

INDIANA EARLY LEARNING ADVISORY COMMITTEE



Data Coordination Workgroup

Meeting Minutes Summary

February 26, 2015

MEMBERS

Kevin Bain

Melanie Brizzi

Charlie Geier

Beckie Minglin

Tammy Veselsky

Alonzo Weems

ADVISORY MEMBERS

John Burnett

Connie Sherman

Attendees: Karen Comer, Karen Ruprecht, Michael Conn-Powers, Andrew Cullen, Stephen Reynolds, Jen Bump, Cheryl Miller, Charlie Geier, John Pierce, Kyle Wehmann, Cathy Gray, Sally Reed-Crawford, Jeff Hudnall (guest)

Key Topics Discussed:

- Once kids get to K-12 system, they get issued a student ID number that follows them to end of secondary school.
- Discussed INK as a database for all the data coming together: To get vital information from pre-K, we would need cross-sector data to be included in INK. Would have to be linked to other agencies. Can we put data there without the parents knowing? Need to look at what rules were in place when the data was collected.
- COPA guidance – when online rules apply to schools.
- Share Agreements: specify scope, duration, and purpose of study.
- When not covered under FERPA it is like the Wild West. Must think carefully about this. On My Way Pre-K not covered under FERPA, most daycares not covered, but Head Start is covered.
- Andrew: Start with figuring out what providers are covered under FERPA.
- Charlie: We should develop a separate brief on the idea of data transparency and privacy, as many institutions have not thought about this. “Best practices 101” – as a starting point, or “FAQ” document.
- Michael Conn-Powers presents 5 years of ISTAR-KR data:
 - For evaluating the impact of early learning programs on children.
 - Lots of federal requirements for reporting on impact and outcomes.
 - Have longitudinal data from ISTAR – can correlate with ISTEP.
 - ISTAR-KR was initially developed for special education.
 - Head Start and special ed are the only ones required to collect data.
 - No statewide requirements for kindergarten assessment.
 - There is not a socioeconomic breakout in the data.

Key Questions Raised:

1. If data was not collected under FERPA – do you need comply?
2. John: What is the purpose/need for information? Lots of data but not much information. We should only collect data that is actionable and that will be using for continuous improvement.
3. Stephen: Where data is coming from? When should it be deleted?
4. What providers are covered under FERPA?

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5. Does using ISTAR-KR require OMY providers to be under FERPA? No, because it is an IDOE tool and OMY is not funded by IDOE at all, they are not receiving any grant monies to use ISTAR.
6. What is the likelihood that children who are assessed in pre-K with ISTAR-KR will be assessed with it in Kindergarten? Very low.
7. How many kids entered kindergarten in 2013? About 80,000. Only 3,822 assessed with ISTAR-KR in this study. Only about 5%! (**Note: Michael's presentation only includes kids with 2 data points: entry and exit. Otherwise, the number of kids assessed by ISTAR would jump to around 8,000.*)
8. Can we assume the kids captured in Michael's study tend to be of lower SES – such as those that enter the program via UWCI?
9. Are there any particular characteristics of providers (besides special ed) who use ISTAR? What are these? Who is using it? Why?

Action Steps:

1. Michael will show us heat maps of providers using ISTAR-KR.
2. All members: Please review the whitepaper and be prepared to discuss and tweak in March!

Next Meeting:

Thursday, March 26, 2014, 1:00 – 3:00 pm

Location: United Way of Central Indiana, 3901 N. Meridian Street, Indianapolis, IN, Conference Room E

Conference # (317) 278-7008, **Code #** 575258