

**EVALUATION OF THE CENTER FOR IDEA EARLY CHILDHOOD DATA  
SYSTEMS (DaSy)**

**TECHNICAL ASSISTANCE SURVEY**

Years 1-2 Report

Submitted on April 12, 2014

Revised on April 17, 2014

Revised on May 5, 2014

Prepared by:

Evergreen Evaluation & Consulting, Inc.

Judy Lee, Ph.D.

Patricia Mueller, Ed.D.



## Table of Contents

<b>Executive Summary .....</b>	<b>2</b>
<b>Introduction.....</b>	<b>5</b>
Objective and Performance Measures.....	5
Years One & Two Evaluation Question.....	6
<b>DaSy Technical Assistance Survey .....</b>	<b>7</b>
Methodology .....	7
Sample and Response Rates.....	8
Figure 1: State Response Rate by Respondent Role.....	9
Figure 2: Individual Response Rate by Respondent Role .....	9
Quantitative Results .....	10
Figure 3: Percentage of Respondents in each Role Category.....	10
Table 1: Dual Roles among Respondents .....	11
Figure 4: Years Experience in Current Position .....	11
Figure 5: Familiarity with DaSy TA Services .....	12
Figure 6: Familiarity with DaSy TA Services By Role.....	13
Table 2: Reasons for Lack of Familiarity with DaSy TA Services .....	13
Figure 7: Activity involvement.....	14
Figure 8: Activity involvement by Role .....	15
Table 3: Use of Information from Improving Data, Improving Outcomes Conference.....	16
Figure 9: Average rating of Quality, Relevance and Usefulness Survey Items by Familiarity .....	17
Figure 10: Average rating of Quality, Relevance and Usefulness Survey Items by Role.....	18
Qualitative Results .....	18
<b>Conclusions and Recommendations .....</b>	<b>21</b>
Recommendations .....	22
<b>Appendix A: Technical Assistance Survey .....</b>	<b>25</b>
<b>Appendix B: Qualitative (open-ended question) Survey Data.....</b>	<b>28</b>
<b>Appendix C: Quantitative Survey Data.....</b>	<b>38</b>

## Executive Summary

The DaSy Center is a national technical assistance (TA) center funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). The Center provides technical assistance (TA) and resources to state agencies to assist with the development or enhancement of data systems for Part C early intervention and Part B preschool special education programs supported through the Individuals with Disabilities Education Act (IDEA). A key goal of the DaSy Center is to deliver a continuum of technical assistance strategies to support states in their efforts to develop and implement early childhood data systems which facilitate the collection, analysis and reporting of high quality data required under IDEA.

This report addresses the extent to which DaSy made progress toward Performance Measures 2g, 2h and 2i: *In Years 2-5, on a national external evaluation survey, 80% of respondents will report that DaSy TA is high quality, relevant to their work, and they were able to use information and/or resources from DaSy TA to make improvements to their system.*

To evaluate the quality, relevance and usefulness of DaSy Center TA, DaSy contracted with Evergreen Evaluation & Consulting (EEC). Together EEC and the DaSy leadership team co-developed an online survey that included rating scales based on OSEP's established definitions for Quality, Relevance and Usefulness. In addition to the six rating items that comprise these dimensions, other questions pertained to demographics, familiarity with and participation in DaSy TA activities; utility of information from the Improving Data, Improving Outcomes Conference; and open response questions about overall utility, benefits and challenges associated with DaSy TA.

Two hundred and nineteen Part C and 619 State Coordinators and Part C and B/619 Data Managers from all 60 states and jurisdictions received an online link to the survey which was administered over a two-week time period between March 18 and 31, 2014. Response rate after two reminders was 57% and represented responses from 90% of the States, Territories, Federations and Commonwealths.

Quantitative and qualitative survey data reveal that the DaSy Center was successful in supporting states' efforts to improve the quality of their IDEA data through a continuum of technical assistance strategies. Survey item responses reveal great familiarity with and participation in DaSy Center activities: 93% of respondents described themselves as very or somewhat familiar with the DaSy Center and its TA services, and all activities were utilized by between 47% and 70% of respondents.

Additional survey questions addressed the utility and application of information gained from the Improving Data, Improving Outcomes Conference. Over two-thirds of respondents reported that they used the information they learned to improve the quality of the data that their states collect, to plan for or make improvements in states' data systems, and to improve outcomes for children and families.

Survey respondents rated the Quality, Relevance and Usefulness of DaSy TA services using a 4-point agreement scale: Strongly Agree (4 points), Somewhat Agree (3 points), Somewhat Disagree (2 point)

and Strongly Disagree (1 point). Survey data reveal that the DaSy Center achieved its performance goals. Across the three OSEP-defined domains measuring the quality, relevance and usefulness of DaSy TA services, respondents rated all items with ratings over 3.3 (somewhat agree=3 and strongly agree=4). Alternatively, on each of the six items, at least 91% of respondents either somewhat or strongly agreed with each dimension. Given the minimal variance in agreement across ratings (rating averages fell between 3.3 and 3.6), it is apparent that all dimensions of DaSy TA services were uniformly structured, effectively delivered and perceived as high quality, relevant and useful.

Open-ended answers provide further insights into respondents' satisfaction with the DaSy Center. Primary benefits of DaSy TA included improved data skills, increased networking and connections, and application of conference content, knowledge, and resources provided. Several respondents cited specific examples of how the Improving Data, Improving Outcomes Conference informed their activities.

In explanations about how they applied DaSy TA services/strategies to their work, respondents mentioned use of DaSy website resources, conference information, conference calls, framework, tools and TA contacts. They also described how DaSy TA services enhanced understanding and application of data to decision-making, system procedures and analytic methods.

Finally, survey respondents mentioned various benefits received from DaSy TA. They appreciated connecting with job-alike staff from other states, the ability to connect with others more generally, the individualized TA, and the tools and resources offered by DaSy. Inquiry into challenges encountered while obtaining DaSy TA produced insignificant results.

Recommendations for the DaSy Center stem from two sources: EEC evaluators' experience gained during survey implementation, and both quantitative and qualitative survey responses. Suggestions for improvement fell among the following categories:

- *Reach of TA*: DaSy Center may wish to investigate why some jurisdictions had no representation among survey respondents; understand non-responders and partial completers; and improve internal tracking data systems so information is accurate, up-to-date, and uniform.
- *Familiarity with DaSy Center*: DaSy Center may wish to improve familiarity with its TA services among its target population; improve marketing and education about TA services; and increase familiarity among Part B/619 Data Managers.
- *Involvement with DaSy TA*: DaSy Center may wish to increase access to and involvement with individualized TA services and its website, as well as increase participation among Part B/619 Data Managers.
- *Goals of Improving Data, Improving Outcomes Conference*: DaSy Center may wish to increase or tailor information at the conference to facilitate the formulation or answering of new program or policy questions among states.
- *Quality, Relevance and Usefulness Dimensions*: DaSy Center may wish to increase familiarity generally with its TA services, and in so doing, it will increase ratings among survey

respondents. Additionally, DaSy may wish to focus attention on Relevance of its TA services, specifically pertinence.

## Introduction

The DaSy Center is a national technical assistance (TA) center funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). The DaSy Center provides technical assistance (TA) and resources to state agencies to assist with the development or enhancement of data systems for Part C early intervention and Part B preschool special education programs supported through the Individuals with Disabilities Education Act (IDEA). The DaSy Center collaborates with other projects to generate new ideas and products to help state agencies improve the quality of their early childhood cross-agency data systems to include the Part C and Part B preschool data needed to collect, analyze, and report high-quality data required under IDEA.

The DaSy Center is a five year collaborative effort of five institutions: SRI International, Frank Porter Graham (FPG) Child Development Institute at The University of North Carolina at Chapel Hill, Applied Engineering Management (AEM) Corporation, Westat, and the Center for Technology in Education (CTE) at Johns Hopkins University. In addition, the Center has a strong cadre of expert consultants. Together, DaSy works with states to support IDEA early intervention and early childhood special education state programs in three major areas: Knowledge Development, TA and Dissemination, and Leadership and Coordination.

A key goal of the DaSy Center is to deliver a continuum of technical assistance strategies to support states in their efforts to improve the quality of their IDEA data by facilitating the collection, analysis and reporting of high quality data required under IDEA.

### Objective and Performance Measures of DaSy Center Technical Assistance

Of three objectives that guide DaSy Center activities, this report addresses Objective 2:

*Design and implement a continuum of technical assistance strategies that are evidence-based, relevant, useful, and cost-effective to support states to develop and implement EC longitudinal data systems to improve states' capacity to collect, analyze, and report high-quality data required under IDEA.*

Under this objective, DaSy specified nineteen performance measures. This report provides data that addresses the extent to which DaSy made progress toward Performance Measures 2g, 2h and 2i:

*In Years 2-5, on a national external evaluation survey, 80% of respondents will report that DaSy TA is high quality, relevant to their work, and they were able to use information and/or resources from DaSy TA to make improvements to their system.*

Progress toward other performance measures will be addressed in subsequent reports.

## **Years One & Two Evaluation Question**

One evaluation question guides the DaSy Center's technical assistance efforts aimed at designing and implementing a continuum of technical assistance strategies to support and improve states' capacity to collect, analyze and report high-quality data. After its first year of providing technical assistance to states to support Part C and Part B preschool state programs in the development and enhancement of coordinated early childhood data systems, DaSy sought to answer the following evaluation question:

*Did TA recipients rate the TA as high-quality, relevant, and meeting objectives?*

## DaSy Technical Assistance Survey

To evaluate the effectiveness of the DaSy Center's technical assistance, Evergreen Evaluation & Consulting (EEC) was asked to conduct an external evaluation with state clients. EEC and the DaSy leadership team co-developed an online survey that included rating scales based on OSEP's established definitions for Quality, Relevance and Usefulness. Please see Appendix A for the survey protocol.

### **Methodology**

EEC developed the survey during the first quarter of 2014 in collaboration with DaSy Center administrators. Through monthly phone conferences with EEC staff and the DaSy Center team, as well as shared drafts and reviews via email, the survey protocol was finalized on March 17, 2014. The DaSy Center alerted all Part C and 619 State Coordinators and Part C and B/619 Data Managers about the evaluation and forthcoming survey. Then, EEC evaluators sent the survey link in an email on March 18, 2014. The link remained open for almost two weeks (until March 31, 2014). EEC sent two reminder emails during this time frame.

Components of the TA survey were based on OSEP quality indicators. Thus, the current survey included six rating scale items under the following constructs:

- Quality (Substance and Communication);
- Relevance (Need and Pertinence); and
- Usefulness (Ease and Likelihood of Use)

For each item, survey respondents rated the Quality, Relevance and Usefulness of technical assistance using a 4-point agreement scale: Strongly Agree (4 points), Somewhat Agree (3 points), Somewhat Disagree (2 point) and Strongly Disagree (1 point).

Designed to take respondents about 8 minutes to complete, the survey consisted of these six rating items; five other questions pertaining to demographics, familiarity with and participation in DaSy TA activities, and utility of information from the Improving Data, Improving Outcomes Conference; and three open response questions.

Responses were confidential and anonymous; apart from self-designation of their current role, the exact identities of survey respondents were unknown.

## Sample and Response Rates

The DaSy Evaluation Workgroup provided EEC with excel spreadsheets containing all Part C and 619 State Coordinators and Data Managers, their email addresses, roles, and the states they represent. EEC then sent a survey link to respondents from among 60 States, Territories, Federations and Commonwealths.

Of the 219 names provided by DaSy, two people opted out of the survey, and another indicated that she would not complete it because a colleague already had completed it. Although these three remained part of the total N, it is important to note the potential confusion among targeted survey respondents.

In total, 124 Part C and 619 State Coordinators and Data Managers completed the online survey, yielding a response rate of 57% within the allotted time frame. Among the 60 States, Territories, Federations and Commonwealths, 90% were represented by survey respondents. Therefore, only 10% of states and territories did not respond at all (i.e., are not represented in this survey data).

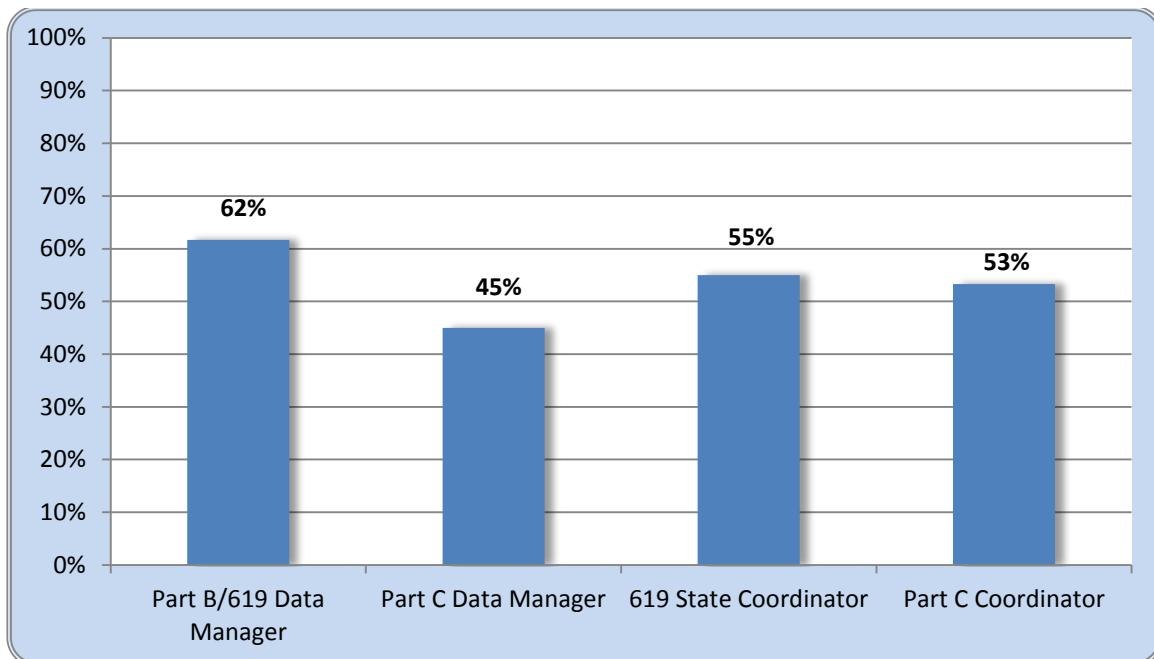
State response rates by role are presented in Figure 1. Each of the four roles from which respondents could select (and they could select multiple roles if applicable) is represented in this figure. For example, of the 60 states, territories, federations and commonwealths who received the survey link, 53% of states were represented among the responding Part C Coordinators. If more than one respondent in the same state selected the same role, the state was only counted once. However, if a respondent from one state selected multiple roles, each role was counted, and therefore, the state was counted twice (once in each role). The data illustrates that states had highest response rates among Part B/619 Data Managers and lower response rates among Part C Data Managers

Figure 2 also presents data regarding response rates. Here too appear the four roles from which respondents could select<sup>1</sup>. However, the percentages represent individual response rates by role. These rates were calculated using the number of respondents in each role as a percent of the total number of potential respondents per role (i.e., of the total number in each role that was provided by DaSy administrators and to whom EEC emailed the survey link). As an example, 63% of the Part C Coordinators who received the survey actually responded to it. The data in this chart, not surprisingly, hover around the overall survey response rate (57%). Although all roles' response rates fell within an 8 percentage-point range, it appears that 619 State Coordinators had a slightly lower response rate (56%) than others. In contrast, Part B/619 Data Managers demonstrated the highest response rate (64%).

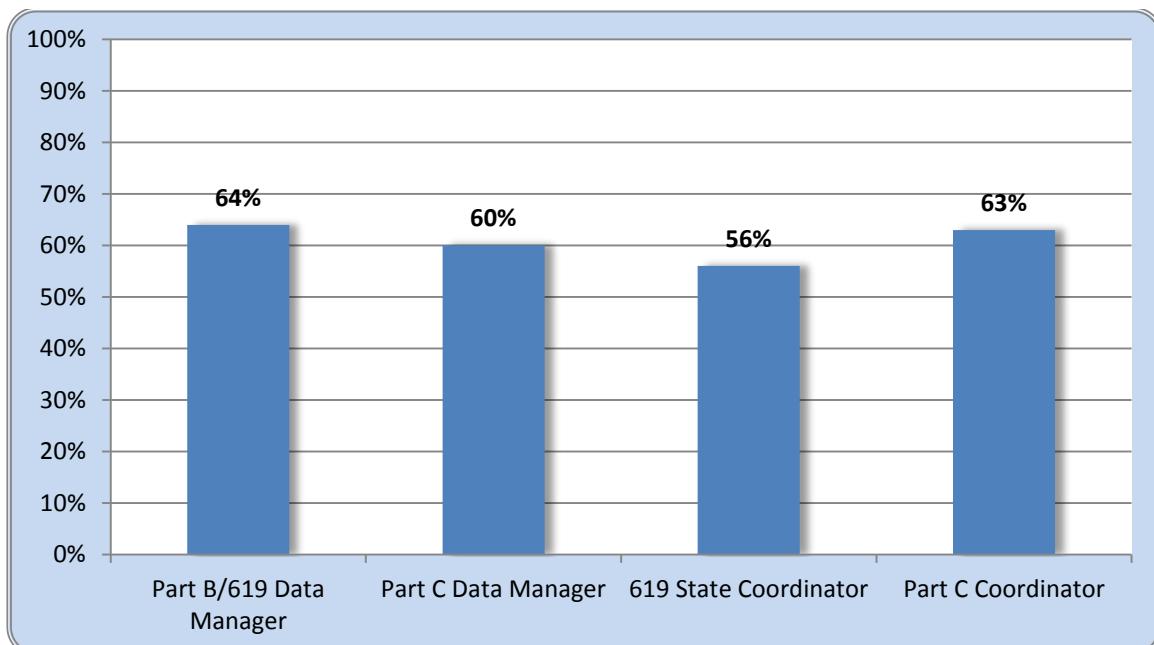
---

<sup>1</sup> It is important to note that respondents were asked to "check all roles that apply." If a respondent identified two roles, both are counted.

**FIGURE 1: STATE RESPONSE RATE BY RESPONDENT ROLE<sup>2</sup>**



**FIGURE 2: INDIVIDUAL RESPONSE RATE BY RESPONDENT ROLE<sup>3</sup>**



<sup>2</sup> In total, 60 states, territories, commonwealths, and federations received the DaSy TA survey. The percentage of states represented by respondents in each role is presented in Figure 1.

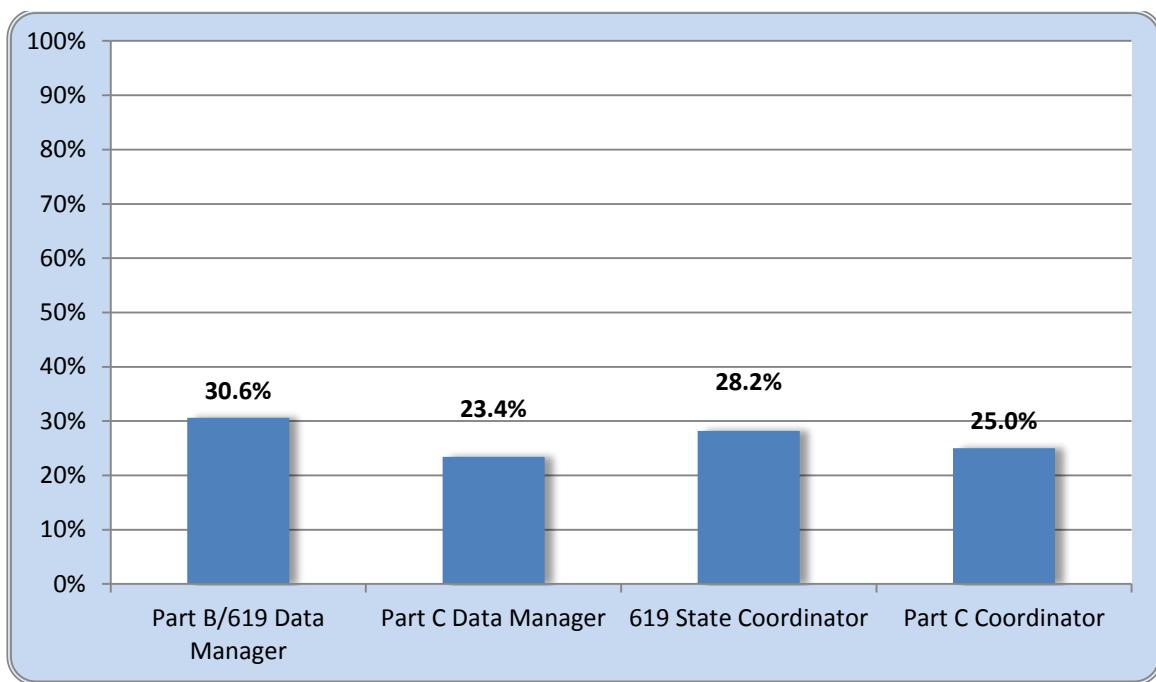
<sup>3</sup> If a respondent selected multiple roles, all are counted.

## Quantitative Results

All quantitative data is presented in Appendix C.

Survey respondents first answered two demographic questions. As Figure 3 illustrates, the sample of respondents was fairly evenly divided among roles, with each of the four groups having approximately one-quarter represented. Part B/619 Data Managers represented the largest group of respondents (31%), and Part C Data Managers had the fewest (23%).

**FIGURE 3: PERCENTAGE OF RESPONDENTS IN EACH ROLE CATEGORY<sup>4</sup>**



Since the question allowed respondents to “check all roles that apply,” it is of interest to explore the minority—nine respondents—who selected two roles. The combination and frequency of dual roles is presented in Table 1. The data suggest that Part C Coordinators and Data Managers may be more likely to have a second title too. Additionally, of the nine respondents with dual roles, 44% identified the same combination, 619 State Coordinator and Part C Coordinator.

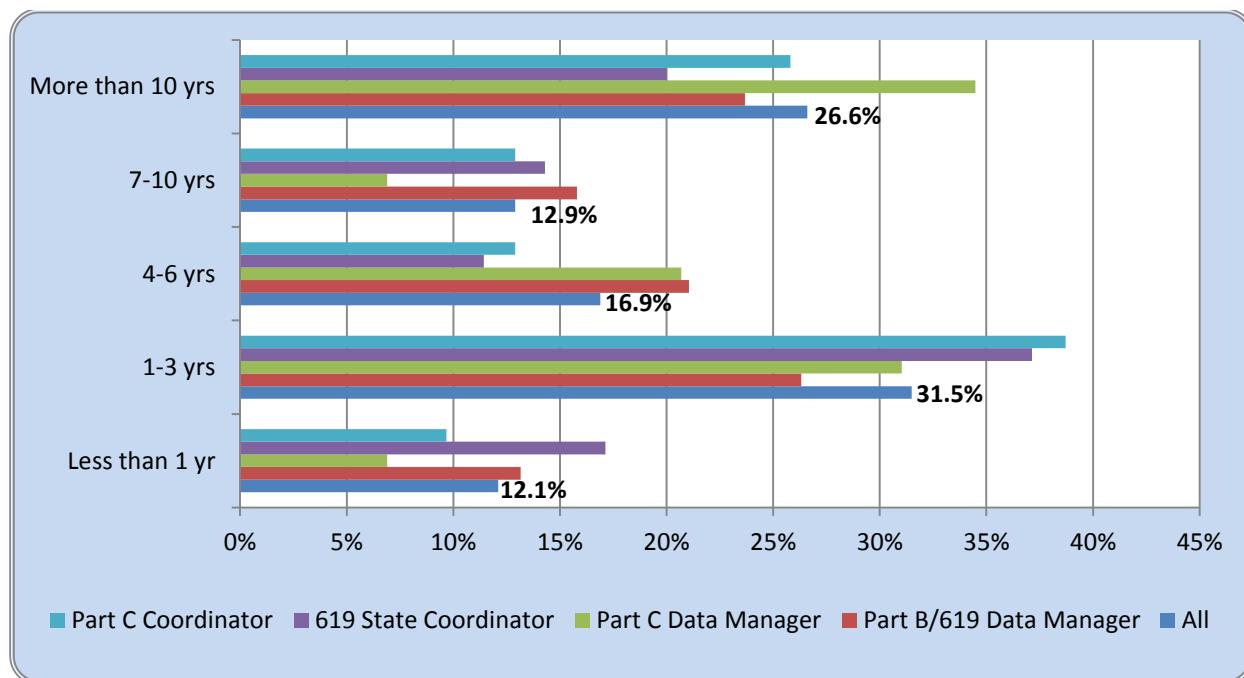
<sup>4</sup> This question allowed respondents to “check all that apply.” Thus the number of roles is greater than the sample total of 124, yielding a total percentage of roles represented that is greater than 100% (107.2%).

**TABLE 1: DUAL ROLES AMONG RESPONDENTS (n=9)**

	# Respondents
619 State Coordinator & Part C Coordinator	4
Part B/619 Data Manager & Part C Data Manager	3
Part C Data Manager & Part C Coordinator	2

The second demographic question pertained to years experience in current position. Figure 4 illustrates that almost one-third of the respondents (32%) indicated having 1-3 years in their current role. Interestingly, the second most common range of years experience is more than 10 years (27%). About 12% indicated either less than one year or between 7-10 years in their current position. Figure 4 presents the percent of respondents, by role, across categories indicating years of experience; in each category, only the rate for the sample overall is labeled. Analysis by role did not yield many patterns, although it is notable that Part C Data Managers in the sample indicated significant longevity. They exceeded all others with more than 10 years experience by 10-15%.

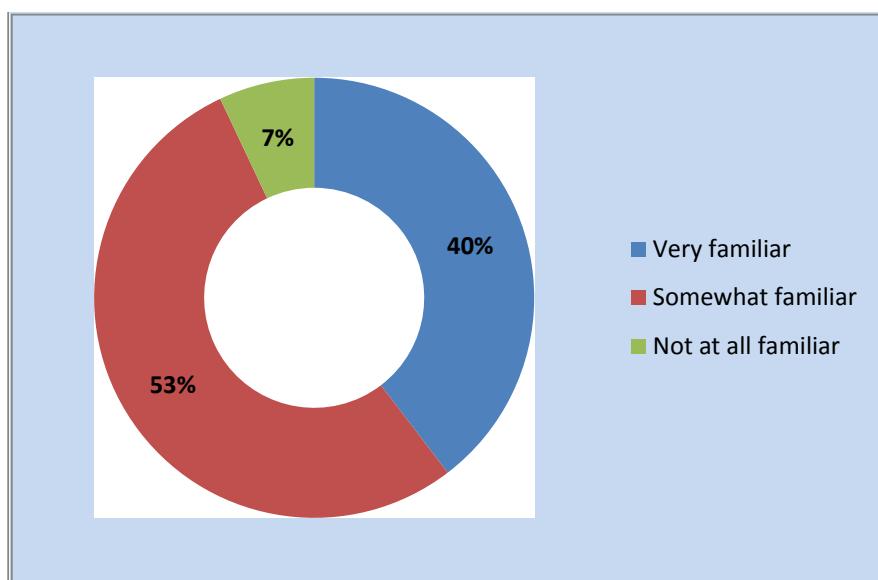
**FIGURE 4: YEARS EXPERIENCE IN CURRENT POSITION**



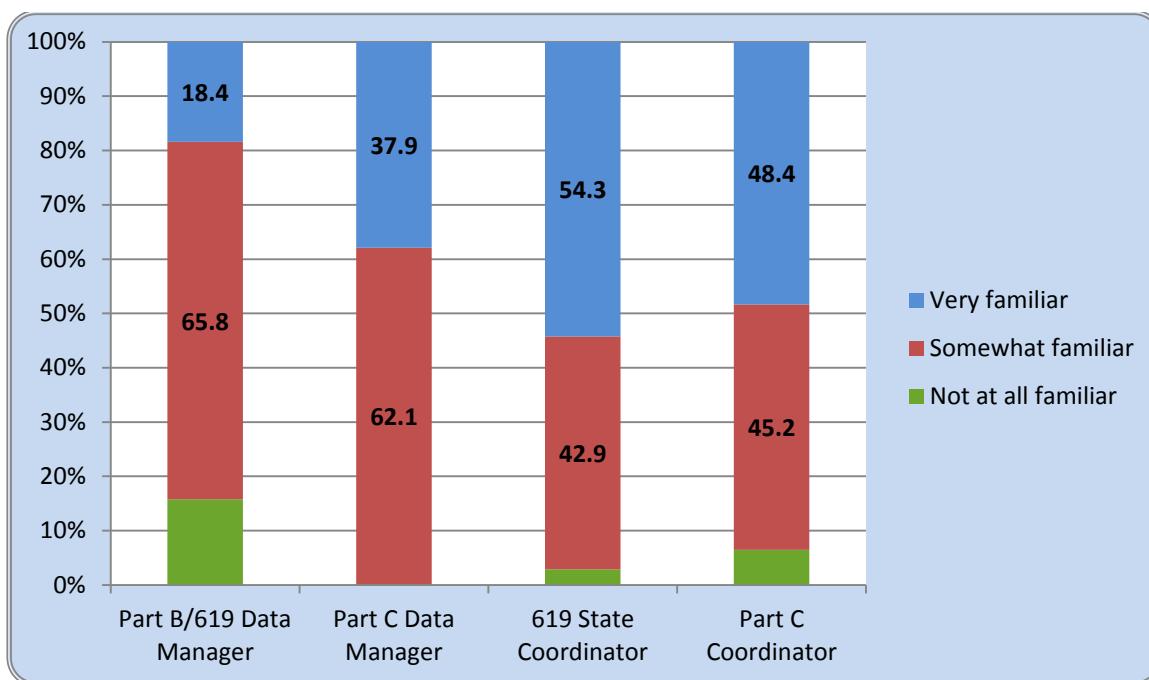
Next, respondents categorized the extent of familiarity with the DaSy Center and its TA services. Figure 5 indicates that most respondents were somewhat or very familiar with DaSy TA services. Only 9 respondents (7%) were not at all familiar with DaSy TA; the remainder were fairly evenly divided across familiarity levels (40% were very familiar and 53% were somewhat familiar).

Figure 6 displays familiarity with DaSy TA by role. Each stacked bar represents the breakdown in familiarity according to each role. It is evident that Part B/619 Data Managers were less familiar with DaSy TA services. Not only did 16% report they were not at all familiar (versus the overall average of 7%), but only 18% (vs. the overall average of 40%) were very familiar with DaSy TA. In contrast, the levels of familiarity among Part C Coordinators and 619 State Coordinators matched closely. No Part C Data Managers were unfamiliar with DaSy TA.

**FIGURE 5: FAMILIARITY WITH DAZY TA SERVICES**



**FIGURE 6: FAMILIARITY WITH DaSY TA SERVICES BY ROLE**



Nine respondents (7.3% of total respondents) were not at all familiar with DaSY TA services. To understand this group better, the survey asked them to check all the possible reasons for lack of familiarity. Analyses of these non-familiar respondents revealed that almost half (44%) were in their current position less than one year. Two-thirds of non-familiar respondents were Part B/619 Data Managers. As demonstrated in Table 2, the most common reason for lack of familiarity was that respondents were new to their position. Of particular interest are the next most frequent reasons offered for lack of familiarity: respondents were unclear about differences among TA Centers and/or unaware of DaSY services.

**TABLE 2: REASONS FOR LACK OF FAMILIARITY WITH DaSY TA SERVICES (n=9)<sup>5</sup>**

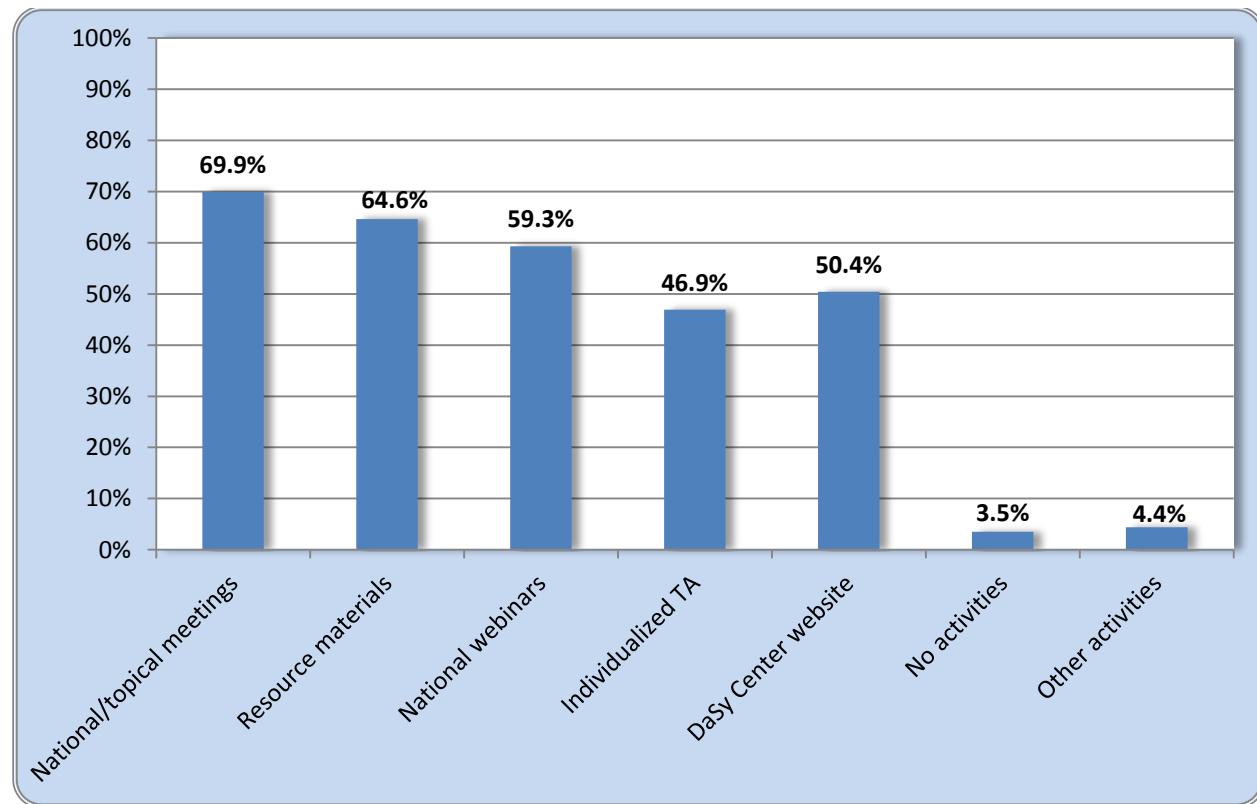
	Response Percent	Response Count
New to position	56%	5
Our state is doing well in this area	11%	1
Don't have time	11%	1
This is not a priority for me	0%	0
Unaware of DaSY services and products	33%	3
Unclear about differences between TA Centers and what they offer	44%	4
I receive TA from another center	11%	1

<sup>5</sup> This question also allowed respondents to “check all that apply.”

Those who were somewhat or very familiar with the DaSy Center and its TA services were asked to identify all of the types of DaSy TA activities in which they participated during the last year. These activities are presented in Figure 7. The data indicate that most TA activities generated substantial involvement among respondents; each had almost 50% participation or greater. Nearly three-quarters of survey respondents attended a national or topical meeting such as the Improving Data, Improving Outcomes Conference. Almost two-thirds utilized resource materials such as the national needs assessment profile; print, online or video material; and conference materials. National webinars (59%) and use of the DaSy Center website (50%) also garnered high participation rates. The least accessed service still received a fair participation rate: individualized TA via email or phone was received by 47% of survey respondents.

Five respondents participated in “Other TA Activities” which they described in open-ended format as: DaSy framework development and project discussions (3), a regional meeting (1), and a stakeholder meeting (1). Additionally, as indicated in Figure 4, three respondents did not participate in any TA activities. In open-ended format, the following explanations were provided: one had too many conflicts and commitments; another said that others from his state had participated; and the third didn’t need TA.

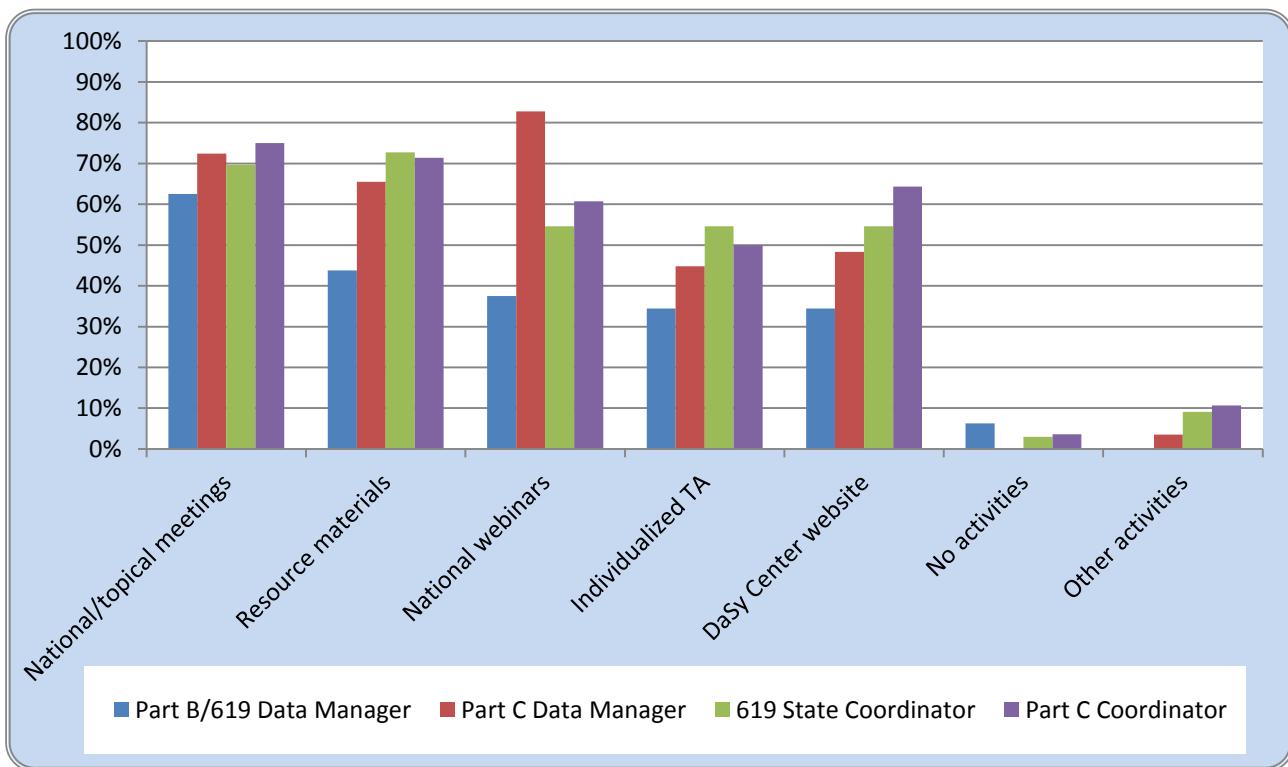
**FIGURE 7: ACTIVITY INVOLVEMENT<sup>6</sup>**



<sup>6</sup> This question allowed respondents to “check all that apply.”

For closer analysis, Figure 8 displays each of the activities presented in the previous figure by respondent role. Here, three key findings emerge. First, Part B/619 Data Managers consistently participated in fewer activities than all other roles. Involvement of 619 State Coordinators aligned closely across activities with that of Part C Coordinators. Finally, Part C Data Managers participated in national webinars at a much greater rate than any other role, ranging from 22% margin over Part C Coordinators to 45% margin over Part B/619 Data Managers.

**FIGURE 8: ACTIVITY INVOLVEMENT BY ROLE**



Respondents who indicated attending last year's Improving Data, Improving Outcomes Conference were asked five questions about the how they used information learned at the conference to: improve the quality of the data collected in their state; plan or make improvements in their state data system(s); formulate or answer program or policy questions for their state; participate in cross-agency early childhood data initiatives in their state; and improve outcomes for children and families. The frequency percentages with which respondents answered yes are presented in Table 3.

Clearly, the conference informed several activities. In particular, two-thirds of respondents indicated they had used what they learned to improve the quality of the data their states collect, to plan or make

improvements in states' data systems, and to improve outcomes for children and families. The least impacted activity, identified by only approximately one-third of survey respondents, was using what was learned to formulate or answer new program or policy questions. To clarify these answers, respondents were offered the opportunity to describe how the conference informed each activity. This information is presented in the next section, Qualitative Results.

**TABLE 3: USE OF INFORMATION FROM IMPROVING DATA, IMPROVING OUTCOMES CONFERENCE  
(n=74)**

	% Response YES
Improve the quality of the data my state is collecting.	68%
Plan or make improvements in our state data system(s).	66%
Formulate or answer new program or policy questions for our state.	38%
Participate in cross-agency early childhood data initiatives in my state.	57%
Improve outcomes for children and families.	65%

Finally, survey respondents who were somewhat or very familiar with DaSy TA services, were asked six questions related to the Quality, Relevance and Usefulness of the TA provided (n=115). As described previously, these items address three OSEP-defined areas of TA quality. . Respondents were asked to indicate their agreement with statements along a 4-point rating scale with the following values assigned: Strongly Agree=4, Somewhat Agree=3, Somewhat Disagree=2 and Strongly Disagree=1.

Rating averages based on this scale are presented in Figure 9. To examine the relationship between respondents' familiarity with DaSy TA and their agreement with Quality, Relevance and Usefulness dimensions, rating averages were disaggregated by level of familiarity with DaSy TA services. As shown, all three dimensions received high ratings. Not one scaled item on average received less than a 'somewhat agree' rating.

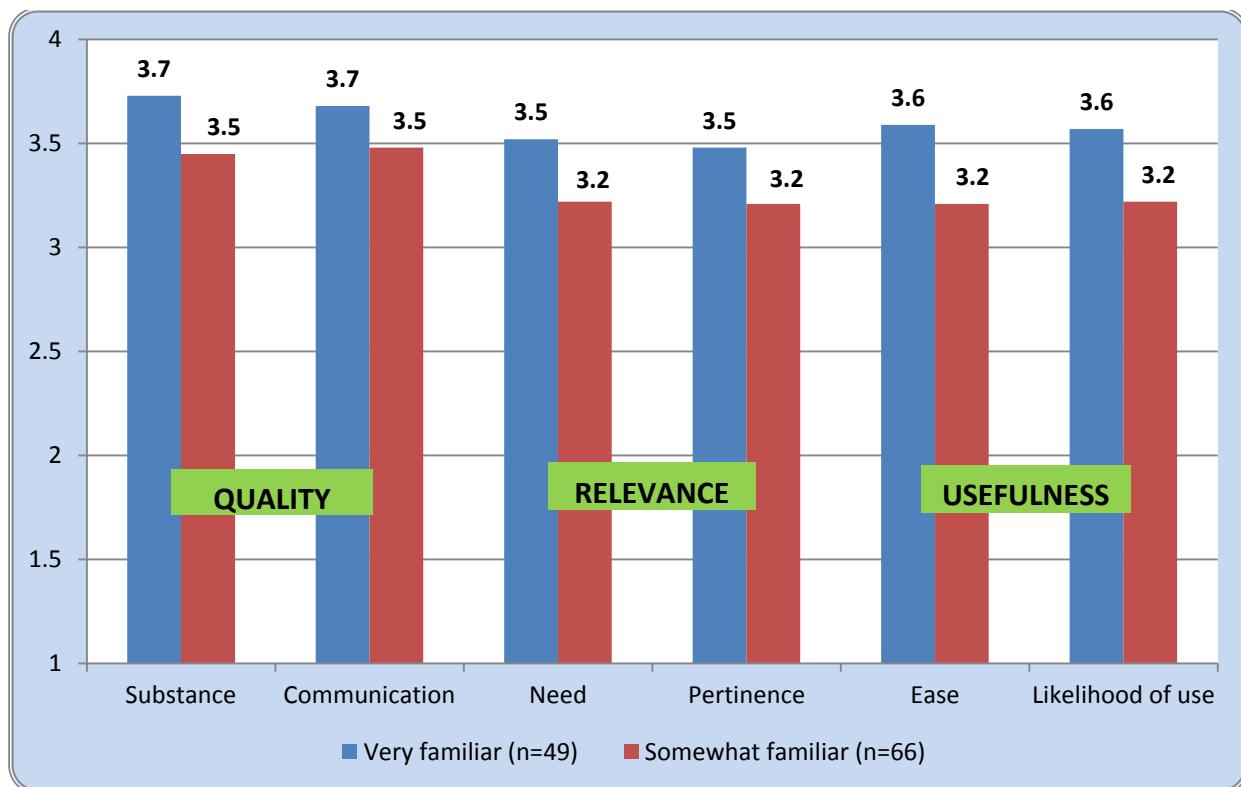
Familiarity, as expected, played a role in Quality, Relevance and Usefulness ratings. Across categories, respondents who were very familiar with DaSy TA services rated items slightly higher than respondents who were somewhat familiar with services. Also of interest is the consistent pattern and close ratings across items<sup>7</sup>. Overall, respondents seemed to agree that DaSy TA was of high quality, relevant and useful.

---

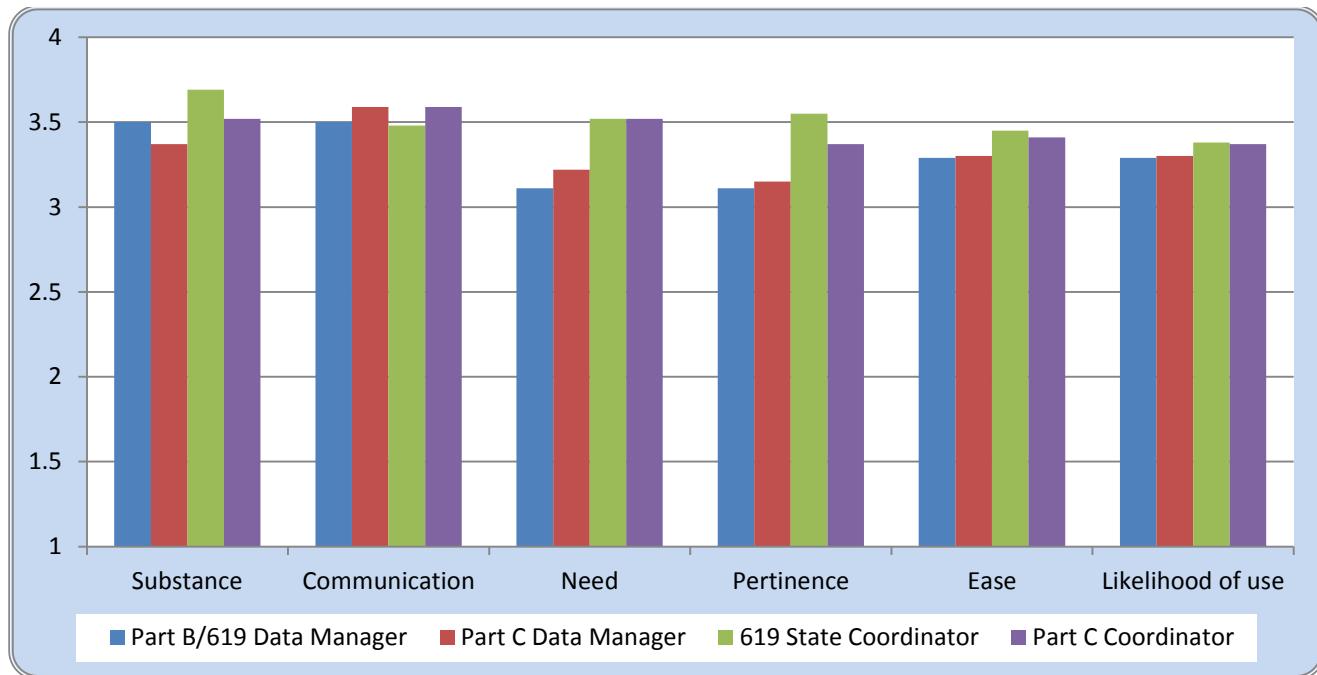
<sup>7</sup> These rating averages appear exactly matched, but only because they have been rounded to the tenths decimal point. Differences in the hundredths appeared across ratings.

Figure 10 presents each item displayed in Figure 9 for each of the four respondent roles. Clearly, the pattern explained previously held true across roles: there is consistent agreement that DaSy TA was of high quality, relevant and useful. In this figure, as might be expected, it is apparent that both Data Manager roles and both Coordinator roles shared similar opinions; across items, their ratings align more closely with each other than with the other roles. Additionally, all four roles expressed nearly mutual agreement with the quality of Communication and Likelihood of Use. In contrast, Need and Pertinence received slightly greater disparity in ratings across roles, although even among these items, the greatest range was only about .4.

**FIGURE 9: AVERAGE RATING OF QUALITY, RELEVANCE AND USEFULNESS SURVEY ITEMS BY FAMILIARITY WITH DASY TA SERVICES**



**FIGURE 10: AVERAGE RATING OF QUALITY, RELEVANCE AND USEFULNESS SURVEY ITEMS BY RESPONDENT ROLE**



## Qualitative Results

As mentioned previously, the survey offered respondents the opportunity to comment on how the Improving Data, Improving Outcomes Conference informed various activities. Respondents provided detailed answers regarding how they used information learned at the conference to improve the quality of data collected in states; plan or improve state data systems; formulate or answer new program or policy questions; participate in cross-agency early childhood data initiatives; and improve outcomes for children and families. Specific examples of how they applied conference information to their work may be found in Appendix B, items 5a) through 5e).

In addition to questions asking respondents to describe how the conference informed each specific activity, the survey also asked them about any other tasks related to improving data or outcomes that they were able to do, or do better, because of the national conference. Eighteen people (15%) responded. The following activities involving data were most commonly identified: the ability to “better analyze and identify data patterns”; new data procedures; “better data analysis”; and “better understanding of how to analyze child outcomes data” for program improvement and outcome development. Another activity resulting from attendance at the national conference was networking and connecting with others. Respondents appreciated linkages that were forged with other states as well as the creation of a “network of support.” Lastly, the conference and resources provided were mentioned as benefits. Respondents described the national conference as “a fantastic learning opportunity” and the “multitude of resources” and documents as very useful.

Appendix B presents the responses to the survey's three open-ended questions. Respondents were asked to describe how they applied DaSy TA services/strategies to their work and with what results. Nearly one third (31%) of survey respondents answered this question. Two common themes emerged. First, respondents cited use of DaSy website resources, conference information, conference calls, framework, tools and TA contacts (via phone and email) for a variety of purposes. These included: TA provision to local education agency (LEA) staff; strategic planning for the State Systemic Improvement Plan (SSIP); use of tools for outcomes (e.g., integration of early childhood outcomes into the IEP and IFSP); understanding their own state practices as well as other states (e.g., how other states gather data for Part C); improved communication with stakeholders (e.g., sharing information across early childhood sectors); and clarifying state business processes.

The second area that DaSy TA services informed pertained to use of data. Specifically, respondents said that the TA informed: decision-making; identification of children who transfer between school districts; Annual Performance Report/State Performance Plan (APR/SPP); early childhood outcomes data comparisons on outcomes and trends for local programs; data system procedures; and in-depth data analysis (e.g., use of confidence bands, aggregate data), validation and interpretation.

Next, respondents were asked about additional benefits received from DaSy TA. A similar percentage of the respondents wrote to this item (28%). Benefits mentioned fell within four broad categories, each of which was mentioned by approximately one-quarter of the 35 respondents answering this question. Several respondents appreciated connecting with job-alike staff from other states. It informed respondents about "what has been working with them [colleagues from other states]...and what their challenges have been." Another described job-alike connectivity as "essential over the lifespan of this work."

Another common benefit of DaSy TA was the ability to connect with others more generally. One respondent said that "I always learn from Part B folks something that helps to improve Part C work." Another offered: "It is the mix of people that makes the TA most powerful." Through cross-state dialogue, respondents cited the following benefits: increased understanding of "what has worked and not worked so we don't reinvent the same activity"; learning "about the different ways that state data systems are structured"; the opportunity to talk "of different things that we [both states] may be experiencing"; and "connecting with others who have jobs that are different."

A third, equally mentioned benefit is the individualized TA provided by DaSy. Respondents appreciated their state-assigned TA liaison, targeted support (e.g., early childhood education services and outcomes), onsite visits, national TA staff, Skype calls initiated by DaSy contacts, and the "ongoing ability to contact persons from the center for assistance when needed." One described DaSy TA as such: "They are constantly providing guidance and support even to the most menial questions. They are always able to point me in the right direction when I'm looking for research to policy and procedural issues."

Finally, respondents valued the tools and resources offered by DaSy. Webinars were "extremely helpful" as were tools (e.g., calculation tools), building the framework, and conference calls.

The final open-ended question asked respondents about challenges to obtaining DaSy TA. Although 31% of survey respondents answered this question, the majority (87%) said they had not encountered any challenges. Among the five respondents who had experienced issues with TA services, two desired more information pertaining to outcomes. Another emailed DaSy with a question about their database, but never received an acknowledgement or response. The remaining two respondents expressed confusion about different issues: one wanted to better understand DaSy's role versus other centers, and the other thought the past year was for "framework building" only, so soliciting feedback about the quality of TA at this early point was premature.

## Conclusions and Recommendations

Data from the online survey suggests a very successful first year for DaSy in its delivery of technical assistance services. Several elements illustrate this success.

First, the response rates for the survey were favorable. In total, 124 Part C and 619 State Coordinators and Data Managers completed the online survey, thus yielding a response rate of 57% within the allotted time frame. Among the 60 States, Territories, Federations and Commonwealths represented among potential survey recipients, 90% were represented by survey respondents.

The evaluation question that guided this report was answered affirmatively. As stated in the Introduction, a critical evaluation question about the DaSy Center's technical assistance efforts aimed at supporting states' efforts to improve the quality of their IDEA data was: *Did TA recipients rate the TA as high-quality, relevant, and meeting objectives?* Implementation of the TA survey and its evaluation of DaSy services are partial indicators of success, but the ratings and remarks of survey respondents truly indicate the progress made by DaSy toward designing and implementing a continuum of technical assistance strategies that are evidence-based, relevant, useful and cost-effective.

The extent of familiarity with and participation in DaSy Center activities further illustrate the DaSy Center's success in supporting states through a continuum of TA strategies. 93% of respondents described themselves as very or somewhat familiar with the DaSy Center and its TA services. Furthermore, data indicate that most TA activities generated substantial involvement among respondents. 70% of survey respondents attended a national or topical meeting and 64% used resource materials. National webinars and use of the DaSy Center website also garnered high participation rates (59% and 50% respectively).

Utility and application of information gained from the Improving Data, Improving Outcomes Conference also suggest success in supporting states' efforts to improve the quality of their IDEA data. Over two-thirds of respondents reported that they used what they learned to improve the quality of the data their states collect (68%), to make plans or improvements in states' data systems (66%), and to improve outcomes for children and families (65%).

DaSy sought to meet the following *Performance Measures 2g, 2h and 2i: In Years 2-5, on a national external evaluation survey, 80% of respondents will report that DaSy TA is high quality, relevant to their work, and they were able to use information and/or resources from DaSy TA to make improvements to their system.* Survey data reveal that the DaSy Center achieved these performance goals.

With regard to the three OSEP-defined domains of Quality, Relevance and Usefulness of DaSy TA services, respondents rated all items over 3.3 on a 4-point scale (where 3=somewhat agree and 4=strongly agree). In fact, 91% or more of respondents either somewhat or strongly agreed with each of the six items. Clearly, the majority of respondents viewed DaSy TA as high quality, relevant and useful.

There was little variance in agreement across the six items; rating averages fell between 3.3 and 3.6. Overall, it is apparent that all dimensions of DaSy TA services were uniformly structured, effectively delivered and perceived as high quality, relevant and useful.

Open-ended answers provide further insights into respondents' satisfaction with the DaSy Center. For instance, respondents identified three primary benefits regarding tasks related to improving data or outcomes that resulted from the national conference: improved data skills, increased networking and connections, and usefulness of resources provided. Several respondents utilized the opportunity to provide specific examples of how the Improving Data, Improving Outcomes Conference informed activities; these varied examples appear in Appendix B.

Nearly one-third of survey respondents explained how they applied DaSy TA services/strategies to their work and with what results. Two common themes emerged. First, respondents cited use of DaSy website resources, conference information, conference calls, framework, tools and TA contacts (via phone and email) for a variety of purposes. The second area that DaSy TA services informed pertained largely to use of data such as data informed decision-making, system procedures and analytic methods.

Finally, over one-quarter of survey respondents mentioned various benefits received from DaSy TA. Each of the following categories received a similar frequency of response. Respondents appreciated connecting with job-alike staff from other states as well as the ability to connect with others more generally. A third, equally mentioned benefit was the individualized TA provided by DaSy; respondents acknowledged their assigned TA representatives, targeted support, onsite visits, and Skype calls. Finally, respondents valued the tools and resources offered by DaSy, such as the webinars, calculation tools and conference calls.

## **Recommendations**

As with any process, there is room for improvement. Recommendations for the DaSy Center stem from two sources: EEC evaluators' experience gained during survey administration, and both quantitative and qualitative survey responses.

### Reach of TA

- Investigate why 10% of states, territories, commonwealths and federations did not have anyone respond, in any role, to the survey. Are they unfamiliar with the DaSy Center generally? Was the survey sent to the wrong set of respondents? Are some states understaffed and thus have no time to respond to such surveys?

- Understand non-respondents and partial completers of the survey. Three recipients opted out of completing the survey; determining the reasons behind these actions would be useful for appropriate targeting of services.
- Improve internal tracking data systems in order to keep track of state personnel in various roles. Approximately 16% (n=20) of survey respondents identified themselves in a role different from what DaSy administrators designated<sup>8</sup>. Immense effort was expended in trying to determine the specific roles of potential survey recipients in states.
- Maintain data systematically and uniformly. Although multiple centers may be tracking DaSy TA recipients, designating similar fields for information (e.g., consistent name fields and role labels) will be helpful for DaSy internal tracking as well as for external evaluators seeking to reach DaSy clients.

#### Familiarity with DaSy Center

- Boost familiarity with DaSy Center and its TA services. Although only 7% of respondents were not at all familiar with DaSy, their reasons suggest areas upon which DaSy can improve. Since almost half (44%) of non-familiar respondents were in their current position less than one year, and almost one-third of the overall survey sample (32%) indicated having 1-3 years in their current role, DaSy Center may wish to reach out to new staff early in their career.
- Improve marketing and education about DaSy Center TA services. Apart from being new to their role, the next most frequent reasons offered for lack of familiarity pertained to lack of information about DaSy. Respondents said they were unclear about differences among TA Centers and/or unaware of DaSy services.
- In particular, increase familiarity among Part B/619 Data Managers, who had greater than average lack of familiarity with DaSy TA services. Two-thirds of non-familiar respondents were Part B/619 Data Managers. Not only did 16% report they were not at all familiar (versus the overall average of 7%), but only 18% (vs. the overall average of 40%) were very familiar with DaSy TA.

#### Involvement with DaSy TA

- Focus on understanding and increasing involvement with individualized TA services and the DaSy Center website. Among possible activities, these received the lowest participation ratings, although each still received about 50% participation among survey respondents.
- In particular, target participation rates among Part B/619 Data Managers, who consistently participated in fewer activities than all other roles.

---

<sup>8</sup> 20 out of 124 respondents either identified their role as different from DaSy administrative data OR identified additional roles beyond what DaSy had indicated.

### Goals of Improving Data, Improving Outcomes Conference

- Increase information at the conference to provide more information related to the formulation or answering of new program or policy questions among states. Of five potential outcomes, this area received the lowest rating; only 38% said that what they learned at the conference informed this activity.
- Another area for improvement is to have more conference content targeted at increasing participation in cross-agency early childhood data initiatives. Only slightly over one-half of respondents who attended the conference said that it informed this activity.

### Quality, Relevance and Usefulness Dimensions

- Increase familiarity with DaSy TA, and this will result in higher ratings across categories; respondents who were very familiar with DaSy TA services rated items consistently higher than respondents who were somewhat familiar with services.
- Of the six rating items, focus attention on pertinence—matching DaSy services to problems or issues facing TA recipients and their stakeholders. Although this received a very respectable average rating of 3.3, Pertinence was the lowest rated indicator among all roles except 619 State Coordinators.

Considering these recommendations will ensure continued success in the delivery of DaSy TA, but also heighten its quality, relevance and utility. Additionally, systematizing and maintaining data records of TA recipients will allow for improved reach and responsiveness among beneficiaries.

## **Appendix A: Technical Assistance Survey**

### **DaSy Technical Assistance Client Survey March 2014**

Dear Coordinators and Data Managers, The DaSy Center recently completed its first year of providing technical assistance (TA) to states to support Part C and Part B preschool state programs in the development or enhancement of coordinated early childhood data systems. We would like to know your perspective of how the Center is doing. As the external evaluators, we invite you to provide feedback by completing this survey. This should take only about 5 to 8 minutes of your time and will provide DaSy with important evaluative information. We've sent this survey to all Part C and Part B/619 Preschool Coordinators and the respective Data Managers and would like your individual responses. Please do not forward this email to anyone else. No personally identifiable information will be shared. Responses will be anonymous to the extent that your comments do not provide identifiable information.

We appreciate your time and sincere feedback, and look forward to receiving your response no later than March 31, 2014.

The DaSy Leadership Team & Evergreen Evaluation & Consulting, Inc.  
DaSy External Evaluator

---

1. Please tell us your current role (check all that apply):
  - Part B/619 Data Manager
  - Part C Data Manager
  - 619 State Coordinator
  - Part C Coordinator
  
2. Please indicate the number of years you have been in your position.
  - Less than one year
  - 1-3 years
  - 4-6 years
  - 7-10 years
  - More than 10 years
  
3. To what extent are you familiar with the DaSy Center and its TA services?
  - Not at all familiar
  - Somewhat familiar
  - Very familiar

*If “Not at All” skip to:*

- Please tell us why you are not familiar with the DaSy Center and its TA services (check all that apply):
  - New to position
  - Our state is doing well in this area
  - Don't have time
  - This is not a priority for me
  - Unaware of DaSy services and products
  - Unclear about differences between TA Centers and what they offer
  - I receive TA from another center
- If you would like to have someone from the DaSy Center contact you to provide more information about the Center's services, please give us your email address.
- Text box for email address

*If "Somewhat" or "Very" then skip to this question:*

4. What types of DaSy TA have you participated in during the last year? (check all that apply)
- Attendance at national or topical meeting/s (e.g. Improving Data, Improving Outcomes Conference in September in DC)
  - Resource materials (e.g., national needs assessment profile; print, online or video materials; conference materials)
  - National webinars (e.g., ICD 10 Conversion; Family Involvement)
  - Individualized TA via email or phone
  - Center website (e.g., news & features; interactive national map)
  - None of the above
  - Other (briefly describe: )

*If "None of the above" skip to:*

- Please tell us why you have not participated in DaSy TA during the last year.
- If you would like to have someone from the DaSy Center contact you to provide more information about the Center's services, please give us your email address.
- Text box for email address

*For those who indicated they attended last year's conference*

5. I have used what I learned at last year's Improving Data, Improving Outcomes Conference to...

	No	Yes	If yes, please describe briefly how the conference informed this activity
Improve the quality of the data my state is collecting			
Plan or make improvements in our state data system(s)			

	No	Yes	If yes, please describe briefly how the conference informed this activity
Formulate or answer new program or policy questions for our state			
Participate in cross-agency early childhood data initiatives in my state			
Improve outcomes for children and families			

Is there anything else related to improving data or improving outcomes that you were able to do, or do better because you attended the national conference?

*If any of the above: go to Q,R,U, questions below. All Q, R, U scaled questions will be required.*

6. To what extent do you agree or disagree with each of the following statements.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
DaSy TA accurately reflected current research, best practice and theory (e.g., an evidence-based approach, a solid conceptual framework, and other evidence of conceptual soundness). <i>Quality</i>				
DaSy TA services and strategies were clearly communicated to you (e.g., clarity in their presentation, as evidenced by being free of editorial errors, appropriately formatted and well-organized). <i>Quality</i>				
DaSy TA addressed an important problem or critical issue to you (e.g., met your identified needs). <i>Relevance</i>				
DaSy TA services matched the problem or issue facing you and your stakeholders (e.g., services were pertinent to you and your stakeholders). <i>Relevance</i>				
DaSy TA provided easily understood directions or guidance regarding how a problem or issue could be addressed. <i>Usefulness</i>				
DaSy TA information/strategies provided to you will likely be used, or have been used, to achieve the intended benefit. <i>Usefulness</i>				

7. If you have applied DaSy TA services/strategies to your work, please briefly describe how you have used the services/strategies and with what results.
8. Please describe any additional benefits you may have received from DaSy TA (e.g., connecting with job-alike staff from other states).
9. Have you encountered any challenges obtaining DaSy TA? If so, please describe.

**Thank you!**

## Appendix B: Qualitative (open-ended question) Survey Data

*For those who indicated they attended last year's conference:*

*5a) Please describe briefly how the conference informed this activity: I used what I learned at last year's Improving Data, Improving Outcomes Conference to...Improve the quality of the data my state is collecting.*

This was my first introduction to DaSy. Very helpful in laying down basic knowledge and understanding of DaSy
Information regarding data confidentiality was helpful.
Discussions of deepening data connections with EC
link to conference shared statewide with regional leadership so everyone could access information from conference
The conference provided an opportunity for the team to hear from expert how to collect, analyze and USE data to improve an outcome.
We are spending more time reviewing our data looking for data elements/trends that seem to need further explanation and then are probing deeper to the site/provider level to determine why we have the trend.
We are exploring how to most effectively use the information we have learned through DaSy.
Use of Assessments
Reviewing current practice with new information.
Reviewing data from outcomes to determine how to improve; best practices
A better understanding of the COS scoring as well as seeing past years analysts.
I added a couple more edit checks during the data verification process
ideas for design of fidelity checks in new data system
additional TA to LEAs
I received an comprehensive understanding of how early childhood outcomes data can inform program improvement, indicators of quality data, and how to integrate different initiatives into early childhood special education programs.
Confirmed the validity and effectiveness of our current data quality methods.
To look at what data we are collecting and how we can use that data
Adding finance questions to data system
Use the information to provide TA to individual programs
formulate ideas for new C indicator
developing new child outcome reports for local programs
Awareness of data quality check materials

We used some of the materials from last year's Improving Data, Improving Outcome conference in our data workshops.
Learned a new way to analyze ECO scores.
There were classes that help me realize that the problems I was having are not unique to Nevada.
honestly I'm not sure - it's been a blur
Information helped to fine tune components of data analysis. No specifics.
provided a focus on 619 data
how to improve our outcomes assessment data on the ECO outcomes
Materials and discussions
Review state's outcomes spreadsheet
Better position to provide TA for LEAs
Use of pattern checking to inform data quality as well as better strategies for data visualization.
revised data integrity reports to identify problematic data issues

*5b) Please describe briefly how the conference informed this activity: I used what I learned at last year's Improving Data, Improving Outcomes Conference to...Plan or make improvements in our state data system(s).*

Ongoing conversations and TA with Missy Cochenour.
Planning to integrate data quality checks into COS
I came back to the state with ideas for analyzing our Indicator 7 data only to find that our current system did not collect it in such a way that this was possible. So began a series of conversations about what we needed to have in our new data system.
Provided ideas I could bring back to the IT department
Information shared helped to explained our responsibility as a Education Lead Agency for Part C
We are involved in several projects, so discussions were timely
Started conversations about improvements. actually change in our systems is SLOW going especially cross-sector data system work (education, childcare, preschool, health, etc)
The team was provided opportunities with TA providers to hear ideas on how to link the Part C and Part B Outcome data
We are working with our partner agency to develop a single data system to simplify the data entry process.
Exploring ways to provide specific TA relevant to state and local data
Collecting missing data and children who transfer from one school district to another.
Plan to make changes in data collection, analysis, and reporting.
Conference call with DaSy TA to gather resources for database.

Sessions/discussion has allowed me to better participate in conversations regarding plans for a new Early Childhood Information System.
considerations for elements for our planned new data system
DaSy framework state
I learned about the importance of comparing child count data with early childhood outcomes data. I also learned about typical trends and trends that need further investigation.
CEDS alignment
Learned of new ways to cross-reference outcome data such as with the family and parent survey data.
Identify areas of improvement with the database
don't recall
contact state LSD people
developing new child outcome reports for local programs
Modeling presenting State's systems
Use DMS COS data reports after data validation occurs.
We planned to incorporate some of the data features into our data system that we learn from the last year's conference.
We have a fairly new system that they gave me guidance
We will be developing a purpose and vision!
hoping to develop a framework that includes 619 in data governance
how to evaluate our data system
Learning of other's experiences
Validated and refined indicator 6 data collection.
gained ideas for data validation

*5c) Please describe briefly how the conference informed this activity: I used what I learned at last year's Improving Data, Improving Outcomes Conference to...Formulate or answer new program or policy questions for our state.*

Working in this area
I came back to the state with ideas for analyzing our Indicator 7 data to help districts use the information for program performance. Unfortunately, our current system did not collect it in such a way that this was possible. So began a series of conversations about what we needed to have in our new data system.
Helped our state to develop more accurate information and/or policies
Many new questions formulated.
This has resulted in a lot of program and policy questions. We are evaluating how to take the local data information and develop specific TA activities to address data issues.
QRIS design, ICD-10 conversion

Collecting outcome data on children who transfer.
I learned how to use data to answer questions related to policy questions.
Data governance
Helped us with preparing for the SSIP data activities.
SSIP
see above
Added research question related to global ECE outcomes
Reviewed use of data for districts with small cell size.

*5d) Please describe briefly how the conference informed this activity: I used what I learned at last year's Improving Data, Improving Outcomes Conference to...Participate in cross-agency early childhood data initiatives in my state.*

Collaborating with SEA and 619 staff to better link data
Improved our communication with Part C
We will be active in PA RTT-ELC projects
new work in conjunction with preparing a Race to the Top Early Learning Challenge grant proposal. didn't get grant. conversations continue. action...not as much.
Provided ideas about how to deal with data/confidentiality issues.
We are in the beginning stages of developing cross agency data sharing. We now have legislation to support this effort.
Even though we are not actively participating in initiatives with other agencies, we discussing options, TA opportunities, and training opportunities.
Attended with IT project manager for new ECIS
Connecting with Part C regarding RDA.
Will share upgrade and proposed activities in our interagency network.
Utilize information in Early Learning Council initiatives within the state
Our state is implementing a P-20 SLDS system.
Sessions/discussion has allowed me to better participate in conversations regarding plans for a new Early Childhood Information System.
developing considerations for what elements to include in the state longitudinal data system
I gathered resources related to integrated data systems and longitudinal data activities.
Informed our thinking about how state-wide ECE initiatives, such as QRIS, relates to EI and ECSE.
Participating in Longitudinal Data Study; Early Childhood Initiatives
initiated from other agency

provide additional information to ongoing initiatives
We are a new RTT ELC state and will access DaSy to assist with cross agency including 619 and part c data system
Reinforced the need to align all early childhood data systems.
They showed me how to make a data diction with the 619 Coordinator and Part-C. So we use the same language when we talk
the OEC is still chugging along but we are not part of it (yet)
shifted focus on 619 instead of big B
how to look at data and share specific information with other agencies
provided ideas for data sharing-- privacy and consent issues

5e) Please describe briefly how the conference informed this activity: I used what I learned at last year's Improving Data, Improving Outcomes Conference to...Improve outcomes for children and families.

Through training and resources
Data quality checks
see above
We hope. Too early to tell
Learning what our peers are doing helps to identify possible areas for improvement.
Ideas for using data, much of which we already collect
Have had conversations about incorporating early childhood outcomes information more effectively in the newly developing web-based IFSP system.
Our team is considering the outcome measurements for both Part C and B as the focus area for SSIP. The conference provided many opportunities to sit with TA providers and hear from other states how to truly measure and improve the outcomes for children and families across Part C and B programs.
Our belief is that when you have reliable data you can make informed
Looking at the functional outcomes that address the whole child rather than isolated skills.
Provided resource to help our state better understand on how to score child outcomes
this is where we struggle to have a clearer understanding of using data to determine student learning outcome; and make decisions based on student outcome data
Looking at improving outcomes for children through the use of recommended best practices.
A better understanding of the scoring.
I learned information related to early childhood data and program quality that will lead to better outcomes for children.
Supported our efforts to look deeper into the accuracy of our child outcome data.
Analyzing child outcomes data
Lots of conversations around this are in process

Use the information to provide TA to individual programs which have direct contact with families
Helped to develop an IFSP outcome self assessment for providers
Continue to use outcome data to focus system planning
Some of the presentations helped just with ideas on how we can share our data to our stakeholders.
yes- DaSy has helped us prepare for our SSIP
We are using our outcome data in expanded ways such as using entry data to look at effectiveness of child find strategies across disparate groups.
How to review the data and develop TA to local programs
Development of strategies (SSIP)
Integrated EC outcomes into monitoring framework
Increased support for district's use of data to improve outcomes for preschool children with disabilities.
brought ideas back on better educating on the COSF tool
I wish there was a not sure yet. :)

7) If you have applied DaSy TA services/strategies to your work, please briefly describe how you have used the services/strategies and with what results. (38/124 or 31% response)

- 1 Use the resources on website and linkages with contact person to gather information.
- 2 We are just beginning to work directly with the DaSy center. These questions are somewhat premature to provide an accurate reflection of DaSy TA.
- 3 What I've taken away has improved communication with stakeholders.
- 4 Plan on using the framework once completed.
- 5 Again, lessons learned from the conference were helpful.
- 6 Sharing information across early childhood sectors including links to conference was used. Cross sector data system work is slow in our state. Individual TA is happening around helping our state build an effective and efficient web IFSP and IEP system. Our TA contact has scheduled and completed conference calls and follows up with emails with information we ask for. This is connecting us to work around the country that is similar or has pieces we can use in our work as we revise our current system.
- 7 As a partner state, much of our time with DaSy has been describing our work for the framework. That reflection process has been useful.
- 8 I would spend more time using our data to make data driven decisions.
- 9 Looking at unique identifiers for children who transfer between school districts.
- 10 Started a pilot project to connect ECO to IFSP meeting discussions. Results of pilot are not complete yet.
- 11 Still a work in progress.
- 12 Have not accessed (applied) DaSy TA services/strategies in my role as the Part B data manager. As a result, my responses are reflective of only reviewing contents on the website and participating in one conference call with DaSy contact for the State.

- 13 outcome data for APR/SPP
- 14 We are in the initial stages of developing a relationship with DaSy
- 15 Currently receiving assistance on a project via phone/computer.
- 16 We were very concerned about the fluctuations in our data for the past couple of years. The TA we received helped us dive into our data and investigate targeted programs and children to determine the differences in the data compared to enrollment.
- 17 Used data quality strategies first introduced by the ECO Center and carried on by DaSy.
- 18 NA
- 19 I've used the ECO data comparison tool, which does provide more information to local programs on the outcomes and trends.
- 20 We use the information to provide TA to staff in LEAs
- 21 We have used the services/strategies to integrate the early childhood outcomes into the IEP and IFSP
- 22 to help in analyzing data
- 23 Input and strategies are helping to inform SSIP planning.
- 24 I am now part of an EC3 Data committee and have been able to start the push of aligning data systems between different EC programs.
- 25 Compared to state current practices and strategies
- 26 Writing a data system procedure and using tools to prepare for our SSIP
- 27 Samples of how other states Gather data for transition indicator (Part C)
- 28 To analyze data on a more in depth basis.
- 29 Meaningful differences were calculated for each local Part C and 619 program. It really helped programs with small n's better understand their data.
- 30 focus on governance and decision-making regarding the collection and analysis of 619 data
- 31 Interpretation of outcomes data
- 32 Reports validation techniques
- 33 We are using tools on outcomes. Cornelia and Abby have been wonderful
- 34 NA
- 35 No
- 36 Use of confidence bands and 3 year aggregate data for child outcomes.
- 37 answers to procedural questions helped untangle some business processes the state was having
- 38 "redesign of IFSP to align with child outcomes SSIP planning"

8) Please describe any additional benefits you may have received from DaSy TA (e.g., connecting with job-alike staff from other states). (35/124 or 28% response)

- 1 Appreciated the targeted TA support put in place through a state contact system. We know she is there to assist us as we move forward.
- 2 Connecting with job-like staff from other states
- 3 connecting with job-alike staff from other states has been beneficial to our work.

- 4 NA
- 5 Connecting with job-alike is a benefit and so is connecting with others who have jobs that are different. I always learn from Part B folks something that helps to improve Part C work. Also gain insight from connecting with administrators and people from national and state offices other than departments of education. It is the mix of people that makes the TA most powerful.
- 6 Networking with other states, time to identify weaknesses in our current system
- 7 DaSy has been working with us to support how we can use technology within the constraints of FERPA.
- 8 Connecting with and hearing about other state initiatives is very helpful and gives us ideas about how to improve our system
- 9 Receive TA on an early childhood outcomes initiative for our state
- 10 Connecting with data staff from other states at framework meetings and with DaSy staff
- 11 Conference calls to address cross sector inclusion (specifically child care).
- 12 It is helpful to hear what other states are doing, it gives us ideas on what has worked and not worked so we don't reinvent the same activity that may not have worked elsewhere.
- 13 Held skype call initiated by DaSy contact. Looking forward to continuing this professional relationship to improve our early childhood education services.
- 14 Truly appreciate the opportunity to connect and network with other colleagues from different states to determine what has been working with them ... and what their challenges have been.
- 15 Connecting with job-alike staff from other states has definitely been an added benefit. I have been able to learn about the different ways that state data systems are structured (i.e. Part C/619 within the same agency in some states and different agencies in others). This has allowed for conversation on data sharing, etc. with these different structures.
- 16 Ongoing ability to contact persons from the center for assistance when needed. Webinars are great.
- 17 The TA referred us other state with similar issues and scheduled a webinar to discuss these issues. This was extremely helpful to us.
- 18 Good calculation tools.
- 19 NA
- 20 NONE
- 21 I utilized our state assigned TA rep to get information from other states regarding CAPTA referrals to Part C. This was very beneficial
- 22 Feeling of being on a team trying to reach the same goal, tools that could be used in the future
- 23 Building the framework is VERY helpful.
- 24 The state of Utah was very nice and we talked of different things that we both the states may be experiencing
- 25 none
- 26 NA

- 27 Job-alike connectivity has been essential over the lifespan of this work. I am relieved that DaSy continues to value these efforts and supports travel.
- 28 Great benefit to be with colleagues in an in-person environment. While the webinars are helpful, the face-to-face opportunities are invaluable
- 29 Discussion with other states on how they are collecting and evaluating data from the local programs.
- 30 Onsite visits
- 31 Stronger connections to others doing the same type of work within our regional network and across the country.
- 32 Connecting with other states and national resources regarding SSIP work. Conference calls regarding Indicator 6 and 7.
- 33 they are constantly providing guidance and support even to the most menial questions. They are always able to point me in the right direction when I'm looking for research to policy and procedural issues
- 34 Networking with national TA staff and other Part C Coordinators and Data Coordinators
- 35 I have been working with Tony D. and he has given me resources to address the problems Michigan is having with data collection on preschool outcomes and preschool LRE.

9) *Have you encountered any challenges obtaining DaSy TA? If so, please describe. (38/124 or 31% response)*

- 1 No
- 2 no
- 3 NO
- 4 No, not really.
- 5 None so far.
- 6 None
- 7 No
- 8 no
- 9 I thought that this year was framework building for TA and next year started actual TA, so I'm a little confused about these TA questions.
- 10 No
- 11 NA
- 12 Had first TA call in February. Will have another one in April.
- 13 There are work groups that do not post their outcomes and discussion on the web. It would be helpful to have that info.
- 14 No.
- 15 none
- 16 I emailed Donna last fall asking about a particular facet of our database we were trying to address and received no acknowledgement of my email nor did I get a response.
- 17 N/A

18 No  
19 NA  
20 no  
21 INFORMATION REGARDS STUDENTS OUTCOME  
22 No.  
23 No  
24 Not really. State level politics impacts our implementation as we have been forced into a more reactive mode over time. We are trying to turn that around.  
25 no  
26 No  
27 No  
28 Have not sought DaSy TA.  
29 no  
30 understanding role verse the other preschool centers  
31 NO  
32 No  
33 None, the staff are knowledgeable and willing to help  
34 No  
35 No  
36 none  
37 None  
38 I'm too new in my position to have been able to utilize the expertise of DaSy much to this point. I've learned of their existence and hope to use their information more in the future.

## Appendix C: Quantitative Survey Data

### 1. Please tell us your current role (check all that apply):

Answer Options	Response Percent	Response Count
Part B/619 Data Manager	30.6%	38
Part C Data Manager	23.4%	29
619 State Coordinator	28.2%	35
Part C Coordinator	25.0%	31
<i>answered question</i>		<b>124</b>

### 2. Please indicate the number of years you have been in your position.

Answer Options	Response Percent	Response Count
Less than one year	12.1%	15
1-3 years	31.5%	39
4-6 years	16.9%	21
7-10 years	12.9%	16
More than 10 years	26.6%	33
<i>answered question</i>		<b>124</b>

### 3. To what extent are you familiar with the DaSy Center and its TA services?

Answer Options	Response Percent	Response Count
Not at all familiar	7.3%	9
Somewhat familiar	53.2%	66
Very familiar	39.5%	49
<i>answered question</i>		<b>124</b>

**4. Please tell us why you are not familiar with the DaSy Center and its TA services (check all that apply):**

Answer Options	Response Percent	Response Count
New to position	55.6%	5
Our state is doing well in this area	11.1%	1
Don't have time	11.1%	1
This is not a priority for me	0.0%	0
Unaware of DaSy services and products	33.3%	3
Unclear about differences between TA Centers and what they offer	44.4%	4
I receive TA from another center	11.1%	1
<i>answered question</i>		<b>9</b>
<i>skipped question</i>		<b>115</b>

**5. What types of DaSy TA have you participated in during the last year (check all the apply)?**

Answer Options	Response Percent	Response Count
Attendance at national or topical meeting/s (e.g., Improving Data, Improving Outcomes Conference in September in DC)	69.9%	79
Resource materials (e.g., national needs assessment profile; print, online or video materials; conference materials)	64.6%	73
National webinars (e.g., ICD 10 Conversion; Family Involvement)	59.3%	67
Individualized TA via email or phone	46.9%	53
Center website (e.g., news & features; interactive national map)	50.4%	57
None of the above	3.5%	4
Other (please describe)	4.4%	5
<i>answered question</i>		<b>113</b>
<i>skipped question</i>		<b>11</b>

**8. I have used what I learned at last year's Improving Data, Improving Outcomes Conference to...**

Answer Options	No	Yes	Rating Average	Response Count
Improve the quality of the data my state is collecting.	24	50	1.68	74
Plan or make improvements in our state data system(s).	25	49	1.66	74
Formulate or answer new program or policy questions for our state.	46	28	1.38	74
Participate in cross-agency early childhood data initiatives in my state.	32	42	1.57	74
Improve outcomes for children and families.	26	48	1.65	74
			<i>answered question</i>	<b>74</b>
			<i>skipped question</i>	<b>50</b>

**10. To what extent do you agree or disagree with each of the following statements.**

Answer Options	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Rating Average	Response Count
DaSy TA accurately reflected current research, best practice and theory (e.g., an evidence-based approach, a solid conceptual framework, and other evidence of conceptual soundness).	2	1	36	63	3.57	102
DaSy TA services and strategies were clearly communicated to you (e.g., clarity in their presentation, as evidenced by being free of editorial errors, appropriately formatted and well-organized).	2	1	36	63	3.57	102
DaSy TA addressed an important problem or critical issue to you (e.g., met your identified needs).	0	9	48	45	3.35	102
DaSy TA services matched the problem or issue facing you and your stakeholders (e.g., services were pertinent to you and your stakeholders).	0	8	53	41	3.32	102
DaSy TA provided easily understood directions or guidance regarding how a problem or issue could be addressed.	1	5	51	45	3.37	102
DaSy TA information/strategies provided to you will likely be used, or have been used, to achieve the intended benefit.	2	7	44	49	3.37	102
				<i>answered question</i>	<b>102</b>	
				<i>skipped question</i>	<b>22</b>	