

Leticia Braga:

Welcome to the first SEA Title III and EDFacts Coordinator Webinar. We're very excited to kick off this series of conversations that'll hopefully be helpful and we'll get into the content shortly in terms of our goals. This is a presentation by the Office of Elementary and Secondary Education (OESE). And in the registration, we did see a nice variety of participants who registered and we hope are attending today. We seem to have representation from Title III Coordinators, other SEA staff that work on EL issues, as well as many EDFacts Coordinators and other folks who more broadly work on data submissions, including CSPR. So it's great to see representation from different groups who are important for the work that we do. I just wanted to highlight as Q&A is our primary vehicle today for submitting questions, which we'll take at the end. So please go ahead and use that for technical questions as well, but substantive questions that we'll try to address at the end.

And also as we go through, we'd really appreciate your input regarding how we can make this presentation, the series as useful as possible to you. So we'll be asking you a couple of questions as we go. Participation is completely optional; this is not a PRA request from the Department. It's just again a way to get some input on how to structure these meetings in the future. So to make sure that you're ready when the questions are queued, you can go ahead to [menti.com](https://www.menti.com) and use the code on the screen to be able to queue up the series of questions. And you can also scan the code with your phone if you'd prefer to do it that way. But we will give it just a minute so that you can try to get logged into that before we move on. And I believe the information will also be in the chat. So if I move on and you haven't had a chance to do this yet, not to worry, you'll be able to access that information in the chat.

All right. So here we get to the meat of it. Our agenda today will be an introduction to the U.S. Department of Education's Title III Program Team. An overview of the Title III Data Quality effort, including goals and activities as well as an overview of the Title III Guide. And then we'll spend a lot of time on topics for future meetings, including review of file specifications and common data errors, as well as OESE Data Team updates, content that the Data Team supports that might be interesting to delve into further in future meetings. Finally, we want to spend some time on input on the Title III Data Quality effort. And then save time for wrap up and questions as much as possible today.

So introduction to the Title III team. We can move forward.

So in the Title III Program team, we are a small but mighty group. We have our fearless leader, Deborah Spitz, who many of you with your Title III Coordinators, you will have seen Deborah and interacted with her at presentation or with questions that you've submitted to the Department, but she is the group leader over TLSP and we do love our acronyms. So just for your reference, TLSP means Teachers, Leaders, and Special Populations team and Title III is within that group.

Then we have myself Leticia Braga, presenter today, and I am the Title III team lead. I am relatively new to this role since mid-January, but I have been with the Department over a decade, and I was first with the Title III team when I came in. So I'm happy to be back with the group here, come full circle. And just since again, we have data coordinators and other folks we may not have interacted with, I'll just note I've had different roles in the department most recently in IES and when I was in the Office of Special Education Programs, I was responsible for annual SPP/APR submissions that were used in annual determinations, so very data heavy. So, data's an area of interest, and I'm glad to be able to merge that with the Title III Program and supports for English Learners (ELs) in this series that will be undergoing with you all moving forward.

And also on our team, we have Fariba Hamedani, she will be presenting as well today. And Fariba has really been leading our data quality work and a lot of the data work prior to my joining the team. So really appreciate her knowledge and expertise in this area.

And we also have Sophia Hart, who is a Title III Program Officer and has supported some of the data quality review work in this past cycle.

And Scott Richardson, who is on the Title III Program and who also wears other hats and has been a great asset across the teams in TLSP.

We have an honorary Title III Program team member today, who's Sarah Newman. Many of you may know Sarah; she is presenting today and also a group leader for the OESE Data Team. If we're small and mighty team, Sarah is that exponentially and they do so much to support the data work within the office. So we really appreciate her work and her team's work and them being here with us today.

Overview of the Title III Data Quality Effort.

So, broadly speaking, goals of this effort are to provide technical assistance and support for SEA Title III and ED*Facts* Coordinators, to improve the quality of Title III-related data that states submit through ED*Facts* and their Consolidated State Performance Reports (CSPR).

To encourage collaboration between SEA Title III and ED*Facts* coordinators.

And to determine priorities for future state technical assistance work.

We really heard, I think through the Grantee Satisfaction Survey and through other avenues, that there's a real desire and need for support around Title III data. We're relatively small part of the statute, but there are lots of data-related requirements for Title III. And it's really data that we want to be able to use in our biennial report and in Congressional justifications and to feel confident in the data that we're receiving. That it is of high quality, so that we can be using it

for policy decisions and presentations and otherwise. So, we're really hoping that we can use this time together to help ensure that our data is of the highest quality possible.

And in terms of planned activities for this effort, more broadly than just these presentations, we are developing a guidance document on Title III data.

We are establishing these quarterly meetings between ED staff, SEA Title III staff and SEA ED*Facts* Coordinators.

We're also considering starting a Community of Practice for SEA Title III Coordinators and ED*Facts* Coordinators around specific topics of interest.

So the way we're thinking about it, is these quarterly meetings would be more of an opportunity to talk about issues that are broadly relevant, give you updates that are hopefully times in the calendars that relate to the work that you're doing. But the Community of Practice might be an opportunity to have more peer-to-peer interaction and delve into some of the File Specs that are of most concern and how different states have worked to address that, or how do you work with your districts to ensure data quality. Those might be the types of topics that might be better served for that format. So we think both might be useful but we're definitely going to be looking for your input on this later today.

I think developing the training for new SEA Title III and ED*Facts* Coordinators is something that we think could be useful as well.

The Title III Guide I had just referenced is in development for the School Year 21-22 reporting period that you'll be submitting in the next cycle. And it covers topics including who is responsible for data collection, what data to collect under ED*Facts* and CSPR reporting requirements; how and when to submit data to ED; what to do to ensure data quality; and what resources and help are available.

We're expecting release in late summer 2022 but we'll keep you posted on the timeline. And the thought is, a lot of this information is existing, but you might have to go to the different File Specifications or just different places to access that information. And so we're hoping to consolidate it into one document that would be useful as well as elaborate further on some areas.

Okay, so now we're going to get into some of these topics for future meetings.

We'll be providing some information, but also keep in mind as we go through, that the goal here is for you to be thinking about which of these topics you might want to hear about more as we move forward.

So this will be our first Menti poll, it's actually broken into two.

So, when you go to that first question, it will be asking you about the ED*Facts* File Specifications. When you click Submit, it will move you forward to CSPR. You could go ahead and do that but I encourage you to wait as Fariba is presenting. She's going to give an overview of these different File Specifications and so it might be helpful to see what's presented and just have a reminder of what the different File Specifications are. Though I'm sure you all have them committed to mind and to heart. And then again, as she's going, feel free to provide your answers in the Menti poll and then we will show the results at the end. So with that, I will turn it over to Fariba.

Fariba Hamedani: Thanks, Leticia.

Hi everyone, and as Leticia mentioned, I'm a Title III Part A Program Officer at ED and it's great to be with you all today.

So looking at slide 14, this slide provides a list of all of the ED*Facts* File Specifications that focus on English Learner- or Title III-related data. And please do note that this list reflects the current ED*Facts* reporting requirements, which are subject to change via the upcoming OMB Information Collection Package and more info to come on the OMB Collection Package later on in this presentation. And we do understand that this current slide may be too small to read, but we just wanted to make sure that all the ED*Facts* files are listed on one slide for your reference. And all these ED*Facts* files are included in question one of the Menti survey. So we'd appreciate you providing us your thoughts on which of these ED*Facts* files do you find the most challenging to report on in terms of providing timely, complete, and accurate data. Or which of these File Specs you just find very confusing in terms of the data that they're asking for.

So please take a minute or two now to respond to question one of the Menti survey and while you do that, I'll just highlight a few of the File Specs listed here on this slide. Two of the File Specs that raised a high number of data quality issues during the first submission window for reporting school year 2020-2021 data were FS045 and FS116.

FS045 collects data on immigrant students in general and also on immigrant students that were served by Title III immigrant subgrants in particular.

And FS116 collects data for two different data groups, with DG648 collecting the October 1 snapshot of Title III ELs enrolled. While DG849 asks for a count of Title III ELs in each type of Language Instruction Education Program (LIEP) throughout the school year.

So the number of students in each type of LIEP could be a duplicative count for DG849. And if you find FS116 requirements confusing, or would like more in-depth discussion around it, please do identify it on the Menti survey question one.

For FS141, which collects the October 1 snapshot of all ELs enrolled. This File Spec raised the highest number of data quality issues during the first submission window, both by itself and when we compare its data with the data submitted for other File Specs.

The data issues related to FS141 include, for example, reporting English as one of the top 10 native languages for English Learners. And also we saw large differences when we compared the EL counts reported in FS141 with the count of Title III ELs enrolled in FS116. And also when we compared its data with the count of ELs participating in the annual ELP assessments, which are collected in FS137 and FS138.

Now, while we do understand that there would be some differences in the EL counts across these File Specs because they report on slightly different things and for different reporting periods, we still wouldn't expect to see large differences in the data across the File Specs.

Lastly FS210 and FS211 are new and replace the old FS204, which is no longer active.

FS210 collects the count of Title II ELs who are able to achieve English Language Proficiency within five years, and also the count of Title III ELs who have been in LIEPs longer than five years and still haven't achieved English Language Proficiency.

And FS211 collects the count of Title III ELs who were able to exit EL status by the end of the reporting school Year.

So now as you wrap up your responses to question one on the Menti survey related to ED*Facts* files, I'll move on to slide 15, which is related to question two on the Menti survey.

Slide 15 lists the CSPR Part I manual entry sections that focus on English Learner- or Title III-related data. And as I mentioned on the previous slide, please do note that this list reflects the current CSPR reporting requirements, which are subject to change by the upcoming OMB Information Collection Package.

All the CSPR sections listed on this slide are included in question two of the Menti survey. So we'd appreciate you providing us your thoughts on which of these CSPR sections you find the most challenging to report on, or which ones you just find very confusing in terms of what data they're asking for.

So please go ahead and respond to question two at this time on the Menti survey. The most common data quality issues related submitted during the first submission window were inconsistencies between the data reported for CSPR Section 1.4.2 on LIEPs, when compared with the data reported for the ED*Facts*

FS116. For example, there were cases where no language was reported in the CSPR for a particular LIEP type. However, when you look at the FS116 data that was reported, students were in fact reported as being served by that given LIEP type. So those were the kinds of inconsistencies that were the most common ones during the first submission window.

So please take another minute to complete your response to question two of the Menti survey related to CSPR sections and while you do that, I'll move on to slide 16.

Slide 16 provides some useful links to webpages related to ED*Facts* and CSPR. The first link takes you to all the ED*Facts* File Specifications for reporting School Year 2020-2021 data, which as you all know is underway right now with this second submission window closing on March 30th.

The second link is to the ED*Facts* Files due dates presented on the Data Submission Organizer. And the organizer also has other useful information such as direct links to the relevant File Specs.

The third link provides you access to the Business Rules Single Inventory (BRSI) spreadsheet and also to a user's guide for the spreadsheet with some very helpful FAQs as well.

And the last link provides resources related to the CSPR, including a user's guide and recorded webinars that you can access.

So at this point, hopefully, you've all had a chance to respond to questions one and two of the Menti survey. So I'd like to ask Madeleine to quickly share with us the results of question one and then question two. And while Madeleine pulls those up, I'd like to ask all of you, once you've submitted your response to Menti question two related to the CSPR section, please hold off on responding to the remainder of the Menti poll until we prompt you on some subsequent slides to do so.

So here are the results from the question about the ED*Facts*, and let me try to minimize some of these panels so I can see these results.

So that's good. There's clearly some ED*Facts* files that require maybe more urgent attention and discussion around for future meetings. So thank you so much to all of you for sharing this information with us. And let's look at the results for the CSPR question.

Yep. A little bit more of an even spread, but still it allows us to identify and target some future discussions around some of these. So thank you so much for that.

And with that, I'll turn it over now to Sarah Newman to talk about the OESE Data Team and some of their efforts.

Sarah Newman: Thank you so much Fariba, and welcome everybody. Thank you so much for being here, very happy to be with you all today to kick off this effort. I hope that it will be really, really helpful all around.

So as Fariba alluded to in the past couple of slides about proposed—or that the reporting requirements were current—the current requirements on those last couple of slides, you all may know that we are in the middle of going through the Information Collection Clearance Process for the ED*Facts* package impacting school years 22-23, 23-24, and 24-25. We wrapped up the 60-day comment period in mid- to end of January and since then have been reviewing the public comments that we received. Thank you all so much for providing us those public comments. We know there are quite a few directive questions but really appreciate all of that information that you provided.

So, this slide goes over a couple of the changes that we made to the Title III data. Generally, there were pretty minimal changes to the Title III data. A couple things though that are being proposed, is adding racial/ethnic data to Title III Students Served, that's FS116 to DG648. And this will help us be responsive to a request we've received from Congress and other stakeholders that have been encouraging additional data disaggregation, so that we have a more complete picture of the English Learner population.

We are also proposing changing the reporting period. The slide says 849, but it's actually to 648. When we do make the slides publicly available, we will make sure to correct that. So to 648, it's currently an October 1 count and we would like to align it to 849, that's also in FS116, as well as a couple of our other Title III Data Groups. So that it's that School Year - Any 12-month period reporting period.

We also just wanted to recognize that this is likely to increase the number of students reported, since it will include the students that are entering EL services throughout the school year instead of on a snapshot.

Again, thank you so much for the comments; we are kind of in between that 60-day and the 30-day comment window. So please be on the lookout for when the 30-day public comment window starts.

And just wanted to also note for a lot of you, recognize that there's a connection between the ED*Facts* Information Collection to the CSPR. So corresponding changes will be made to the CSPR. So we will be putting out that 60-day public comment kind of package in the kind of coming weeks. So we will definitely be sharing more information on that as well in the coming weeks.

This next slide is just kind of a visual representation of the data quality process that I'm sure all of you know and are currently living in with us. That kind of first bucket, that first stage is the kind of process that you all go through to do your own sort of internal data quality on the data that you all collect from the schools and LEAs. We've heard a lot about kind of when that takes place, especially in the kind of summer/fall leading up to our due dates. And then of course, our process of you all submitting the data and data quality-related comments to the department and generally, it's been in December for a while now.

The next stage where ED conducts its data quality review and the related comments to understand what the data looked like. And then that translates into us reaching out to you all about the data quality kind of flags that we are seeing and know that's the stage we're in now. You all received or are at least some of you, especially the EDFacts Coordinators on the line, I know received your spreadsheets on March 2nd and hopefully the Title III folks on the line as well are aware of those data quality flags. And so we are now in that window of the SEAs correcting the data and providing those resubmissions or explanations for why the data are correct, by March 30th and 31st this month.

The next stage that we'll be going through is then to review the resubmitted data and the comments to see how we did in terms of issue resolution.

And then finally, know it's always our goal to do kind of ongoing continuous improvement, figure out what we're learning about the data that maybe will lead to technical assistance. And certainly we hope that's happening on your end as well.

Now this is just the 2021 timeline again. As I said, we're kind of living it right now, we know you all are very, very busy as we are too, kind of gearing up for that second due date. Again, the EDFacts Title III data files are due on March 30th by 11:59 PM Eastern Standard Time. And then the CSPR Part I is due on March 31st by 5:00 PM Eastern Standard Time. And then we will be in our more final stages of this year's data quality review.

One of the possible topics that may be really great to discuss in future Communities of Practice meetings or maybe the quarterly meetings, is the EDFacts data modernization effort that I would imagine a lot of you have heard about. So it's being talked about in a couple different parts, this kind of pre-submission data quality that we will be moving to, as well as really emphasizing how the Common Education Data Standards (CEDS) can be helpful and how that relates to the different Federal Data Reporting Requirements.

So some ideas for potential future topics that we've thought of on our end and are certainly interested in your ideas of topics, is expanding the understanding of state data used to respond to federal requirements so that we all can be operating based on mutual understanding, providing information about data availability, particularly for some of those kind of tricky reporting requirements.

I saw how high that was on FS210. I'm not surprised; that number of English Learners not proficient within five years, I definitely have heard a lot about the difficulty of some of the longitudinal data collections, so that's definitely a possibility.

And then also just, again with that Common Education Data Standards work, that there may be opportunities to assist states kind of through that process. So those are just some of the ideas we had for some topics.

Another, what I think is a very exciting effort that again, I would love to make a topic in future meetings is our work on ED Data Express, which is our data dissemination website, where we are trying to publicly release a lot of the data that we collect on not just Title III, but some of our other major formula grant programs. You may have heard a little bit about this already, but a lot of the data we're talking about, and we'll continue to be talking about is publicly available on the site already, and we would love the opportunity to get more feedback. This slide kind of shows the data dashboard feature that we have and there's just a couple screenshots; feel free to follow along at eddataexpress.ed.gov. It is interactive; if you click on your state, it will zoom into the district level so that's kind of one of the major features on the dashboard that is looking, that's FS050 and FS138 in case you were wondering.

And then kind of there's also these other visualizations also on the dashboard on funding, participation, and performance, also pulling in more ED*Facts* data.

And then this is a screenshot of our Data Download Tool. The dashboards are really, they are just as interactive as we can make them. Of course, it's only going to be some of the data that we collect. And so the Data Download Tool is providing even more of the data, particularly by the various disaggregations that we collect. So here, I just kind of show a representation of kind of the current File Specifications on Title III that are available in this download tool.

All right, and that concludes my section, but thank you all.

Leticia Braga:

Thank you, Sarah. And thank you Fariba for your presentation. I feel like I learn something new each time I hear about the data work, so I found it helpful and I hope you all did too. We're going to spend a little bit of time now, or hopefully quite some time, getting your input on the Title III Data Quality Effort. I have some Menti poll questions to guide this. I'll first highlight that we have some additional topics we're thinking of for future sessions, again, and we're not limited to these, but some of the thoughts or strategies for reporting EL-related data on state report cards. Most of the report card work falls under the purview of the Title I Program, but we certainly work closely with them and we're interested in the information that is reflected there related to English learners. And so if that's a topic of interest, we could certainly explore a future session and working with our colleagues maybe on that presentation.

Conducting the data quality assurance checks to identify data quality issues. Again, Sarah covered how that is part of the process. But we think this is really important, as the data comes up from schools to districts and districts to SEAs and are reported to us, best practices in order to ensure and streamline but also ensure that the data is of high quality.

And then supporting districts and improving data quality; we know that a big part of the work is passing along the trainings and working with districts to ensure that they understand what needs to be reported.

Analyzing EL- and Title III-related data, I think this is an area where we collect so much information and sometimes a lot because of the extent of that effort, sometimes that's where we stop. But we would love to be able to think about how to then use that data to be able to make decisions not only at the federal level, but really in supporting you at the state and district levels, to be able to be having some of those conversations and guide the work that you do with English Learners.

And then promoting collaboration between the state EL/Title III and data offices. We know that the configuration varies across states, but we think it's such an important partnership. As we talk to states through technical assistance or monitoring, we know sometimes the ED*Facts* Coordinator is very steeped in the specific requirements of a File Spec, for example, but then there's a broader programmatic understanding of what we mean by the definition of English Learner, that certainly a Title III Coordinator or EL Program person would be in the best position to perhaps describe and help think through how to report certain data if there are questions about that. So we think that collaboration's really important and would like to be able to explore that further.

So now with this in mind with these specific topics, we've already received your input on the ED*Facts* and CSPR specifications, but with these additional topics, we'd like to get your input through the Menti poll. You'll see that this is a ranked choice, so you'll be able to input from this list, what is your first choice and so on. Of course, this isn't a final commitment or even a commitment that we'll be addressing these in this order moving forward, but it is really helpful to see what kind of things are piquing your interest as we go through.

So you'll have an opportunity for an open-ended question next, but I want to pause here first and give you a chance to rank these specific topics. I wish I could play some Jeopardy music or something, but they haven't budgeted the royalties in this presentation for me. So I will not play any music or sing along, we'll just pause for a moment until we bring up the poll results.

All right. So it looks like we've got some answers coming in and we've got analyzing EL/Title III related data. That's interesting because, as I mentioned, a lot of what we presented on today is focused on how to accurately report the data that's coming in. But I think Sarah mentioned the data dashboards and

there is other work that the Office of the Chief Data Officer and others are doing to try to better display the information that we get. And then again, discussion about how to then use this data for programmatic decisions. I know that there is a data disaggregation evaluation in IES that is looking specifically at a few states that received a grant to disaggregate AAPI data. And part of that grant was looking at how they could then use that data to inform their programming. So again, that could be something where once those results are available, we could incorporate that into the discussion.

We've also got supporting districts and improving data quality. It looks like again, issues related to working with districts might be high on the priority list. So that's really good to know.

And again, you can keep inputting your answers if you haven't finished yet. And we will be able to see them at the end, but this is really good information for us to have.

And so the next question you'll get to is what other topics or issues you'd like to see covered through this Title III Data Quality Support Effort. This is going to be an open ended question. So once we start showing the results, you'll just see a narrative response. It's not a word cloud, it doesn't aggregate anything because I imagine each response will be unique, but we can again just go through those briefly in a moment, and we will have them for future reference once we conclude the webinar.

So again, for anyone who would like to contribute to this answer, we really appreciate any ideas that you have about how you might want to use our time together moving forward.

Right. So the support for state coordinators, opt out—I know that's something that we've received questions about how to account for students who opt out of services. Looks like BRSI-related Title III, ED*Facts*, and CSPR issues, definition of EL—I think that is something, again we've seen questions around this, and Fariba highlighted that we're getting a lot of submissions where English is listed as one of the top languages. And again, we can get into why that is not necessarily the expectation. It should be the exception to the rule, but better understanding the definition and how that factors into data reporting is something that we could cover. Business rules, that is something that again, with the Title III Data Guide that we're developing, perhaps as part of that or in conjunction, we're thinking of something like a crosswalk that might be helpful in supporting that type of work.

Parental refusal, opt out, and seeing a couple of responses related to that. Why students with interrupted formal education and how to account for them. I know that we also get questions related to students who change districts or even move out of the country and come back. How does that impact reporting? What you don't see perhaps behind the scenes is that we do get a lot of the

questions through the PSC tickets and I'll address that momentarily. But we do a lot of work to be able to respond to those in collaboration with Sarah's team, as well as the ED*Facts* team. I think that hopefully has been very useful, but it's also kind of a usually individual response to states. So we're hoping to use this opportunity as a way to look at some of those common issues that are raised and to be able to discuss those with you. So again, parental refusal seems to be like a high one there, a highlight, so that's very helpful to hear.

Developing a help desk. We'll definitely get into the best way to provide support or when we get into supporting districts, how states might be thinking about doing that. So I think we can move on, but again, it seems there's a variety, but there are also some themes coming up. So this will be really helpful to think about as we think about our programming. And you can continue adding to this.

I think you have the opportunity to submit multiple answers in this particular question. So if you have lots of ideas, please share all of your ideas with us and we really appreciate it.

All right. So, we're getting to the end here for the wrap up and questions. In terms of plans for the next quarterly meeting, we obviously launched this one at the tail end of this quarter, even though we're thinking of the calendar year quarter here. For our next one hopefully, we could be thinking about something towards the beginning of the summer and one topic that's already come up is delving a little more deeply into the data quality review and some of the files that have raised the most questions or flags and using the information that you provided regarding the File Specs that you'd like to look at. That might be a good opportunity for us to use our time to go through some of those a little bit more, but we'll also, again, look at your other suggestions and see what might make sense then.

The Community of Practice. Again, we have nothing specific planned. I think I will note that there is an additional slide after this one, as we close out, that's going to ask you for input on the structure of the quarterly meetings and the Community of Practice. I think part of the goal there is to understand if you see value in having that differentiation and having an opportunity to work with your peers on some of these topics. I think I saw in the Q&A that someone already noted that might be helpful. But any input that you want to provide on structure, meeting, obviously it's not something that will be required, but we'd like to gauge interest to understand if this is something that a lot of folks would like to participate in.

Another question I have is how helpful it would be to have ED staff as part of those conversations. On the one hand, it might be helpful; on the other, you may want to keep it to your SEA peers, for example. And I could envision having an initial presentation from ED staff or our partners on the topic of interest and then having you do breakout groups individually.

Again, information on format or how often you think it would be helpful to meet, or whether it would be useful, would be really appreciated. And then before we get to the Q&A from the webinar, and if you haven't had a chance to add questions yet, please do so, if any have come up for you.

I wanted to highlight that if you do have questions, please send questions about this broader Data Quality Effort, or if you think about input after the webinar, we would be happy to get your input through the oes.titleiii-a@ed.gov email box. You can always certainly reach out to myself or Fariba or Deborah or others on the team, but the mailbox is really the easiest way to ensure that a question is seen by someone as soon as possible, and that we can coordinate the best response for you.

But if you do have specific questions related to your state data, especially related to the reopen window and your resubmissions, continue to send those to EDFacts@ed.gov. We work really closely with our partners in EDFacts and our Partners Support Center (PSC) to be able to address those questions as quickly as possible. And they do get them to us very quickly after they come in from you. So we really want to encourage you to keep using that mechanism if you have specific data questions, but also to reach out to the Title III mailbox if you have broader input to share.

So with that, I'm going to pause. And one, I think housekeeping thing, I think someone had asked about the slides, which I probably should have highlighted early on, but we do plan to send you a version of this presentation. I think we're trying to figure out the best way to share it out, whether it be through the list of registrants, the original listserv, or posting it on our website, but we will notify you. So stay tuned for that. And I will pause and see if the AIR team wants to highlight any questions that were submitted.

Right. So I think this is one of those where, again, we do receive specific questions about the File Specifications and kind of how this is written. So with 1.4.4, it talks about teachers who are certified, licensed, or endorsed and those that aren't. This is something where we'd love to delve into this further in a future session, especially I think the next one, as I mentioned, would be a good opportunity to get into the specifics, just because I don't want to kind of go down this rabbit hole for the purpose of this webinar, especially if it has implications for your submission.

But I would say if you do have a question related to the data that you're submitting, please go ahead and submit a ticket to EDFacts@ed.gov because we'll be able to develop a response for you, especially if, again, you have specific data from your submission that you want to highlight. But I want to assure you that we know this is one that comes up a lot in terms of the question about teachers. And again, one thing that comes up is that for teachers in LEAs funded through Title III, we're not looking just specifically at teachers who are funded by Title III dollars. But it would be any teacher supporting the population

meeting the definition of teachers there within that LEA. So I know that can be a source of confusion but again, we can plan to address this in a future meeting.

And if you have specific implications for your File Specs, please go ahead and submit a ticket with this request. I see Tricia submitted a question related to how we report students for both EL and monitored Former EL within the same 12-month period in the switch.

Sarah, if you want to talk about this one—I'll just note that I think, because this is a proposed change, I don't think we're ready to fully address the implications of that. And certainly we would if this change moves forward, but I'm going to defer to Sarah for a formal response on this one.

Sarah Newman: Thanks Leticia. So I think I probably can't provide a response right now, but I think that's a really great question and the types of questions that we need to get. And since that package is actually still open, there is an opportunity once it's open for 30-day public comments, to provide feedback questions that you have through that process, but we will definitely take that under consideration and think about that because obviously that is something that if the change goes through removal, we will need to address your comments as they turn into PSC tickets. So thank you so much for sending that in. And we will definitely think about that as our proposal continues to move forward.

Leticia Braga: Great. And I think Sarah, a good highlight on that one is that the formal comment period—while I know that can be cumbersome and you're not always pinged on when that information comes out—it is the best way to make sure that your input is considered formally in terms of any proposed changes to the file. So I would encourage you, if you have specific concerns or feedback when the 30-day window opens, to please submit comments through that, because that'll be really helpful to us. I think there was a question about CEDS using the term EL for Early Learners, which is interesting. I was not aware, but of course we use it for other purposes and a request that ED work with them to get this resolved. So I'm not sure about the resolution piece, but Sarah, is there anything that you want to say about this?

Sarah Newman: No. Thank you. I think Fawn said she had to drop. I know Fawn is one of our ED*Facts* Coordinators, but that is really great to know. I did not know that. But definitely those types of differences between some of the tools we are hoping will ultimately help with federal reporting, are really great to come out through process and through future meetings so that we can figure out how to work through them. I'm not sure what solutions may exist, but first step is definitely becoming aware of the discrepancy and then kind of going from there. So look forward to kind of putting some more thought into that.

Leticia Braga: Thank you, Sarah. And I don't see any further questions, but I want to make sure since we do have a few more minutes, that if people do have additional questions to raise that we still have the opportunity to answer them or at least

pump them for a future meeting. If you'd like to go ahead and add something to the Q&A, I will give us another minute in case we get additional questions.

I think I'll also note the timing of this webinar pros and cons; I think we thought highlighting some things during the resubmission window might be helpful.

We also know it's a very busy period. So thinking ahead, if there are particular times just related more broadly to your work, that you think it would be better not to have this kind of conversation because you know that you're going to be overwhelmed with other things. It would be great for you to flag that for us either here or in a future follow up so that we try to keep that in mind as we're planning the future sessions, because these are going to be somewhat one-off. So again, we're planning on sending out information after the webinar. So we want to make sure that as many people as possible are available to participate.

And I don't see any additional questions. So with that, I'm going to move on to the final slide, which is an open-ended question, but it is framed around, as I mentioned, the format of these quarterly meetings and/or Community of Practice, but you can certainly use it to provide any input that you think would be helpful to us regarding timing, frequency, any other thoughts you'd like to share. We are going to keep this poll question open for a little while after the meeting concludes so that you have time to think about this a bit more and input your feedback as you're able and want to really say, that we're excited to be launching this effort, it's been under discussion for some time. We hope that you have found the presentation today useful and you think that it will be a value to you moving forward, but we are open to feedback and I want to thank Fariba and Sarah, and all the other team members who have been doing this work. So stay tuned for more. And again, let us know if you have feedback and we look forward to speaking with you the next time around.

Thanks all.