

SEA Title III and EDFacts Coordinator Webinar

**Office of Elementary and
Secondary Education (OESE)**

Virtual | January 18, 2023



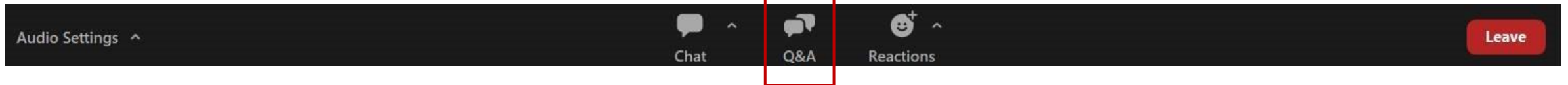
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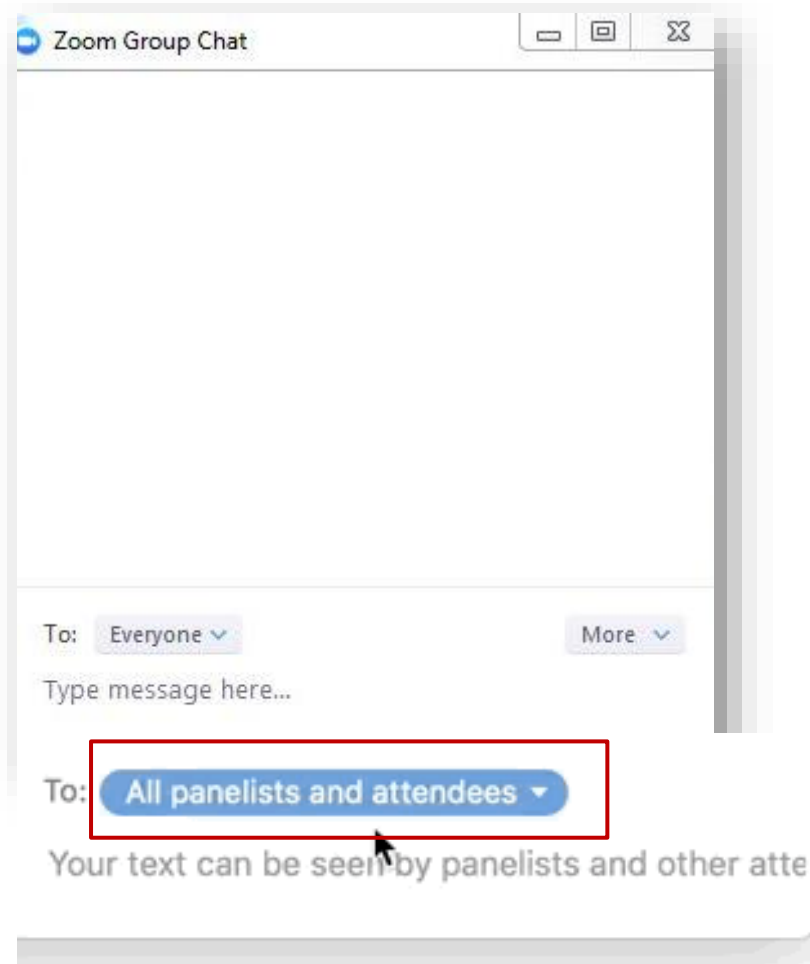


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- Use the chat function to provide follow-up or share your state's context for implementation or challenges with reporting.







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Agenda

1. Introduction to the U.S. Department of Education's Title III Team
2. Overview of the Title III Data Quality Effort
3. *EDFacts* Business Rules Single Inventory: Rules and Clarifications
4. *EDFacts* Modernization
5. Data Notes: Importance and Best Practices
6. Additional TA Products and Events
7. Wrap-Up



Introduction to the Title III Team



OESE Key Staff for Title III

- **Deborah Spitz**
Group Leader
- **Leticia Braga**
Title III Team Lead
- **Fariba Hamedani**
Title III Program Officer
- **Sophia Hart**
Title III Program Officer
- **Scott Richardson**
Title III Program Officer
- **Keith McNamara**
OESE Data Team



Overview of the Title III Data Quality Effort



Goals of the Title III Data Quality Effort

- Provide technical assistance and support for SEA Title III and *EDFacts* coordinators to improve the quality of Title III-related data that states submit through *EDFacts* and their Consolidated State Performance Reports (CSPRs)
- Encourage collaboration between SEA Title III and *EDFacts* coordinators
- Determine priorities for future state technical assistance work



Overview of Planned Activities

- Develop a guidance document on Title III data
- **Establish quarterly meetings between ED, SEA Title III staff, and SEA ED*Facts* coordinators**
- Start Community of Practice for SEA Title III coordinators and ED*Facts* coordinators around specific topic(s) of interest
- Develop training for new SEA Title III and ED*Facts* coordinators



**EDFacts Business
Rules Single
Inventory:
Rules and
Clarifications**



EDFacts Business Rules Single Inventory (BRSI): SY 2021–22

- The EDFacts Business Rules Single Inventory (BRSI) is a single inventory for SEAs that contains data quality (DQ) business rules applied to EDFacts data throughout the lifecycle of that data.
- The BRSI increases transparency in post-submission DQ review processes and provides SEAs with the opportunity to check data prior to submission.
- The BRSI includes two documents:
 1. The EDFacts Business Rules Single Inventory User Guide, detailing the layout of the BRSI spreadsheet, FAQs and commonly used filters; and
 2. The EDFacts Business Rules Single Inventory Excel spreadsheet describing each business rule.
- Note: for SY 2022-23, the business rules are transitioning to pre-submission.



Business Rule Flags, SY 2020–21

Rule	Definition	Count
OESE-EL-030	Languages identified as no longer spoken are not expected to be reported. See the list of improbable languages on the <i>EDFacts</i> Community Site.	62
OESE-EL-029	The number of English learners enrolled by language spoken is not expected to change by greater than 20 percent in comparison to the prior year.	58
OESE-EL-025	The sum of the number of Title III-served English learners at the LEA level is expected to be greater than or equal to the number of Title III-served English learners at the SEA level. Title III-served English learners should be reported at each LEA in which they are served during the reporting period.	41
OESE-EL-003	The number of English learners not participating in the State annual English language proficiency assessment reported in FS137/DG674 is expected to be zero.	35

Business Rule Flags, SY 2020–21 (Cont.)

Rule	Definition	Count
OESE-EL-006	The number of English learners not participating in the State annual English language proficiency assessment reported in FS138/DG675 is expected to be zero.	35
OESE-EL-092	The number of English learners who are making progress and those who are not making progress in FS050/DG151 is not expected to differ by more than 10% compared to the number of students who are participating and not participating minus first assessed in FS138/DG675.	35
OESE-EL-118	LEA-Level: English is not expected to be one of the top 10 languages spoken.	35
OESE-EL-093	The number of English learners who are making progress and those who are not making progress in FS139/DG676 is not expected to differ by more than 10% compared to the number of students who are participating and not participating minus first assessed in FS137/DG674.	34

OESE-EL-003

Rule Type	Failure Classification	SEA	LEA	SCH	FS	DG	Definition	Rule Logic	Error Message
Accuracy - Response Outside Expected Range	Warning	Y	N	N	137	674	The number of English learners not participating in the State annual English language proficiency assessment reported in FS ₁₃₇ /DG ₆₇₄ is expected to be zero.	Flag if the percentage of English learners not participating is greater than 4% of all English learners reported in FS ₁₃₇ /DG ₆₇₄ .	The State reported [X] percentage of English learners not participating in the annual ELP assessment; however, the requirement is that all ELs are assessed. Please resubmit data or submit a data note explaining why all English learners are not being tested.

OESE-EL-006

Rule Type	Failure Classification	SEA	LEA	SCH	FS	DG	Definition	Rule Logic	Error Message
Accuracy - Response Outside Expected Range	Warning	Y	N	N	138	675	The number of English learners not participating in the State annual English language proficiency assessment reported in FS ₁₃₈ /DG ₆₇₅ is expected to be zero.	Flag if the percentage of English learners not participating is greater than 4% of all English learners reported in FS ₁₃₈ /DG ₆₇₅ .	The State reported [XX]% [X]percentage of English learners not participating in the annual ELP assessment; however, the requirement is that all ELs are assessed. Please resubmit data or submit a data note explaining why all English learners are not being tested.

OESE-EL-025

Rule Type	Failure Classification	SEA	LEA	SCH	FS	DG	Definition	Rule Logic	Error Message
Completeness - Level Comparison	Warning	Y	Y	N	116	648	The sum of the number of Title III-served English learners at the LEA level is expected to be greater than or equal to the number of Title III-served English learners at the SEA level. Title III-served English learners should be reported at each LEA in which they are served during the reporting period.	Sum the LEA-level data to the SEA level by Education Unit Totals reported at the LEA level . Calculate the difference between the SEA-level Education Unit Total and the sum of the Education Unit Totals reported at the LEA level. Flag if the SEA-level data is greater than or equal to the sum of the LEA-level data .	SEA to LEA Comparison: The total number of Title III English learners served reported at the SEA level is greater than the sum of the total number of Title III English learners served reported across LEAs in at the LEA level. The LEA-level data should be greater than or equal to the SEA-level data. Please resubmit current year data or submit a data note indicating whether the SEA level is duplicated or unduplicated.

Questions?

OESE-EL-003,
OESE-EL-006, and
OESE-EL-025

Please add your questions using the
webinar Q&A function.



OESE-EL-029

Rule Type	Failure Classification	SEA	LEA	SCH	FS	DG	Definition	Rule Logic	Error Message
Accuracy - Longitudinal	Warning	Y	N	N	141	678	The number of English learners enrolled by language spoken is not expected to change by greater than 20 percent in comparison to the prior year.	Filter the current year FS ₁₄₁ /DG ₆₇₈ SEA-level data on Category Set B [Language (Native)]. Filter the prior year FS ₁₄₁ /DG ₆₇₈ SEA-level data on Category Set B [Language (Native)]. By language, calculate the difference between the current year and the prior year student count. If the difference is greater than or equal to 100 students, calculate the percentage of the difference over the prior year. Flag if the percentage difference is greater than or equal to 20 percent	Year to Year Comparison: The SEA data indicate a change of ##% between the current school year total number of English learners enrolled speaking [language] and the prior school year total number of English learners enrolled speaking [language]. Please resubmit current year or prior year data or submit a data note to explain why these data are accurate.

OESE-EL-029 Example

A	B	C	D	E	F	G
State Name	Language	SY 2020-21 Student Count by Language Spoken (Cat B)	SY 2021-22 Student Count by Language Spoken (Cat B)	Count Diff btw SY 2021-22 and SY 2020-21 (=column D - column C)	% Diff btw SY 2021-22 and SY 2020-21 (=column E/ column C)	Business Rule flagged (= "Yes" if column E >= 100 and column F >= 20%)
State A	Language A	24760	25245	485	1.96%	No
State A	Language B	309	244	-65	-21.04%	No
State A	Language C	314	282	-32	-10.19%	No
State A	Language D	368	56	-312	-84.78%	Yes



OESE-EL-030

Rule Type	Failure Classification	SEA	LEA	SCH	FS	DG	Definition	Rule Logic	Error Message
Accuracy - Conflicting Permitted Values	Warning	Y	N	N	141	678	Languages identified as no longer spoken are not expected to be reported. See the list of improbable languages on the ED Facts Community Site.	Filter the current year FS ₁₄₁ /DG ₆₇₈ SEA-level data on Category Set B [Language (Native)]. Compare languages reported with a nonzero value to the list of improbable languages on the ED Facts Community Site. Flag if any improbable language is reported with a nonzero count.	Permitted Value Flag: The language [LANGUAGE] was reported in FS ₁₄₁ /DG ₆₇₈ at the SEA level and does not appear to be a probable language. Please resubmit current year data or submit a data note to explain why these data are accurate.

OESE-EL-118

Rule Type	Failure Classification	SEA	LEA	SCH	FS	DG	Definition	Rule Logic	Error Message
Accuracy - Conflicting Permitted Values	Warning	N	Y	N	141	678	LEA-Level: English is not expected to be one of the top 10 languages spoken.	Filter current year LEA-level data on Category Set B [Language (Native)]. For each LEA, rank order student counts in descending order. Identify the top 10 languages spoken. Flag if 'English' is in the top 10.	In X LEAs, English was reported as one of the top 10 languages spoken in FS141/DG678 at the LEA level. Please resubmit current year or submit a data note to explain why these data are accurate.

Questions?

OESE-EL-029,
OESE-EL-030, and
OESE-EL-118

Please add your questions using the
webinar Q&A function.



OESE-EL-092

Rule Type	Failure Classification	SEA	LEA	SCH	FS	DG	Definition	Rule Logic	Error Message
Response outside expected range	Warning	Y	N	N	050, 138	151, 675	The number of English learners who are making progress and those who are not making progress in FS050/DG151 is not expected to differ by more than 10% compared to the number of students who are participating and not participating minus first assessed in FS138/DG675.	In FS050/DG151, filter on Category Set A [Assessment Administered (ELP), English Learner Accountability] where English Learner Accountability equals PROGRESS and NOPROGRESS. Sum across Assessment Administered (ELP) permitted values. In FS138/DG675, filter on Category Set A [Participation Status] where Participation Status equals PART and NPART . In FS138/DG675, filter on Category Set B [Assessment Administered (ELP), Assessed First Time] where Assessed First Time equals FIRSTASSESS. Sum across Assessment Administered (ELP). Subtract FIRSTASSESS from the sum of PART and NPART . Subtract the sum of PROGRESS and NOPROGRESS from FS050/DG151 from the sum of PART and NPART minus FIRSTASSESS from FS138/DG675. Divide the difference by the sum of PART and NPART minus FIRSTASSESS and multiply by 100. Flag if the percent difference is +/- 10 percent.	Across File: The sum of English learners reporting as making progress and not making progress (DG151) is #### students, or ##%, different than the sum of students reported as participating and not participating minus first assessed (DG675). Please revise data and resubmit or explain in a data note why these data are accurate.

OESE-EL-092 Example

A	B	C	D	E	F	G	H	I	J
State Name	Title III EL Part FS138/DG675 (Cat A)	Title III First Assessed (regular and alternate) FS138/DG675 (Cat B)	Title III Making Progress (regular and alternate) FS050/DG151 (Cat A)	Title III No Progress (regular and alternate) FS050/DG151 (Cat A)	PART minus FIRSTASSESS (column B - column C), i.e., Students with two data points to calculate progress	Sum of Making Progress and No Progress (column D + column E), i.e., Students for whom progress is reported	Count Diff btw [Students whose progress can be calculated] and [Students whose progress was reported] (=column F - column G)	% Diff btw [Students whose progress can be calculated] and [Students whose progress was reported] (=column H/ column F*100)	Business Rule flagged (= "Yes" if column I > +/-10 percent)
State A	31380	5310	8124	20016	26070	28140	-2070	-7.9402	No
State B	79080	24480	11764	49500	54600	61264	-6664	-12.2051	Yes
State C	39717	6211	17787	15600	33506	33387	119	0.3552	No
State D	68453	12809	24221	25658	55644	49879	5765	10.3605	Yes



OESE-EL-093

Rule Type	Failure Classification	SEA	LEA	SCH	FS	DG	Definition	Rule Logic	Error Message
Response outside expected range - Across file comparison	Warning	Y	N	N	137, 139	674, 676	The number of English learners who are making progress and those who are not making progress in FS139/DG676 is not expected to differ by more than 10% compared to the number of students who are participating and not participating minus first assessed in FS137/DG674.	In FS139/DG676, filter on Category Set A [Assessment Administered (ELP), English Learner Accountability] where English Learner Accountability equals PROGRESS and NOPROGRESS. Sum across Assessment Administered (ELP) permitted values. In FS137/DG674, filter on Category Set A [Participation Status] where Participation Status equals PART and NPART . In FS137/DG674, filter on Category Set B [Assessment Administered (ELP), Assessed First Time] where Assessed First Time equals FIRSTASSESS. Sum across Assessment Administered (ELP). Subtract FIRSTASSESS from the sum of PART and NPART . Subtract the sum of PROGRESS and NOPROGRESS from FS139/DG676 from the sum of PART and NPART minus FIRSTASSESS from FS137/DG674. Divide the difference by the sum of PART and NPART minus FIRSTASSESS and multiply by 100. Flag if the percent difference is +/- 10 %.	Across File: The sum of English learners reporting as making progress and not making progress (DG676) is #### students, or ##%, different than the sum of students reported as participating and not participating minus first assessed (DG674). Please revise data and resubmit or explain in a data note why these data are accurate.

Questions?

OESE-EL-092 and
OESE-EL-093

Please add your questions using the
webinar Q&A function.



ED*Facts* Modernization



Current *EDFacts* Cycle

1. States submit data by the due date to *EDFacts* Submission System (ESS)

2. *Some* business rules applied during submission

3. Data pulled and data quality review conducted

4. Data quality results sent to States to review

5. States must resubmit files or respond to data quality findings

Note. This material was previously presented at the *EDFacts* Modernization September Update webinar held on Wednesday, September 14, 2022. Additional materials can be accessed at the *EDFacts* page located at <https://edfacts.communities.ed.gov/#communities/pdc/documents/21451>.



New Modernized ED*Facts* Cycle

1. Business rules applied during pre-submission

2. States submit data by the due date through EDPass

3. Data are usable once submitted!
No post-submission data quality review.

Note. This material was previously presented at the ED*Facts* Modernization September Update webinar held on Wednesday, September 14, 2022. Additional materials can be accessed at the ED*Facts* page located at <https://edfacts.communities.ed.gov/#communities/pdc/documents/21451>.



Data Notes: Importance and Best Practices



What Are Data Notes?

- SEAs are required to respond to the data quality feedback sent to them by ED.
- Additionally, SEAs are allowed to submit notes with their data within the State Submission Plan (SSP), ED*Facts* Submission System (ESS), and CSPR tool.



Data Notes: Best Practices

- Data notes should:
 - be concise,
 - explain a problem or large change contained with the data,
 - explain why data have not been submitted,
 - explain steps the SEA is taking to correct the data, and
 - explain why the data are accurate even though an ED business rule was triggered.



Examples of Unclear Data Notes

- Common mistakes:
 1. Using the same note that was used for the previous collection window, even though it is out of date and no longer relevant (e.g., submitting a note “We included LEAs with zero counts in the data for SY 2020–21 but not for the prior year.” in the SY 2021–22 data submission)
 2. Including notes for a data point that do not apply to that data (e.g., submitting a note regarding the ELP assessment participation along with the FSo45 Immigrant data)
 3. Including a data note that is not relevant to the business rule (e.g., submitting a note about large year-to-year changes in home languages when asked to explain a data flag in the assessment data)
 4. Including a data note referring to statutory requirements, especially without additional context (e.g., “Our data are accurate because we followed the exact ESEA requirements.”)
 5. Including notes that are unclear or confusing (e.g., “Data are correct,” “We do not think this is a data error,” and “This is the same methodology we used last year.”)



Examples of Clear Data Notes

- *Explanation for incomplete or incorrect data (for reasons out of SEA's control)*
 - "We encountered an error in the system and were unable to complete the upload. Partner Support has been contacted for assistance (Ticket No. XXXX)."
 - "We realize that the data are incorrect; we will correct them during the reopening period."
- *Policy changes or other statewide non-data-related changes that may impact the data reported*
 - "Due to a restructuring of our Title III statewide consortium, there was a large drop in the number of LEAs receiving Title III funds in our state. A large difference compared to last year in the number of LEAs included in the file is expected."
 - "Our exit criteria changed in SY XX–XX, which resulted in significantly more students leaving Title III services. Any comparison involving SY XX–XX and prior years would be impacted by this change."



Examples of Clear Data Notes (Cont.)

- *State-specific situations or practices that can potentially result in data flags*
 - “The number of immigrant students has increased as our general population has increased. Accuracy of student identification has also improved with training of school staff. Both factors may result in larger changes than expected compared with the prior year. The current counts reflect more accurate identification.”
 - “Due to demographic changes, the number of ELs/the number of ELs participating in the annual ELP assessment increased by more than XX percent during the last 5 years.”
 - “Some LEAs do not have any students who have been served by Title III programs for more than 5 years or have exited the programs.”



Submission Windows, SY 2021–22

Task	EDFacts Title III Files	CSPR Part I
Collection open date	10/7/2022	12/5/2022
Initial due date	12/21/2022, 11:59 pm ET	12/22/2022, 5 pm ET
Collection reopen date	N/A	3/23/2023
Second due date	4/5/2023, 11:59 pm ET	4/6/2023, 5 pm ET



Questions?

Data Notes

Please add your questions using the webinar Q&A function.



Additional TA Products and Events



COP Series: Supporting Districts to Improve EL and Title III Data Quality

Topic	Date
Session 1: Overview of Language Instruction Educational Programs (LIEPs) Definitions and reporting requirements.	February 6, 2023 from 1:30–3pm ET***
Session 2: Defining LIEPs—Problem of Practice Discuss delivery models for LIEPs in states and how this impacts reporting.	March 20, 2023 from 2:30–4pm ET
Session 3: Data Improvements and Infrastructure—LIEPs What types of changes in data, infrastructure, and professional development can you implement at the state or LEA level to address some reporting challenges?	May 3, 2023 from 3–4:30pm ET
Session 4: Data Analysis How to use the data reported on LIEPs to inform programming.	June 14, 2023 from 11:30am– 1pm ET




Reminder: Register for COP Session 1

- Session 1 will provide an overview of Language Instruction Educational Programs (LIEPs) definitions and reporting requirements, followed by small group discussions for states to share their experiences and challenges on this topic.
- Please register: <https://air-org.zoom.us/meeting/register/tJcqde2ppjMpGtaQ3PtWbVGYP9eLzme7-D9p>



Title III Data Reporting Process: Infographic




Title III Data Reporting Process: Overview

This technical assistance document aims to assist stakeholders in understanding the Title III Data Collections that are submitted to the U.S. Department of Education (ED) via the [EDFacts submission systems](#). Please refer to the [EDFacts file specifications](#) or contact edfacts@ed.gov for official guidance. The Data Life Cycle and ED communication strategies are only applicable to school year 2021–22.

Background

Title III helps ensure that **English learners (ELs)** attain English language proficiency and meet state academic standards. The program also provides enhanced instructional opportunities for immigrant children and youth.

ELs are identified by local educational agencies (LEAs) based on statewide criteria. Not all ELs are in LEAs receiving Title III funds, and not all ELs in LEAs receiving Title III funds are directly served by these funds.




Title III data are collected on **all ELs and ELs in LEAs receiving Title III funds**, depending on the reporting requirements in each EDFacts file specification or Consolidated State Performance Report (CSPR) element.

Data Lifecycle


LEAs

Collect, review, and submit data to SEAs

 **Data staff and program liaisons** collect, review, and submit LEA data to state educational agencies (SEAs). In some LEAs, program liaisons overseeing the grant also oversee the identification of ELs within the LEA.


SEAs

Collect, review, and submit data to EDFacts and CSPR

 **EDFacts and CSPR Coordinators** work with the **Title III Coordinator** and other staff in the SEA to collect, review, and submit data to EDFacts and CSPR. SEAs may create training materials for LEA data staff and liaisons and employ strategies to identify LEAs in need of technical assistance.

ED

Reviews data, follows up with states, and applies findings

 **The Department of Education (ED)** reviews data submitted by SEAs and requests revisions or explanations for data issues. This review informs planning of technical assistance and activities to help improve data quality. Final data are shared with Congress, made publicly available, and used to monitor Title III effectiveness and allocate funds.

43

Title III ED*Facts* Data Collections Crosswalk



Title III ED*Facts* Data Collections

This technical assistance document aims to assist stakeholders in understanding the Title III Data Collections that are submitted to the U.S. Department of Education (ED) via the ED*Facts* submission systems. Please refer to the [ED*Facts* file specifications](#) or contact edfacts@ed.gov for official guidance.

Overview

Each year, states are asked to meet a number of legislative requirements under Title III, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), related to providing demographic and outcome data for English learners (ELs). ED collects most of these data from state educational agencies (SEAs) through the ED*Facts* system, which is an ED initiative that centralizes ED's data collections for use in education policy, management, and budget decision-making to improve outcomes for students.

ED*Facts*

Information contained in ED*Facts* is divided into topical data groups (DGs) and file specification guidance, or file specs (FSs), containing the rules for submitting data for the specific data group. The reporting period, the education units required to report the data (school, local educational agency (LEA), and SEA), and the timespan covered by the data all vary by file spec. This document provides an overview of the relationships between Title III-related ED*Facts* file specs and clarifies the major differences between these file specs as of the school year 2021–22 reporting period. Each **crosswalk** illustrates relationships at a different level of data collection.

Most data collections included in this document are authorized under sections 3121, 3122, and 8303 of the ESEA, as amended by the ESSA.

For more information, please refer to the forthcoming *Guide to Collecting and Reporting Title III Data*.

Click on an icon to learn more



File Descriptions



**LEA- and SEA-Level
File Spec Crosswalk**



**School-Level
File Spec Crosswalk**



Additional Forthcoming Products

- Guide to Collecting and Reporting Title III Data
- Video overview of data reporting and resources for new SEA Title III and *EDFacts* coordinators
- Additional infographics:
 - Title III CSPR Data Submission
 - Title III *EDFacts* Data Submission



Wrap-Up



Updates and Questions

- Materials from September 2022 webinar and TA Resources now available: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/english-language-acquisition-state-grants/performance/>
- Questions?
 - Please send questions about this data quality effort to: OESE.titleiii-a@ed.gov
 - Please continue to send specific questions related to your state's *EDFacts* data to: EDFacts@ed.gov
 - Please continue to send questions related to your state's CSPR data to: CSPR@ed.gov



CSPR and ED*Facts* Resources

- Consolidated State Performance Resources:
<https://oese.ed.gov/offices/office-of-administration/about-us/consolidated-state-performance-reports/>
- ED*Facts* File Specifications:
<https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>
- ED*Facts* File Due Dates:
<https://edfacts.communities.ed.gov/#program/data-submission-organizer>
- ED*Facts* Business Rules Single Inventory:
<https://www2.ed.gov/about/inits/ed/edfacts/business-rules-guide.html>
- ED*Facts* Modernization (including links to previous webinars):
<https://edfacts.communities.ed.gov/#program/edfacts-modernization>



Webinar Feedback

Look out for a pop-up and e-mail after the webinar with a quick optional survey:

- Do you have feedback on this webinar you would like to provide?
- Do you have any additional feedback or considerations for the upcoming Community of Practice?

