

P-20 COUNCIL DATA WORKGROUP
Graustein Memorial Fund – Board Room
Monday, December 14, 2009
1:30 – 3:40 PM

MEETING NOTES

Attendees

Members: Robert Santy, CERC (co-chair); David Nee, WCGMF (co-chair); Robert Aseltine, UConn/CHIN; Barbara Beaudin, CSDE; William Gammell, CSU System; Eileen Hasson, The Computer Company; Michael Meotti, DHE; Colleen Palmer, Monroe Public Schools; Richard Porth, United Way of CT; Bennett Pudlin, The Charter Oak Group; Roger Therrien, DOL

Staff: Malia Sieve, P-20 Council

Presenter: Meg Long, OMG Center for Collaborative Learning

Observers: Patrick Flaherty, DOL; Dana Plazek, DOL; Carlota Schecter, DHE

Unable to Attend

Janice Gruendel, Governor's Senior Policy Advisor, Children & Youth

NOTES

1. Welcome & Introductions – R. Santy

Materials: P-20 Council Data Workgroup Membership List

P-20 Council Data Workgroup Draft Charge

2. P-20 Council and Workgroup Creation Overview – M. Meotti

Materials: Quick Facts: Summary of Important Data from April 28, 2009 Briefing Document

Connecticut's P-20 Council: Principles to Guide Connecticut and Our Educational Systems

Commissioner Meotti described the goal of the P-20 Council, which is to build a collaborative system across the preschool, K-12, higher education, and workforce sectors to increase the educational attainment of Connecticut's citizens. He went on to describe the composition of the membership to be 43 representatives from early childhood, K-12, higher education, business, philanthropy and community based organizations, and highlighted the Quick Facts document provided during the meeting. He also stressed the importance of using the Principles to guide the work of the Council and the workgroups.

Commissioner Meotti described the role of the Data Workgroup over the next year to be one that will develop 2-4 data briefs that will highlight the importance of a longitudinal data system. In doing so, the group will work closely with the Interoperability System Council, which will be developed as part of the state's statewide longitudinal data system grant received from the USDOE with membership from SDE, DHE, DOL, the community colleges, the state university system, Charter Oak State College, and UConn. The ISC will be the group to work with the data which the Data Workgroup will work on developing the questions, priorities, and messaging.

3. Using Data to Drive Change – M. Long

Materials: Using Data to Drive Change – PowerPoint

Ms. Long provided an overview of the role of data to improve systems and programming and discussed the importance of developing questions first versus allowing the data to drive the questions. In the PowerPoint, she highlighted questions asked by similar efforts across the country. In particular, she shared the work being done by STRIVE in Ohio, which can be found at www.strivetgether.org.

4. Washington State's Education Research & Data Center – One Example of a P-20 Data System – M. Meotti

Materials: Washington's Education Research & Data Center – PowerPoint

Commissioner Meotti highlighted the work in Washington State as an example of a place that is tackling this work and a state that has done impressive policy work using data over the years. While the entire PPT was distributed, the Commissioner paid most attention to the types of questions Washington is asking.

5. Discussion – What are the big questions CT needs to answer that will help local leaders and educators improve education? – All

Members began to brainstorm a list of questions that would highlight the power of linked data sets from early childhood, K-12, higher education and labor. The task before the group for 2010 is to develop 2-4 data briefs that will grab the attention of state and local education leaders and administrators that would be actionable and would garner interest for the ongoing support of linking, analyzing and using this type of information to improve education policy and practice. See appendix for the list of questions generated.

6. Educational Longitudinal Data Work in CT

Barbara Beaudin shared the work that the State Department of Education is doing related to building a statewide longitudinal data system (SLDS), which include the development of a unique identifier for every student in the public K-12 system and publicly funded preschool programs; the 2005 and 2009 SLDS grants received from the USDOE; and the application for another SLDS grant from USDOE from ARRA funds. The last grant, if funded, would allow CT to begin discussions with other New England states around the sharing of some data. She also shared that New Haven, Meriden, Middletown and East Lyme are examples of districts that are currently using data to inform policy and practice.

Roger Therrien provided an overview of the work the Department of Labor performs that links wage records with higher education graduate data for an annual workforce report and a legislative report card on CT Employment and Training Commission (CETC). They are hoping to be able to connect to other state wage records soon.

Janice Gruendel submitted an overview is writing regarding early childhood links to K-12 in her absence.

7. Next Steps – R. Santy

Mr. Santy described a process whereby the workgroup will meet in January to finalize a list of questions to provide to the Interoperability System Council to be vetted for feasibility, another meeting to prioritize the 2-4 questions to tackle this year, and meet again to develop related communications messages.

Malia Sieve will distribute the list of questions generated during this meeting for members to continue to add to before the next meeting.

Next Meeting: Monday, January 11, 2010, 1:30-3:30 at CT Economic Resource Center, Rocky Hill

Appendix

P-20 Council Data Workgroup Brainstorm of Big Questions for CT

At the first meeting of the workgroup on December 14, 2009, members began to brainstorm a list of questions that would highlight the power of linked data sets from early childhood, K-12, higher education and labor. The task before the group for 2010 is to develop 2-4 data briefs that will grab the attention of state and local education leaders and administrators in order to garner interest for the ongoing support of linking, analyzing and using this type of information to improve education policy and practice.

Below is a listing of the question generated at this meeting in no particular order.

1. Why is there such a mismatch between high school and postsecondary curriculum alignment?
2. Why is there so much need for remediation?
3. What does it take to get high school students to enroll in appropriate higher education?
4. What does it take to get college goers to succeed to graduation?
5. Should we focus on subsets of the pipeline versus trying to focus on “mega” dataset questions? (i.e. deeper drill downs in subsets or districts)
6. What happens to dropouts?
7. How well do high school graduates do in the labor force?
8. What impact does Birth to 3 services have on later educational achievement/success?
9. How does DCF involvement impact educational success?
10. How does foster care involvement impact educational success?
11. What are the differences between dropouts and succeeders?
12. According to higher education institutions, what happens to high school graduates by school district?
13. What can math enrollment in higher education tell us about math taking in high school?
14. How do technology challenges/deficiencies in districts impact student learning?
15. How ready are 2009 entering kindergarteners compared to 2008?
16. What is the picture of who we are teaching related to English language learners?
17. How are schools doing with teaching critical thinking?
18. What are the characteristics of a successful student in high school compared to a successful student in higher education?
19. How does financial aid impact the success of students in higher education?
20. How does knowledge of resources impact college-going?
21. What are the characteristics of the schools with successful outcomes for students?
22. Why are there fewer males in higher education than females? Where are males going after high school?
23. Are there workforce needs that require less than a postsecondary degree that are geared more toward males than females?

24. Are there different student outcomes for districts in CT that have similar characteristics?
25. What is the impact of family mobility on student success? What are the costs of mobility to the district, classroom?
26. Do magnet schools do better than public schools?
27. What is the mindset of 5th graders, 8th graders, 12th graders, higher education faculty, labor force? Is there a disconnect with expectations?