Comprehensive Data Systems/CEDARS

1. Purpose:

The purpose of the Comprehensive Data System and Comprehensive Education Data and Research System (CEDARS) proviso is to support the applications and data needed to collect and report OSPI student, educator, finance, and directory data. This work also includes supporting and maintaining an in-house access management database. However, it does include annual development to update applications that collect data required to facilitate efficient reporting. Typically, support consists of rolling over applications for the new school or fiscal year, the release of Report Card, and support that minimizes technical debt which is extremely high. Funding for new data collections is expected to support OSPI and District efforts for data and application development, support services, and district collection of the data.

2. Description of services provided:

The CEDARS system supports required state and federal reports and processes that include a variety of enrollment reports. The reports include program participation counts; the State Report Card, under Every Student Succeeds Act (ESSA); direct certification of free and reduced lunch, Medicaid eligibility rates; transitional bilingual reports; and reports to comply with the McKinney-Vento Homeless Assistance Act.

The Education Research and Data Center (ERDC), in the Office of Financial Management, receives OSPI data. ERDC matches OSPI data with data from higher education, workforce, and other state agencies to satisfy state and federal reporting of post-high school outcomes, among other things. As allowable under the Federal Educational Rights and Privacy Act (FERPA), OSPI provides CEDARS data to researchers and requestors who have a legitimate need for educational data and OSPI resources are available to assist.

CEDARS provides the foundation to:
- Inform school district, state, and federal decision-makers
- Help educators improve the performance of all students
- Provide information to parents and the public regarding our efforts to prepare students to live, learn, and work in the 21st century

3. Criteria for receiving services and/or grants:

OSPI distributed $405,000 as grant funding equally among the nine ESD's

Number of OSPI full-time employee positions (FTE) associated with CEDARS funding: 7.0
Number of contractors associated with this funding: 2.0

FY 2022 Funding:

- State appropriations $1,802,000
- Federal appropriations: $0
- Other Fund Sources $0

Beneficiaries in the 2022-23 School Year:

Number of School Districts:	N/A
Number of Schools:	N/A
Number of Students:	N/A
Number of Educators:	N/A
Other:	N/A

4. Are federal or other funds contingent on state funding?

☒ Yes, please explain: If state funds are not available, the state may not be eligible for some Federal grants related to the submission of data.

5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
2023	$1,802,000	$1,683,532
2022	$1,802,000	$1,513,008
2021	$1,802,000	$1,602,821
2020	$1,802,000	$1,535,587
2019	$1,802,000	$1,714,340

6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:

Fiscal Year	Number of Schools
2023	9
2022	9
2021	9
2020	9
2019	9

7. Programmatic changes since inception (if any):

As of FY2020, CEDARS collects over 20 files containing more than 220 data elements about Washington State Public students across more than 300 educational organizations and involving more than 50 educational programs and services.

In 2019-20, multiple new data elements were added to CEDARS based on state and federal reporting requirements including new information about graduation pathways, additional information about CTE engagement, expanded information about Special Education services and eligibility, and new information about student support services.

In 2018-19, multiple new data elements were added to CEDARS based on state and federal reporting requirements including expanded information on Dual Language Instruction, expanded information on Online providers and programs, new information on restraint and isolation.

8. Program evaluation or evaluation of major findings:

N/A

9. Major challenges faced by the program:

School districts are experiencing difficulty in their annual data submissions because CEDARS is old and needs a major update to meet the increased processing demands. The data collected in CEDARS has increased six times over the last 10 years with no comparable increase in funding. Societal needs are constantly changing which increases the demand for data. Technologies and approaches are changing too while Directory, Financial, Student, and Educator data systems grow old with little changes in their aging structure. This leaves them susceptible to security issues, long timelines for changes, and reduced ability to connect to newer technologies. Yet funding has remained the same for a comprehensive database that answers legislative questions about school performance, school spending, and educator qualification questions across the state.

School districts would like to ensure data is collected well and used by their districts, K-12 Governance, and the legislature to make good decisions for the state's education system. There has been a significant increase in the data collection over the last 10 years. During that time, the 295 school districts have not received funding for FTEs that assist in the collection of legislatively required data submissions. School districts are finding it increasingly difficult to collect the data elements required. Collecting and submitting CEDARS data is a major effort for the school districts. Additional CEDARS reporting and data collections will require funding to facilitate efficient data collection.

10. Future opportunities:

The future holds promise to be able to answer questions from the Legislature, researchers and OSPI program staff that could not be answered with our current data systems. Data and reporting can be used by administrators and educators at the classroom level.

In the presence of increasing technical debt with applications and data systems, decommissioning of the SLDS database, and the increase in student, teacher, finance, and directory data volumes, OSPI intends to hunt for ways that meet state and agency business expectations.

OSPI plans to evaluate the opportunity and impact of using the $405,000 CSA grant to support OSPI database and application operations to provide better services to programs and districts.

Due to the resource challenges, we are continuously evaluating the need for additional funds.

11. Statutory and/or budget language:

$1,802,000 of the general fund—state appropriation for fiscal year 2022 and $1,802,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for implementing a comprehensive data system to include financial, student, and educator data, including development and maintenance of the comprehensive education data and research system (CEDARS).

12. Other relevant information:

Each Educational Service District received $45,000 as part of the OSPI/AESD Coordinated Service Agreement (CSA) 2022-2023 through the Office of System and School Improvement (OSSI) and the Association of Educational Service Districts (AESD) for data and equity supports. These funds are used for a variety of data-related activities, including participation in a statewide network focused on using and improving statewide data and providing direct data supports to schools and school districts identified for supports under the Washington School Improvement Framework (WSIF).

Next year, these funds will be used to provide maintenance support for CEDARS and systems that feed data into CEDARS.

13. Schools/districts receiving assistance:

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14. Program Contact Information:

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