

# Data Task Force Meeting:

October 1<sup>st</sup>, 2010

Location: Radisson Hotel in Lansing, MI

Members Present: Karen Goven, Bert Quinn, Cindy Martin, Ray Gustafson, Judy Cock, John Fonash, Mary Marcil, Tania Butowski, LaDean George, Robin Dennis, and Lavena Paquette, Sue Muzillo (afternoon only)

## Agenda:

### I. Welcome

### II. Minutes

-Karen motioned for approval, Mary approved, Lavena seconded

-Approved by the taskforce

### III. Response from the Department

-MAERS will stay the same this year, but MDELEG wants to bag it and start anew with a new database. They are looking to the Data Task Force for recommendations as to the pros of each database out there, what is needed in regards to the ALP, and what is needed in regards to collaborations w/in the transformation. How can we share data? How can systems talk (MIS to MAERS)? We know that MAERS is not the best tool for the transformation. We don't want people to have to enter into multiple databases. A single data entry is the goal.

### IV. MAERS Update/Issues

-We tried to back up and discuss what can we, as a Task Force, do and what is our real role in regards to this database? What is mandated? Is it even possible for this to happen before the transformation?

### V. Professional Development Technical Assistance

#### 1) Develop a regional data base template

-We want to make sure that reports can be run for the region, for each agency, for each program, etc.

-MAERS has to change, so why not just start from scratch.

-There is some frustration amongst the group in regards to always being last on the list.

-Everyone agreed that it would be amazing if we could all better share information and communicate with each other and with the state. How can we break down the barriers between Institutional settings, Michigan Works, Adult Education Agencies, Community Colleges, etc?

-It is our directive to brainstorm what we need and what we want this to look like. It is MDELEG's directive to make it happen.

-Would it be possible for a representative from MDELEG and the outside IT company to come in and tell us their vision and some parameters before we spin our wheels?

-This would be an easier task if we were only talking about WIA dollars, but we are talking about multiple funding sources and thus multiple database needs.

a) Brainstorm what systems are out there?

NOTES/FUNCTIONS	MAERS	STUREC	OETS (Offender educator tracking system)	People Soft	Advisor Track	POWERSCHOOL	ZANGLE	CIMS (Comprehensive Information Management System)	LACES (Literacy Pro Systems)
<b>PROS</b>						-Parents can track their own children			-Created for volunteer literacy programs -Web based system
<b>CONS</b>		-DOS based system				-Not user friendly		-Have to purchase multiple modules -Menu based -Not user friendly	-Improvements and needs take forever -Staff needs sophisticated SQL knowledge to run reports and create reports -End up doing a lot manually
Tracks attendance	NO	YES							YES
Immediate reports and information when we need it	NO	YES							YES
NRS reports	YES	NO							YES
Talks to other programs (MSDS, Zangle,	NO	YES						Yes –some programs	NO

Powerschool, etc.) Can you batch information?									
Designed for section 107 requirements	NO	YES							NO
Follow-up (Where are they now?) Are they now in jail?	NO	NO							NO
Tracks membership data (count day data)	NO	YES							NO
Who needs a test	NO	YES							YES
Schedules: Who needs a test?, Class Schedules	NO	YES							YES
Class enrollment: (maximums)	NO	YES							YES
Contact information	YES	NO							YES
Works for K-12 systems? (immunization records, birth certificate, etc)	NO	NO				YES	YES		?
Designed for Adult Education Programs	YES	YES				NO	NO	Yes –module available	YES
Transcripts	NO	YES							NO
Enrollment	YES	YES				YES	YES	YES	YES

b) Brainstorm and determine elements that are needed for a new data system

-What is the end all goal? To track a person from preschool to adulthood! What we really want is a one stop database. Is this affordable? If not, how can we split up this massive amount of data into smaller databases?

-Who will the 3<sup>rd</sup> party contractor be?

-Are we talking about a database that works for WIA federal and Section 107 at the same time? How could students be tagged w/in the database?

-Does it make sense to use the listserv to create a survey asking agencies what system they use?, what do you like about it?, Would you like MAERS to do this?

**Potential Survey Questions:**

(Include a narrative email explaining why we are looking into this. Add, “you have been chosen to provide information...”  
Please forward this survey to ALL adult education providers within your region.

**Who: MDELEG listserv**  
**Due Date: October 29, 2010**

1	Region #, District name, Program Name/s, Local ISD
2	Name the database/s that you use? (STUREC, MAERS, Zangle, Pennacle, LACES/LiteracyPro, Powerschool, CIMS, Other ____ (Excel, Access), On-Campus, etc). Choose all that apply.
3	What funding do you receive? (107, WIA, ELCIVICS, INSTITUTIONAL, GENERAL, WIA I, WIA II, Pupil (foundation), other ____ (please list all), Even Start, Title ID, Title 1, United Way, etc. Choose all that apply.
4	<p>In addition to what MAERS can already do, we have also identified the following necessary MAIN functions in a regional database/system:</p> <ul style="list-style-type: none"><li>-The ability to communicate with/to other programs</li><li>-List students that need a test</li><li>-Schedules (schedules)</li><li>-Transcripts</li><li>-Attendance</li><li>-Cumulative hours</li><li>-Real time (run a report and get a report immediately)</li><li>-Be able to import and export selected data and load it into other programs without a 3<sup>rd</sup> party</li><li>-Follow-up: data matching using social security number, UICs, etc.</li><li>-</li></ul> <p>Please list MAIN functions, not already listed, that you need the database/system to provide:</p> <ul style="list-style-type: none"><li>-</li><li>-</li><li>-</li></ul>
	What other recommendations do you have for the state as they develop a new adult education reporting system/database? (open ended narrative)

**-Karen will ask Erika to create and distribute the survey.**

**-Karen will ask Erika to compile the data for our November 19th taskforce meeting!**

**-It will need to be approved by Cliff.**

-How can we get more direction and leadership from the state? Is this worth our time? Does the data task force really have any power?

-Does the state have to create their own database rather than putting the money into a current database and making improvements?

## What would the perfect database do?

- 1 database that the state pays for
- Call state when you have a problem and it gets fixed
- Immediate data and report running (no overnight waiting or waiting until November for annual data)
- The ability to pull out data and create your own database. (create a view and export to Excel) . We need to be able to do this all of the way down to the student level.
- Ability to pull for the region, for the agency, for the class, for the program, for the provider, for the student, and for the fiscal agent (the fiscal agent may also have programming and needs to separate that out too)
- Ability to create and share transcripts
- Ability to function with section 107 and WIA federal and other funding sources (check each student at the beginning and thus view needed fields)
- Ability to run fiscal agent reports for funding
- Ability to regionalize all data and separate all data
- Include funding information
- GED proof, HS Completions, transcripts
- Ability to track different funding sources
- At any point in time in the year, we need to pull a report on our compliance in regards to funding (post testing %, goal attainments, follow-up, etc.)
- Immediate tech support via instant messaging, email, and/or phone
- Immediate changes to the database when the funding requirements change (MDELEG should be able to make the changes or have the changes made . Each MDELEG staff member needs the proper authority level, so that regardless of who is w/in the office it can be handled.)
- Having current information available at all times! Why do we have to wait? Can we at least get a snapshot? Why can't we do this anytime?
- If MDELEG can create a database useful to programs and to MDELEG, more agencies will enter data quarterly and on time. If it continues to be only useful to MDELEG, then they will continue to have problems with getting all agencies to enter data in a timely fashion.

### 2) Region level

What data needs to be collected for the region after the transformation? The ALCB will enter this data in order to communicate to the state who they are and what they do.

-We hope that the fiscal agent who writes the grant application and final report can go into the new database and find all answers needed about each partner from MAERS (curriculum, DLearning, services, duration, program intensity, etc). The information discussed here is everything not available within the MAERS reports. It should be a checkbox for each partner so that the fiscal agent can run a report of all partners, so that all is compiled and a runnable report. The narratives will go away and all will switch to check boxes and a report for the region. Each partner is in charge of filling in his/her checkboxes.

-What county is your program w/in? (this is important so that we can pull county data)

-Region numbers

-How many partners within region /Name of partners within the region (agencies)

-Programs within your region

-Participant numbers/enrollments (ABE, ESL, GED, HSCompletion, post-secondary)

- Where is each participant now? (enrollment, incarcerated, employment status, where employed, etc)
- Region's demographics (region's data and not participant data! Labor statistics, employment, poverty, current community data)
- MWA information (what jobs are available w/in the region?)
- MDELEG (what data can MDELEG enter into MAERS for the region? Is the data in another database w/in the state and can it be batched into MAERS for the region's review?) The transformation handbook is all about jobs and we are all about education!
- A list of services offered by each partner (check boxes)
- Who is the fiscal agent?
- Who is the data agent? (What is process for data-entry and management? What is the role of the data agent (submit final data, answer to the grant concerning final annual data?)
- List of additional stakeholders
- Shared data for all partners and authority to view and add to
- Each partner needs access to MEGS (establish authority levels)
- What is your curriculum for each program?
- TO SUMMARIZE: add a line to MAERS that includes all information on the application and reporting requirements for all state and federal funding!

\*\*Sue Muzillo arrived from MDELEG: she updated the group on the following:

- New funding for a new or a new/approved database. This funding will be available if/when regionalization occurs.
- Can we have access to the best practices and databases that other states are using that the federal government has approved and suggests for MI?
- Dean's office has moved and his duties have changed. He is working on the MAERS database and attempting to create a timeline for the feds on how we will fix MAERS.
- MDELEG will meet with Georgia's System and other companies that say they can do it.
- Dean will be speaking with Tania about providing MAERS training for the state because he is no longer allowed to travel.
- Sue said that the new database will link to MIS, so the MIS people will be met with to see if they can create a linked database that is more user friendly.
- The new database should have radio buttons instead of drop down menus.
- MDELEG will meet with ProLiteracy/LACES
- For now, we need a band aid for MAERS, but in the future we hope to have an entirely new database. The band aid is to be in compliance with the feds NRS requirements.
- The new system needs to be up and running by next year.
- The participants need to go in by funding source, so that they can go together and be separated out.
- According to the feds, MI is at phase one and other states are at phase 3.
- The NRS people and the feds took a look at our current system and gave some recommendations.
- What is the best way to use the \$ given to MI? Should we upgrade MAERS? Should we start anew with a brand new database?

- Sue was not able to tell the group what the compliance mandates are for MAERS now. She said that she will let us know. This is happening now, and each has a specific deadline.
- The agencies given a pilot now have a radio box.
- MAERS has already changed to match the goal setting policy. The updated policy will be coming out for all to see prior to the changes going live in MAERS. What date?
- Sue is unsure what the required actions are and what the recommended actions are from the feds. She suggested that we ask Cliff or email Cliff.
- Sue said that she cannot speak for Cliff at this point in time. She is hoping that he has more information.

### 3) County level

- Some regions are only 1 county and some include multiple counties. The student population can go from county to county. The credit should go to the county that provides the service and not the county in which the student lives. Distance Learning could serve students in different counties.
- We need data on the entire counties labor and economic statistics from MDELEG and from MWAs. This would be a link and/or communication from another database or institution such as MWA or MDELEG.
- What is the value of having the data by region vs. data by county vs. data by partner vs. data by MWA region? Some argue that it is because it helps to know where the funding should go. What areas are most rural? Where do most of the students live?

### 4) Partner/Program (Agency, School, etc)

- Current ALP data
- Programs offered (duration)
- Gender/Ethnicity/Grouped Ages
- Economic/Job information
- Educational level at entry
- Classes/Instructors
- Pre test (starting EFL)
- Program enrollment by EFL
- Stakeholders

### 5) Program (ESL, ABE, GED, HSCompletion, Literacy, Correctional, post-secondary education)

- Although each partner has multiple programs, we can use the same list for each program as for partner above
- List of programs
- List of instructors
- EFLs eligible for each program
- Student characteristics for each program (general demographics)

- Goals (short term and long term)
- Follow Up

6) Class

- Teacher and/or instructors
- Class name
- Hours
- Attendance
- Pre and post tests scores and alerts at testing time
- EFLs (entry, current, gains)
- Grade Level Equivalent
- Scale scores
- Dates to remember
- Eligibility in regards to number of hours (450 and out w/o improvement)
- If possible, core strand and competencies mastered and needed based on test given and score. This will help each teacher differentiate instruction, group students and contextualize.
- keep track of grades
- reminders about missing data, record incomplete, time to post test, EFL does not match program entered, etc)
- Credits
- Course completion
- Transcripts
- Report card for each student

7) Other elements to make it an all in one system (we did not get to this)

VI. Conference: 2 breakout sessions or intensive sessions for MDELEG conference in March

- In an ideal situation we would have a presentation preparing people for regionalization as of APRIL 1<sup>st</sup> for the bridge date. We don't want people entering 2011-2012 people into MAERS and then having to take them out and then put them back in once MDELEG gets around to creating a new database and/or regionalizing MAERS.
- Once Karen hears from Cliff, we will be able to make some decisions in regards to the conference.

VII. Transformation (we did not get to this)

1) Recommendation 2:

- a) ID fiscal agent
- b) Who collects the data?
- 2) Recommendation 3:
  - a) Assessments
- 3) Recommendation 4:
  - a) Transitions/Follow Up
- 4) Recommendation 5:
  - a) Barriers
  - b) Partners
- 5) Recommendation 6:
  - a) Funding
- 6) Recommendation 7:
  - a) Goal Attainment
    - i) What are the goals?
    - ii) Same as TTF?
  - b) Follow UP

#### VIII. TEMA

-In November, we will go through the training from the Curriculum Task Force.

#### IX. Recommendations for MDELEG (see minutes for more details)

- a) Get an update from Cliff in regards to compliance changes in MAERS and a list of deadlines. In addition, hear about MDELEG's band aid solution and how it will change MAERS within this program year.
- b) Get an update from Cliff in regards to MDELEG's vision of the future of the database.
- c) Have Erika create a survey using the questions that we created
- d) Have Cliff approve the survey
- e) Have Erika distribute the survey to the listserv, collect the data, compile the data and bring the compiled data to the next task force meeting in November.
- f) Have Dean, or another person working in MAERS, attend and be a member of the data task force so that we are all up to date on what fields are new and when they are live.
- g) Get an update from Cliff in regards to the goal setting policy and the timeline for the updated policy, the MAERS changes, and the like. It is recommended that we go live as of 4/1/11, so that all bridge students are included and we do not have to go back and change participant's data entry as of 7/1/11.
- h) Get and immediate update from Cliff once the decision has been made to improve our current system or start from scratch on a new system. This information will change the data task force's mission and work throughout the year.

- i) Get an update from Cliff as to bids on IT companies and database creators along with a timeline for implementation.
- j) Once Karen receives updates from Cliff, she will email them to the Data Task Force prior to the November task force meeting because it will impact our discussions and work. These updates will also impact our conference presentation topics.
- k) Get and email update from Dean in regards to his perception as to what is going on with MAERS and the timeline. Can he commit to attending the Data Task Force or appoint a person to attend for him that works on and/or w/in MAERS?
- l) Karen will email all updates that she receives to the other task force members.
- m) It is our recommendation that all MDELEG staff are “in the loop” in regards to what is going on. Whenever we ask questions, MDELEG staff tell us to go ask Cliff. Can’t MDELEG staff be privy to information and/or knowledge so that all MDELEG staff can answer for MDELEG. This becomes particularly important at regional meetings and at task force meetings when only 1 or 2 MDELEG staff are w/in the room.

Adjourn

Next meeting: November 19, 2010 at the Lexington