



**Texas Education Agency (TEA)
Information Task Force (ITF)
April 13, 2021**

Zoom
10:00 a.m. – 2:00 p.m.

Meeting Minutes

Call Meeting to Order

Dianne Borreson, ITF Member

ITF Member, Dianne Borreson called the ITF meeting to order at 10:00 a.m.

Roll call of the ITF members was taken by Stephanie Sharp.

ITF Members Present:

Dianne Borreson, Joel Garcia, Keitha Ivey, D'Lynne Johnson, Catherine Bray, Roshunda Roberts-Jackson, Kim O'Leary, Linda Roska, John Newcom, Traci Pesina, David Marx

ITF Alternate Members Present:

David C. Taylor, Dana Braun, Linda Raney, Elisa Sanchez, Debby Wilburn, Sandra Kratz, Kim Lyons, Tamara Kavanagh, Shawna Ohnesorge, Nina Taylor

TEA Staff Present:

Terri Hanson (IT), Leanne Simons (IT), Jamie Muffoletto (IT), Scott Johnson (IT), Candice DeSantis (IT), Wayne Curry (IT - Training), Jeanine Helms (IT), Leticia Ollervidez (IT), Stephanie Sharp (IT), Ed Linden (IT), John Reese (IT), Kathy Adaky (IT), Deborah DeBerry (IT – Training), Justin Jons (Financial Compliance), Kevin Johnson (Career and Technical Education), Tracy Johnson (CCMP)

Approve Meeting Minutes from January 19, 2021, ITF Meeting **Action**
Item

ITF Member, Dianne Borreson called for a motion to approve the meeting minutes from the January 19, 2021 ITF meeting.

Kim O'Leary made a motion to approve the minutes.

Keitha Ivey seconded the motion.

Vote: Passed.

Leanne Simons announced that Nancy Dunnam retired effective April 9, 2021. ITF Vice-Chair, David McKamie, was unable to attend today’s meeting. Dianne Borreson will chair today’s meeting. The PCPEI committee will appoint a new ITF chair at their next meeting.

1. 2020-2021 Sunset PEIMS Reports Action Item

During a reports advisory group meeting, the Texas Education Agency (TEA) was informed that some reports were no longer utilized due to the PEIMS application data retrieval function being able to provide the necessary data. Based upon system statistics, the following three reports were generated a total of 2,459 times during the 2019-2020 school year:

- PDM3-120-012 Attendance Data – generated 1,843
- PDM3-120-014 Flexible Attendance Data – generated 397
- PDM4-130-002 Flexible Attendance Data – generated 219

Additionally, due to the changes in Career and Technical Education (CTE) reporting requirements implemented for the 2020-2021 school year, it was determined the following Fall CTE reports are no longer needed:

- PDM1-454-006 Career and Technical Education Student Data
- PDM1-454-010 Career and Technical Education Course Data

TEA is proposing to sunset the listed PEIMS reports due to lack of utilization. The data is available within the data retrieval function in the PEIMS application. Additionally, due to changes in the Career and Technical Education (CTE) reporting requirements, TEA is proposing to remove the listed state-wide/regional reports as they are no longer needed.

Presentation:

Stephanie Sharp presented the proposal, which includes:

1. Remove existing TSDS PEIMS Reports
 - a. PDM3-120-012 Attendance Data
 - b. PDM3-120-014 Flexible Attendance Data
 - c. PDM4-130-002 Flexible Attendance Data
 - d. PDM1-454-006 Career and Technical Education Student Data
 - e. PDM1-454-010 Career and Technical Education Course Data

ITF Discussion:

ITF Member, Dianne Borreson called for questions or comments.

Leanne stated that when TEA removes a report due to lack of utilization, a proposal will be created for data governance approval. Kevin Johnson asked if the PEIMS reports proposed for sunset are related to Perkins V requirements. Candice DeSantis replied these are region-wide reports which are not the same reports the IT and CTE teams have been discussing.

Dianne called for any other questions or comments. Hearing none, Dianne requested a motion.

ITF Action:

Keitha Ivey made a motion to approve the proposal.

D'Lynne Johnson seconded the motion.

Vote: Passed.

2. 2021-2022 Career and Technical Education (CTE) Data Element Changes
Action Item

Federal Perkins legislation that governs state and local Career and Technical Education (CTE) programs using federal funds was reauthorized and signed into federal law on July 31, 2018. Perkins V changed terminology used to describe some CTE special populations and corresponding definitions.

To comply with the Perkins V changed terminology and definitions, TEA is proposing changing the following:

1. DISPLACED-HOMEMAKER-CODE (E1039) to OUT-OF-WORKFORCE-INDIVIDUAL
2. SGL-PARENT-PREG-TEEN-CODE (E0829) to SGL-PARENT-SGL-PREG-WOMAN-CODE
3. SGL-PARENT-PREG-TEEN-CODE (C064) code table to SGL-PARENT-SGL-PREGWOMAN-CODE

The updated definitions would be implemented beginning in the 2021-2022 school year.

Presentation:

Jamie Muffoletto presented the proposal, which includes:

1. Change data element name and definition of DISPLACED-HOMEMAKER-CODE (E1039) to OUT-OF-WORKFORCE-INDIVIDUAL in the StudentCTEProgramAssociationExtension.
2. Change data element name and definition of SGL-PARENT-PREG-TEEN-CODE (E0829) to SGL-PARENT-SGL-PREG-WOMAN-CODE in the StudentCTEProgramAssociationExtension.
3. Update 41169 StudentCTEProgramAssociationExtension and general reporting requirements to reflect the changes in this proposal.
4. Change code table name of SGL-PARENT-PREG-TEEN-CODE (C064) to SGL-PARENT-SGL-PREG-WOMAN-CODE.
 - a. Update the translation of code 7 from “Pregnant Teen” to “Pregnant Woman”.
5. Update associated reports to reflect the changes in this proposal.
6. Update associated data validation rules to reflect the changes in this proposal.

ITF Discussion:

ITF Member, Dianne Borreson called for questions or comments. Hearing none, Dianne requested a motion.

ITF Action:

Keitha Ivey made a motion to approve the proposal.

Roshunda Roberts-Jackson seconded the motion.

Vote: Passed.

3. 2021-2022 New Fund Codes 281 and 282

Action Item

The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act), was signed into law on December 27, 2020, and provides additional funds to the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund). These funds intend to help States and school districts safely reopen schools, measure, and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on K-12 schools. Although ESSER II funds are similar to those for ESSER, there are distinct differences between the ESSER II and ESSER programs. Differences in the programs including the period of funds availability, equitable services to non-public schools, maintenance of effort, and a report on efforts to measure and address learning loss.

The American Rescue Plan (ARP) Act of 2021 was signed into law on March 11, 2021 and provided supplemental funding to the Elementary and Secondary School Emergency Relief Fund known as the ESSR III Fund. Like ESSER II, the funds aim to help education funding to K-12 schools safely reopen schools, improve ventilation in school buildings, address learning loss through implementing evidence-based interventions, purchase personal protective equipment, and hire support staff.

The TEA Financial Accountability Division has requested additional FUND-CODEs for 2021-2022 PEIMS reporting to account for federal stimulus ESSER II and ESSER III funds granted to local education agencies (LEAs) through the CRRSA and ARP Act. LEAs will use the new code to report necessary expenditures incurred due to the public health emergency concerning COVID-19 and track reimbursements LEAs had for incurred expenses related to COVID-19 dating back to March 13, 2020. A TAA letter will be released at a later date.

TEA proposes updating a code table to support legislation surrounding CRSSA and ARP Acts by adding new codes 281 for CRRSA and 282 for ARP to code table FUND-CODE (C145). These codes will identify the funds for:

- the 2021-2022 payroll data submission, captured in PEIMS Fall Submission and,
- the 2020-2021 actual financial data in the 2021-2022 PEIMS Mid-Year Submission.

The new 281 and 282 fund codes will provide the ability to identify the federal stimulus funds that support an LEA's ability to operate and instruct its students during the COVID-19 pandemic.

Presentation:

Leticia Ollervidez presented the proposal, which includes:

1. Add new codes to code table FUND-CODE (C145).
 - a. Code 281 – Elementary and Secondary School Emergency Relief Fund II (ESSER II) of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act This code is used to account for federal stimulus ESSER II funds granted to LEAs through the CRRSA Act. The funds will be used to support an LEA's ability to operate, instruct its students, address learning loss, prepare schools for reopening, test, repair, and upgrade projects to improve air quality in school buildings during the coronavirus pandemic. (CFDA 84.425D) (Education Stabilization Fund)
 - b. Code 282 – ESSER III of the American Rescue Plan Act of 2021 This code is used to account for federal stimulus ESSER III funds granted to LEAs through the American Rescue Plan Act to address learning loss and the disproportionate impact of the coronavirus on certain student subgroups, identify and provide homeless children and youth with services in light of challenges of COVID-19, and to enable homeless children and youth to attend school and participate fully in school activities.
2. Update existing TSDS reports to reflect the changes in this proposal.
3. Update associated data validation rules to reflect the changes in this proposal.

ITF Discussion:

ITF Member, Dianne Borreson called for questions or comments.

Keitha Ivey asked if the two new fund codes are distinct enough to know which code to use for reporting. David Marx, from the TEA Financial Compliance division, clarified the new fund codes are to track the source of funds received by an LEA from TEA during the 2020-2021 school year. David confirmed that the LEA finance department would know how to track funds using the new codes.

Dianne asked if the new fund codes are only for payroll. David replied that the funds are used for payroll and can be used with any object code.

Since the LEAs could not budget using the new codes, Kim Lyons asked if there would be an issue reporting the codes in the 2021-2022 PEIMS Mid-Year submission. David replied that neither of the new funding sources were available to report in the budget data reported in the PEIMS Fall submission.

ITF member Dianne Borreson called for any additional questions or comments. Hearing none, Dianne requested a motion.

ITF Action:

Roshunda Roberts-Jackson made a motion to approve the proposal.

D'Lynne Johnson seconded the motion.

Vote: Passed.

4. 2021-2022 Industry Based Certification and Vendor Code Table Updates
Discussion Item

Every biennium, the Texas Education Agency (TEA) College, Career, and Military Preparation (CCMP) Division reviews the INDUSTRY-CERTIFICATION-LICENSURE-CODE (C214) and VENDOR-CODE (C226) code tables. The department updates the tables to reflect the business and industry certifications/licenses that a student can earn and the allowable vendors.

TEA is proposing changes to the C214 and C226 code tables based on the updates received from CCMP. Additionally, TEA will update the link to the Industry-Based Certification (IBC) Approved Vendor Crosswalk to reflect the C226 updates for approved IBC vendors. There are no rule impacts as a result of this change. Reports will be reviewed to determine any impact to removing the identified code values.

Presentation:

Stephanie Sharp presented the proposal which includes:

1. Industry-Based Certification Code Table Updates:
 - a. INDUSTRY-CERTIFICATION-LICENSURE-CODE (C214) - Remove code '832' (Google Cloud Certified Professional – G Suite)
 - b. VENDOR-CODE (C226) – Remove code '460' (ProctorU)

2. Update link to 2021-2022 Industry-Based Certification (IBC) Approved Vendor Crosswalk

ITF Discussion:

ITF Member, Dianne Borreson called for any questions or comments.

As this was a discussion item, no vote was required.

5. 2021-2022 ODS 3.x Transition

Discussion Item

Terri Hanson presented the ODS 3.x Transition Timeline.

Terri stated this presentation was also provided at the 2021 Spring TSDS ESC and Vendor Training. In February of 2021, TEA signed a contract with a vendor named Instructure.

Terri stated in 2009, when TEA adopted the Ed-Fi 1.0 data standard, the goal was to eventually have a real-time data collection. The move to the 3.x data standard will move TEA closer to achieving this goal.

Beginning in June of 2021, TEA would begin a small pilot program. During the 2022-2023 school year, TEA will have vendors and districts report data through the current TSDS process and the new process. Terri stated that the 2022-2023 year would be similar to the TSDS Early Adoption process. By 2023-2024, all districts will report their data using the new ODS 3.x Ed-Fi data standard.

Texas was one of the first states to move to the Ed-Fi data standard and is currently using the Ed-Fi 1.x version. Currently, the Ed-Fi data standard is version 3.3, which means Texas is more than two major versions behind. Terri added that TEA has communicated with other states using the ODS 3.x Ed-Fi data standard and believes this communication will be instrumental in gathering best practices for a smoother transition. TEA would stay no more than one major version behind after the transition to the 3.x version. Additionally, the new 3.x version will allow for more flexibility. This flexibility will enable TEA to minimize the state-specific extensions and stay closer to the base Ed-Fi data standard.

Terri explained that one of the most significant changes when converting to ODS 3.x is that the data will be transmitted transactionally through an Application Programming Interface (API). Currently, data is loaded through XML interchange files. The transactional API process might require more work on the Student Information System (SIS) vendors to process the data near real-time. With the use of the API, data would be loaded to the ODS, removing the need for the bulk load process. Terri stated TEA would update the TSDS Web-Enabled Data Standards (TWEDS) to support both the current and new versions of the data standards .

Terri added that currently, the TSDS validation tool is limited in what it can validate. Validations will occur earlier in the process as the data is sent transactionally to the ODS. More local validations should reduce the system performance issues encountered in the past. Terri further added that TEA will implement “Effective-Dating” for many pieces of student and

staff data to move TEA towards the one data collection model goal. Terri concluded that the Data Mart promotion, validation, and report processes would remain unchanged.

TEA plans to set up regular meetings with vendors to provide additional information and guidance on the new data standard. Terri said that there is still more information to discuss and communicate. TEA wanted to ensure the ITF committee saw the implementation timeline and some of the features of moving to the ODS 3.x Ed-Fi data standard. Terri added that the Ed-Fi team is included in discussions to assist TEA during the transition to the ODS 3.x standard.

Dianne Borreson asked if TEA will solicit volunteer districts to be Early Adopters. Terri stated that TEA will work with the SIS vendors during the early adoption process. If an LEA is interested in participating as an 'early adopter,' they should contact their SIS vendor. Vendors interested in participating during the early adoption process should contact Scott Johnson.

Kim O'Leary stated her charter developed its SIS. Kim asked if the move to Ed-Fi 3.x will require districts and charter schools to adopt a state-wide SIS. Terri stated no. Kim informed Terri that on slide 13, there is a reference to a state-wide student information system. Terri clarified that it was from an earlier version of the process, and TEA will remove the statement before distributing the presentation.

Terri stated that Jamie Muffoletto and Leanne Simons would review a draft proposal for ITF to review and approve any data element changes during the move to Ed-Fi 3.x.

Jamie presented a draft proposal of the Student Identification and Demographics Domain and its extension. This domain is one of 16 Ed-Fi domains that TEA will be taking through the data governance process during the transition to the Ed-Fi 3.x data standard. Jamie covered the Student Identification and Demographics domain, which consists of Student entity, StudentEducationOrganizationAssociation entity, Parent entity, and StudentParentAssociation entity.

In the overview section of the proposal, Jamie reviewed that TEA used Ed-Fi 3.2.0-c to create the proposal draft. Jamie added that the Ed-Fi data standard version 3.3 was recently released. Leanne said that TEA is working with Ed-Fi to determine future release information to know which version will be published in the 2023-2024 school year.

Leanne pointed out some of the terminology changes with the new 3.x standard. Interchanges are now referred to as Domains. The categories of data are now called entities, and code tables are descriptor tables.

Jamie presented that the InterchangeStudentExtension, InterchangeStudentParentExtension and InterchangeStudentEnrollmentExtension make up the Student Identification and Demographics domain. The elements that were in the interchanges are organized into entities. Jamie reviewed the proposal's chart, which listed out the new entities and mapped them to the data element that currently exists in the TWEDS. Additionally, Jamie showed that some data elements have a descriptor table.

Jamie directed the committee to review two entities first. The Student Entity and the Parent Entity both contain two “new” data elements, StudentUSI and ParentUSI. Jamie explained that while these are new data elements, they are system generated, and the LEAs will not need to provide these to TEA. Additionally, Jamie clarified that some of the items listed as “new” within the proposal TEA already collects, but the data is being collected differently.

Jamie directed the ITF Committee to page 10 of the proposal, under the StudentEducationOrganizationAssociation Language Entity. The Ed-Fi 3.x standard has a new data element, LanguageUse. Jamie added that TSDS currently collects HOME-LANGUAGE-CODE (E0895) and STUDENT-LANGUAGE-CODE (E1590). With Ed-Fi 3.x and the use of descriptor tables, a district will be able to report home language and student language using the same data element.

Jamie continued by discussing the Student Characteristics data element and changes with moving to Ed-Fi 3.x. Currently, TEA collects various student characteristics such as at-risk, dyslexia, and migrant using individual data elements and the C088 code table. Jamie explained that in Ed-Fi 3.x, there would be a descriptor table used by a StudentCharacteristic data element that used with a “BeginDate” and “EndDate” will identify the characteristics of a student as of a specific date.

Jamie moved the discussion to the Student Identification and Demographics Extension. TEA tried to keep to the Ed-Fi base standard. However, some extensions may be needed for Texas-specific data. Leanne clarified that the information presented is not final and that TEA is wanting to provide the format of the proposal to ensure it will be easy for review and approval purposes. Internally, TEA is working with Ed-Fi and Instructure to extend some of the domains as needed. Leanne added that she and Terri had been added as co-chairs to the State Education Agency group that reviews all requests for changes to the data standard. Through these meetings they can discuss some of the use cases where TEA has had to use extensions to see if the data can be added to future versions of the Ed-Fi standard.

Within the Student Identification and Demographics Extension, Leanne clarified that the TX-StudentEducationOrganizationBackgroundStudentIndicator is for the Texas-specific data elements that do not currently exist in the Ed-Fi data standard. In some cases, such as Economic Disadvantage, the data element exists in the Ed-Fi data standard, but it does not meet Texas reporting requirements.

Tamara Kavanagh asked if the vendors will be given a list of every data element that requires a begin and end date. Leanne confirmed that if an element requires a begin and end date, it will be noted in the data standards.

Dianne Borreson asked if an end date and a new start date needs to be added when one of the background student indicators change. Leanne stated that yes, an end date and a new begin date would be required and also noted that TEA is working with Ed-Fi on additional questions on data elements and their begin and end dates. Kim Lyons asked if rules would still be part of the new Ed-Fi data standard. Leanne confirmed that there will be rules in place similar to what exists now.

Jamie continued to review the differences between TSDS Code tables and the new Ed-Fi Descriptor tables. Jamie brought attention to the column in the presentation titled, “exclude Ed-Fi value.” This column shows which codes will not be used by TEA when using the Ed-Fi descriptor tables. Leanne clarified that TEA could use what Ed-Fi has for code value descriptors and add Texas-specific code values to help minimize the use of extensions.

Kim Lyons requested clarification on how TEA decided to add code values to the Descriptor tables. Leanne stated that the program area staff at TEA provide the language for their corresponding code value. Kim Lyons requested a legend mapping the terminology from TSDS to Ed-Fi 3.x to be added in the proposals.

John Newcom asked if the new method of reporting Student Characteristics is similar to reporting un-bounded items in the current XML. Leanne confirmed that it would be similar. John requested a way to indicate or visually differentiated that information in the proposals. Leanne agreed that TEA would include that guidance and information in the proposal. Leanne added that TEA is currently determining the method of publishing the Ed-Fi 3.x standard into the TWEDS and said that the new standards may be in PDF format in the beginning.

Other Business

Discussion Item

Innovative Course Approval (Follow up from January 19, 2021 ITF Meeting)

Jamie Muffoletto presented the Innovative Course Approval timeline requested by the ITF committee during the January 19, 2021 ITF meeting. Currently, changes to the C022 SERVICE-ID code table for innovative courses are published in the TEDS Addendum, in July. Jamie reviewed the innovative course approval timeline with the ITF Committee.

ITF Member Dianne Borreson called for any questions or comments.

Adjournment

ITF Member Dianne Borreson called for any additional questions or comments. Hearing none, Dianne requested a motion to adjourn.

Roshunda Roberts-Jackson made a motion to adjourn.
Keitha Ivey seconded the motion.

Vote: Passed.

The meeting was adjourned at 11:50 a.m.