



Attendees

Charlie Geier, Ann Puckett-Harpold, Matt Hetzel, John Pierce, Sue McKinney, Lora Stephens, Sara Abdalla, Paul Fruits, Brandon Myers, Jeff Milkey, Michael Conn-Powers, Monica DiOrio, Amanda Lopez

On phone: Cheryl Miller, Cathy Gray

Key Topics Discussed

A. ELAC and Other Updates

- The [2017 Indiana Summit for Economic Development via Early Learning Coalitions](#) will be held on June 5, 2017 at the Monroe County Convention Center in Bloomington, Indiana. The confirmed keynote speakers are Tim Bartik, Senior Economist at the W.E. Upjohn Institute for Employment Research, and Erin Ramsey, Senior Manager, Mind in the Making at The Bezos Family Foundation;
- Update shared on the passing of the pre-K legislation and what might mean for ELAC.

B. Data Toolkit

- Members split into teams to identify **why** a data toolkit is important. The results included:
 - i. Using data for learning
 1. For example, how does a community know how to apply for a capacity grant for early learning?
 - ii. Data makes the case for “why” / the importance; Informed stakeholders make better decisions
 - iii. Help ECE advocates engage key stakeholders
 - iv. Having a baseline allows an opportunity for progression/can make better decisions
 - v. Start establishing culture of accountability (data on quality results). Expand and improve quality
 - vi. Need to make data actionable
 - vii. Wide range of knowledge and comfort levels
 - viii. Growing demand on how to use data from a variety of stakeholders



- ix. Need to share resources and initiatives widely
- Members split into teams to identify **how** to design the toolkit for community coalitions that is most effective. The items to consider included:
 - i. Format – interactive, static, online?
 - ii. Rollout/training? Webinars for getting started, link to the Coalition Building Toolkit
 - iii. Introduction to the purpose of the toolkit
 - iv. Sections geared toward different audiences (i.e. business, ECE advocates)
 - v. Keep it simple with limited bulk text, especially technical language
 - 1. Not just focused on pre-k
 - vi. Link to outside resources/data
 - vii. Examples of counties that have used data successfully
 - viii. Sectioned rollout / exemplars
- Members split into teams to identify **priority items** that need to be included. The teams' results are listed below, with workgroup members volunteering to research certain items:
 - i. **Location of key data and resources (Matt and John)**
 - 1. ELAC Annual Report, IDOE Compass, Kids Count, etc.
 - 2. Including data that is needed to answer key questions
 - ii. **Identifying priority issues and importance of focusing a few (Lora, John, Charlie)**
 - 1. Key questions to answer with data
 - 2. How to use county profiles and other data to identify issues and strategies
 - 3. Core data areas – starting points
 - iii. **Sequence of how to use data as a coalition / step process (John, Brandon)**



1. Cookbook – what’s the goal? Lessons learned. Tools to identify community need
 - iv. **Purpose and the “why” of the toolkit** (whatever the final purpose(s) is)
 1. Use this toolkit to increase access to affordable, high-quality early childhood education.
 2. How do coalitions know if they should apply for a capacity building grant / what’s needed to apply?
 3. Help build a case for early learning?
 4. How do they get started with early learning data?
 - v. **How to visualize your data / making your case** (Ann, Sara)
 1. Data definitions
 2. Pre-defined templates and reports
- Members will work to finalize items to include at the next meeting;
 - Be thinking of what goals do communities want to accomplish and linking to data that can guide that work.

C. ELAC Annual Report Data

- Data requests were sent out to key partners in April. The Project Support Team is working to complete one-on-one meetings to discuss the data pull process, data requests, etc., and has met with Early Learning Indiana, IDOE, and meets with FSSA tomorrow;
- Data issues/concerns:
 - i. County profiles - challenges with private pay funding. Will pull data and review for gaps/issues to raise with the workgroup.
 - ii. Data around capacity – licensed programs have licensed capacity; ministries self-report desired capacity; schools report filled seats. Inconsistency in capacity reporting!
 - iii. Data needed for childcare workforce.
- Positive is that the workgroup will be able to review the data earlier in the year with the use of Tableau and can address potential questions;
- To ensure readability for public consumption, the Annual Report will have the following four program categories: 1) Licensed Childcare Centers 2) Family



Childcare Homes 3) Registered Ministry and 4) School-based (non-public and public schools)

D. INK Update

- INK is hosting a Data Day on Friday, May 12 from 1:30-3:30pm at the Government Center South. Click [here](#) for more information and to register;
- Matt will share more information on the data bill at the May meeting.

Action Items

1. Specific members agreed to research and outline best practices and desired items related to the data toolkit (assignments listed above).

Next Meeting

Thursday, May 25, 2017 | 1pm – 3pm | Ice Miller Offices