



INDIANA EARLY LEARNING ADVISORY COMMITTEE

Data Coordination Workgroup

Meeting Minutes Summary

August 27, 2015

MEMBERS

Kevin Bain

Melanie Brizzi

Charlie Geier

Tammy Veselsky

Alonzo Weems

ADVISORY MEMBERS

John Burnett

Connie Sherman

Attendees: Charlie Geier, Chuck Hert, Stephen Reynolds, Ann Puckett Harpold, Frank Fults, Holly Hilton-Dennis, Kerri Wortinger, Kim Hodge, Sally Reid-Crawford, Jeff Hudnall, Cheryl Miller, Mary Jane Eisenhauer, Karen Ruprecht, Monica DiOrio, Amanda Lopez

Key Topics Discussed:

- Introduction of new members: Ann Puckett Harpold and Frank Fults with M.A. Rooney Foundation, Kerri Wortinger with Marion Community Schools, Holly Hilton-Dennis with Early Learning Indiana, and Kim Hodge with IACCRR.
- Charlie gave an overview of the workgroup’s background (referred to as “Phase 1”) and accomplished tasks:
 - a. Development of a plan to create a Statewide Longitudinal Data System (SLDS) to connect Pre-k data with K-12, college and career.
 - b. Created a white paper identifying the key research questions for the Pre-k data system in the SLDS.
 - c. Developed a fact sheet on privacy and security issues around sharing data.
- Charlie then transitioned to discuss “Phase 2” for the work and future focus areas:
 - a. State-level: Coordinating and communicating the key data points in ELAC’s annual report as part of the comprehensive needs assessment on the state of early learning;
 - b. Community level: Translating the state-level data into digestible, user-friendly tools (i.e., “dashboards” or online portal) for community leaders and coalitions to use to make informed decisions.
 - c. Local Program Level: Helping local programs access and use their data to inform teaching instruction, professional development and other organizational improvements.
- Some members shared projects that their organizations are working on that are related to the current and future focus areas of the workgroup;
 - a. The Indiana Commission for Higher Education’s Indiana College Completion Report INK just posted on their [website](#);
 - b. IACCRR is developing Community Profiles (primarily for their Service Delivery Areas) to understand childcare needs and trends and shared copies of a draft. They plan to make these live by October 1, 2015.
 - c. Frank and Ann shared the work that M.A. Rooney Foundation is doing with schools and community partners using a “live” data dashboard

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called [Ed-Fi](#), and its potential for early learning programs.

- Charlie presented ELAC’s feedback on the White Paper on Data Privacy and Security Considerations.
 - a. Jeff shared an [online tool](#) that uses a “stoplight” visual to help make data sharing decisions.
 - b. Stephen agreed to take the lead on making the recommended changes.
- Chuck shared the Time and Attendance Tracking system that will be used for On My Way Pre-K programs... partly for payment purposes but also for program evaluation purposes (to track “dosage” and school attendance).
 - a. The workgroup agreed that it would be beneficial to add school attendance data to the next ELAC dashboard.
- Amanda presented the Dashboard that is in the ELAC Annual Report.
 - a. The first goal is to review the data presented and make sure that these are the key points to highlight.
 - b. The second goal is to review the format and presentation of the data in the dashboard and report.
 - c. The third goal, once the dashboard is finalized, is to create a dashboard for local communities.

Key Questions Raised:

1. What does “kindergarten retention” mean on the Data Dashboard in the Annual Report?
2. Do we have any data that connects Kindergarten retention to Pre-K data?
3. Is there a standard kindergarten enrollment form that schools use? If yes, do they ask if they attended pre-k?
4. Is there a standard way teachers decide to retain children?
5. Do you know the percentage of students retained that have IEPs?
6. Are there workgroups working on having an STN assignment prior to Pre-k, such as First Steps and Early Head Start?
7. Could ELAC require agencies that work with early learners provide specific outcomes data?
8. How are we defining “data” in the Data Privacy and Security Considerations white paper?
9. Who is the intended audience for the Data Privacy and Security Considerations white paper?
10. How does the data dashboard from the ELAC Annual Report tie into the focus areas of ELAC (Affordability, High Quality, Accessibility)?
11. Is student demographic information collected for programs, especially PTQ

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programs to disaggregate by program level? For example, are there more boys than girls enrolled in PTQ level 4 programs; More high-income children enrolled in PTQ level 4 programs?

12. Was Indiana University asked what they use to track time and attendance for the evaluation of the EEMG program?

Action Steps:

1. **All members** will look that the ELAC Annual Report's data dashboard and bring suggestions in the "list of data that we want" document in Wiggio and how we want to present the data.
2. **Jeff** will share via Wiggio the Indiana Commission for Higher Education's Indiana College Completion Report.
3. **Frank** offered to share with the workgroup the data-dashboard application (Ed-Fi) at the September meeting, if available.

Stephen will update the Data Privacy and Security Considerations white paper by the September meeting. **Stephen and Amanda** will discuss the graphic design piece of the Data Privacy and Security Considerations white paper.

4. **Charlie** will share this workgroup's research sub-questions.

Next Meeting: Thursday, September 24, 2014, 1:00 – 3:00 pm

Location: Ice Miller Offices, One America Building, 1 American Square, Suite 2900, Indianapolis, IN 46282