Survey of State Part B Section 619 Data Systems
November 2015

Please complete by *December 18, 2015*.

PURPOSE
The DaSy Center is collecting information to compile a national picture of where states are in data system development. This survey is an abbreviated and updated version of the DaSy Needs Assessment conducted in 2013; your responses will help us track changes to data systems over time and assist us in designing technical assistance (TA) strategies.

HOW DaSy WILL REPORT THE RESULTS
This survey asks about the contents of and linkages associated with your Part B 619 data system. DaSy needs this information to track where states are in building early childhood data systems; we would like to use your responses to update the DaSy State of the States Interactive Map showing where each state is on a limited set of data system descriptors. You can view the map on the DaSy Website (http://dasycenter.org/state-of-the-states). The information for updating the map will be drawn from your answers to some of the questions in this survey. At the end of the survey, you will be provided with a list of the questions that we would like to include in the map. We will ask your permission to include these selected data on the map. In addition, data collected through this effort will be aggregated and published in a public report.

WHO SHOULD COMPLETE THIS SURVEY
Please return only one completed survey for your state. We suggest that you first review the print version, which can be accessed by clicking here , to familiarize yourself with the range of questions being asked. The survey 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 survey.

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 survey where you stopped. Use the buttons at the bottom of the screen to move forward or go back. Do not use your browser back arrow to go back.

If you would like to make an alternative arrangement for completing the survey (i.e., completing a paper copy, or answering the questions by phone) please contact Laura Hudson (laura.hudson@sri.com).

Please complete this survey by December 18, 2015.

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 <u>child level data</u> for all or nearly all individual children who are receiving Part B 619 services?

- ❑ Yes
- ❑ No

If no, skip to #3

If yes to #1:

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

	Yes	No
a. Child name and/or identification number	❏	❏
b. Child birth date	❏	❏
c. Child demographics (one or more of the following: gender, race/ethnicity, etc.)	❏	❏
d. Disability category	❏	❏
e. Other information about disability (e.g., severity, diagnostic code, etc.)	❏	❏
f. Family demographics (one or more of the following: education level, employment status, household income, race/ethnicity, and/or primary language, etc.)	❏	❏
g. Date of notification from Part C of potential 619 eligibility	❏	❏
h. Date of transition conference (from C to 619)	❏	❏
i. Date of referral to Part B 619	❏	❏
j. Referral source	❏	❏
k. Date of evaluation/assessment	❏	❏
l. Child scores from assessment tools or measures	❏	❏
m. Child outcomes (both entry and exit data)	❏	❏
n. Eligibility status	❏	❏

`o.` Date of initial IEP meeting ❏ ❏

`p.` Date of parent consent to evaluation, consent to services ❏ ❏
or IEP initiation date

`q.` Date of initiation of services ❏ ❏

`r.` Services on the IEP (e.g., type of service, number of ❏ ❏
hours, and/or ongoing changes, etc.)

`s.` Setting of services on IEP ❏ ❏

`t.` Services received (e.g., type of service, intensity, and/or ❏ ❏
frequency or hours of services, etc.)

`u.` Attendance (if in a center-based program) ❏ ❏

`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.)

`w.` Name or identification number of general education ❏ ❏
teacher(s) working with the child

`x.` Name or identification number of school or program ❏ ❏
providing services

`y.` Date child exits preschool special education ❏ ❏

`z.` Exit reason ❏ ❏

If yes to #1:

1.2. How are data reported by the district/LEA/ to the state agency? *(Select all that apply.)*

- ❑ Internal network
- ❑ Web-based data system
- ❑ Spreadsheet
- ❑ Batch upload
- ❑ Other

If other:

Please specify other:

_____

_____

_____

If yes to #1:

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 = 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 <u>preschool special education teachers</u>?

❑ Yes
❑ No

If yes:

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

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

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

❑ Yes
❑ No

If yes:

4.1. Which of the following are available at the state level for individual <u>related services personnel</u> (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.)	❑	❑
b. Employment information (one or more of the following: employing school/program, position title, years of experience, start date, etc.)	❑	❑
c. Education (one or more of the following: degree and/or field of study, etc.)	❑	❑
d. Licenses/certifications	❑	❑
e. Professional development completed (in-service or other training)	❑	❑
f. Wages	❑	❑

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

❑ Yes
❑ No

If yes:

5.1. Which of the following are available at the state level for individual <u>general education teachers</u> 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.)	❑	❑
b. Employment information (one or more of the following: employing school, position title, years of experience, start date, etc.)	❑	❑
c. Education (one or more of the following: degree, field of study, etc.)	❑	❑
d. Licenses/certifications	❑	❑
e. Professional development completed (in-service or other training)	❑	❑
f. Wages	❑	❑

If yes to #3, #4, or #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*

If yes to #1 and yes to #3, #4, 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/Program = specific location where the child receives preschool special education services through Part B 619, including child care, Head Start, Title 1, etc.

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

❑ Yes
❑ No

If no, skip to #14

If yes:

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.)

b. Programming (e.g., curriculum)   ❑ ❑

c. Whether program/class also serves children who do not ❑ ❑ have IEPs

d. Program quality (one or more of the following: ECERS-R, ❑ ❑ CLASS, QRIS rating, PAS, accreditation status, etc.)*

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 #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 have not been linked*

If yes to #1 and yes to #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, but working on it
- ❑ No

If yes to #1 and yes to #8:

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

- ❑ Yes
- ❑ No, but working on it
- ❑ No

If yes to #8 and yes to #3, #4, or #5:

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, but working on it
- ❑ No

If yes to #8 and yes to #3, #4, or #5:

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

     ❑ Yes
     ❑ No, but working on it
     ❑ 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 <u>unique identifier</u> for the following? *(Select one for each row.)*

	Yes	No
a. Child	❑	❑
b. Workforce member (e.g., teacher, related service provider, etc.)	❑	❑
c. Individual classroom	❑	❑
d. School or program	❑	❑
e. School district	❑	❑

If #14a is yes:

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

- ❑ Yes
- ❑ No
- ❑ Don't know

If #14b is yes:

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

- ❑ Yes
- ❑ No
- ❑ Don't know

If #14d is yes:

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

- ❑ Yes
- ❑ No
- ❑ Don't know

LINKAGES TO OTHER STATE DATA SYSTEMS

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.)*

	Data are in the same data system.	*Data are in different data systems but have been linked on one or more occasions*	*Data have not been linked.*	*Our state does not have this program.*
Early Care and Education				
a. Part C	❑	❑	❑	❑
b. Early Head Start	❑	❑	❑	❑
c. Head Start	❑	❑	❑	❑
d. Child care	❑	❑	❑	❑
e. State pre-k	❑	❑	❑	❑
f. Other home visiting program	❑	❑	❑	❑

	Data are in the same data system.	Data are in different data systems but have been linked on one or more occasions	Data have not been linked.	Our state does not have this program.
Social Services				
g. Temporary Assistance to Needy Families (TANF)	❏	❏	❏	❏
h. Child maltreatment (e.g., CAPTA referrals)	❏	❏	❏	❏
i. Foster care	❏	❏	❏	❏
j. Services for children who are homeless	❏	❏	❏	❏

LINKAGES TO OTHER STATE DATA SYSTEMS

If yes to #1:

17. Are any of your <u>child level</u> 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 <u>special education K-12</u> 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

If yes to #1:

18. Are any of your <u>child level</u> 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 <u>general education K-12</u> 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 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 <u>data governance body</u> 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:

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	❑	❑	❑
b. Other early childhood programs	❑	❑	❑
c. Special education K-12	❑	❑	❑
d. General education K-12	❑	❑	❑

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

b. Built-in audits (one or more of the following: validity checks ❑ ❑
on dates, missing data flagged, forced proper data entry
format, etc.)

c. Comparison of electronic data to original paper document ❑ ❑
(e.g., data audit)

d. Data dictionary ❑ ❑

e. User manual ❑ ❑

f. Verification visits that randomly check and verify child data ❑ ❑
(e.g., service delivery)

g. Other ❑ ❑

If yes to #20g:
Please specify other:

_____
_____
_____

If yes to #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 <u>aggregated data displays or reports</u>? *(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	❑	❑
b. District/LEA	❑	❑
c. School/program	❑	❑
d. Teacher/related service provider	❑	❑

If yes to #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 <u>child level data</u> in the state's data system(s)? *(This refers to an appropriate level of access, 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	❑	❑
b. District/LEA	❑	❑
c. School/program	❑	❑
d. Teacher/related service provider	❑	❑

23a. I can get my Part B 619 state data analyzed in a timely manner for recurring data needs (e.g., APR, annual report to governor or legislature).

- ❑ Strongly agree
- ❑ Agree
- ❑ Disagree
- ❑ Strongly disagree

23b. I can get my Part B 619 state data analyzed in a timely manner when I have a new request (i.e., non-recurring, such as an ad hoc request from legislature or media).

- ❑ Strongly agree
- ❑ Agree
- ❑ Disagree
- ❑ Strongly disagree

24. Does the 619 Coordinator or the Part B data manager know about <u>Common Education Data Standards</u> (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:

24.1. Has the 619 Coordinator or the Part B data manager used any of the Common Education Data Standards (CEDS) tools (e.g., Align, Connect) in the past 12 months?

      ❑ Yes
      ❑ No

STATE DATA SYSTEM ENHANCEMENTS

The following questions apply to the data system that houses or stores the Part B 619 data.

25. Are you planning on developing a new data system in the next two years?

- ❑ Yes
- ❑ No
- ❑ Not sure

26. Do you plan to make major enhancements to your Part B 619 data system in the next two years?

- ❑ Yes
- ❑ No
- ❑ Not sure

26b. If yes, please specify what enhancement(s) you plan to make: *(Select all that apply.)*

- ❑ Access issues, e.g., more user levels, mobile connectivity, parent portal
- ❑ Development or redesign of fiscal functions, e.g., billing or payment processes
- ❑ Development or redesign of IEP functions
- ❑ Internal structure, e.g., addition of unique identifiers for children or workforce
- ❑ Management tools, e.g., automated notifications or reminders
- ❑ Linking, e.g., with Part C, with general education, child-level data with teacher/workforce data
- ❑ Reporting, e.g., additional reporting capability, dashboards
- ❑ Web-based training on data system
- ❑ Other

If other:
Please specify other:

_____
_____
_____

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 14: 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

If 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.

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