

**Informing Technical Assistance (TA) for State Part B Section 619 Data Systems
May 2013**

Please complete by **June 6, 2013**

PURPOSE

The DaSy Center is collecting information to compile a national picture of where states are in data system development and to assist us in designing technical assistance (TA) strategies. Specifically, we want to:

- * Understand the current status of state data systems;
- * Determine what aspects of state data system development are high priorities for states; and
- * Gain an understanding of what topics should be addressed through technical assistance.

HOW DaSy WILL REPORT THE RESULTS

This questionnaire asks about the contents of and linkages associated with your Part B 619 data system. All data collected through this effort will be aggregated and published in a public report. In addition, because there is considerable interest in tracking where states are in building early childhood data systems, we will create an interactive map showing where each state is on a limited set of data system descriptors. (See www.dataqualitycampaign.org for an interactive map that displays state status on other aspects of data system development.) Our map will reside on the DaSy website (www.dasycenter.org) and be updated regularly. The information included on it will be drawn from your answers to some of the questions in this questionnaire. At the end of the questionnaire, you will be provided with a list of the questions that we would like to include in the map along with your responses. We will ask your permission to include these selected data on the map.

WHO SHOULD COMPLETE THIS QUESTIONNAIRE

Please return only one completed questionnaire for your state. We suggest that you first review the print version, which can be accessed here ([DaSy619data.pdf](#)), to familiarize yourself with the range of questions being asked. The questionnaire is being sent to 619 coordinators but it can be completed by the 619 coordinator, a data manager, an IT specialist, or other appropriate individuals, either alone or together. The final question asks about the roles of those who completed the questionnaire.

You can stop the survey at any time by clicking the button at the bottom of the screen that says "Save now and complete the survey later." Using the same unique link that was sent to you in the e-mail request, you can resume the questionnaire where you stopped. Use the buttons on the bottom of the screen to move forward or go back. Do not use your browser back arrow to go back.

If you would prefer to complete the paper copy, you can do so, mail it back, and we will enter your responses for you. If you opt to complete the questionnaire on paper, please be aware of questions that will be skipped based on your answer to a previous question. If you would prefer that we interview you or someone else in your state to obtain the answers, we would be happy to contact you by phone. E-mail your contact information to Laura Hudson (laura.hudson@sri.com) who will contact you to set up a time.

Please complete this survey by June 6, 2013.

CHILD/FAMILY DATA SYSTEM ELEMENTS AND LINKAGES

1. Does your state Part B 619 program have at least one electronic data system that contains personally identifiable child level data for all or nearly all individual children who are receiving Part B 619 services?

- Yes
- No (Skip to question 3)

If yes to question 1:

1.1. Which of the following are available at the state level for individual children?
(They may be in more than one data system. Select one for each row.)

	Yes	No
a. Child name and/or identification number	<input type="checkbox"/>	<input type="checkbox"/>
b. Child birth date	<input type="checkbox"/>	<input type="checkbox"/>
c. Child demographics (one or more of the following: gender, race/ethnicity, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
d. Disability category	<input type="checkbox"/>	<input type="checkbox"/>
e. Other information about disability (e.g., severity, diagnostic code, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
f. Family demographics (one or more of the following: education level, employment status, household income, race/ethnicity, and/or primary language, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
g. Date of notification from Part C of potential 619 eligibility	<input type="checkbox"/>	<input type="checkbox"/>
h. Date of transition conference (from C to 619)	<input type="checkbox"/>	<input type="checkbox"/>
i. Date of referral to Part B 619	<input type="checkbox"/>	<input type="checkbox"/>
j. Referral source	<input type="checkbox"/>	<input type="checkbox"/>
k. Date of evaluation/assessment	<input type="checkbox"/>	<input type="checkbox"/>
l. Child scores from assessment tools or measures	<input type="checkbox"/>	<input type="checkbox"/>
m. Child outcomes (both entry and exit data)	<input type="checkbox"/>	<input type="checkbox"/>
n. Eligibility status	<input type="checkbox"/>	<input type="checkbox"/>
o. Date of initial IEP meeting	<input type="checkbox"/>	<input type="checkbox"/>
p. Date of parent consent to evaluation, consent to services or IEP initiation date	<input type="checkbox"/>	<input type="checkbox"/>
q. Date of initiation of services	<input type="checkbox"/>	<input type="checkbox"/>
r. Services authorized (e.g., type of service, number of hours, and/or ongoing changes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
s. Setting of services on IEP	<input type="checkbox"/>	<input type="checkbox"/>
t. Services received (e.g., type of service, intensity, and/or frequency or hours of services, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
u. Attendance (if in a center-based program)	<input type="checkbox"/>	<input type="checkbox"/>
v. Name or identification number of special education personnel working with the child (one or more of the following: special education teacher(s), related service personnel, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
w. Name or identification number of general education teacher(s) working with the child	<input type="checkbox"/>	<input type="checkbox"/>
x. Name or identification number of school or program providing services	<input type="checkbox"/>	<input type="checkbox"/>
y. Date child exits preschool special education	<input type="checkbox"/>	<input type="checkbox"/>
z. Exit reason	<input type="checkbox"/>	<input type="checkbox"/>

CHILD/FAMILY DATA SYSTEM ELEMENTS AND LINKAGES

If you do have a child level data system:

2. Which of the following statements best describes the relationship among the child level data elements that your state collects for children receiving Part B 619 services? (Select one.)

- They are all in the same data set/system
- They are in more than one data set/system and some or all of them have been linked on one or more occasions*
- They are in more than one data set/system and have not been linked*

**Linking refers to the process of joining or connecting records in one data set/system with those in another data set/system. Records can be linked through a common identifier in both data sets or by some other method.*

WORKFORCE LEVEL DATA SYSTEM ELEMENTS AND LINKAGES

Workforce = those individuals who provide Part B 619 services to children, such as a special education teacher or a physical therapist.

3. Does your state have at least one data system that contains data on individual preschool special education teachers?

- Yes
- No (Skip to question 4)

If yes to question 3:

3.1. Which of the following are available at the state level for individual preschool special education teachers? (Select one for each row.)

	Yes	No
a. Demographics (one or more of the following: race/ethnicity, age, language, gender, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
b. Employment information (one or more of the following: employing school, position title, years of experience, start date, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
c. Education (one or more of the following: degree, field of study, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
d. Licenses/certifications	<input type="checkbox"/>	<input type="checkbox"/>
e. Professional development completed (in-service or other training)	<input type="checkbox"/>	<input type="checkbox"/>
f. Wages	<input type="checkbox"/>	<input type="checkbox"/>

WORKFORCE LEVEL DATA SYSTEM ELEMENTS AND LINKAGES

4. Does your state have at least one data system that contains data on individual related services personnel (e.g., physical therapists, school psychologists)?

- Yes
- No (Skip to question 5)

If yes to question 4:

4.1. Which of the following are available at the state level for individual related services personnel (e.g., physical therapists, school psychologists)? (Select one for each row.)

- | | Yes | No |
|---|--------------------------|--------------------------|
| a. Demographics (one or more of the following: race/ethnicity, age, language, gender, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Employment information (one or more of the following: employing school, position title, years of experience, start date, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Education (one or more of the following: degree and/or field of study, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Licenses/certifications | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Professional development completed (in-service or other training) | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Wages | <input type="checkbox"/> | <input type="checkbox"/> |

WORKFORCE LEVEL DATA SYSTEM ELEMENTS AND LINKAGES

5. Does your state have at least one data system that contains data on individual general education teachers (i.e., public school teachers teaching typically developing children) who are also working with children ages 3 through 5 with IEPs?

- Yes
- No (*Skip to question 8*)

If yes to question 5:

5.1. Which of the following are available at the state level for individual general education teachers who are working with children ages 3 through 5 with IEPs?

(Select one for each row.)

	Yes	No
a. Demographics (one or more of the following: race/ethnicity, age, language, gender, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
b. Employment information (one or more of the following: employing school, position title, years of experience, start date, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
c. Education (one or more of the following: degree, field of study, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
d. Licenses/certifications	<input type="checkbox"/>	<input type="checkbox"/>
e. Professional development completed (in-service or other training)	<input type="checkbox"/>	<input type="checkbox"/>
f. Wages	<input type="checkbox"/>	<input type="checkbox"/>

WORKFORCE LEVEL DATA SYSTEM ELEMENTS AND LINKAGES

Skip if you don't have any workforce data systems for preschool special education teachers, related personnel, or general education teachers (questions 3, 4, and 5):

6. Which of the following statements best describes the relationship among the workforce data elements that your state collects? (Select one.)

- They are all in the same data set/system
- They are in more than one data set/system and some or all of them have been linked on one or more occasions*
- They are in more than one data set/system and have not been linked*

Skip if you do not have a child level data system (question 1) and any workforce data system(s) (questions 3, 4, and/or 5):

7. Has your state ever linked* individual child data for children receiving Part B 619 services to data on the personnel who work with those children? (Select one.)

- Yes
- No

**Linking refers to the process of joining or connecting records in one data set/system with those in another data set/system. Records can be linked through a common identifier in both data sets or by some other method.*

CLASSROOM AND SCHOOL/ PROGRAM DATA ELEMENTS AND LINKAGES

Classroom/Program = specific location where the child receives preschool special education services through Part B 619, including child care, Head Start, Title I, etc.

8. Does your state have at least one data system that contains classroom or program level data (e.g., class size, curriculum used, licensing data) for classrooms or programs attended by children ages 3 through 5 with IEPs?

- Yes
- No (Skip to question 14)

If yes to question 8:

8.1. Which of the following data on classrooms/programs are available at the state level? (Select one for each row.)

- | | Yes | No |
|---|--------------------------|--------------------------|
| a. Program structure (one or more of the following: licensing status, program setting, program type, class data such as class size, teacher name or ID, staff ratio by age group, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Programming (e.g., curriculum) | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Whether program/class also serves children who do not have IEPs | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Program quality (one or more of the following: ECERS-R, CLASS, QRIS rating, PAS, accreditation status, etc.)* | <input type="checkbox"/> | <input type="checkbox"/> |

*ECERS-R = Early Childhood Environmental Rating Scale-Revised
CLASS = Classroom Assessment Scoring System
QRIS = Quality Rating and Improvement System
PAS = Program Administration Scale

If yes to question 8:

9. Which of the following statements best describes the relationship among the classroom/program level data elements that you collect? (Select one.)

- They are all in the same data system
- They are in more than one data set/system and some or all of them have been linked on one or more occasions*
- They are in more than one data set/system and haven't been linked*

*Linking refers to the process of joining or connecting records in one data set/system with those in another data set/system. Records can be linked through a common identifier in both data sets or by some other method.

CLASSROOM AND SCHOOL/ PROGRAM DATA ELEMENTS AND LINKAGES

Skip if you do not have a child level data system (question 1) and a classroom/program level data system (question 8).

10. Has your state ever linked* individual child data for children receiving Part B 619 services to data on the school or program providing services to those children?

- Yes
- No

Skip if you do not have a child level data system (question 1) and a classroom/program level data system (question 8).

11. Has your state ever linked* individual child data for children receiving Part B 619 services to data on the classroom providing services to those children?

- Yes
- No

Skip if you don't have any workforce data systems (questions 3, 4, and 5) and a classroom/program level data system (question 8).

12. Has your state ever linked* individual workforce member data to any data on the school or program for which s/he works?

- Yes
- No

Skip if you don't have any workforce data systems (questions 3, 4, and 5) and a classroom/program level data system (question 8).

13. Has your state ever linked* individual workforce member data to data on the classroom in which s/he works?

- Yes
- No

**Linking refers to the process of joining or connecting records in one data set/system with those in another data set/system. Records can be linked through a common identifier in both data sets or by some other method.*

UNIQUE IDENTIFIERS

A unique identifier is assigned to one individual or entity and remains the same over time. It can be used to link across databases or datasets.

14. Does your state data system(s) have a unique identifier for the following?

(Select one for each row.)

	Yes	No
a. Child <i>(Skip if you do not have a child level data system [question 1])</i>	<input type="checkbox"/>	<input type="checkbox"/>
b. Workforce member (e.g., teacher, related service provider, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
c. Individual classroom	<input type="checkbox"/>	<input type="checkbox"/>
d. School or program	<input type="checkbox"/>	<input type="checkbox"/>
e. School district	<input type="checkbox"/>	<input type="checkbox"/>

If Yes to question 14a:

15a. Are the same unique identifiers for children used in your state's Part C data system?

- Yes
- No
- Don't know

If Yes to question 14b:

15b. Are the same unique identifiers for workforce members used in your state's Part C data system?

- Yes
- No
- Don't know

If Yes to question 14d:

15c. Are the same unique identifiers for schools or programs used in your state's Part C data system?

- Yes
- No
- Don't know

LINKAGES TO OTHER STATE DATA SYSTEMS

Skip if you do not have a child level data system (question 1):

16. Please select the best description of how child level data for Part B 619 links to child level data from other programs? (Select one for each row.)

	<i>Data are in the same data system.</i>	<i>Data are in different data systems but have been linked on one or more occasions.</i>	<i>Data have not been linked.</i>	<i>Our state does not have this program.</i>
Early Care and Education				
a. Part C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Early Head Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Head Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. State pre-k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other home visiting program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Services				
g. Temporary Assistance to Needy Families (TANF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Child maltreatment (e.g., CAPTA referrals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Foster care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Services for children who are homeless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health				
k. Vital statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Birth defects registry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. EHDI (newborn hearing screening)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Medicaid/ SCHIP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. WIC/SNAP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Hospital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Behavioral Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. All-Payer Claims (Insurance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LINKAGES TO OTHER STATE DATA SYSTEMS

Skip if you do not have a child level data system (question 1):

17. Are any of your child level data on children receiving Part B 619 services in the same data set/system or have they been linked to any individual child level data in your state's special education K-12 data system? (Select one.)

- Yes, data are in the same data system
- Yes, data are in different data systems and have been linked* on one or more occasions
- No

Skip if you do not have a child level data system (question 1):

18. Are any of your child level data on children receiving Part B 619 services in the same data set/system or have they been linked to any individual child level data in your state's general education K-12 data system? (Select one.)

- Yes, data are in the same data system
- Yes, data are in different data systems and have been linked* on one or more occasions
- No

**Linking refers to the process of joining or connecting records in one data set/system with those in another data set/system. Records can be linked through a common identifier in both data sets or by some other method.*

DATA GOVERNANCE BODY

Data governance body refers to an entity that establishes policy and procedures for the overall management of the availability, usability, integrity, quality, and security of the data.

19. Does your state have a data governance body whose scope of responsibility includes data on children ages 3 through 5 years receiving special education? (This governance body's scope of responsibility can be broader than Part B 619 data.)

- Yes
- No
- Don't know

If yes to question 19:

19.1. Which of the following also are included in the scope of responsibility for this governance body? (Select one for each row.)

	Yes	No	Don't know
a. Part C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other early childhood programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Special education K-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. General education K-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DATA QUALITY

20. Are any of the following tools and procedures in place to verify the reliability and validity of Part B 619 data? (Select one for each row.)

- | | Yes | No |
|--|--------------------------|--------------------------|
| a. Annual or other regularly scheduled training related to the data | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Built in audits (one or more of the following: validity checks on dates, missing data flagged, forced proper data entry format, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Comparison of electronic data to original paper document (e.g., data audit) | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Data dictionary | <input type="checkbox"/> | <input type="checkbox"/> |
| e. User manual | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Verification visits that randomly check and verify child data (e.g., service delivery) | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Other | <input type="checkbox"/> | <input type="checkbox"/> |

Please specify other:

DATA ACCESS AND REPORTING

Skip if you do not have a child level data system (question 1):

21. Does your state child level data system(s) for children receiving Part B 619 services allow a staff member at the following levels to produce aggregated data displays or reports? *(This assumes appropriate levels of access and procedures for data security, e.g., a teacher would only have access to information for children in his or her classroom. Select one for each row. Answer “yes” if the data system provides this level of access even though the information may not be accessible to all districts, schools or teachers.)*

- | | Yes | No |
|-------------------------------------|--------------------------|--------------------------|
| a. State 619 Coordinator | <input type="checkbox"/> | <input type="checkbox"/> |
| b. District/LEA | <input type="checkbox"/> | <input type="checkbox"/> |
| c. School/program | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Teacher/related service provider | <input type="checkbox"/> | <input type="checkbox"/> |

Skip if you do not have a child level data system (question 1):

22. Does your child-level data system(s) for children receiving Part B 619 services allow a staff member at the following levels to directly access any child level data in the state’s data system(s)? *(This assumes appropriate levels of access and procedures for data security, e.g., a teacher would only have access to information for children in his or her classroom. Select one for each row. Answer “yes” if the data system provides this level of access even though the information may not be accessible to all districts, schools or teachers.)*

- | | Yes | No |
|-------------------------------------|--------------------------|--------------------------|
| a. State 619 coordinator | <input type="checkbox"/> | <input type="checkbox"/> |
| b. District/LEA | <input type="checkbox"/> | <input type="checkbox"/> |
| c. School/program | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Teacher/related service provider | <input type="checkbox"/> | <input type="checkbox"/> |

DATA USE AND TOOLS

Skip if you do not have a child level data system (question 1):

23. In the last 2 years, has your state agency used data from your state data system(s) on children receiving Part B 619 services in any of the following ways? (Select one for each row.)

	Yes	No
a. To create a formal report for the general public	<input type="checkbox"/>	<input type="checkbox"/>
b. To create a formal report for the governor or state legislature	<input type="checkbox"/>	<input type="checkbox"/>
c. To identify districts, regions, or programs in need of improvement	<input type="checkbox"/>	<input type="checkbox"/>
d. To identify systemic issues with service delivery (e.g., underserved or over-served populations)	<input type="checkbox"/>	<input type="checkbox"/>
e. To make decisions about resource allocation	<input type="checkbox"/>	<input type="checkbox"/>
f. To identify areas for professional development and/or technical assistance	<input type="checkbox"/>	<input type="checkbox"/>
g. To monitor the effectiveness of targeted program improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>
h. To examine program effectiveness	<input type="checkbox"/>	<input type="checkbox"/>
i. To check/review data quality related to Part B 619	<input type="checkbox"/>	<input type="checkbox"/>

24. Does the 619 Coordinator or the Part B data manager know about Common Education Data Standards (CEDS), a national collaborative effort to develop voluntary, common data elements to streamline the exchange, comparison, and understanding of data within and across data systems from different sectors?

- Yes
- No

If yes to question 24:

24.1. Is the 619 Coordinator or the Part B data manager currently using any of the Common Education Data Standards (CEDS) tools (e.g., Align, Connect)?

- Yes
- No

STATE DATA SYSTEM AND TECHNICAL ASSISTANCE PRIORITIES

25. Indicate whether each of the following is likely to be a priority for improvement for your state agency in the next 24 months. (Select one for each row.)

Increasing the type or quality of Part B 619 data about:

	Yes	No
a. Children and families	<input type="checkbox"/>	<input type="checkbox"/>
b. Services	<input type="checkbox"/>	<input type="checkbox"/>
c. Child and family outcomes	<input type="checkbox"/>	<input type="checkbox"/>
d. Workforce	<input type="checkbox"/>	<input type="checkbox"/>
e. Classroom/program/school	<input type="checkbox"/>	<input type="checkbox"/>
f. Finance/cost	<input type="checkbox"/>	<input type="checkbox"/>
g. APR Indicators/618 data	<input type="checkbox"/>	<input type="checkbox"/>
h. Linkages between or across any of the above 619 data	<input type="checkbox"/>	<input type="checkbox"/>

Linkages with other data systems – building or improving linkages between Part B 619 data and:

	Yes	No
i. Part C data	<input type="checkbox"/>	<input type="checkbox"/>
j. Other early care and education data (one or more of the following: EHS/HS, childcare, home visiting, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
k. K-12 education data	<input type="checkbox"/>	<input type="checkbox"/>
l. Other social services or health data (one or more of the following: Medicaid, social services/CAPTA, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

Other areas related to data systems:

	Yes	No
m. Implementing the use of unique identifiers	<input type="checkbox"/>	<input type="checkbox"/>
n. Data system planning and management, etc. (one or more of the following: MOUs, evaluation, strategic planning, setting priorities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
o. Data governance (one or more of the following: organizational structure, ownership, cross-system coordination, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
p. Communicating with and engaging stakeholders (e.g., plans, activities, documents)	<input type="checkbox"/>	<input type="checkbox"/>
q. Common Education Data Standards (CEDs)	<input type="checkbox"/>	<input type="checkbox"/>
r. Data collection and storage (e.g., warehousing, consolidation)	<input type="checkbox"/>	<input type="checkbox"/>

STATE DATA SYSTEM AND TECHNICAL ASSISTANCE PRIORITIES

25. Indicate whether each of the following is likely to be a priority for improvement for your state agency in the next 24 months. (Select one for each row.)

Other areas related to data systems:

- | | Yes | No |
|---|--------------------------|--------------------------|
| s. Data quality, verification, and audit systems | <input type="checkbox"/> | <input type="checkbox"/> |
| t. Including Part B 619 in broader state coordinated data system planning efforts | <input type="checkbox"/> | <input type="checkbox"/> |
| u. System design (e.g., data models, technical architecture, metadata, requirements) | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Data sharing permissions and/or privacy issues (e.g., confidentiality policies, data access decisions, security models, FERPA/HIPAA) | <input type="checkbox"/> | <input type="checkbox"/> |
| w. Technical aspects of integration/exchange (one or more of the following: data exchange, data matching interoperability, unique IDs) | <input type="checkbox"/> | <input type="checkbox"/> |
| x. Data use (one or more of the following: analyzing data, using data for program improvement) | <input type="checkbox"/> | <input type="checkbox"/> |
| y. Creating data reports for different audiences | <input type="checkbox"/> | <input type="checkbox"/> |
| z. Other | <input type="checkbox"/> | <input type="checkbox"/> |

Please specify:

STATE DATA SYSTEM AND TECHNICAL ASSISTANCE PRIORITIES

For each yes in question 25:

25.1. For each of the agency priorities you identified, indicate whether you would like technical assistance from the DaSy Center on this topic. (Select one for each row.)

Increasing the type or quality of Part B 619 data about:

	Yes	No
a. Children and families	<input type="checkbox"/>	<input type="checkbox"/>
b. Services	<input type="checkbox"/>	<input type="checkbox"/>
c. Child and family outcomes	<input type="checkbox"/>	<input type="checkbox"/>
d. Workforce	<input type="checkbox"/>	<input type="checkbox"/>
e. Classroom/program/school	<input type="checkbox"/>	<input type="checkbox"/>
f. Finance/cost	<input type="checkbox"/>	<input type="checkbox"/>
g. APR Indicators/618 data	<input type="checkbox"/>	<input type="checkbox"/>
h. Linkages between or across any of the above 619 data	<input type="checkbox"/>	<input type="checkbox"/>

Linkages with other data systems – building or improving linkages between Part B 619 data and:

i. Part C data	<input type="checkbox"/>	<input type="checkbox"/>
j. Other early care and education data (one or more of the following: EHS/HS, childcare, home visiting, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
k. K-12 education data	<input type="checkbox"/>	<input type="checkbox"/>
l. Other social services or health data (one or more of the following: Medicaid, social services/CAPTA, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

Other areas related to data systems:

	Yes	No
m. Implementing the use of unique identifiers	<input type="checkbox"/>	<input type="checkbox"/>
n. Data system planning and management (one or more of the following: MOUs, evaluation, strategic planning, setting priorities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
o. Data governance (one or more of the following: organizational structure, ownership, cross-system coordination, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
p. Communicating with and engaging stakeholders (e.g., plans, activities, documents)	<input type="checkbox"/>	<input type="checkbox"/>
q. Common Education Data Standards (CEDs)	<input type="checkbox"/>	<input type="checkbox"/>
r. Data collection and storage (e.g., warehousing, consolidation)	<input type="checkbox"/>	<input type="checkbox"/>

STATE DATA SYSTEM AND TECHNICAL ASSISTANCE PRIORITIES

25.1. For each of the agency priorities you identified, indicate whether you would like technical assistance from the DaSy Center on this topic. (Select one for each row.).

Other areas related to data systems:

	Yes	No
s. Data quality, verification, and audit systems	<input type="checkbox"/>	<input type="checkbox"/>
t. Including Part B 619 in broader state coordinated data system planning efforts	<input type="checkbox"/>	<input type="checkbox"/>
u. System design (e.g., data models, technical architecture, metadata, requirements)	<input type="checkbox"/>	<input type="checkbox"/>
v. Data sharing permissions and/or privacy issues (e.g., confidentiality policies, data access decisions, security models, FERPA/HIPAA)	<input type="checkbox"/>	<input type="checkbox"/>
w. Technical aspects of integration/exchange (one or more of the following: data exchange, data matching interoperability, unique IDs)	<input type="checkbox"/>	<input type="checkbox"/>
x. Data use (one or more of the following: analyzing data, using data for program improvement)	<input type="checkbox"/>	<input type="checkbox"/>
y. Creating data reports for different audiences	<input type="checkbox"/>	<input type="checkbox"/>
z. Other	<input type="checkbox"/>	<input type="checkbox"/>

STATE DATA SYSTEM AND TECHNICAL ASSISTANCE PRIORITIES

26. What kind of assistance related to data and data systems would be most beneficial to your state?

INTERACTIVE STATE MAP

27. We are requesting your permission to include your responses to the items listed below on the interactive map:

Question 1: State has at least one electronic data system that contains personally identifiable child level data for children who are receiving Part B 619 services.

Question 2: Individual child level data elements reside in one system or have been linked.

Questions 3 and 4: State has at least one electronic data system that contains personally identifiable workforce data for those providing Part B 619 services.

Question 7: Child level data has been linked to workforce level data.

Question 14a: State data system(s) uses a unique identifier for children receiving Part B 619 services.

Question 15a: State data system(s) that contains data on children receiving preschool special education uses the same unique child identifiers as your Part C data system.

Question 16a: At least some child level data on children receiving Part B 619 services are in the same data system or have been linked to child level data from the Part C.

Questions 16b to 16f: At least some individual data on children receiving 619 services are in the same data system or have been linked to data from other early care and education programs.

Question 18: At least some individual data on children receiving 619 services are in the same data system or have been linked to data from general education K-12.

Question 19: State has a data governance body whose scope of responsibility includes data on children receiving Part B 619 services.

Please select one:

- I **give permission** for the information on the indicated items to be included in the interactive map.
- I **do not give permission** for the information on the indicated items to be included in the interactive map.

28. Who completed this questionnaire? *(Select all that apply.)*

- State Section 619 program coordinator
- Part B data manager
- Other

Please specify:

29. Please provide the name and contact information for the person we should contact if we have any questions about your responses.

Name: _____

Title/Position: _____

E-mail: _____

Thank you for taking the time to answer these questions.

We look forward to reviewing your responses and sharing the aggregated national results with you. Please complete this questionnaire online using the link sent to you in the email. If you prefer to complete a paper version, mail your completed questionnaire to:

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