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| **EDAC** | | **Colorado Department of**  **Education EDAC**  **Committee**  **June 21, 2024 Golden View Classical Academy**  **9:30 a.m.-1:00 p.m. 601 Corporate Circle**  **Golden, CO 80401** | | | |
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|  | **Meeting called by:** | **Educational Data Advisory Committee** | | | |
|  | **Type of meeting:** | Scheduled Data Review Meeting | | | |
|  | **Facilitator:** | DJ Loerzel | | | |
|  | **Note taker:** | Peter Hoffman | | | |
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| **Attendees:** | |  | Mackenzie Lane | Curtis Lee | / |
| Mimi Livermore | Ingrid Marin |
| Michael McManus | Michael Pacheco |
| Jennifer Sedaghat | Chris Selle |
| Cheryl Taylor |  |
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| CDE: |  |
| DJ Loerzel |  |
| Peter Hoffman |  |
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| **Agenda topics** | | |
|  | **General Business**   * EDAC Credit Renewal * Data Pipeline Advisory Committee * May 10, 2024 Meeting Minutes - **Approved** * Statewide SIS – New CDE commissioner is in favor of it, has gotten some feedback that it would solve some issues that rural schools are having. Budget request is being submitted for a planning year to explore the options for a statewide SIS. There is hope that there will be funding allocated for this project.   What is the spread of current SIS being used? The CDE is unsure of exact numbers, but there are more using IC and PowerSchool. Are there conversations surrounding things like TREP and ASCENT being combined / integrated. Not yet – currently it is looking at creating a SIS, with the intent to make it flexible to be able to add other things. A big concern from districts is how much time and work goes into switching the SIS. Could it be just a data store that districts upload data to versus an SIS approach? This could be easier messaging to convince districts and easier from a reporting standpoint. EDAC feels that if the CDE rushes into a statewide SIS without exploring options it could result in districts that didn’t get what they wanted digging in their heels in a few years. That is why the CDE pushed for a planning year.  There may be the perception that for rural districts, a statewide SIS may lower the burden on these smaller districts. The biggest difference this time versus the attempt for a statewide SIS in 2019-2020 is that the CDE is requesting State funding for it. Is there a method through EDAC to provide this feedback? EDAC feedback could be emphasized in some of the groups exploring this. Could there be a phased in process for adopting this if it moves forward?   * Annual Report to SBE –   + Accomplishments / Year End Review     - Scope     - New EDAC form   + Future Areas of Focus     - System / process improvements?   + Is there a place / role for advocacy through EDAC? By the time EDAC sees collections, it is already statute and sometimes feels like it’s too late by the time EDAC reviews a collection.   + DJ to create initial draft and send to committee for review / content updates.   **Update Approvals – All Approved**   * CGA-134 Expelled and At-Risk Student Service Systems (EARSS) Development Grant * CGA-236B Computer Science Teacher Education Grant End of Grant Reporting * DMC-116B READ Staff Training Collection * SED-284 SPP APR Indicator 8 Parent Survey |  |
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| 10 Minutes | **AUD-101 Pupils in Detention Centers as of the Pupil Enrollment Count Date** | Rebecca McRee |
| **Overview:**  Pursuant to State Board Rule, in order for a district to include a student (who is placed short-term in a detention center) in its funded pupil count during the Student October Count data collection, the district must be able to show (among other requirements), that it either distributed or received a notification that the student was in the detention center as of the pupil enrollment count date (usually October 1).  There are eight (8) districts in Colorado that provide educational services to students who are placed in short-term in detention centers and they are the ones that distribute the notifications. If they do not get a completed notification returned stating that the district of residence can count the student, these districts of attendance can include the student in their funded pupil counts. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **AUD-108 Annual Assurances for Statutory Compliance for Contracted Services** | Rebecca McRee |
| **Overview:**  This fillable word document/form will be posted to one of the School Auditing Office's webpages. Districts will need to complete this form each year for any entity with which they contract for educational services (for enrolled students). Districts can use this form, or they can incorporate all of these assurances within the actual contract. As the form indicates, the district must ensure all requirements are met. This form allows them to communicate (i.e., provide assurances) that they are in compliance. | | |
| **Discussion: On most assurances, they require a board member signature, is that the case for this one? No, we want someone at the district (CEO/Business Manager/Superintendent) and the contractor. What constitutes a contract with services? The CDE distinguishes between a purchased course and a contracted service. For now, the guidance recommends focusing on services that provide a full day of service. There is a delineation between a provider of services and a course provider in the guidance. Is there a deadline for this? It should be eventually incorporated into the district processes and possibly contracts in the future. There is not a hard deadline, but it should be implemented during the 24-25 year. Is there going to be a new requested data pool? If a district gets audited it would be requested with other assurances then. The assumption is since it is already stated that you must be able to submit contract information and this would be a part of that.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **AUD-109 Confirmation of Part-Time Funding Eligibility** | Rebecca McRee |
| **Overview:**  As required per State Board Rule, unless a pupil is reported by the district as being in kindergarten, receiving services under an IEP, identified by the Department as being in their fifth year of high school or beyond, or identified as participating in High School Equivalency Diploma program, or identified as a home-based education student receiving educational services by the district, a district shall obtain documentation which describes the reasons the pupil is enrolled part-time and confirms how the pupil is compliant with the Compulsory school attendance requirements of Section 22-33-104, C.R.S.; This form will be a fillable word document that districts will complete for a small number of students (if any). | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **AUD-110 Annual Audit Review Audit Questionnaires** | Rebecca McRee |
| **Overview:**  Per State Board Rule, the Department of Education is required to perform audits of pupil enrollment count data to ensure the accuracy of the information used to determine funding. Further, each district shall retain complete documentation supporting any certification made to the Department or any other data given to the Department for purposes of administering the Public School Finance Act of 1994 until audited by the Department or until five years from the certification due date whichever comes first. The purpose of these questionnaires is assist the department in transitioning to risk-based audit approaches for each of these counts which will significant reduce the amount of time district and Department staff spend on subsequent audits. | | |
| **Discussion: Are districts filling this out at the same time as submissions for funding? They would be due by December 11th, uploaded to the new Syncplicity folder for annual audits. When would they be posted to the CDE’s website? Hopefully by July. On the page 3 of the ELL count questionnaire, question 4 is blank. This will be deleted before it is posted.** | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **DMC-104 Data Pipeline - Report Card March** | Peter Hoffman |
| **Overview:**  The Report Card March collection contains descriptors of schools. This includes a school’s professional development days, course offerings, health and wellness information, and programs offered at the school. The data from the Report Card March collection is used to populate school descriptors and the school year in the School View application. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |