portion expends should be a little higher. There would be a lot more applications. Most of the AUs know if their students will qualify or not. Generally, they do not see applications from Denver because they know their students will not qualify. With everyone that applies for this, it would allot about $9 million. On the last few pages of the application, the dates need to be updated. A legislative report is produced from this collection. It sums up the state's cost for special education.

Conclusion: Approved with minor edits.

5 Minutes	PSF-CC06 Capital Construction Project Funding Request (Review)	Jay Hoskinson

Overview: The District which has been awarded a Capital Construction grant will submit to the Department the CC-06 Project Funding Request. The District should attach the vendor invoices to the fund request for the Department to review. The department will review the invoices to ensure that they are within the project scope and approve the fund request for payment. This data is necessary to validate expenditures for payment or reimbursement of grant funds. After this report is submitted to CDE, the funds can then be released to the grantee. This form is mostly just contact information and the extension sheet.

Discussion: None.

Conclusion: Approved

30 Minutes	TSDL/Report Card March Discussion	Annette Severson, Brooke Robinson

Overview: TSDL is reviewing what is really required to collect and get rid of the rest. The fields are not straight forward on what is required by statute. TSDL also needs to be reviewed to help districts with this collection. The ultimate goal is to have one file for this collection. They met with legal expertise, and the legal expertise provided feedback to this collection. This feedback will be brought to the CDE executive team. This feedback will be reviewed in January by executive team at the earliest. The legal experts decided that it would be best to not go to the Attorney General. They want decisions before March to prepare for next year.

Report Card March Collection is currently being looked at as a Data Burden Collection. School Bullying and its' new policies is also a question. The policies that are currently in RCM are outdated and do not pertain to schools anymore. Brooke reached out to Adam Collins (Bullying Prevention and Education Grant Coordinator) in which he provided in-depth feedback on the fields we are currently collecting on and what should be added/removed. We also updated the legislation to reference regarding school bullying. She also reached out to many departments in CDE and received feedback that many departments do, in fact, use these fields as reference.

Discussion: TSDL – Has there been any comments or results that came out of study group from last year? No, they haven't heard anything from this group. Mostly they were questioning EDAC process and how this was going. One file vs three files is still wanted in EDAC Committee. Please let Annette know if this opinion, or anything, changes.

Report Card March – Why don't we just take out fields that are not required by statute? We are not supposed to collect data that is not required. However, there is no reserved proof on what should be collected. We can say that we shouldn't collect this data, but we need to see how it effects other CDE departments. If they really want to us to report on it, then we need to figure out what should be required by law. They are struggling with yes and no required by statute. Do we collect anything like this somewhere else? If it is collected somewhere else, but is not the same thing, then it is technically different. The main question is it is required and not important. School bullying programs are not all there. Is there a way we can report, "what policies are used?" If we could change the way this is collected within Report Card March, then we can have one question regarding the primary program utilized by the school. What do we need to do to improve this collection? If it isn't required, then let's get rid of the field. School bullying programs are different across schools. Is there a better way to report on programs? One idea is create a text field instead of yes/no for individual programs may be best due to the many programs/policies regarding School Bullying. Another idea would be assigning 1 through 12 for common school bullying programs and 99 for "other" field. We went through each field and decided whether we should keep it or not. Why can't we open in March and close in August so the parents have the data for the next school year? Not a problem, but the collection is so simple, there is no need to have that much time. Would we be comfortable for this to be presented to legal team? Yes.

Conclusion: TSDL – Annette is waiting on executive team for update and will report back to EDAC once she receives any updates.

Report Card March – Brooke will make revisions to Report Card March fields from feedback received from EDAC committee. She will get Report Card March ready for legal team.

40 Minutes	P3O-103 Read Budget Reporting Process (New)	Whitney Hutton

Overview: Each LEP shall ensure that the READ Act per-pupil intervention money it receives in each budget year is used to improve the reading competency of students enrolled in kindergarten through third grade and does not replace other money that would otherwise be used for this purpose. An LEP shall provide specific expenditure information to the department that specifies the manner in which the LEP spent the per-pupil intervention money it received in a budget year. Districts are able to use this information to ensure that they are in compliance with the Colorado READ Act. They can also use this information to ensure that every student identified as having a significant reading deficiency receives intervention supports that are approved by the department. New legislation was passed and put into effect 2019-2020 school year. There is a new requirement for districts to report budget to CDE. READ Act data collection, a new additional requirement occurring April through June, is a budget description on what the funds will be used on. The two new uses can use funds to provide CORE programming and can purchase software for these programs. There is a budget planning within Data Pipeline, but may be taken away on Pipeline. It is not required by the data collection anymore. They are working with programming team to collect this online. It will be similar to EASI application due to wanting it more consistent with other collections. This is being suggestive that they have it implemented for this data collection (April of 2020). It is a tight deadline as the initial submissions are due by May. CDE will review and give feedback (potentially will have to resubmit again if there is feedback). Communication to the field is a priority for this collection. There will be webinars, guidance documents, etc. to get this information to districts. It will be an online platform. This is collected at a district level, not school, but the districts will need to work closely with schools to complete it.

Discussion: Who is the appropriate person with a district to be responsible for this READ or finance? It has been a burden due to the person that currently collects it. They don't know a ton of information about the collection. Was this year's collection optional? It was the understanding that they were going to do it for next year, but they pushed it to April of 2020 instead of 2021. This is a lot to ask because of the short time frame. They will need to go off of last year's allocation amount and make projections for next year. They know that everyone's projection will change, but will use last year's fund as a baseline. After districts receive money in August, they will have a timeframe to note which parts were given as funds. Is there the opportunity to provide feedback to remain optional for year 1 and make it mandatory after? No this is not an option. This is also based on data they don't have either. Can we find out why it got pushed to be required for this school year? Yes, we can get a concrete answer. The state board is asking to have this information (data) as soon as possible. It is not required by statute for this year, but it is the next year. What is the rationale behind the narrative because there isn't a set template for this? Since it isn't required by law, less is better, but there can't be any restrictions. They are going to be collecting these across the state and review them. School districts will then have to wait to see how much funds they will receive after this review. Have you thought that districts may take the easy way out, and data may not be what you expected (less detail)? Yes, that is always a risk. The CORE program list is another concern. They will be starting a review in January for this CORE program part and have it up on the website prior to the collection. The list needs to be updated to make this feasible. We do not know the full requirements for this collection so it would be hard vote on it. The timing and estimating funds seem to also be an issue as giving a random number would make people uncomfortable. Have you thought about a Pilot or a soft roll out? Yes, but it was denied. Whitney can gather more information on why this was denied.

Conclusion: We don't have enough information and will re-evaluate. What are our options for recommendations? EDAC would like to stick to the same timing for next year and continue to collect in Data Pipeline. For the following fiscal year, EDAC would recommend that July be a deadline to hear what is expected. EDAC needs comprehensive understanding of timeline in regards to limitations that already exist. They also need rationale on why it was moved up a year as well as in statute. There are too many unknowns on what we are budgeting for. A possible tool on to help build budget and a pilot would be helpful. We need clarification on why this is being brought up now, but will not be required by 2021. We need to figure out who will be filling out collection, respondent is not identified yet.

Resubmit next month.

5 Minutes	PSF-CC12 Grant Reserve Request Form (Review)	Jay Hoskinson

Overview: The district, which has been awarded a Capital Construction Grant, will submit to the Department the CC-12 Grant Contingency Request in the event that their project has cost overruns. The District should attach the vendor cost projections or Change Orders to the contingency request for the Department to review. The Department will review the projections to ensure that they are within the project scope and approve or deny the contingency request for payment. This ensures that the grant dollars are being spent in an efficient manner that reflects the original award amount and within the project scope. If there is an unusual situation, there is now an opportunity to present to board about that specific project. It doesn't come into play very often (once every couple years). It is there in case they need it. The form is basically collecting information needed regarding the issue arisen and determining whether or not this grant reserve can be used.

Discussion: No questions

Conclusion: Approved.

5 Minutes	PSF-CSCC-02 Charter School Eligibility (Review)	Jay Hoskinson

Overview: The Charter School Capital Construction Grant is a per pupil grant allocation to charter schools for capital improvement needs identified in six allowable categories. This form is to be filled out by all charter schools to determine eligibility and to allow CDE to calculate per pupil distributions for the upcoming fiscal year. This data is not collected elsewhere, but has been considered using October Count for some of the information. Some of the info in the questionnaire may be specific to this program. Also, they may be required by statute. They are projected at the beginning of the year, and then they are given these funds. The final amount will be received in January.

Discussion: Is this for the 20-21 school year? Yes, this is for 20-21. The dates need to be updated for this form.

Conclusion: Approved with minor edits.

5 Minutes	PSF-CSCC-01 List of Expenditures and Project Description (Review)	Jay Hoskinson

Overview: The Charter School Capital Construction Grant is a per pupil grant allocation to charter schools for capital improvement needs identified in six allowable categories. This form is to be filled out by all charter schools receiving these funds to certify the funds expended by the charter school were expended in one of the allowable categories. This information is provided to the Office of the State Auditor in early January for their preparation of an annual legislative report. This is not collected elsewhere. However, they have considered pulling the information from Data Pipeline, but the form may be required by statute. The form could also be web based or Google form to reduce email communications and paper scans if signatures are not required. This form is establishing the allocation of funds that are distributed and broken down in each category. This form is racking up at the end of the year as a report.

Discussion: Is this for the 20-21 school year? Yes, this is for 20-21. The dates need to be updated for this form.

Conclusion: Approved with minor edits.

5 Minutes	PSF-CC14 BEST Grant Survey (Review)	Jay Hoskinson

Overview: The Division of Capital Construction solicits feedback regarding on all areas of our yearly grant selection meetings – the grant application, technical assistance provided by Division staff, the selection process, and areas in which we do well/areas in which we need to improve. This is important because it aligns with CDE's internal goals on how we can effectively measure performance as a department, to show we are providing excellent customer service and meeting our customer's needs. The information will be valuable to local school districts, charters, and BOCES in that it gives us feedback for improvement in providing service. CDE can use it as a tool of measurement for improvement as well. The information collected is specific to the experience with our program, and many respondents would not typically receive a CDE survey. This was changed to Google Forms.

Discussion: Regarding question 12, are those separate things that should be in different questions, or can this be asked in one question like stated? This is a question that was combined into one question to make survey shorter. If you are trying to get data on all three things, then you should either rephrase question or split question. On question 12 again, fix "your your school" phrasing.

Conclusion: Approved with minor edits.

10 Minutes	GFMU-201 Close-out Procedures Fiscal and Program Checklist – Adult Education and IEL Civics (New) LATE	Jennifer Austin

Overview: The Adult Education and IEL Civics grants were awarded for a 3-year period. The funding for these grantees ends June of the next year (the 30th 2020 in this case). To ensure compliance with federal regulations, appropriate documentation is being requested from the grantee to ensure fiscal and programmatic requirements are met for grant close-out. This document is collecting information vital to demonstrate mandated closeout processes. This process will be helpful to districts and Community Based Organizations (CBO) to demonstrate final closeout for their grant files. This is important documentation for auditing federal grants.

Discussion: From a BOCES point of view, it is nice to have this collection as it is clear and straightforward. Will this be common for most grants? Yes, we want to go down the road and get the same document for Migrant Grant and other federal grants after the fact. They want to see how this goes first and continue to produce this document for other grants. Why would these two (GFMU-201 and GFMU-202) look so different? The Adult Ed wanted to create a checklist and 21st wanted to create a guide. Should it be one form? This is an option, but this was how it was presented to Jennifer and how she passed it along. Can we do a revision of the formatting, 21st be the same as Adult Ed? Yes. Will this checklist be added to application? Yes, we would like to see it be added so we can track it from the beginning when they apply. A few years back, EDAC was instrumental about when applications went out, and applicants knew what was going to be collected.

Conclusion: Approved.

10 Minutes	GFMU-202 Colorado 21st CCLC Cohort VII – Close-Out Requirements (New) LATE	Jennifer Austin

Overview: The 21st CCLC Grant was awarded for a 5-year period identified as Cohort VII. The funding for this Cohort ends June of the next year (30th of 2020 for this year). To ensure compliance with federal regulations, appropriate documentation is being requested from the grantee to ensure fiscal and programmatic requirements are met for grant close-out. This document is collecting information vital to demonstrate mandated closeout processes. This process will be helpful to districts and Community Based Organizations (CBO) to demonstrate final closeout for their grant files. This is important documentation for auditing federal grants.

Discussion: From a BOCES point of view, it is nice to have this collection as it is clear and straightforward. Will this be common for most grants? Yes, we want to go down the road and get the same document for Migrant Grant and other federal grants after the fact. They want to see how this goes first and continue to produce this document for other grants. Why would these two (GFMU-201 and GFMU-202) look so different? The Adult Ed wanted to create a checklist and 21st wanted to create a guide. Should it be one form? This is an option, but this was how it was presented to Jennifer and how she passed it along. Can we do a revision of the formatting, 21st be the same as Adult Ed? Yes. Will this checklist be added to application? Yes, we would like to see it be added so we can track it from the beginning when they apply. A few years back, EDAC was instrumental about when applications went out, and applicants knew what was going to be collected.

Conclusion: Approved with edits to mirror GFMU-201 formatting.