

Indiana Data Initiative (IDI) Meeting 8-23-2005

Break Out Session – Topics: Workforce, Education, Other (Jerry Conover – Facilitator, Amber Kostelac – Recorder)

Things we don't know a whole about due to lack of data...

- Tracking student's progression through the school system (all levels)
- Tracking college graduates after they graduate
- Tracking the Indiana worker and the amount of life-long learning and retraining
- Workers who are 200 percent below poverty and how adequately they are being targeted by funds and training programs
- Don't know a whole lot about the worker period. We don't know if they are working multiple jobs are underemployed, etc. We also don't know a lot about the composition of worker's earnings
- Need to know more about skill sets of current workers in sectors/industries and where the shortages are going to be in the coming years
- The availability of Advanced Placement courses in K-12 and matching test scores against advance placement course availability. What percentage of our students is eligible for AP classes and in what areas of study? Are the classes available at all or is there a shortage?
- Measuring our college education better. How does a degree in X school in Indiana match up with colleges with similar programs across the nation?

State metrics...

- We need to determine what data we can collect and would be most beneficial towards policy decisions in the state and if the data is not currently being collected and needs to be, then we need to start thinking about how we might go about generating the data we need, in other words what data will give us the most bang for our time and effort
- Measuring the "value added" in Indiana's educational system to the state and the greater economy
- Are current standards not good enough? With job placement and funding activity there is an incentive to target those applicants that are most "employable" and not necessarily those with the greatest need

Larger brain drain issue...

- A lot of emphasis has been placed on brain drain in the state but maybe we need to look at it in the "net"- are we gaining equivalent out-of-state brains in exchange for our loss of resident students. And if we are, are we making Indiana an attractive place for workers to live and raise a family or do we need to do further community planning to keep our best workers
- There is another end of the brain drain issue. We are about to have a huge retiring of our workforce in the coming years and how adequately prepared are the younger workers to assume the helm? With the retiring workforce which sectors/industries will be impacted the most?
- Mention of Bill Sheldrake's study of brain drain in Indiana conducted a few years ago

Existing/know data issues or roadblocks...

- Graduation and dropout rate methodologies are flawed. The incentive is there for administrators to make the numbers look good
- Indiana Department of Education has no cut-off date for their data
- Some federal standards may keep us from addressing performance standards in schools

Ideas/proposals...

- We could link School administrative records with federal records via the Social Security number to track an individual through the school system then through their working life.

This might help with tracking a student who moves to another state for part of their education and moves back again

- Suggestion was made to bring educational institutions and businesses to the table more frequently to better plan allocation of funds in schools and to identify new technologies that could be utilized. Also, it might help to more quickly identify worker shortfalls/ or skill set shortages in the state because of a rapidly changing business landscape
- Identify key industries in the state and remove any bottlenecks to keep them competitive nationally
- Learn from the Florida Experience – The Florida Education and Training Placement Information Program (FETPIP) is a data collection system that obtains follow-up data on former students and others. The information includes employment, continuing postsecondary education, military, public assistance participation, and incarceration data. URL: <http://www.firn.edu/doe/fetpip/> The Florida results of using this program – assist with better \$ allocation, determine college department offerings, help with policy and decision making, etc.

Policy issues...

- Indiana's higher education system gives them certain skill sets and trains them for certain fields but how adequately are students prepared for that first entry-level position and what kind of value has the longer-term worker added to the company? Also, are they currently in the positions that our education system prepared them for? If not, why not? Were they inadequately prepared or has the job/field of study landscape changed significantly since they graduated and how well are they prepared for this new challenge?
- We really don't do enough in assessing the payoff in dollars spent on higher education. Are funds being allocated appropriately in regards to payoff?

Breakout session for health and family service providers

Moderator: John Krauss. Recorder: Vincent Thompson

Policy issues:

- Need to convince more people they should be using data rather than "making things up in their head."
- There needs to be a "free market" for data – let agencies "have a whack," even if data are not perfect
- Could service agencies, social service providers, etc. (such as United Way, for example) help systematically collect the information we need? For example, tracking neighborhood-level changes in poverty rates, by age, by race & ethnicity, etc.
 - Especially those organizations that are more stable in the neighborhoods
 - Should they be offered incentives to do this?
 - Should formal data collection partnerships/cooperatives be established between these organizations and local governments?
- There are so many things that impact the well-being of kids and families – it is hard to pick out the relevant data. Furthermore, there may only be one relevant source available, and it may be insufficient.
- The importance of race & ethnicity to many policy questions
 - Without race/ethnicity breakdowns, sometimes the presence of a large proportion of whites can mask things that happen within the minority categories.
- Establish a network of service providers
 - E.g., how can we integrate after-school program participation data with juvenile crime data?
- Standardization of reporting

- Sometimes lack of compatibility prevents us from merging data sets that would make sense to merge
 - Sometimes there is disruption of longitudinal series
 - Sometimes there is a lack of comparability across categories
- Confidentiality vs. need to know
 - E.g., responses to the IPRC survey of students belong to the school systems and cannot be disclosed without their permission
- Levels/units of analysis
 - Individual vs. family
 - Parents vs. children vs. family
 - Geography
 - E.g., sometimes need county level, but only state level available
 - Need more neighborhood level data!
- Quantifying the need is quantifying the result
 - How should we measure the phenomena that determine the allocation of resources (i.e., how do we justify spending)?
- How to best measure return on investment for tax incentives
 - Did the company generate the type of employment promised in return for the incentive?
 - Does anyone ever check up on these kinds of things after the fact?
 - Do the new employees earn wages/salaries at the promised level?
 - Do the new employees have health insurance benefits?
 - Etc.

Technology issues:

- Need to ensure that the expertise is available
 - Providing access as a strategy for achieving “buy in”
 - Need access as well as knowledge
- Do organizations have the capability to maintain the databases?
- Search out agencies that do a particularly good job of providing data products, and use them as a benchmark (“best practices”)

Breakout Session on GIS, Transportation, Quality of Life and Environment

Facilitator – Jill Salligoe-Simmel; Recorder – Sue Burow.

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- Transportation counts would be beneficial. What is done is piecemeal. Coordination would be good. Destination counts would also be useful.
 - GIS technology should be implemented with a standard approach. Open standards similar to open software.
 - Homeland security is concerned about access to spatial data. They are not taking advantage of all that GIS offers. State tried to make strides, homeland security was against it.
 - If they were to create a statewide agency, there may be some mandates to encourage county participation.
 - Some states are even sharing revenue generated from centralized sites.
 - The state is going to want to see the benefits before the administration lends its support.

- Access Indiana doesn't understand GIS.
- How can advanced logistics be a goal without GIS.
- The data initiative is a good way to get the importance of GIS publicized.
- The level of detail provided by the state can vary within an agency.
- The GIS initiative may need a marketing strategy but shouldn't that be driven by a G&D analysis?
- GIS needs to remain visible throughout the data initiative.
- INdot, IDEM, ISDH and IDNR are the big 4 gis-using agencies. There are many others that have 1 or 2 staff members using the technology but inconsistently.
- GIS may be a way to link unrelated information or provide info by avoiding disclosure.
- What are the costs – what are the funding sources – Utah has gotten 4 million in transportation planning dollars. They push that down to the county for training.
- Indiana is already getting federal funds for GIS Activities. We may not be leveraging these funds.
- Universities can do the analysis. That's what people will pay for. It can be an economic driver.
- We don't know who's using the web for pre-site selection work. GIS is key to help these efforts.
- Leadership at the highest level is key to the success.
- Celadon is a huger user of GIS.
- We are not at ground zero but there is plenty of room for improvement.

Break Out Session – Topics: Economic, public finance, demographics & housing (Carol Rogers – Facilitator, Joan Ketcham – Recorder)

The common theme in this breakout session was the need to have data at a level typically not available in Indiana. Several researchers indicated that other states provided a level of data that allowed them to narrow the scope of particular projects. They believed that although aggregated data was useful, the need to have it disaggregated would be beneficial.

An example given was an out-of-state riverboat casino's impact on the businesses in the area. Lower level data was available before and after the project to show the impact on convenience stores (for example) in the area. The researchers agreed that the ability to have data at this level in Indiana would be extremely beneficial. In the past county-level data was perceived to be lower-level and now it appears that data needs to be available at even lower levels.

The need for lower level data to research why Indiana has a higher foreclosure rate was cited. Questions raised were, is it because of job loss, lowered personal income, lower education levels, etc? The need for this type of data was believed to be able to shed light on this issue.

Summary of key points:

- Data needs to be at a lower level than ever before (not just assuming county-level is sufficient)
- Data needs to be “real-time” (if data is old, then it made not useful)
- Additional data may need to be added to be more useful (forcing NAICS, demographic questions, etc)

Summary of potential stumbling blocks:

- Confidentiality issues
- Government policy
- Resources to collect, store and make available the data