

# Minutes



## Colorado Department of Education EDAC Committee

June 2, 2023  
9:30 a.m.-1:00 p.m.

Colorado Talking Book Library  
180 Sheridan Boulevard  
Denver, CO 80226

Meeting called by:

Educational Data Advisory Committee

Type of meeting:

Scheduled Data Review Meeting

Facilitator:

DJ Loerzel

Note taker:

Peter Hoffman

Attendees:

Tamara Durbin	Lazlo Hunt
Curtis Lee	Mimi Livermore
Michael McManus	Andrew Pippen
CDE:	
DJ Loerzel	Annette Severson
Peter Hoffman	Marcia Bohannon

# Agenda topics

## General Business

- EDAC Credit Renewal
- Data Pipeline Advisory Committee
- May 5, 2023 Meeting Minutes – **Approved**
- If EDAC update approvals have changes noted, please make sure that the changes are noted on the EDAC form and highlighted in the supporting documents.
- EDAC Membership – Request for recommendations for members whose term is up / resignations. These appointments are reviewed by the State Board of Education. If there are people within your region in your subject matter expertise that you would like to recommend, please send them to EDAC Chair.
- 2023-2024 EDAC Schedule – Did one per quarter in person work? It is costly for in person for further away members. There is also convenience for information access when remote, as well as doing regular job duties during waiting periods for presenters. Should we consolidate shorter meetings to fewer longer meetings?
- Tentative 2023-2024 EDAC Dates: 09/01/2023, 10/06/2023, 11/03/2023, 01/05/2024, 02/02/2024, 03/01/2024, 03/22/2024, 05/03/2024, 06/07/2024
- 2022-2023 EDAC Annual Report
  - Report sent to State Board of Education and House / Senate Education Committees
  - In previous years the commissioner has taken a bigger interest and reviewed this report, it is unsure if the new commissioner will have the time to do this for the 2022-2023 report.
  - Topics, achievements, future foci, and items for 2022-2023 report discussed.
  - How can EDAC maximize its value and voice, what is its mission??
  - Revamp / Streamline EDAC submission forms
  - Should we record key points at the end of EDAC meetings to include them in the annual report?
    - Communal place for EDAC members to input notes on each reviewed collection?
    - Survey on the back end for CDE collections to provide feedback on what was done based on EDAC feedback?

## Update Approvals – All Approved

- CDHE-101 Colorado Opportunity Scholarship Initiative (COSI)
- EDL-103 Designated Agency Data Collection (DADC)
- OFP-144 Program and Fiscal Requirements for Federal Programs Monitoring
- OFP-144B Program Monitoring Self-Assessment (ESEA ESSER)
- OFP-144C CDE Subrecipient Fiscal Monitoring Questionnaire
- SED-284 Indicator 8 Parent Survey

30 Minutes	<b>At Risk Measure Update</b>	Amy Carman
<p><b>Overview:</b> See PowerPoint below.</p>		
<p><b>Discussion:</b> Several of the at-risk committee members didn't understand that the intent was the district would have to get the census data. Is the case that the district will need to get students census data? For the pilot, CDE is getting the output of the data from the American Census (ACS) website. Can districts submit batch uploads? On the ACS upload website, you can upload batch uploads. SIS vendors are one potential solution in helping districts get this data. The statute says we have to use the ACS tool, the block data is also part of the statute. CDE is hoping the pilot will tell us what will work best for this or not. The schools for the pilot have not been chosen yet. When Urban Institute came back with results, some districts took it that they were not using addresses but using boundaries that schools maintain. It is felt that the CDE could get this data from the information that Urban Institute obtains. The pilot is really to determine the best way to do this en masse.</p> <p>It is a huge scope of work and not every district has the capacity to tackle this. It would be helpful if SIS vendors can provide this information. From initial talks with Infinite Campus, it appears that they are willing to develop something, but will not do it until an actual pilot is created / clarity is created. The CDE is looking at how other States are tackling this issue. Urban Institute is working on instructions on how best to get this data, and the pilot is what the CDE is hoping to use to best figure out the various ways to create the least amount of burden for districts.</p>		
<p><b>Conclusion: Not Applicable</b></p>		
20 Minutes	<b>SIS-107 Regional Math Professional Development Grant (New)</b>	Matt Koziol
<p><b>Overview:</b> The Regional Math Professional Development Grant application is available for districts to complete to receive funding to send math teachers to two professional development conferences in Denver in June and provides stipends for teacher-leaders to develop professional development for colleagues in January 2024.</p> <p>The Colorado Department of Education (CDE) is creating the Regional Math Professional Development Grant to support regional collections of primarily rural districts in growing their own teacher-leaders in mathematics who can provide professional development and other support to their colleagues. CDE will provide the funding needed for districts to nominate and support teacher-leaders who will participate in a regional cohort in the San Luis Valley that collectively plans and delivers professional development across their region. CDE will also support "train-the-trainer" opportunities for this cohort of teacher-leaders by funding districts to send their teacher-leaders to events where the cohort can develop the combination of leadership skills and content knowledge to support their efforts and emerge from the pandemic stronger.</p>		
<p><b>Discussion:</b> Is it a specific conference in Denver? Yes, it is two: NCSM Summer Leadership Academy and the CCTM Learning Institute. The turnaround time is very tight. Is there time enough for these teachers to actually attend these conferences? The groundwork has been laid and prospective applicants were notified that this may be coming down the pipeline. The timeline was shared with the districts ahead of time to try and help facilitate this tight turnaround. Is this only for rural schools in San Luis Valley? For this pilot, yes. The CDE is hoping that if this is successful to implement a more widespread implantation of this. The CDE is also hoping to learn how collaborative learning is working, and the San Luis Valley has already implemented a form of this.</p>		
<p><b>Conclusion: Approved.</b></p>		

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**DMC-110A Data Pipeline – Special Education IEP Interchange Access to Medically Necessary Services (New)**

Lindsey Heitman

**Overview:**

By July 1, 2023, AUs must adopt a policy that addresses how a student who has a prescription from a qualified healthcare provider for medically necessary treatment may receive the treatment in the school setting. The bill specifies what must be included in the policy and requires the AU to post the policy online. Beginning 07/01/2024 the AU must report to CDE the number of requests for access to a student by a private healthcare specialist and whether the access was accepted or denied. Starting January 2025, CDE must make this information available online and report it to the General Assembly.

**Discussion:**

**What is the data going to be used for? All we know is that it will be published on the CDE site by January 2025 and sent to the General Assembly. From a BOCES point of view, as an AU if an IDEA eligible student they would be reported, as being a part of EOY SPED it may not work for students that are not IDEA eligible but are 504 eligible. Do districts need to establish policy that this data is reported? This can be hard since AU's have no authority to require this data. The CDE believes the legislation is written that the data is reported at the AU level, not the district level. This data will not be in the same snapshot – it will have its own table even though it is attached to the Special Education collection. The CDE recognizes that this will be a challenge for the BOCES / AU's that will have to collect this data from their member districts. The BOCES don't have any authority to collect 504 data, so this will create work at the BOCES level to create a method to obtain this data. To be clear, it is all requests (IDEA, 504, general requests)? Yes.**

**Would this data already exist somewhere as part of an existing function? No. Is capturing this data part of a school level, or would it naturally fall within an IEP? No. This is all completely brand new, LEA's have never monitored medical requests for IEP students. Confusion is from how the bill was written implying an AU is the same as a district. There will be issues with the specificity of the data requested in the bill since AU's don't have the authority to collect that level of information. This does not require specific student level data, just a count.**

**Since this is a completely separate screen it does not have to be lumped in with the Special Education End of Year collection, the CDE thought this would make the most sense. Another consideration was the user that is having to enter this information – since the Special Education End of Year respondent is already accessing pipeline, they will already have access to enter this information.**

**Since it is all students, it has to be up to the AU to figure out their own process. It will likely vary greatly between each AU. Does this have any HIPAA implications, even though it is an aggregate the data at the edge still contains PII? Not if it is just a yes or no question that the AU's ask.**

**If the PII information is reported just to the superintendent, then the AU can just request the count that is required for this collection.**

**When does the CDE has to receive the data by? Everything must be posted by January 2025. The data would need to be submitted by the end of Special Education End of Year collection, which is usually September.**

**Would private duty nurses be a part of this collection? Yes.**

**Conclusion: Approved.**

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**NAEP-104 NAEP Assessment E-File Collection**

Collin Bonner

**Overview:**

In 2024, state-level data will be collected in mathematics and reading assessments at grades 4 and 8. Under the Elementary and Secondary Education Act Reauthorization of 2001 and continuing with the Every Student Succeeds Act (ESSA), which was signed into law in December 2015, state applications for Title I funds must include an assurance that states will participate in the biennial NAEP mathematics and reading assessments at grades 4 and 8 and that state results will be reported.

This collection will take the burden off of districts/schools so they do not need to submit to NAEP the grade level students with the needed demographic variables for the NAEP student sampling. It is accessed via the Student October Count Data they submit and the CO NAEP State Coordinator and CDE STUOCT person work together to accomplish this for the selected schools/districts.

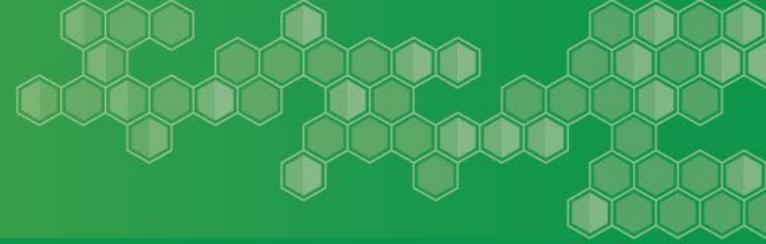
**Discussion:**

**This is not asking the districts to complete a data submissions, this is just a request to utilize existing data? Yes. Districts are required to complete the NAEP data collection, the idea behind this collection is that instead of districts having to submit this data, the CDE can create these lists for districts.**

**Conclusion: Approved**

# EDAC Update on New At-Risk Measure

June 2, 2023

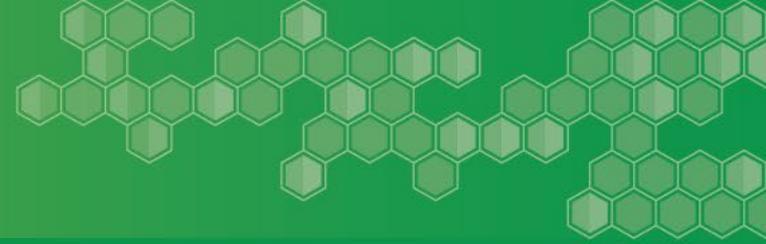


## [HB 22-1202 At-risk Student Measure For School Finance](#)

- Created a new At-Risk Measure for the School Finance formula beginning in FY 2023-24
- Established a working group to provide input on several topics

## [SB 23-287 Public School Finance](#)

- Extends implementation of the new At-Risk Measure to FY 2024-25
- Explicitly allows CDE to collect information necessary for individual student census block groups
- Requires CDE to conduct pre-implementation modeling and testing of total program funding using the new at-risk factor measure and report findings by January 2024

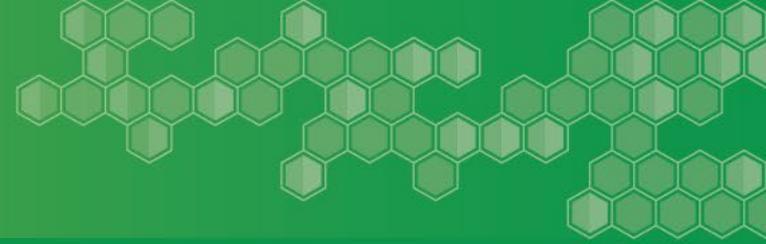


(11.3) THE DEPARTMENT OF EDUCATION SHALL COLLECT DATA NECESSARY TO IDENTIFY INDIVIDUAL STUDENT CENSUS BLOCK GROUPS.

(11.5) (a) IN ORDER TO PREPARE FOR THE IMPLEMENTATION OF THE NEW AT-RISK MEASURE FOR THE 2024-25 BUDGET YEAR, THE DEPARTMENT OF EDUCATION SHALL CONDUCT PRE-IMPLEMENTATION MODELING AND TESTING OF THE NEW AT-RISK MEASURE. AT A MINIMUM, THE DEPARTMENT SHALL SIMULATE 2024-25 BUDGET YEAR TOTAL PROGRAM CALCULATIONS, INCLUDING THE NEW AT-RISK MEASURE RECOMMENDED BY THE WORKING GROUP INSTEAD OF THE AT-RISK MEASURE IN EFFECT FOR THE 2023-24 BUDGET YEAR.

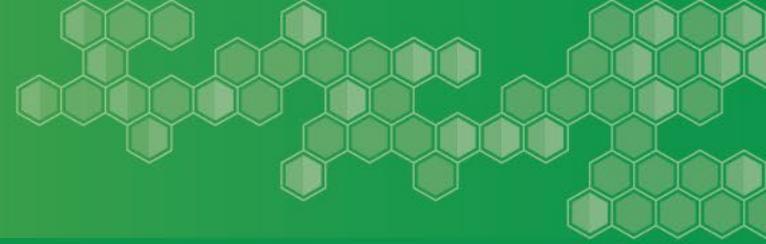
(11.5)(b) NOT LATER THAN JANUARY 5, 2024, THE COMMISSIONER OF EDUCATION SHALL SUBMIT A REPORT TO THE EDUCATION COMMITTEES OF THE SENATE AND HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, AND THE JOINT BUDGET COMMITTEE, INCLUDING:

- (I) A SUMMARY OF THE OUTCOMES OF THE MODELING AND TESTING USING THE NEW AT-RISK MEASURE, AND THE ANTICIPATED EFFECTS ON THE COST OF TOTAL PROGRAM FUNDING;
- (II) AN IDENTIFICATION OF ISSUES ENCOUNTERED IN THE MODELING AND TESTING USING THE NEW AT-RISK MEASURE; AND
- (III) RECOMMENDATIONS FOR ANY LEGISLATION NECESSARY TO IMPLEMENT THE NEW AT-RISK MEASURE FOR THE 2024-25 BUDGET YEAR, AS WELL AS FINANCIAL RESOURCES NEEDED TO ADMINISTER THE NEW AT-RISK MEASURE.



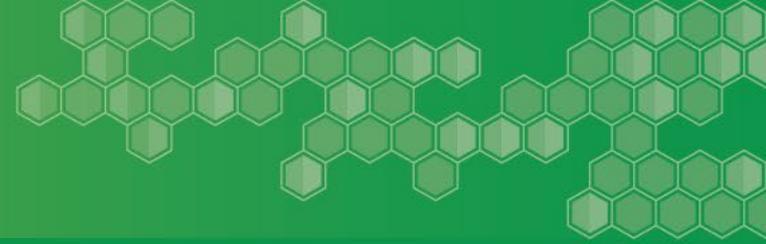
The pre-implementation modeling and testing will involve:

- Update the statewide model data with most recently available data reflecting children aged 5-17 rather than 18 and under.,
- Pilot instructions for LEAs to obtain census block information with volunteer districts.
- Obtain census block information from volunteer districts to correspond with the Student October Data Collection.
- Calculate FY 2024-25 funding based upon the updated modelled data and actual data from volunteer districts and compare to the calculated funding based upon the old at-risk measure.



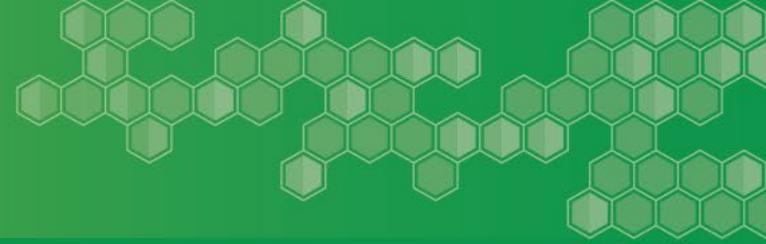
CDE staff will present information at engagement opportunities with districts including at the Financial Policies and Procedures Advisory Committee (FPP) Meeting on June 22nd and Data Pipeline Townhalls.

- Districts that are interested in participating in this pilot for providing neighborhood socio-economic data to inform the implementation of the new At-Risk Measure within School Finance Formula may volunteer to participate.
- Instructions will be provided on using the ACS website, identifying the Census Block Code data needed for the new At-Risk measure.



The pilot engagement will include two rounds to solicit feedback:

- First round in June/July to gain feedback on the instructions for district use of ACS website tool. This will help ensure instructions to use the ACS tool are clear and easy to follow.
- Second round in November/early December to obtain actual student level census block information from volunteer districts. This will provide information to augment the statewide modelled data to provide more accurate pre-implementation modeling.



## Anticipated Data Inputs:

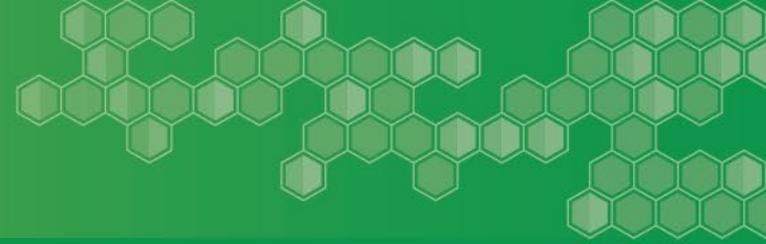
- SASID
- Student Street Address
- Student City
- Student State
- Student Zip Code

## Anticipated Census Block Data\* Needed for New At-Risk Measure:

- SASID
- Tigerline ID
- Tigerline ID Side
- State Code
- County Code
- Tract Code
- Block Code

This data is generated from the American Community Survey tool.

*\*to be confirmed by Urban Institute during first round of pilot*



Districts participating in the pilot will benefit the implementation statewide:

- Ensuring the process is streamlined
- Providing more accurate modeling data on the statewide financial impact of the new at-risk measure

Districts participating in the pilot will benefit individually:

- Knowing actual financial impact to the district

Districts interested in participating should contact:

- Rich Hull - [hull\\_r@cde.state.co.us](mailto:hull_r@cde.state.co.us)
- Amy Carman - [carman\\_a@cde.state.co.us](mailto:carman_a@cde.state.co.us)