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**About the *IDEA* Data Center**

The *IDEA* Data Center (IDC) is funded by the U.S. Department of Education’s Office of Special Education Programs to provide

technical assistance to build capacity within states for collecting, reporting, analyzing, and using high-quality IDEA data. IDC focuses on data requirements under Sections 616 and 618 of the Individuals with Disabilities Education Act (IDEA), including data

focused on programs for infants, toddlers, and their families (Part C) and on programs serving children ages 3 through 21 (Part B). Building capacity for high-quality IDEA data will affect states, school districts, and local early intervention programs across the nation. Those entities will, in turn, apply the higher quality data they generate to improve outcomes for all children and youth with disabilities served under IDEA.

More information about IDC can be found at: [http://ideadata.org.](http://ideadata.org/) Contact IDC at [ideadata@westat.com.](mailto:ideadata@westat.com)

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The framework relied heavily on the concepts and contents of the DaSy Data System Framework, which is available for download at <http://dasycenter.org/resources/dasy-framework/>. Additions and revisions to the DaSy framework were informed by the expertise and input of the IDC Part B Data System Framework Work Group, which included the following centers and staff:

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This document is an extension of the *IDEA Data Center Part B Data System Framework*. It adds guiding questions that are designed to prompt state teams to assess and consider the policies, procedures, processes, and practices needed for a high-quality Part B data system. The guiding questions were prepared by the IDC Guiding Questions Work Group. The document is available for download at <https://ideadata.org/resources/resource/1593/idea-data-center-part-b-data-system-framework>.

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**Terms**

Notes on Language Use

**Authorized representative:** an individual who works with the IDEA Part B1 data manager and staff to implement data systems and protocols. This term implies the individual has received specific permission to perform the referenced tasks.

**Data element:** an individual variable.

**Data integration:** the combination of technical and business processes used to combine data from disparate sources into meaningful and valuable information.

**Data management:** the processes, procedures, and protocols of coordinating the collection, analysis, use, and reporting of data.

**Data products:** all types of materials containing data, such as data tables, presentations, and reports.

**IDEA:** *Individuals with Disabilities Education Act.*

**IDEA Part B Data Manager:** an individual funded through the state education agency (SEA) who coordinates the collection, analysis, and reporting of Part B data.

**IT data system:** an electronic system that includes an organized collection of data and operations that enable the management and manipulation of those data.

**Part B:** the part of IDEA that authorizes educational and related services for children and youth ages 3–21.

**SLDS:** Statewide Longitudinal Data System.

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*Data system* is used frequently in this document to refer to the overarching structure that comprises the processes, procedures, and protocols for coordinating the collection, analysis, use, and reporting of data. *IT data system* refers more specifically to the software and hardware components of an electronic information technology system. The singular versions of the terms are used in this document, but users should be aware that a state may have multiple education data systems.

*Local staff* is used frequently in this document to refer to the local program and agency staff charged with collecting and entering data into the data system.

1 IDEA Part B will be referred to as Part B

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It is important to note that the IDC Part B Data System Framework is a *living* document that may be edited or revised to meet individual state requirements or conditions. The framework is designed to be a recommendation for a coherent approach to data quality and data systems; the quality indicators and elements of quality contained herein were written in a manner that permits further specification and definition by state agencies.

individual needs and approaches. The framework encompasses the collection, analysis, use, and reporting of high-quality special education data.

IDC confirmed the relevance and utility of the six DaSy framework components: Purpose and Vision, Data Governance and Management, Stakeholder Engagement, System Design and Development, Data Use, and Sustainability.

IDC, with specific assistance from CIID, added a seventh component to its framework: Data Integration.

IDC adopted the DaSy Data System Framework approach, presenting indicators within components, with each indicator containing at least one element of quality. In some components, indicators also are grouped into sections. IDC reviewed each DaSy indicator and element of quality for its application to Part B data. In some instances, IDC revised language for DaSy indicators or elements or added new ones.

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***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Overview**

The *IDEA* Data Center, or IDC, focuses on building capacity within states for the collection, analysis, use, and reporting of high-quality IDEA data. To this end, IDC activities and resources, such as the IDC Part B Data System Framework, are designed to be highly practical and relevant for states.

IDC set out in fall 2015 to create a framework for the IDEA Part B data system. Building on the DaSy Data System Framework,2 which addresses data for IDEA Part C and Section 619 programs, the IDC framework work group:

* Confirmed or updated the key components of the DaSy Data System Framework to address the full range of Part B data and
* Confirmed or updated indicators and elements of quality within components of the DaSy Data System Framework.

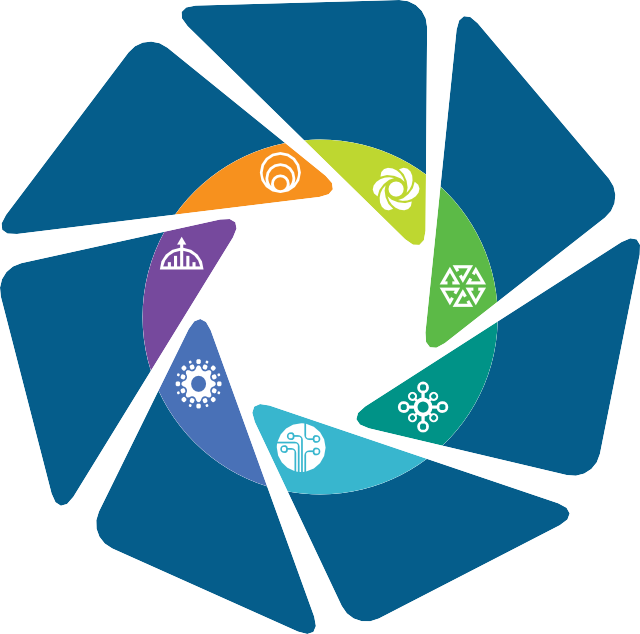
The IDC work group consisted of members from IDC and partner agencies (the Center for Integrated IDEA Data, or CIID; the Center for IDEA Early Childhood Data Systems, or DaSy; and the National Center for Systemic Improvement, or NCSI). Work Group members convened throughout fall 2015 to accomplish the stated tasks. As a result, the work group accomplished the following:

* IDC defined its Part B Data System Framework as an overarching structure that contains broad concepts and principles that states can tailor to reflect their

2 The DaSy Center. (2014). DaSy Data System Framework. Menlo Park, CA: SRI International.

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**Purpose & Vision**

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Using the Framework

This framework was designed to complement the DaSy Data System Framework for SEA staff responsible for working with and responding to Part B requirements. The DaSy framework was designed to “assist Part C and Section 619 programs in developing and enhancing high-quality state data systems and in improving the quality of their IDEA data.”3 As such, the DaSy framework supports state staff in understanding, participating in, leading, using, and enabling high-quality data systems to accomplish tasks such as program improvement and operations. It is hoped that this IDC Part B Data System Framework will achieve the same goals for Part B programs.

The IDC and DaSy frameworks overlap, particularly in relation to 619 data. Although 619 data are technically part of the Part B data system, the Part B Data System Framework Work Group recognizes that there will be times when the DaSy framework is an important and necessary guide, especially for those Part B staff engaged in data work from the early childhood perspective.

Framework Structure

The Part B Data System Framework has seven components, as shown in Figure 1. Six of the components were developed by DaSy to capture major types of activities that would support and promote quality data systems. IDC incorporated those six components into the Part B framework and added Data Integration to capture activities SEAs will undertake to integrate their IDEA data with their Statewide Longitudinal Data Systems (SLDS), a particular focus for CIID.

**Figure 1. IDC Part B Data System Framework**

**Data Integration**

**Data Governance & Management**

**Sustainability**

**Stakeholder Engagement**

**Data Use**

**IT System Design & Development**

The framework’s components, presented individually in the sections that follow, are designed so a state can work within only one component and accomplish a coherent, meaningful parcel of work that will contribute to developing, enhancing, or maintaining a high-quality Part B data system. However, multiple themes apply across components, such as the provision of technical assistance and training to staff or strategies for working with stakeholders. Thus, it is apparent that the components are interrelated; working within one component may affect indicators and elements of quality within another.

Using Guiding Questions

The guiding questions define each of the elements of quality for each indicator and can be found in the Element of Quality sections of the tables below. Their intent is to prompt a state team to assess and consider the state policies, procedures, processes and practices needed for a high-quality Part B data system.

3 The DaSy Center. (2014). DaSy Data System Framework. Menlo Park, CA: SRI International.

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**P****urpose and Vision**

A purpose provides a rationale for an action or series of actions, and vision is a goal statement about how a system can be improved. A purpose establishes why a piece of work is undertaken and, in so doing, may suggest the individuals or agencies who should be involved in the work. With regard to data systems, and as stated in the DaSy framework: “An effective purpose statement succinctly describes the reasons for building the data system and its short-term benefits, including the scope of the system and how key stakeholders are expected to use it.”

For the Part B data system, the Purpose and Vision component encompasses statements and materials that will:

Establish the goals of the data system;

Identify stakeholders who might be connected to or involved in the work of the data system;

Connect the system to other education initiatives or responsibilities; and

Guide the scope and development of additional components of the system.

The Purpose and Vision component contains two indicators:

**Quality Indicator PV1:** Part B state staff or autho- rized representatives have articulated the purpose and vision of a Part B data system.

**Quality Indicator PV2:** The purpose and vision include the Part B state program’s intents and goals for its Part B data system.

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1. The Part B state program has a purpose and vision for its data system, either as a formal written statement or embedded in other documents related to the data system

(e.g., minutes, notes, procedures).

* + What written documentation exists to communicate the Part B data system purpose and vision? Where is it documented?
  + What was the process for creating the purpose and vision?

1. Part B state staff obtain input about the purpose and vision of a **Part B data system** from internal and external stakeholders.
   * What internal and external stakeholder groups were involved in the development of the purpose and vision?
   * What was the process for obtaining the input?
2. A statement about the purpose and vision of a **Part B data system** is accessible (e.g., available on the website).
   * Where can internal and external stakeholders find the purpose and vision?
   * How does the SEA make the purpose and vision accessible for all internal and external stakeholders, including those with disabilities (e.g., blind/visually impaired, deaf/hard of hearing)?
3. Part B state staff review and revise the purpose and vision for a **Part B data system** with stakeholders, as needed, to ensure its continued relevance.
   * What is the process for revisiting and updating the purpose and vision?
   * What internal and external stakeholders are involved in providing input on revisions?
   * How often is the purpose and vision reviewed?

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**Part B Indicators and Elements of Quality**

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**Indicator**

**Quality Indicator PV1:** Part B state staff or authorized representatives have articulated the purpose and vision of a Part B data system.

**Elements of Quality**

* + Guiding Questions in blue

**Indicator**

**Quality Indicator PV2:** The purpose and vision include the state IDEA program’s intents and goals for the state’s Part B data system.

**Elements of Quality**

* + Guiding Questions in blue

1. The purpose and vision of the state’s **Part B data system** guide decision-making about who uses the system, what general kinds of data to include (e.g., fiscal, workforce, outcomes), and how the data are used.
   * How does the purpose and vision inform decision-making (who uses the data, types of data, and how data are used)?
2. The purpose and vision of the state’s **Part B data system** address IDEA reporting requirements and other state and federal data requirements.
   * How does the purpose and vision speak to IDEA reporting requirements? Other state and federal data requirements?
3. The purpose and vision of the state’s **Part B data system** address accountability, program improvement, and program operations, including the state’s key program and policy questions.
   * How does the statement provide clarity about the SEA’s strategic direction and what it wants to achieve related to the Part B data system?
4. The purpose and vision of the state’s **Part B data system** address linking Part B and Part C data.
   * What does the state envision related to linking data across Part B and Part C?
5. The purpose and vision of the state’s **Part B data system** include integrating information from early childhood data systems as well as participation in and integration with the broader SLDS efforts.
   * How does the SEA envision integrating early childhood data?

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***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Da****ta Governance and Management**

The Data Governance and Management component establishes the need for standard, comprehensive policies and procedures for key pieces of the data system, such as data collection, analysis, use, and reporting. Quality indicators within **Data Governance and Management specifically identify decision-makers and essential staff who need to operate within the framework and the policies needed to govern the data system**.

Indicators are organized into four sections:

**Section 1: Authority and Accountability:** Indicators in this section (indicators DG1 through DG3) establish the roles and responsibilities of different staff and stakeholders.

**Section 3: Security and Access:** Indicators in this

section (indicators DG6 through DG8) delineate steps to ensure the Part B data system is secure, with access available only to authorized users.

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**Quality Indicator DG6:** Data governance policies

require the development and implementation of procedures to ensure the security of the data from breach or loss.

**Quality Indicator DG7:** Data governance policies require the development and implementation of procedures to ensure that only authorized users gain appropriate access to the Part B data and data- system-derived products (e.g., reports, extracts, etc.).

**Quality Indicator DG8:** Part B state staff or authorized representatives support and implement procedures that maintain and address data security and access.

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**Quality Indicator DG1:** The data governance structure delineates appropriate decision-making authority and accountability consistent with the uses of the state’s Part B data system, as reflected in the purpose.

**Quality Indicator DG2:** The state ensures that data governance and management roles and responsibilities clearly establish decision-making authority and accountability.

**Quality Indicator DG3:** Data governance authorizes Part B state staff or representatives to implement the policies established for the data system and manage the Part B data system in accordance with all policies.

**Section 4: Diffusion of High Quality:** Indicators in this

section (indicators DG9 through DG11) direct states to define *high quality* for the state and provide support for the local collection, management, and use of data to ensure high quality.

**Section 2: Quality and Integrity:** Indicators in this section (indicators DG4 through DG5) require the development of written standards (policies and procedures) that govern the collection, analysis, use, and reporting of data.

* **Quality Indicator DG4:** Data governance policies require the development and implementation of procedures to ensure the quality of data collected from state/local programs and agencies.
* **Quality Indicator DG5:** Part B state staff or authorized representatives implement monitoring procedures and technical assistance to ensure consistent application of data quality and integrity policies.

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**Quality Indicator DG9:** Part B state staff or

authorized representatives define high-quality data for the state.

**Quality Indicator DG10:** Part B state staff work with local staff to develop district policies and procedures that are aligned with state policies and procedures.

**Quality Indicator DG11:** Part B state staff support data managers in their training and oversight of local data staff.

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**Part B Indicators and Elements of Quality**

**Section 1: Authority and Accountability**

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**Indicator**

**Quality Indicator DG1:** The data governance structure delineates appropriate decision- making authority and accountability consistent with the uses of the state’s Part B data system, as reflected in the purpose.

1. A formalized, state-level, data governance structure is authorized or assigned to make decisions about the state’s Part B data system.
   * What is the structure (e.g., team, charter) for data governance in the SEA? What roles are included in the membership (at least one special education staff)?
   * Describe the pathway for authority of decisions that need to be made across multiple levels of governance. Does cooperation exist across these levels?
   * What data governance decisions are the responsibility of data steward(s)? Which decisions go to the governance committee?
   * What is the frequency of meetings? How/when are meetings scheduled (e.g., as needed, recurring schedule)?
   * What is the communication mechanism between the levels of the structure?
   * How are data governance processes documented? Which roles are defined (i.e., data managers, data stewards, liaisons, and data users)?
   * Who (role) leads the governance committee (information indicates the importance the SEA places on governance)?
2. The data governance structure includes authorized representatives from Part B state programs who have decision-making authority.
   * Who (roles/titles) are members of the committee?
   * What decisions do team members have the authority to make? What influence do the members have to recommend decisions and needed changes in the system?
   * Which members have the knowledge necessary to make recommendations for needed changes in the system? Which members have expertise about the system overall? Which have expertise about particular Part B subject areas or processes?
   * Which members have the knowledge and skills to implement the decisions regarding needed system changes?
3. The data governance structure oversees all data collected and maintained by Part B and ensures adherence to governance policies related to Part B data, regardless of where the data are located.
   * What data policies exist?
   * How does the SEA ensure policies are understood by all staff? What is the procedure and timeline for reviewing policies?
   * Who (role) oversees all of the Part B data collected and maintained?
   * Who (role) ensures policies are adhered to and how?
   * Does a document exist that outlines all data sources, indicates which are authoritative, and who (role) is responsible for each?
4. The data governance structure’s authority is reviewed and revised as necessary.
   * Who (role) established the charter and under what authority?
   * What is the timeline outlined for regular review and revision? What documentation exists to show whether the timeline is being followed (including date of last review)? How often is the timeline evaluated?

**Elements of Quality**

* + Guiding Questions in blue

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**Section 1: Authority and Accountability (continued)**

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**Indicator**

**Quality Indicator DG2:** The state ensures that data governance and management roles and responsibilities clearly establish decision-making authority and accountability.

**Elements of Quality**

* + Guiding Questions in blue

1. A written statement(s) (e.g., organizational chart, data sharing agreements) delineates decision- making authority for Part B data decisions.
   * Where is decision-making authority for data decisions documented (e.g., data governance manual, authoritative source documents)?
   * How is decision-making authority for each data collection clearly communicated?
2. All data-related responsibilities associated with the state’s Part B data system are clearly assigned to accountable and informed parties (e.g., data manager, data steward, ED*Facts* coordinator).
   * How are data-related responsibilities identified, documented, and assigned?
   * Who (role) is responsible for each of these activities?
   * Does a communication plan/protocol exist? How do informed parties know status of responsibilities? How are they kept informed?
   * What are the assignments of data stewards serving on governance committee?
3. Information on data governance decision-making authority is communicated to staff and stakeholders (e.g., dissemination of organizational chart, policies, and data-sharing agreements).
   * What documentation exists about data governance structure, escalation procedures, policies, or data sharing agreements? How are they made available to SEA agency staff?
   * Where is the central location/repository for data governance documents?
   * What information about data governance structure and authority is made available to external stakeholders? In what format?
4. Data governance policies are developed with input from stakeholders and vendors and are reviewed and revised as necessary.
   * How frequently are data governance policies reviewed (minimum annual review recommended)?
   * What opportunities exist for vendors and internal and external stakeholders to provide input and feedback on data governance policies and procedures?
   * How are vendors (including those who support SEA data systems or work with the data) and/or SEA stakeholders involved in the review of governance policies?
5. Data governance policies address Part B representation on other data governance structures (e.g., general education data systems, data-sharing and integration systems) and describe the extent of their decision-making authority as it relates to Part B state data.
   * Which Part B representatives (roles) serve on a governance committee or in a governance structure?
   * Which Part B staff (roles) are assigned as either data steward/owner or an identified stakeholder in data systems, data sharing, and integration systems?
   * Which Part B staff (roles) have responsibility in the sign off of data systems, data sharing, and/or integration systems that include Part B data?
6. The state has a process (e.g., policies and procedures) for including Part B staff in the general education data design process.
   * Who (role) represents Part B in the decision-making for the general education data collections and/ or reporting systems?
   * Which written policies and procedures provide clarity of roles for Part B staff in the general education data design process?

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**Section 1: Authority and Accountability (continued)**

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**Indicator**

**Elements of Quality**

* + Guiding Questions in blue

1. A process is in place to enable Part B state staff or authorized representatives to recommend policy changes to the data governance structure via their Part B data governance representative.
   * Describe the escalation process for unresolved issues or needed changes. How is the process included in the data governance charter/documentation?
   * Who (role) is the Part B data governance representative/steward who could recommend policy changes? What are the communication channels for doing so?
2. All requirements (e.g., operational, research, reporting) for Part B data are clearly defined to ensure oversight and accountability.
   * What documentation exists for Part B data requirements, including business requirements/ business rules? How are the technical requirements for data collection and/or reporting systems documented?
   * Which public reports use IDEA Part B data? Who (role) is responsible for generating those reports? What documentation lists public reporting requirements (SEA, federal)? Who (role) is responsible for posting?
   * What Part B data are regularly used by internal SEA research/policy office to inform decisions? Who (role) is responsible for the data being used in the research?
   * Which research data sets (using IDEA Part B data) are publicly available? Who (role) signs off that the data are correct?
   * What is the process for research requests that come in that would include IDEA Part B data (e.g., list of data requests, data elements included)? Who (role) signs off on the requests?
   * Are there any defined use cases for operational, research, or reporting systems (e.g., data needed to evaluate progress of SIMR, data needed to fulfill ED*Facts* reporting)?
3. Before implementation, Part B state staff or authorized representatives approve plans for substantive Part B information technology (IT) system changes proposed by IT (e.g., enhancements, business rules, technology changes).
   * Which Part B SEA staff are included in meetings discussing potential system changes where IDEA data resides?
   * What formal process exists for requesting changes to the IT system?
   * What is the plan or process for changing business rules or IT systems design?
   * What is the process for review and approval of changes? Who (role) completes the review? Who (role) approves the changes?
4. Part B state staff or authorized representatives review and revise the operating procedures for the state’s Part B data system to be responsive to changes in state and federal policy (e.g., new or revised data collection standard to meet reporting requirements).
   * What documentation exists on the operating procedures of the Part B data system?
   * What is the process for reviewing operating procedures? How often does it occur? Who (role) is involved?
   * What are the projected timelines for review (i.e., how much time needs to be allotted to review)?

**Quality Indicator DG3:** Data governance authorizes Part B state staff or representatives to implement the policies established for the data system and manage the Part B data system in accordance with all policies.

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 1: Authority and Accountability (continued)**

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**Indicator**

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or authorized representatives communicate the operating procedures for the state’s Part B data system to staff and stakeholders.
   * How does the SEA communicate with LEAs about operating procedures for the SEA’s Part B data system?
   * What is the communication protocol among SEA Special Education staff about operating procedures for the SEA’s Part B data system?
   * What communication occurs with non-special education SEA staff using the data about operating procedures for the SEA’s Part B data system?
   * For which of the following do documentation exist: user guides, business rules, data processes, and enhancements? How is the documentation published and made readily available to appropriate staff?
   * What training materials, sessions, and follow-up support does the SEA provide for LEAs and SEA staff on the operating procedures?

**Quality Indicator DG3:** Data governance authorizes Part B state staff or representatives to implement the policies established for the data system and manage the Part B data system in accordance with all policies.

**Quality Indicator DG4:** Data governance policies require the development and implementation of procedures to ensure the quality of data collected from state/local programs and agencies.

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 2: Quality and Integrity**

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**Indicator**

**Elements of Quality**

* + Guiding Questions in blue

1. State data governance policies require that data included in the state’s Part B data system are aligned with the purpose of the system.
   * What guidance exists to ensure that Part B data are used as intended?
   * How is the purpose of the data system documented and aligned with Part B data requirements?
   * Is the scope of the data system clearly defined? What is the evidence?
   * What process is in place to ensure that guidance from OSEP or ED is considered in the design and use of the data system?
2. State data governance policies require state-level procedures to ensure the validity of Part B data.
   * How do staff who conduct the data quality review access data system documentation?
   * What documentation exists describing state level data quality validation procedures? How are the data quality validation results made available to staff?
   * How are data system edit checks verified as functioning properly? Do the edit checks include both use and test cases?
   * How/where are the results of the data quality review archived?
   * When data quality issues are found, what is the resolution process?
   * What data quality validations or procedures are in place to ensure that the data were transferred or exchanged correctly?
3. State data governance policies require a point of contact for each state Part B data transfer or exchange.
   * Who (role) is the point of contact for each Part B data transfer or data exchange?
   * How is the transfer or exchange documented and communicated?
   * What is the sign off process for data? How is the point of contact for data transfers or exchanges included?
4. State data governance policies require the development and implementation of data quality procedures for the state’s Part B data system.
   * What data quality procedures are required? How does the SEA ensure data quality procedures for each required process occur?
   * Who (role) is responsible for implementation of data quality reviews?
   * When/how are regular reviews of data quality procedures, including evaluation of the effectiveness of business rules, scheduled?
   * What is the process for modifying and implementing new business rules in the Part B data system (at collection, reporting, or data transfer level)?
5. State data governance policies require staff and contractors who collect, maintain, and/or receive state data to participate in periodic data quality training.
   * What methods does the SEA use to provide SEA staff, contractors, and LEA staff with information related to data quality (i.e., data definitions, business rules, validation rules, etc.)? How often is information disseminated? Training provided?
   * What methods are used to train SEA and LEA data quality reviewers? How often is training provided?
   * What continuous improvement processes are in place (e.g., lessons learned meetings, feedback loops) to improve training?
6. State data governance policies related to data quality of the state’s Part B data system are regularly reviewed, and revisions are made as necessary.
   * How often does the SEA review Part B data quality policies?
   * What is the process for review and revision? Is the process documented and communicated to Part B staff and stakeholders?
   * How are Part B staff involved in the review and revision?
   * How often are lessons learned reviews scheduled?
7. State data governance policies require that any internal or external program or agency maintaining and/or using state Part B data adhere to applicable data quality policies and procedures.
   * How does the SEA verify that internal and external programs and agencies adhere to the data quality policies and procedures?
   * What methods are used to share data quality policies and procedures with internal or external programs or agencies?
   * How is data quality training provided to those (internal and external) that maintain or use Part B data?
   * How is written guidance provided on SEA website in a way that is easily accessible?
8. State data governance policies require that supporting documentation is available to ensure interoperability when transferring state Part B data to other programs or agencies (e.g., data dictionaries, data validation checks).
   * Describe how Part B data elements are included in the agency data dictionary.
   * How are system attributes documented for all of the following: data definitions, data element name, type, length, permitted values, and any constraints?
   * How are data validation edit checks/business rules documented?

**Quality Indicator DG5:** Part B state staff or authorized representatives implement monitoring procedures and technical assistance to ensure consistent application of data quality and integrity policies.

**Quality Indicator DG4:** Data governance policies require the development and implementation of procedures to ensure the quality of data collected from state/local programs and agencies.

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 2: Quality and Integrity (continued)**

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**Indicator**

**Elements of Quality**

* + Guiding Questions in blue

**Indicator**

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or authorized representatives communicate regularly to system users (e.g., local staff) about Part B data quality procedures.
   * What guidance (e.g., Q and A, knowledge base, guidance documents, data tips, etc.) does the SEA publish on data quality procedures?
   * How does the SEA communicate data quality procedures to system users (e.g., website, distribute to LEAs or schools)?
   * How does the SEA provide training to LEAs or schools to address data quality issues?
   * What is the process for LEAs and schools to report and resolve known data quality issues? Is this process included in written data quality procedures?
2. Part B state staff or authorized representatives regularly monitor the implementation of the quality procedures for Part B data.
   * What is the established data quality review period for Part B data collections?
   * How does the SEA confirm that the data validations are working as intended?
   * How does the SEA run data quality analysis on final data to determine potential data quality issues?
   * What is the process for monitoring the data quality of LEA Part B data? How often does the LEA monitoring occur?

**Quality Indicator DG5:** Part B state staff or authorized representatives implement monitoring procedures and technical assistance to ensure consistent application of data quality and integrity policies.

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 2: Quality and Integrity (continued)**

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**Indicator**

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or authorized representatives have a data collection and quality orientation training for data managers at the state and local levels.
   * Does the SEA provide any training on data quality for LEA staff? What kind of training is provided? How often?
   * Who (role) at the LEA participates in data collection and quality orientation training?
   * What data quality training is provided to new SEA data managers? What is included in the training? How is it delivered? How often? What follow-up coaching occurs? How does the SEA address any existing capacity issues to meet the demand for training and coaching?
2. Part B state staff or authorized representatives create and maintain standardized training materials regarding policies, procedures, and responsibilities for Part B data collection and quality operations, and update training materials as needed.
   * What do the standard training materials include? Where are they located? Who (role) has access to the training materials? How often are they updated? Who (role) is responsible for updating the training materials?
   * Who (role) is involved in the development and review of content? How are Part B SEA staff involved? How is internal and external stakeholder and participant feedback used to improve the materials?
   * As part of the training, how are the roles and responsibilities clearly defined and communicated regarding implementation of data quality procedures?
3. Part B state staff or authorized representatives ensure adherence to data quality procedures when Part B data are exchanged or transferred.
   * What data quality procedures (e.g., validation edits and business rules exist for Part B data) exist for the exchange or transfer of data?
   * How do you ensure Part B staff adherence to the data quality procedures (e.g., checklists, data exchanges, transfer protocols, etc.)?
   * How is the exchange or transfer of Part B data confirmed and validated?
4. The data collection and quality procedures for the state’s Part B data system are reviewed and revised periodically as new management needs arise.
   * How are new management needs identified (e.g., lesson learned, annual review)? How do internal and external stakeholders and managers provide feedback?
   * When needs are identified, what is the process for revising procedures? Who (role) is responsible? Who (role or group) must approve procedural changes? How are changes communicated to managers, staff, and stakeholders?
5. Part B state staff or representatives support state/local programs and agencies to implement policies and procedures in a manner consistent with state policies and procedures, while allowing for local variation in context.
   * What types of guidance or technical assistance (e.g., Q and A, webinar) does the SEA provide to SEA/LEA programs and agencies around implementation of policies and procedures?
   * Describe the mechanism (including roles responsible) for monitoring the alignment of LEA policies and procedures with SEA policies and procedures.

**Quality Indicator DG5:** Part B state staff or authorized representatives implement monitoring procedures and technical assistance to ensure consistent application of data quality and integrity policies.

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 2: Quality and Integrity (continued)**

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**Indicator**

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff have a system or method for ensuring data proficiency for the state data manager.
   * Does the position description for the Part B data manager identify the knowledge and skills needed to perform the data tasks proficiently?
   * What types of professional development and ongoing training and coaching opportunities (e.g., national conferences or technical assistance by OSEP funded TA centers) are made available for the data manager and other data staff?
2. Part B state staff have a system or method for supporting data proficiency for local data managers.
   * What types of technical assistance (e.g., Q and A, training, certification program) does the SEA provide for LEA data managers around data proficiency?
   * What knowledge and skills does the SEA suggest are needed by LEA data managers?
3. Part B state staff or authorized representatives provide multiple resources (e.g., procedural guides, webinars, help desk) to facilitate and support local Part B staff with implementation of data collection and quality procedures.
   * What types of resources (e.g., webinars, Q and A, white paper, guidance documents, decision trees, edit checks, help desk) does the SEA provide to support the LEA Part B staff with the implementation of data collection and data quality procedures?
   * How does the SEA encourage LEAs to maintain data collection and/or data quality procedures?
4. Part B state staff or authorized representatives provide guidance and support for the assessment of Part B state and local capacity to implement quality procedures.
   * How does the SEA assess their capacity to implement quality procedures?
   * What training or resources does the SEA provide for LEAs to assess LEA capacity to implement quality procedures?
   * How does the SEA staff assess capacity of LEA staff to implement LEA policies and procedures for managing and maintaining data?
   * How does the SEA share best practices for implementing quality procedures at the LEA level?
5. Part B state staff or authorized representatives provide guidance and support in response to staff capacity needs at the state and local levels.
   * How does the SEA respond to the individual and collective staff needs to improve knowledge, skills, and systems capacity?
   * How do LEAs respond to the individual and collective staff needs to improve knowledge, skills, and systems capacity?
   * How does the SEA seek feedback from LEAs to inform updating training and guidance materials for staff?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 3: Security and Access**

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**Indicator**

**Elements of Quality**

* + Guiding Questions in blue

1. Data governance security policies are in place and available to Part B state staff.
   * What policies does the SEA have in place to ensure the protection of Personally Identifiable Information (PII)? Where are the policies located?
   * How does the SEA ensure Part B SEA staff are aware of and have access to the policies?
   * What is the scope of data governance policies to ensure the security of data? Do they apply to both infrastructure security practices (e.g., firewalls, password protections, virus protections) as well as personnel related practices?
2. Data governance security policies adhere to (and are updated, as necessary, to reflect) all current federal, state, and local laws, regulations, and standards.
   * How does the SEA ensure that data governance security policies adhere to federal laws and regulations such as FERPA, IDEA Confidentiality provisions, and HIPAA (where applicable)?
   * Who (role) is the official at the SEA who has responsibility for ensuring the confidentiality of any PII?
   * How often are the data governance security policies reviewed or updated?
   * Who (role) is responsible for monitoring adherence to federal, state and local laws, regulations and standards?
   * How are changes in new or existing federal, state and local laws, regulations and standards tracked?
3. Data governance security policies adhere to all Part B data collected, maintained, and/or used.
   * How does the SEA ensure the data governance security policies apply to all Part B data systems?
   * What are the policies restricting how/where Part B data (digital or hard copy) are stored?
   * If there are multiple tools used to access the data, are the security policies applied to all tools or methods of accessing Part B data?
4. Data governance security policies require documenting data system operations that, at a minimum, include the following for each state data system:

— Person(s) responsible for data security

— Data training available or required for authorized data users

— Data storage method(s)

— Data back-up and recovery method(s)

— Response(s) to data breach

— Data transference (e.g., agency to agency, email, FTP, texting, USB)

* Data encryption procedures
* Data destruction procedures

— Employee use(s) of program equipment and personal devices

1. Data governance security policies require that appropriate staff and contractors who collect, maintain, or receive data participate in periodic data security training.
   * How does the SEA determine and identify who may have access to Part B data?
   * What is the SEA’s procedure for maintaining a list of agency employees (names and positions) with access to PII for public inspection?
   * What data security training is available? To whom?
   * How does the SEA track which staff have completed the training? Who (role) is responsible for tracking and ensuring staff are being trained?
   * How often must identified staff go through data security training? Is there an annual review/ refresher course to ensure that all persons collecting or using PII receive training or instruction regarding the SEAs confidentiality policies and procedures?
   * What is the ongoing support for implementation of data security?
   * What process is in place if a staff member does not complete the training?
   * How does the SEA document that staff and contractors who collect, maintain, or receive Part B data have signed a confidentiality statement?

**Quality Indicator DG6:** Data governance policies require the development and implementation of procedures to ensure the security of the data from breach or loss.

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 3: Security and Access (continued)**

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**Indicator**

**Quality Indicator DG6:** Data governance policies require the development and implementation of procedures to ensure the security of the data from breach or loss.

**Elements of Quality**

* + Guiding Questions in blue

1. Data governance security policies require adherence to security policies and procedures when transferring or exchanging Part B state data.
   * What practices are in place to ensure that security policies and procedures are followed exchanging Part B data, including PII (e.g., data encrypted or password protected before sharing)?
   * What technologies does the SEA use to ensure that Part B data are transferred securely (such as Secure File Transfer Protocol (SFTP) site)? Within the agency? Outside entities?
   * What restrictions exist in the data security policies governing the storage (e.g., cannot be stored on a laptop outside the network firewall, cannot be stored on a USB drive) of Part B data?
   * What policies govern encryption of laptops or USB drives?
2. Data governance security policies require that all internal or external entities, agencies, or staff maintaining or using state Part B data adhere to all applicable security policies and procedures.
   * Are internal and external entities, agencies, or staff required to sign a confidentiality agreement that applies to Part B data?
   * How does the SEA implement data sharing agreements for internal and external entities (including researchers and staff) outlining what data may be shared, for what purposes, and for what

time period?

* + How does the SEA ensure that data sharing agreements meet FERPA requirements?

1. Data governance security policies are periodically reviewed and revised as necessary.
   * Who (role) is responsible for reviewing and revising data governance security policies?
   * How often are data governance security policies reviewed?
   * Who (role) needs to approve revisions to the data security policies?
   * How are the revised data governance security policies communicated to internal staff and external entities that have access to the data?
2. Data governance security policies include strategies or protocols for dealing with misalignments between federal, state, and local laws, regulations, and standards, when and if they appear.
   * How does the SEA determine a misalignment exists? For example, a state law may be more restrictive than federal law or IDEA law may be more directive than FERPA.
   * How does the SEA determine which standards to follow when creating data governance security policies when there is a misalignment? For example, does the SEA have an established hierarchy or rubric for applying laws/regulations to the data governance security policies?

**Indicator**

**Quality Indicator DG7:** Data governance policies require the development and implementation of procedures to ensure that only authorized users gain appropriate access to the Part B data and data-system-derived products (e.g., reports, extracts, etc.).

**Elements of Quality**

* + Guiding Questions in blue

1. Data governance ensures access policies are in place and available to all Part B state and local staff and other authorized users as appropriate.
   * What type of authentication and/or authorization is required to access SEA and LEA Part B data within SEA data systems?
   * How are user roles and access levels defined? Tracked?
   * What policies exist governing who may have access to Part B data?
   * Who (role) is responsible for disseminating information about data access policies to all Part B SEA and LEA staff and/or other authorized users as appropriate?
   * What is the process for removing access for employees who no longer need access or leave the agency?
   * What policies are in place governing passwords?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 3: Security and Access (continued)**

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**Indicator**

**Quality Indicator DG7:** Data governance policies require the development and implementation of procedures to ensure that only authorized users gain appropriate access to the Part B data and data-system-derived products (e.g., reports, extracts, etc.).

**Elements of Quality**

* + Guiding Questions in blue

1. Data governance ensures access policies adhere to all current federal, state, and local laws, regulations, and standards.
   * How does the SEA ensure access policies comply with federal law, regulations, and standards (e.g., FERPA, IDEA Privacy laws, and HIPAA)?
   * What state or local laws, regulations, and standards apply to data access?
   * How do the Part B data systems adhere to these laws?
   * Who (role) is responsible for ensuring that access policies adhere to these laws?
2. Data governance ensures access policies apply to all Part B data collected, maintained, and/or used.
   * Which IDEA Part B data systems are covered by the agency data governance access policies? Which are not covered?
   * How does the SEA track which staff or users have access to Part B data by collection/system and level of access?
   * Does the SEA have a data inventory tracking all data elements and where they are stored?
3. Data governance ensures that access policies require internal (and, to the extent required, external) Part B data users to participate in relevant access trainings regarding Part B data, prior to system access.
   * How does the SEA ensure all authorized users are trained on data security and access prior to gaining access to Part B data?
   * How often is data security and access training available to users? In what format is training provided?
   * Is there ongoing support for data users around implementation of the data access policies?
4. Data governance ensures that access policies require Part B state staff or authorized representatives to routinely monitor and test the data system to ensure effective and consistent implementation of data access functions.
   * What kinds of tests does the SEA run to ensure only authorized users can access the Part B data or data systems? How often are tests conducted?
   * What types of audits are conducted to determine if there has been any unauthorized access?
   * How often does the SEA monitor (e.g., system logs) for security breaches?
   * Who (role) is responsible for monitoring and testing the data system access?
5. Data governance ensures that access policies are periodically reviewed and revised as necessary and keep pace with current federal, state, and local laws, regulations, and standards.
   * How often are agency access policies reviewed and revised to ensure compliance with current federal, state, and local laws, regulations, and standards?
   * Who (role) is responsible for ensuring the data access policies adhere to current federal, state, and local laws?
6. Data governance access policies define authorized users (e.g., any user qualified and approved for access to personally identifiable information).
   * Does the SEA define criteria for determining who should have access to PII? How does this apply to Part B data systems?
   * Does the SEA maintain a list of authorized users for Part B data? How often is that list reviewed?

How is access removed if a user is no longer authorized?

1. Data governance policies address data access misalignments among federal, state, and local laws, regulations, and standards.
   * Who (role) is responsible for identifying misalignments among federal, state, and local laws, regulations, and standards?
   * If laws, regulations, and standards governing data access differ among federal, state, and local laws, what is the process for determining which law applies? Who (role) makes that determination? Where is the decision documented and how is it enforced?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 3: Security and Access (continued)**

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**Indicator**

**Quality Indicator DG8:** Part B state staff or authorized representatives support and implement procedures that maintain and address data security and access.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or authorized representatives communicate regularly with Part B data system users about Part B data security and access policies and procedures.
   * Who (role) is responsible for communicating with Part B data system users about data security and access policies and procedures?
   * How does the Part B SEA staff communicate with system users about Part B data security and access policies and procedures (e.g., webinars, website, annual data training)?
2. Part B state staff or authorized representatives monitor the implementation of the Part B data system’s security procedures and the overall data system security of Part B data.
   * Who (role) is responsible for monitoring and ensuring the security of Part B data? If issues are found, what is the process for reporting to the appropriate authority?
   * What procedures are in place to monitor the implementation of data system security of Part B data? Examples include periodic review of system audits or data breech information, data security implementation protocol, checklists, data security review reports, and review of data access tests.
   * How does the SEA track data system security issues that occur over time in the Part B data systems?
3. Part B state staff or authorized representatives monitor to ensure that all data users, at all levels, who have access to the state Part B data adhere to all data-related policies and procedures.
   * Who (role) is responsible for ensuring that all data users with access to Part B data adhere to all data security and access policies and procedures?
   * What monitoring protocols are in place to ensure all data users adhere to data-related policies and procedures?
   * What data system controls are in place to monitor data security and access (e.g., access logs, security protocols)?
4. Part B state staff or authorized representatives monitor to ensure adherence to security procedures when extracting, linking, transferring, or exchanging Part B state data.
   * Who (role) is responsible for monitoring adherence to security procedures when data are extracted, linked, transferred, or exchanged?
   * How does the SEA track who has access to Part B data during the process of extracting, linking, transferring, or exchanging data? How does this compare to who should have access?
   * What security procedures are in place for monitoring the extracting, linking, transferring, or exchanging data (in particular to PII)?
   * How does the SEA monitor that confidentiality and data sharing agreements for exchanging data outside the agency exist?
5. Part B state staff or authorized representatives develop training materials regarding procedures and responsibilities for data system security and access operations and data use.
   * Who (role) is responsible for developing training materials related to data system security and access of Part B data?
   * What training regarding data security, access, or confidentiality does the Part B staff provide to SEA data users?
   * What training regarding data security, access, or confidentiality does the SEA provide to LEA Part B data users?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 3: Security and Access (continued)**

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**Indicator**

**Quality Indicator DG8:** Part B state staff or authorized representatives support and implement procedures that maintain and address data security and access.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or authorized representatives require that all individuals with access to Part B data demonstrate knowledge about security and access policies and procedures, as specified by the state.
   * How does the SEA ensure that SEA staff with access to Part B data are knowledgeable about security access policies and procedures?
   * How does the SEA staff with access to Part B data demonstrate knowledge about security access policies or procedures? Examples include annual training post-tests on knowledge and understanding of security access policies and procedures.
   * How does LEA staff with access to Part B data demonstrate knowledge about security access or procedures? Examples include annual training post-tests on knowledge and understanding of security access policies and procedures.
2. Part B state staff or authorized representatives review and revise security and access training materials periodically and as new management needs arise (e.g., new or revised data policies, laws, regulations, or standards).
   * Who (role) is responsible for reviewing and revising training materials?
   * What is the process for reviewing and revising security and access training materials? How often does this occur?
   * How are new management needs identified that may impact security and access training?
3. Part B state staff or authorized representatives review and revise procedures for monitoring security and access as necessary.
   * Who (role) is responsible for reviewing and revising procedures for monitoring security and access of Part B data? How often does this review occur?
   * What is the process for reviewing and revising monitoring procedures?
4. Part B state staff or authorized representatives work with local staff to develop capacity for maintaining data security, as necessary.
   * How does the Part B SEA staff support development of LEA capacity for maintaining data security? What types or support are available? How do LEAs request support?
   * What resources or materials are available to LEA staff to help build capacity around data security? How are these resources made available to LEA staff? What communication is provided to LEA staff about these materials?
5. Part B state staff or authorized representatives have strategies for reconciling conflicting state and local policies, procedures, regulations, and management needs.
   * Who (role) is responsible for identifying and resolving conflicts among SEA and LEA policies, procedures, regulations, and management needs around data security?
   * What criteria are used to reconcile conflicting SEA and LEA policies, procedures, regulations, and management needs governing data security? Where is the decision documented?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 4: Diffusion of High Quality**

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**Indicator**

**Quality Indicator DG9:** Part B state staff or authorized representatives define high-quality data for the entire state.

**Elements of Quality**

* + Guiding Questions in blue

1. The definition of high-quality data is informed by OSEP definitions and guidance.
   * What is the definition of high quality data used by the SEA? How does it align with OSEP definitions and guidance?
   * Who (role) is responsible for identifying and monitoring ongoing updates to OSEP data definitions and guidance?
   * What is the process for incorporating OSEP guidance and definitions into SEA data definitions, guidance, business rules, or edit checks to ensure alignment? Does the SEA utilize documents and materials created by the various national TA centers (e.g., IDC, CIID, DaSy) to inform its processes and data definitions?
2. The definition of high-quality data is created with input from multiple Part B data system stakeholders.
   * Who (role or group) is responsible for obtaining input from stakeholders?
   * What is the process for obtaining input from internal and external stakeholders?
   * What documentation exists of internal and external stakeholder input? How is this input used to inform the SEA’s definition of high-quality data?
3. The definition of high-quality data is disseminated broadly to stakeholders.
   * What types of resources or training materials support the SEAs definition of high quality data? How are these made available to internal and external stakeholders?
   * What messaging occurs at the SEA or LEA level around the definition and importance of high quality data?
4. The definition of high-quality data is consistent with evidence-based practices in research methodology (e.g., data are accurate, data are complete, data are consistent).
   * What is the SEAs definition for high-quality data?
   * How does the SEA’s definition of high-quality data ensure that the data are accurate, complete and consistent?
   * What measures does the SEA have in place to ensure that the data are: accurate, complete, consistent, and timely?
5. Part B state staff work to ensure high-quality data with a system for assessing data quality that includes tools, guidance, and regular timelines for assessment of data.
   * How are timelines for data submission communicated?
   * What systems are in place for assessing the quality of data that is received in the data system?
   * What guidance is provided to SEA and LEA staff to support submission of high quality data (training materials, help desk support, documentation, etc.)?

**Indicator**

**Quality Indicator DG10:** Part B state staff work with local staff to develop district policies and procedures that are aligned with state policies and procedures.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or authorized representatives support local staff to assess alignment of policies and procedures to state policies and procedures.
   * How does the SEA assess whether LEAs definitions of high quality data are in alignment with SEA policies and procedures?
   * How does the SEA identify when data submitted are not in alignment with SEA policies and procedures?
   * Who (role or group) is responsible for supporting LEAs when their data are not in alignment with SEA definitions of high quality data?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 4: Diffusion of High Quality (continued)**

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**Indicator**

**Quality Indicator DG10:** Part B state staff work with local staff to develop district policies and procedures that are aligned with state policies and procedures.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or authorized representatives support the consistent development of policies and procedures across state/local programs and agencies while allowing for local variation in context.
   * What guidance (e.g., templates, sample policies and procedures, training and consultation) does the SEA provide to support the development of LEA policies and procedures?
   * How does the LEA request support from the SEA for developing policies and procedures?

**Indicator**

**Quality Indicator DG11:** Part B state staff support data managers in their training and oversight of local data staff.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff provide sample documents and resources (e.g., policies, procedures, templates) to local data managers.
   * What resources does the SEA provide to LEA data managers to assist with the oversight of LEA data staff?
   * How are these made available to LEA data managers?
2. Part B state staff provide technical assistance to local data managers for the purposes of training and providing oversight of local data staff.
   * What types of guidance and support (e.g., training, consultation, certification program) around the oversight of LEA data staff does the SEA provide to LEA data managers?

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***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**S****takeholder Engagement**

Stakeholders are individuals who are connected to the Part B data system in some way; a wide range of individuals, agencies, and connections are possible. Stakeholders are important for the health and functionality of a state’s data system because they often have knowledge and experience of *real-life* data functionality. They can inform state decision-makers as to effective and efficient policies, procedures, and practices for ensuring high-quality data.

Thus, it is important for states to have opportunities for engaging stakeholders in meaningful ways.

Stakeholder Engagement contains indicators specific to the identification of agencies and individuals affected by or interested in Part B data. In addition to identifying stakeholders, this component contains indicators on stakeholder roles and responsibilities. This component is divided into two sections:

**Section 1: Engaging Part B Data System Stakeholders:** Indicators in this section establish processes and opportunities for identifying and engaging stakeholders.

**Section 2: Part B State Staff Serve as Stakeholders in Integrated Data System Initiatives:** The indicator in this section delineates the role of Part B state staff in data integration initiatives.

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**Quality Indicator SE1:** Part B state staff identify local and state groups and individuals who are affected by the state’s Part B data system.

**Quality Indicator SE2:** Part B state staff provide opportunities for state and local stakeholders to give input about the state’s Part B data system.

**Quality Indicator SE3:** Part B state staff consider state and local stakeholder input in decision- making and notify stakeholders of decisions made regarding the state’s Part B data system.

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**Quality Indicator SE4:** Part B state staff are engaged as stakeholders in integrated data system initiatives.

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**Part B Indicators and Elements of Quality**

**Section 1: Engaging Part B Data System Stakeholders**

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**Indicator**

**Quality Indicator SE1:** Part B state staff identify local and state groups and individuals who are affected by the state’s Part B data system.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff establish purposes for engaging stakeholders.
   * How does the SEA define internal stakeholders?
   * How does the SEA define external stakeholders?
   * What is the SEA’s purpose for engaging internal stakeholders? External stakeholders?
   * Where is the purpose documented?
   * How is the purpose communicated to stakeholders?
   * How does the SEA clarify the role (e.g., advisory, decision-makers) of both internal and external stakeholders?
2. Part B state staff identify individuals to represent different stakeholder groups and include diversity related to language, culture, and perspective.
   * What is the SEA’s selection criteria that ensures representation for engagement from a diverse group of stakeholders?
   * What is the process for periodically reviewing (e.g., polling) with stakeholders the needed representation on each internal and external stakeholder group to ensure diversity?
   * How are members with diverse languages or other accessibility needs accommodated?
3. Part B state staff articulate the expectations for stakeholder involvement, including the timeline for involvement, mechanisms for responding to requests for input, and the role of stakeholders in decision-making or advising.
   * What are the roles (e.g., advisory, decision-making) of each internal stakeholder group? External stakeholder group?
   * What are the written expectations (e.g., timelines, roles, process for input) regarding engagement of internal stakeholders? External stakeholders?
   * How are the expectations, including roles, for stakeholder engagement communicated?
   * How often are the expectations revisited and communicated to ensure that all stakeholders are clear about their roles and responsibilities?
   * What is the process for stakeholder input and decision-making?
4. Part B state staff periodically review stakeholder representation to ensure all relevant groups are included and participating.
   * How often does the SEA staff review the representation needed for each internal and external stakeholder group to ensure diversity of its members?
   * What steps does the SEA take when stakeholders are not actively participating?
   * What is the process to replace stakeholders who choose to no longer participate?

**Indicator**

**Quality Indicator SE2:** Part B state staff provide opportunities for state and local stakeholders to give input about the state’s Part B data system.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff use multiple methods to maximize opportunities for state and local stakeholder input.
   * What are the multiple methods (e.g., face-to-face meetings, surveys, focus groups, video conferences) used to maximize opportunities for internal and external stakeholder input?
   * How does the SEA solicit feedback from stakeholders about which methods are most accessible and useful?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 1: Engaging Part B Data System Stakeholders (continued)**

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**Indicator**

**Quality Indicator SE2:** Part B state staff provide opportunities for state and local stakeholders to give input about the state’s Part B data system.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff provide state and local stakeholders the necessary information to provide input on the issues or decisions under consideration.
   * How does the SEA prepare internal and external stakeholders to provide input?
   * What methods does the SEA use to ensure ongoing and easily accessible, archived information (e.g., Drop Box, Google drive)? How frequently (e.g., monthly, quarterly, annually) is information updated?
2. Part B state staff periodically review and revise the methods for gathering input from state and local stakeholders.
   * How does the SEA review and revise methods (e.g., surveys, focus groups) for gathering input and feedback from internal and external stakeholders? Where is this procedure documented (e.g., guidance, policy)?
   * How frequently (e.g., monthly, quarterly, annually) does the SEA review and revise its methods?

**Indicator**

**Quality Indicator SE3:** Part B state staff consider state and local stakeholder input in decision- making and notify stakeholders of decisions made regarding the state’s Part B

data system.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff review state and local stakeholder input to guide decision-making.
   * What is the process to review internal and external stakeholder input and feedback in guiding decision-making? How frequently does the review occur?
   * Who (role) is responsible for reviewing the input and feedback? How is the information used?
2. Part B state staff use multiple methods for communicating decisions to state and local stakeholders in a timely manner.
   * What methods (e.g., website, blog, community of practice, in-person) does the SEA use for communicating decisions to internal and external stakeholders?
   * How frequently are these methods (e.g., monthly, bi-monthly, quarterly, annually) used to communicate decisions?
   * How often does the SEA update the information provided to stakeholders?
3. Part B state staff periodically review and revise the methods used for communicating decisions.
   * How does the SEA evaluate the effectiveness of the communication plan?
   * How frequently (e.g., monthly, bi-monthly, quarterly, annually) do staff review and revise the methods used for communicating decisions?
   * How are the revisions communicated to stakeholders?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 2: Part B State Staff Serve as Stakeholders in Integrated Data System Initiatives**

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**Indicator**

**Quality Indicator SE4:** Part B state staff are engaged as stakeholders in integrated data system initiatives.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff understand their role as stakeholders in the integrated data system initiative.
   * What is the SEA’s initiative for an integrated data system?
   * What are the roles of internal and external stakeholders in the initiative?
   * How are the expectations of the initiative and roles of stakeholders communicated?
2. Part B state staff participate as active stakeholders in the initiative in a variety of ways, such as responding to requests for input, acquiring knowledge about integrated data systems, and keeping Part B state stakeholders and leadership informed about the initiative.
   * What is the communication plan (e.g., feedback loops, cycles) so that all stakeholders stay informed and know both how and to whom feedback should be provided?
   * What are the roles of Part B staff, internal stakeholders, and leadership in the integrated data system initiative?
   * How often do Part B staff and internal stakeholders have an opportunity to provide input? What is the method for submitting feedback?
   * What process does the Part B SEA staff use to share information about the progress, challenges, and needs of the initiative? What is the schedule (e.g., weekly, monthly) for information sharing?
   * How often does the Part B SEA staff receive input and feedback from SEA leadership?

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***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Inf****ormation Technology (IT) System Design and Development**

The Information Technology (IT) System Design and Development component targets the creation or upgrading of Part B IT data systems, noting that multiple systems may be related to Part B data. Further, this component focuses on the purposes, uses, and designs of IT as a support and aid in achieving and maintaining high data quality. Where the other components may encompass a range of strategies and actions to ensure data quality, this component is specific to the design and deployment of one or more state-level IT systems to ensure data quality; indicators within this component provide details important for bringing a comprehensive, fully functional data system online. As noted in the DaSy framework, this component tracks the standard System Development Life Cycle (SDLC), which includes   
*(1) system initiation, (2) system requirements analysis, (3) system design, (4) system development, (5) system acceptance, and (6) system deployment* and thus serves as a practical guide for states seeking to implement, update, or upgrade a high-capacity, technology-driven approach to managing Part B data. Indicators are organized into three sections.

**Section 1: Initiation of New IT System/Enhancement and Requirements Analysis:** Many states have an existing data system and wish to upgrade. In other cases, states may desire a new feature or system design. This section contains indicators that target the logistics of system initiation.

**Section 2: IT System Design and Development:** This section contains information on the technical aspects of designing and building a data system.

**Quality Indicator SD5:** Part B state staff work with the IT team to translate the Part B data system requirements analysis into the design for the new data systems/enhancements.

**Quality Indicator SD6:** Part B state staff work with the IT team as they build and test the new Part B data systems/enhancements.

**Quality Indicator SD1:** Part B state staff are actively involved in initiating the development of the state’s Part B data systems or enhancements.

**Quality Indicator SD2:** Part B state staff are actively involved in the development of business requirements, process models, and data models for the data systems/enhancements.

**Quality Indicator SD3:** The Part B requirements analysis defines the full set of requirements for the Part B data systems/enhancements (i.e., statements regarding what the data systems/enhancements must be able to do).

**Quality Indicator SD4:** The Part B data system should contain all of the Part B data elements needed to support the reporting of high-quality Part B data.

**Section 3: IT System Acceptance and Deployment:** The final section in this component completes the process of system design or enhancement. Indicators in this section target user testing, training, and deployment of the data system.

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**Quality Indicator SD7:** Part B state staff prepare for, communicate about, and conduct system acceptance testing to ensure the new Part B data systems/enhancements function properly before deployment.

**Quality Indicator SD8:** Part B state staff participate in creating, reviewing, and revising materials to support the implementation of the new Part B data systems/enhancements.

**Quality Indicator SD9:** Part B state staff communicate and work with the IT team to deploy the new Part B data systems/enhancements.

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***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Part B Indicators and Elements of Quality**

**Section 1: Initiation of New System/Enhancement and Requirements Analysis**

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**Indicator**

**Quality Indicator SD1:** Part B state staff are actively involved in initiating the development of the state’s Part B data systems or enhancements.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff provide input to determine project team roles and responsibilities and commit Part B staff to the development of new (and, possibly, multiple) Part B data systems/enhancements.
   * Who (roles) are the Part B program staff responsible for providing input on the project team roles and responsibilities?
   * What SEA data systems collect and maintain Part B data?
   * Which stakeholders are represented in/by each data system? How were appropriate stakeholders for each data system determined?
   * Which SEA staff understand enterprise architecture? How is this knowledge documented and shared?
   * What data are inclusive to the system(s)? How is this documented?
   * Which SEA staff member can articulate program requirements into language that IT staff understand?
2. Part B state staff review the high-level plan for the Part B data systems/enhancements to ensure that they meet Part B goals and needs.
   * How are “business” goals and needs identified? Is there an explicit understanding of these needs among SEA staff? What are the program goals for use of data?
   * Which use cases articulate the program goals?
   * If a change control board (as part of the development/governance process) exists, how does the SEA identify and maintain Part B representation?
   * How do the SEA Part B staff clearly articulate their needs to SEA IT staff?
3. Part B state staff provide input on how the new Part B data systems/enhancements will be developed (i.e., vendor/contractor, in-house, commercially available product) and related staffing needs.
   * What authority do SEA Part B staff have to make this kind of recommendation?
   * What is the process for providing input on enhancements accessible to [that will be used by] SEA staff (e.g., the RFP process for vendors, process for internal changes)?
   * How are priorities for enhancements and system development identified? Is it formal or informal? How does SEA staff input influence prioritization?
   * What is the evidence that Part B staff are able to provide input? How can the SEA show staff that their input is influential?
4. Part B state staff provide input into the plan and schedule for the system(s) requirements analysis and the plan and schedule for the remaining Part B data system(s) design/development phases.
   * Which SEA Part B staff have the authority to make recommendations on plan and schedule?
   * What is the process for providing input on enhancements (e.g., the RFP process for vendors, process for internal changes)?
   * How are priorities for enhancements and system development identified? Is it formal or informal? How does SEA Part B staff input influence prioritization?
   * What is the evidence that SEA Part B staff are able to provide input?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 1: Initiation of New System/Enhancement and Requirements Analysis (continued)**

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**Indicator**

**Quality Indicator SD2:** Part B state staff are actively involved in the development of business requirements, process models, and data models for the data systems/enhancements.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff are actively involved in defining, reviewing, and revising business requirements, which identify programmatic needs expressed in the language of the Part B program.
   * How does the SEA develop and ensure staff capacity to define, review, and revise business requirements?
   * Who (role) on the SEA IT team is a direct liaison to Part B staff to assist with translating programmatic needs into appropriate IT team language?
   * What is the process for actively involving Part B staff in defining business requirements?
   * How does the SEA support Part B staff capacity to articulate the priority of requirements (e.g., must have to meet reporting requirements vs. nice to have for program improvement data use efforts)?
   * What clearly defined process does Part B staff use to propose revisions based on changing data collection and reporting requirements?
2. Part B state staff are actively involved with the IT team to create work process models that reflect an understanding of the Part B program, processes, and language.
   * How does the SEA ensure Part B staff capacity to create work processes models (with support from the IT team, if needed)?
   * Who (role) on the IT team is a direct liaison to the Part B to assist with translating programmatic needs into appropriate IT team language?
   * What is the process for actively involving Part B staff in work process modeling?
   * How do Part B staff articulate changes to the work process model based on changing data collection and reporting requirements?
   * What is the mechanism in place to help IT staff and Part B staff understand work process models in the context of other work process models (e.g., personnel or discipline data collections in relation to the Consolidated State Performance Report collections)?
3. Part B state staff are actively involved with the IT team to create data models that reflect program language.
   * How does the SEA ensure Part B staff have the necessary skills and/or support from the IT staff to create data models?
   * Who (role) on the IT team is a direct liaison to the Part B staff to act as a “translator” for programmatic needs into data models?
   * What is the clearly defined process for actively involving Part B staff in data modeling?
   * How do Part B staff articulate data modeling revisions based on changing data collection and reporting requirements?
4. Part B state staff solicit end-user input on business requirements, process models, and data models.
   * How does the Part B staff define and select appropriate end-users?
   * What is the formal or informal process defined for Part B staff to garner this input?
   * Who on the IT team is available to support the Part B staff in articulating the requirements, process, and data models in ways designed to support end-user understanding that will result in coherent and relevant input?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 1: Initiation of New System/Enhancement and Requirements Analysis (continued)**

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**Indicator**

**Quality Indicator SD2:** Part B state staff are actively involved in the development of business requirements, process models, and data models for the data systems/enhancements.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff are actively involved in reconciling process models and data models with business requirements, with specific consideration of budget and scope.
   * How do SEA Part B staff access budgetary information for decision-making?
   * What are the processes and clear lines of authority to assist IT and Part B staff in prioritization of decisions that involve budget and scope against the data collections and reporting activities that are required under IDEA (i.e., 618 and 616 data collection and reporting vs. nice to have for program improvement data use efforts)?
   * Who (role) is the SEA fiscal liaison to the Part B staff regarding budget and scope for data systems and enhancements?
   * Who (role) from IT is a direct liaison to the Part B staff to translate programmatic needs into data models?
   * What process is used to resolve conflicting priorities?

–Example: Perkins says x is required, IDEA says Y is required, IT only has budget for one, what happens?

1. Part B state staff have a clear process for the approval of the final business requirements.
   * What is the process for approving business requirements?
   * Among both SEA IT staff and SEA Part B staff, who (role) has the authority to approve or deny business requirements?

**Indicator**

**Quality Indicator SD3:** The Part B requirements analysis defines the full set of requirements for the Part B data systems/enhancements (i.e., statements regarding what the data systems/ enhancements must be able to do).

**Elements of Quality**

* + Guiding Questions in blue

1. Features and functions of the Part B data systems/enhancements, including those for reporting, interfaces, and user types/access, are fully described and expressed in the language of the Part B program.
   * Where is the list of enhancements maintained? How do SEA staff access it?
   * Which staff (both SEA IT and SEA Part B) are responsible for maintaining mutual understanding of how requirements are expressed in the language of Part B program?
   * How is the enhancement process managed? Who (role) is responsible for managing the enhancement process (i.e., change control board, staff member, entity)? How do they communicate with the Part B staff?
2. The list of required features and functions of the Part B data systems/enhancements indicates what is in and out of scope.
   * Who (role) determines scope?
   * How does this list of features and functions articulate items that are out of scope?
   * What is the process for determining scope and/or alternatives that fall within scope?
3. Business requirements are prioritized (e.g., as essential, useful, or desirable).
   * Who (role) is responsible for prioritization?
   * What documentation (e.g., meeting minutes) is there of the prioritization process?
   * How have end users and other stakeholders been involved in the prioritization process?
4. The business requirements address technical requirements that operate in the background, such as encryption, system performance and load, data archiving, audits and controls, and data conversion.
   * How does the SEA use standardized language and documentation within the IT project management system/business requirements analysis system to ensure technical requirements are met?
   * Who (role) can translate these technical requirements into language understood by SEA program staff? How has the capacity of program staff been developed to understand the requirements?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 1: Initiation of New System/Enhancement and Requirements Analysis (continued)**

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**Indicator**

**Quality Indicator SD3:** The Part B requirements analysis defines the full set of requirements for the Part B data systems/enhancements (i.e., statements regarding what the data systems/ enhancements must be able to do).

**Elements of Quality**

* + Guiding Questions in blue

1. A diagram or description of Part B work processes and work flows is developed and depicts processes such as referral/intake, eligibility determination, and transition.
   * How does the SEA manage this process (business requirements analyst or other role)?
   * How are SEA staff involved in the creation of explanatory graphics?
   * Who (role) can translate technical depictions into language understood by program staff? Or; How has the capacity of a program staff person been developed to understand how to do this?
   * How have these depictions of processes been utilized with stakeholders to explain processes and impact on their daily work?
2. Work processes and work flows are broken down into manageable functions and sub-functions (e.g., child count in schools, LEAs, educational support agencies [ESAs], and SEA).
   * Which work processes and functions are described comprehensively?
   * How have the work processes, functions, and sub-functions been validated by SEA staff?
   * If there is a gap identified in the work processes, what is the remedy?
   * What efforts are made to understand how Part B data processes are related to other SEA and/ or early childhood work processes? How are these relationships described in stakeholder friendly language?
3. All data needed for Part B reporting, and for accountability, program improvement, and program operations (refer to Purpose and Vision subcomponent), have been identified for the data system/enhancement.
   * What evidence is there in the data dictionary or other documentation that these elements have been considered?
   * What is the process for updating this information?
   * How does the business requirements process capture these elements?
4. A data model identifying the Part B data elements, the characteristics that define those data (i.e., the data attributes), and the relationships between the elements has been developed.
   * How is the data model reflective of the business requirements?
   * How is the data model validated by Part B staff?
   * Who (role) is the IT resource that can explain and/or answer questions about the data model?
5. A readily accessible (e.g., available on the website) Part B data dictionary is produced that defines the data elements, their attributes, and logical relationships among the data elements.
   * How does the SEA support staff in understanding how to access the requirements and interpret the dictionary (e.g., user guide)?
   * How has the data dictionary been validated by Part B staff?
   * Who (role) is the IT resource that can explain and/or answer questions about the data model?
6. The business requirements ensure compatibility across different platforms (e.g., PC, Mac, tablet).
   * What platforms are compatible?
   * How is information collected on the most common platforms utilized by end users? Are these platforms compatible?
   * What remedies are available for end users that do not have a compatible platform?
7. The business requirements facilitate interface between state and local data systems (e.g., point-in-time versus live, continuously updated data).
   * How do the business requirements provide a clear description of the frequency of data transfers across local entities and the state?
   * What metadata describes the system?
   * If there are challenges with the interface between SEA and LEA systems, what are the remedies?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 1: Initiation of New System/Enhancement and Requirements Analysis (continued)**

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**Indicator**

**Quality Indicator SD4:** The Part B data system should contain all of the Part B data elements needed to support the reporting of high-quality Part B data.

**Elements of Quality**

* + Guiding Questions in blue

1. The Part B data system includes, but is not limited to, all data required at the federal and state levels.
   * Note to state liaisons: States may choose not to integrate all IDEA data elements into one data system and may have good reason to do so, but still produce high quality data.
   * How are 618 (e.g., child count requirements) incorporated into the Part B data system?
   * How are 616 (e.g., APR requirements) incorporated into the Part B data system?
   * How are 619 requirements incorporated into the Part B data system?
   * What are the unique state data collection and reporting requirements? Are they all included?
   * How are federal and state data requirements documented (see SD3 for critical questions to consider)?
   * How do Part B program staff verify that the required elements are being collected by the system?
   * Are there any Part B data collections that aren’t integrated into the data system? What are they? What is the process for merging Part B data from multiple data systems for reporting and analysis?
   * What challenges exist working with data that aren’t integrated?
2. The Part B data system has the capacity to track data about students when they move from one LEA to another in the state.
   * How does the SEA track the movement of children from one LEA to another?
   * How is mobility information made available to LEA and SEA administrators?
   * How often are data on students who have moved refreshed? Is it real-time (transactional) or is it point in time (e.g., Dec 1)?
   * How does the system provide information on financially responsible LEAs vs. the LEA where the student is living and/or attending school?
   * How does the system track students eligible for services and placed in private schools (i.e., parentally placed children)?
   * How is duplicate counting of students who have moved from one district to another avoided? What is the process for communicating with LEAs or across agencies?
   * What is the authoritative source for tracking students across LEAs or states (Part B system, verified/ referenced by the general education data system)?
   * What is the single source of student enrollment data used by sub systems within the state? Is there an all-student information package that contains demographic data related to enrollment?
   * What is the formal protocol for identifying potential duplicates? Who (role) is assigned to execute this process?
   * If a student is enrolled in multiple LEAs and has multiple state identifiers, what is the process for reconciling the student’s data? Who (role) are the personnel assigned this responsibility?
3. The Part B data system has built-in edit-check routines at the application and/or database levels (e.g., format checks, field validation restrictions, import restrictions/checks).
   * Who (role) are the SEA staff involved in defining edit-check routines?
   * How does the SEA ensure edit check routines are consistent across different data collections and platforms?
   * Which SEA staff (roles) are available to assist data submitters in correction of edit check errors? How do data submitters access this support? How is availability of support communicated? How is the effectiveness of the support determined?
   * What materials (e.g., written instructions, demonstration videos) exist to help data submitters understand the edit checks? (See f. below.)

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 1: Initiation of New System/Enhancement and Requirements Analysis (continued)**

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**Indicator**

**Quality Indicator SD4:** The Part B data system should contain all of the Part B data elements needed to support the reporting of high-quality Part B data.

**Elements of Quality**

* + Guiding Questions in blue

1. The Part B data system has reports in place to assess data quality (e.g., error reports, outliers, missing data).
   * How are SEA staff involved in specifying data quality reports?
   * How do end users access the reports?
   * How does the SEA collect feedback about the usefulness of the reports from end users?
   * Which SEA staff (roles) are responsible for ensuring the reports stay current with any changes to data collection requirements?
   * What data quality reports are available for each of the Part B data collections?
   * Which SEA staff roles monitor the data quality reports and ensure that any data quality issues are addressed?
   * What types of users have access to the information regarding cause of the errors?
   * How does the SEA collect feedback from LEA users about functionality of data quality reports?
   * How does the SEA ensure that LEA data submitters understand error reports? How do LEA users access support (i.e., help desk) for error reports?
2. The Part B data system has controls in place so end users access data in a manner consistent with federal, state and local privacy requirements, including requiring strong passwords, limits on the length of access (e.g., session timeouts), use of different user types, and role-based permissions.
   * How does the SEA ensure staff responsible for the controls are adequately familiar with all privacy requirements (e.g., state privacy laws, IDEA, FERPA, HIPAA)?
   * How does the SEA ensure end users are familiar with the privacy/security requirements and compliance procedures in the context of the controls (e.g., leaving a laptop in the car)?
   * What automated messaging is available to inform users about the parameters of the use of the system based on privacy and security requirements?
   * How does the system specifically inform users about the parameters of the use of the system regarding privacy and security with automated messaging?
   * Does the Part B system keep access logs? How does the SEA ensure information contained in access logs is sufficient?
   * How does the Part B system restrict access to former employees no longer permitted access to the system? How does the SEA ensure this happens in a timely manner?
   * What controls are in place that permit users to access only data they are authorized to see? How does the SEA ensure that permission controls do not overly restrict users from accessing what they need?
   * How does the SEA verify that user access matches work responsibilities?
3. The Part B data system has embedded supports and training materials for end users

(e.g., mouse-over definitions, support documents, practice scenarios, practice site within the application, audiovisual tutorials).

* + What embedded supports and training materials exist for end users?
  + What procedures are in place to encourage end users to access the materials?
  + How does the SEA collect data about end users accessing the materials? How is this and other information used to evaluate usefulness of materials?
  + How do end users access support for questions on the embedded supports and training materials?
  + What mechanism is in place to ensure only the most up-to-date information is accessed by end users (e.g., version control)?
  + How do Part B staff provide input on embedded supports and materials?
  + What specific support and training materials are designed for and available to new users? How can new users provide feedback about the support and materials available?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 1: Initiation of New System/Enhancement and Requirements Analysis (continued)**

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**Indicator**

**Quality Indicator SD4:** The Part B data system should contain all of the Part B data elements needed to support the reporting of high-quality Part B data.

**Elements of Quality**

* + Guiding Questions in blue

1. The Part B data system, directly or through a related application, has reporting and analysis tools that provide end users, including state and local program staff, with easy access to the data in both raw form and reports.
   * How are SEA staff involved in the design of the reporting and analysis tools?
   * Who (role) trains end users on how to use the reporting and analysis tools?
   * What staff (roles) are available to support both report creation and content questions from end users (e.g., how do I make a report, what does “LRE” mean)?
   * What materials are available to help end users understand what the reports mean?
   * How do materials explain limitations of the data sets (e.g., timeliness when the data used for the report may be over a year old)?
   * What materials explain the interrelationships and potential differences between how ESEA and IDEA data are collected and reported? (For example, ESEA may report assessment data by school, IDEA may report assessment data by LEA only).
   * Which SEA staff (roles) are available to answer questions from stakeholders about the reporting and analysis tools?
2. For transactional systems (requiring continuous updating of data), the Part B data system provides automated functions that support program practices for end users, (e.g., date tickler or calendar reminders of critical dates).
   * How does the Part B program staff provide input into the design of automated functions to support programs and practices?
   * What is the process for providing follow-up when reminders are still outstanding? What staff (roles) are involved in the follow-up process?
   * Who (roles) has access to create automated functions or reminders (e.g., state staff reminder,

LEA reminder)?

1. The Part B data system has security measures that enable the state to comply with federal, state, and local privacy requirements, including those that address the following:

— Data back-up and recovery

* Data storage
* Data encryption

— Proper destruction of data

— Secure transmission of data

* What training is available for staff (roles) responsible for providing adequate training on controls in the data security protocols?
* How does the SEA provide end users with training to implement all the requirements? What ongoing training opportunities/requirements for users exist? How does the SEA evaluate the efficacy of user training?
* Which SEA/LEA staff (roles) are responsible for monitoring compliance on security measures?
* How does the SEA develop and update written agreements regarding storage, recovery, encryption, destruction, and transmission to address security concerns? What is the procedure for having these agreements and contracts reviewed by the SEA for legal and technical compliance?
* What procedures are in place to handle data breaches?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 1: Initiation of New System/Enhancement and Requirements Analysis (continued)**

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**Indicator**

**Quality Indicator SD4:** The Part B data system should contain all of the Part B data elements needed to support the reporting of high-quality Part B data.

**Elements of Quality**

* + Guiding Questions in blue

1. The Part B data system allows for selected modifications within the data system with little or no reliance on the IT team, such as adjusting user permissions and adding support documents.
   * How are Part B staff involved in specifying modifications?
   * What staff (roles) are authorized to make changes? How are staff trained to make these modifications?
   * How do program staff get support for making modifications to the system such as user permissions and adding support documents?
   * How are these changes documented? How are changes evaluated?
2. The Part B data system has the capacity to link various student-level data elements, including student assessment data.
   * Which student-level data elements are linked? Which database provides the capacity for linking the data elements?
   * How do SEA Part B staff provide feedback for prioritizing elements that should be linked?
   * What elements are available that are outside of the SEA (e.g., Department of Health, Department of Labor)?
   * What data sharing agreements are in place for linked data elements? What other agreements may be needed?
   * What is the process for linking new required elements or elements that are highlighted as priority by Part B staff?
   * For what programs are student-level data elements linked? How are these links used in reporting?
3. The Part B data system has the capacity to link student-level data elements with service provider/ teacher data elements.
   * Which student-level data elements are linked with service provider/teacher data elements? Which database provides the capacity for linking the data elements?
   * How are linkages made when students are in contact with multiple teachers (e.g., resource room, separate classroom, pull out services)?
   * How are Part B staff consulted on prioritizing what elements (both student and service provider/ teacher) should be linked?
   * What is the process for linking new required elements or elements that are highlighted as priority by Part B staff?
   * For what programs are student-level data elements linked with service provider/teacher data? How are these links used in reporting?
   * How does the personnel system ensure that their data are linkable to Part B data system (e.g., sharing personnel ID with Part B data system)?
4. The Part B data system has the capacity to link student-level data elements with program/school/ classroom data elements.
   * Which student-level data elements are linked with program/school/classroom data elements? Which database provides the capacity for linking the data elements?
   * How are linkages made when students are in contact with multiple programs or classrooms (e.g., resource room, separate classroom, pull out services)?
   * How are Part B staff consulted on prioritizing what elements should be linked?
   * What is the process for linking new required elements or elements that are highlighted as priority by Part B staff?
   * For what programs are student-level data elements linked? How are these links used in reporting?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 1: Initiation of New System/Enhancement and Requirements Analysis (continued)**

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**Indicator**

**Quality Indicator SD4:** The Part B data system should contain all of the Part B data elements needed to support the reporting of high-quality Part B data.

**Elements of Quality**

* + Guiding Questions in blue

1. The Part B data system has the capacity to link service provider/teacher data elements with program/ school/classroom data elements.
   * Which service provider/teacher and program/school/classroom data elements are linked with program/school/classroom data elements?
   * How are linkages made when teachers are in contact with multiple programs, schools, or classrooms (e.g., teacher with general and special education responsibilities)?
   * Are Part B staff consulted on prioritizing what elements should be linked?
   * What is the process for linking new required elements or elements that are highlighted as priority by Part B staff?
   * For what programs are service provider/teacher data elements linked with program/school/ classroom data? How are these links used in reporting?
2. The Part B data system has the capacity to link family survey data with other student-level data, including student outcomes, if appropriate.
   * What student-level data elements link family survey data?
   * Are Part B staff consulted on prioritizing what elements should be linked?
   * What is the process for linking new required elements or elements that are highlighted as priority by Part B staff?
   * For what programs are student-level data elements linked with family survey data? How are these links used in reporting?
3. For transactional systems, the Part B data system is able to track entries/changes to data in the database made by end users and the user who made them.
   * Which entries into the Part B data system are tracked?
   * Which users are tracked in the Part B data system?
   * How are Part B staff consulted on prioritizing what changes and/or users should be tracked?
4. The Part B data system has interoperability that allows for linking Part B data to other statewide longitudinal and early childhood data systems.
   * What data collections are not interoperable or cannot be linked to Part B data or other statewide longitudinal and early childhood data systems (e.g., parent involvement survey)?
   * What data sharing agreements are in place to support interoperability across functional departments within the SEA and across other state agencies?
   * Which SEA staff (roles) are responsible for ensuring that data system changes outside of the SEA are accounted for on an ongoing basis (data governance)?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 2: IT System Design and Development**

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**Indicator**

**Quality Indicator SD5:** Part B state staff work with the IT team to translate the Part B data system requirements analysis into the design for the new data systems/enhancements.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or representatives work with the IT team as decisions are made about technical architecture (e.g., hardware and software, naming conventions, importing legacy data) and provide clarification as necessary.
   * Which SEA staff (roles) can translate the decision points about the technical architecture into language understood by program staff?
   * Which program staff (roles) can clarify business requirements for the IT team as they determine a technical solution?
   * How is the capacity of a program staff being developed to understand the requirements? How is the capacity for IT staff being developed to understand business requirements?
   * What resources support collaboration between Part B program staff and IT team (e.g., documentation; staff member, such as business analyst)?
2. Part B state staff work with the IT team to review, refine, and approve mock-ups of modules, reports, and other functions.
   * How does the SEA ensure mutual understanding between IT and program staff about the requirements for modules, reports, and other functions?
   * How do departments work together to have the right staff available for meetings and collaboration to meet project needs?
   * How does the SEA manage the enhancement process (i.e., change control board, designated staff/ entity)? How does information flow to the Part B staff?
   * What resources support collaboration between program staff and IT team (e.g., documentation; staff member, such as business analyst)?
   * Which staff (role) can translate these technical requirements into language understood by program staff?
   * How has capacity of program staff been developed to understand the requirements?
3. Part B state staff work with the IT team on the ongoing development of the data dictionary.
   * How does the SEA ensure staff from both the IT side and the program side are available to guarantee mutual understanding of how requirements are expressed in the language of the Part B program?
   * How does the SEA manage the enhancement process for the data dictionary (i.e., change control board, designated staff/entity)? How does information flow to the Part B staff?
   * What standardized language and documentation within the IT project management system/business requirements analysis system ensures technical requirements of the data dictionary are met?
   * Which staff (roles) can translate the data dictionary technical requirements into language understood by program staff?
   * How has the capacity of Part B staff been developed to understand the requirements?
   * How frequently does the SEA review the data dictionary? Does the review happen periodically or as needed?
   * What is the evidence that SEA Part B staff are involved in the process (e.g., regularly scheduled meetings, clearly articulated involvement in development plan)?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 2: IT System Design and Development (continued)**

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**Indicator**

**Quality Indicator SD6:** Part B state staff work with the IT team as they build and test the new Part B data systems/enhancements.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff are actively involved with the IT team in refining the Part B data system requirements during system construction, with consideration of the scope.
   * How are Part B state staff involved with the IT team in refining data system requirements during construction with considerations of the scope? Is there a structured process? Is this process replicated?
   * What processes or procedures are in place to control and document requirement changes during the development process?
   * How does the Part B data staff authorize and approve IT team construction of the Part B data system? (e.g., Part B staff are involved in refining components as they are built, or involved only once a larger group of requirements has been built.)
   * Who (role) provides authorizations for changes in requirements?
   * How are end-users and other stakeholders involved in refining the Part B data system requirements during construction?
2. Part B state staff (and to the extent appropriate, district staff) test modules as they are developed until they function as intended.
   * Which Part B state staff test modules?
   * What pre-written protocols exist for testing modules for performance? Which staff (roles) are involved in developing testing protocols?
   * How is testing documented and communicated to IT staff?
   * Once modules have been tested, who (role) authorizes that the module has functioned as intended?
3. Part B state staff communicate with the IT team to ensure adequate system performance based on anticipated system peak usage.
   * How do Part B state staff determine adequate system performance during peak periods?
   * How does SEA staff estimate the number of different user types using the Part B data system over time? How does the SEA staff estimate the frequency and duration of users in the Part B data system?
   * How do Part B staff work with the IT team to determine the load applied per user of the system? How does the SEA staff estimate the number of each user type?
   * Does the IT staff inform the Part B state staff about the adequacy of load testing?
   * How do Part B state staff work with the IT team to understand connectivity and access limitations, especially in outlying sites?
4. Part B state staff or representatives require technical documentation, including instructions for system deployment and maintenance.
   * Who (role) develops technical documentation, such as instructions for deployment and maintenance?
   * Who (role) is responsible for updating technical documentation over time, as the system changes require?
   * Where is the technical documentation stored? Who (role) has access to the technical documentation?
   * How are system managers trained to access and use technical documentation to ensure the quality and integrity of the data system?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 3: IT System Acceptance and Deployment**

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**Indicator**

**Quality Indicator SD7:** Part B state staff prepare for, communicate about, and conduct system acceptance testing to ensure the new Part B data systems/enhancements function properly before deployment.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff select representative end users (e.g., based on user types such as district staff, permissions) for acceptance testing.
   * How does the Part B state staff select representative end users for acceptance testing?
   * How does the Part B state staff ensure that acceptance testers include staff representative of a population with varying technology-use capacity?
   * How does the SEA communicate with the acceptance testing group?
2. Part B state staff collaborate with the IT team to create the acceptance testing plan, including a schedule and expected testing environment.
   * In what ways do the SEA Part B staff help create an acceptance testing plan?
   * How does the IT team respond to specific needs of the testing group to ensure a successful acceptance test?
   * How do IT and SEA Part B staff collaborate to ensure timely access to the system to meet testing group needs?
   * How do IT and SEA Part B staff ensure that the testing schedule is adequate?
   * How do SEA Part B staff work with IT to ensure that the testing group has sufficient sample data to conduct a proper test?
3. Part B state staff prepare materials (e.g., test data, sample cases) and feedback mechanisms for acceptance testing.
   * What materials exist for acceptance testing?
   * What are the feedback mechanisms to report the results of the acceptance testing?
   * How is acceptance testing materials standardized for quality control?
   * Which SEA staff (roles) review feedback from acceptance testing? What is the standardized protocol for review of feedback?
4. Part B state staff work with the IT team to ensure that legacy and new data are processed together as specified in the systems requirement analysis (e.g., test associated system utilities and processes for accuracy and fidelity).
   * How do SEA Part B staff plan with the IT team to ensure that legacy data are integrated into system requirements?
   * How do SEA Part B staff validate the integration of legacy data into the data system?
   * How does system documentation address legacy data so that future data system modifications preserve the integrity of legacy data?
   * How do data notes distinguish legacy data from new data where necessary in reports?
5. Part B state staff conduct acceptance testing, process user feedback, and communicate findings to the IT team.
   * What processes are in place to analyze acceptance testing data and user feedback?
   * In what way is the acceptance testing process documented?
   * What are mechanisms for communicating acceptance training findings to the IT team?
   * What is the authorization or approval process for the analysis of acceptance testing data and user feedback?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 3: IT System Acceptance and Deployment (continued)**

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**Indicator**

**Quality Indicator SD7:** Part B state staff prepare for, communicate about, and conduct system acceptance testing to ensure the new Part B data systems/enhancements function properly before deployment.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff work with the IT team and/or project management team to adjust plans as needed.
   * How do SEA Part B staff adjust project plans as needed?
   * What role do budget constraints play in prioritizing user feedback and acceptance testing data?
   * How do the SEA Part B staff and IT staff manage project scope when considering user feedback and acceptance testing data?
   * How do SEA Part B staff and IT staff prioritize feedback from various users and role-groups to adjust the design and implementation of the data system? What role does project management play in this process?
   * Who (role) approves of plan adjustments? By what process?
2. Part B state staff repeat system acceptance testing as necessary until the system functions properly.
   * How does the test plan address repetition of the acceptance testing?
   * What evidence is there that the acceptance testing processes are being adhered to (e.g., completed test scripts, issue logs, etc.)?
   * How many rounds of acceptance testing are typical? How often does acceptance testing proceed beyond two rounds of tests?
   * How does the SEA Part B staff select testing users in subsequent rounds of testing (i.e., same staff; different staff, same user groups; different staff, different user groups)?
   * How are IT staff making changes between rounds of acceptance testing? How does the SEA ensure that changes to the system preserve the original integrity of the system?
   * How does SEA Part B staff decide when acceptance testing is complete? How does the SEA validate that the system requirements and design still align at the end of testing?

**Indicator**

**Quality Indicator SD8:** Part B state staff participate in creating, reviewing, and revising materials to support the implementation of the new Part B data systems/enhancements.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff ensure a data dictionary is reviewed and revised as necessary to ensure that data resources are current and relevant.
   * How often do SEA staff schedule and conduct periodic reviews of the data dictionary (e.g., semi- annually, annually)?
   * Who (role) is the deciding authority on data dictionary changes?
   * Which other SEA staff (roles) do Part B staff work with (e.g., data governance committee, IT/ database administrators, Part B program managers, or directors) to periodically review and revise the data dictionary?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 3: IT System Acceptance and Deployment (continued)**

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**Indicator**

**Quality Indicator SD8:** Part B state staff participate in creating, reviewing, and revising materials to support the implementation of the new Part B data systems/enhancements.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff participate in creating and updating system materials (e.g., user manuals, online tutorials, webinars) as necessary and make available online and hard copy training resources for all end users.
   * How often does the SEA schedule and conduct periodic reviews of system materials (e.g., semi- annually, annually)?
   * Which other SEA staff (roles) do Part B staff work with (e.g., data governance committee, IT/ database administrators, Part B program managers or directors) to periodically review and revise existing system materials?
   * Which other SEA staff (roles) do Part B staff work with (e.g., data governance committee, IT/database administrators, Part B program managers or directors) to periodically develop new system materials?
   * What is the process for posting new and revised system materials online?
   * What barriers, if any, prevent Part B state staff from posting new and revised system materials made available online?
   * Where are new and revised system materials posted online? How are audiences notified?
   * Besides posting online, what other methods are used to distribute new and/or revised system materials to all end users?
   * Does the SEA have training resources that are distributed in hard copy? How do end users access hard copy training resources? Will these materials be available online in the future?
   * How do end users access online training resources?
2. Part B state staff ensure changes to the materials are communicated to help desk support.
   * Who (role) is responsible for communicating with help desk staff about new and revised system materials?
   * Describe the process for communicating with help desk staff about new and revised system materials.
3. Part B state staff revise updated materials based on acceptance testers’ review and feedback.
   * Who (role) conducts acceptance testing when changes are made to the data system?
   * How is the feedback collected from acceptance testers incorporated into new or revised system materials?

**Indicator**

**Quality Indicator SD9:** Part B state staff communicate and work with the IT team to deploy the new Part B data systems/enhancements.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff collaborate with the IT team to create a deployment plan, including guidelines for transition to the new data systems/enhancements, schedules, and roles and responsibilities.
   * Who (roles) will participate in the development of the deployment plan?
   * How often do Part B staff and IT team meet while implementing the deployment plan?
   * How does the team address issues that threaten the deployment schedule?
   * To whom (role) does the team escalate issues regarding data system transition, deployment schedule, and roles and responsibilities?
   * How does the deployment plan address details about authorization for the deployment?
2. Part B state staff communicate the deployment plan to all necessary parties, including state and local staff.
   * What modes of communication are used to communicate the deployment plan to SEA and LEA staff?
   * Where are the deployment plan documents stored? Can the deployment plan documents be readily accessed by the parties who must use them?
   * Who (role) addresses questions from SEA and LEA staff about the deployment plan?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 3: IT System Acceptance and Deployment (continued)**

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**Indicator**

**Quality Indicator SD9:** Part B state staff communicate and work with the IT team to deploy the new Part B data systems/enhancements.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or authorized representatives ensure support for the new data systems/ enhancements (e.g., training; release notes; and resources such as a help desk, online training modules, and support materials) is provided to all end users, which will help state and local staff understand the data elements and attributes and the logical relationship among the data elements.
   * Who (role) leads the work to ensure support is provided to all end users?
   * What is the process for ensuring that support is provided to all end users?
   * What types of support are available? How are end user support needs evaluated? What is the process to create new types of support when needed?
   * Which SEA staff (roles) or authorized representatives are assigned to help SEA and LEA staff understand the data elements, their attributes, and the relationship(s) among data elements and to address questions from SEA and LEA staff?
2. Part B state staff or representatives confirm that contingency plans exist for handling problems during and after deployment of the new Part B data systems/enhancements.
   * How are deployment problems anticipated?
   * What are the contingency plans for handling deployment problems?
   * How are contingency plans communicated to SEA and LEA staff?
3. Part B state staff coordinate with the IT team to release the new Part B data systems/enhancements.
   * Who (role) oversees the release process?
   * What is the process for rolling out the release of the new data system/enhancement (e.g., all LEAs receive simultaneously, phased in across groups of LEAs over time)?
   * How does the SEA Part B staff and IT team determine that the release has been successfully completed?
4. Part B state staff coordinate with the IT team to transition the responsibility for the new Part B data systems/enhancements to the state agency according to the deployment plan.
   * If the responsibility for the new Part B data system/enhancement is transferred to the SEA, how is this transfer managed?
   * Who (role) is responsible for determining whether the transfer to the state agency has been successfully completed?
   * What is the plan for future enhancements? Who (role) is responsible for regular operation, maintenance, and enhancements?
5. For new systems only: Part B state staff coordinate with the IT team on the retirement of the legacy system, including the decision to run the two systems in parallel.
   * Who (role) determines if or when the legacy system will be fully retired? What target dates or parameters have been established as guidelines?
   * Will the legacy system be operated in parallel with the new system? If so, for how long? Under what conditions will the legacy system be closed down?
   * If multiple years of data from the legacy system have not been migrated into the new system, how long will end users be provided “view-only” access to the legacy system (e.g., months, years, in perpetuity)?
   * If multiple years of data from the legacy system have not been migrated into the new system, how will end users access the historical data from the legacy system after the legacy has been fully retired?
   * How are legacy data distinguished from current system data in data notes for data reporting, if necessary?

**Quality Indicator DU2:** Part B state staff or authorized

representatives conduct data analysis activities and implement procedures to ensure the integrity of the data.

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**Quality Indicator DU5:** Part B state staff use data to

inform decisions, and provide support to local staff to do the same.

**Quality Indicator DU6:** Part B state staff or authorized representatives support the use of data at the state and local levels.

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***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Da****ta Use**

Part B data have many uses, including required reporting at federal, state, and local levels. Data use should be informed by protocols for ensuring quality data are available for analysis and reporting. Further, data use can be facilitated by the development of data explanation materials and resources that facilitate understanding data and reported analyses.

The Data Use component addresses strategies and procedures for using data that are contained in a Part B data system. As such, this component presents indicators that target who has access to Part B data, how data are screened for quality and prepared for analysis, and potential data products or uses. Data products are defined as all types of materials containing data, such as data tables, presentations, and reports. There are seven indicators in three sections.

**Section 1: Planning for Data Use:** The first section

of Data Use advises states to create plans for who will receive a data product and the types of data products that might be available.

* **Quality Indicator DU1:** Part B state staff plan for data analysis, product development, and dissemination to address the needs of the state agency and other users.

**Section 2: Analyzing and Disseminating for Data Use:** Indicators within the second section touch on protocols for ensuring (a) quality data are available for analyses; (b) standard analyses are conducted; and (c) secure data products are made available to a variety of users.

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**Quality Indicator DU3:** Part B state staff or authorized

representatives prepare data products that promote understanding of the data and inform decision-making.

**Quality Indicator DU4:** Part B state staff disseminate data products to users to meet their needs.

**Section 3: Using Data and Promoting Capacity for Data Use:** The final section in this component addresses how data are used and the supports states might make available to facilitate data use.

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***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Part B Indicators and Elements of Quality**

**Section 1: Planning for Data Use**

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**Indicator**

**Quality Indicator DU1:** Part B state staff plan for data analysis, product development, and dissemination to address the needs of the state agency and other users.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff develop recommendations for state and local staff for effective data use.
   * What type of written guidance (e.g., checklist, FAQs, template, facilitator guide) exists at the SEA level regarding using data?
   * What type of written guidance (e.g., checklist, FAQs, template, facilitator guide) exists at the LEA level regarding using data?
   * How are SEA and LEA recommendations aligned to support achievement of program outcomes?
2. Part B state staff identify potential data users and periodically gather information about their specific data needs.
   * How does the SEA collect and use the information about data users according to role groups (e.g., leadership teams, learning communities) to inform how to better support all users?
   * What type of guidance exists to support different data use role groups?
3. Part B state staff consider accountability and program improvement questions that drive data analysis and data use when creating documents, creating data products, requesting resources, and creating timelines.
   * How does the guidance support the SEA and LEAs to meet data requirements and work toward program improvement?
   * How does the SEA support LEAs in collecting both implementation (fidelity) and outcome data?
   * How does the SEA support LEAs in designing and conducting program evaluation? What is the communication channel for LEAs to request such assistance?
4. Part B state staff have a process to prioritize data requests, both for data that are readily available and regularly queried and for data that require additional staff time to query, and to provide guidance (as appropriate) in a timely fashion.
   * What mechanism (e.g., data support team) exists to respond to requests for assistance?
   * What is the process for triaging and responding to requests?
   * What types of guidance (e.g., decision trees) exist to inform responses?
   * How do the requests received inform the SEA in the revision of universal guidance?
5. Part B state staff plan for dissemination that focuses on products, methods, and timelines tailored to specific stakeholder groups.
   * What tools and resources are included in the overall distribution plan? How are tools and resources customized?
   * Which audiences are targeted to receive the products (e.g., checklists, templates, protocols)?
   * How does the SEA involve LEAs in developing the dissemination plan?
   * How does the SEA involve other offices, departments, and divisions in the delivery planning?
   * How does the SEA ensure product accessibility for a wide variety of audience needs (e.g., SEA staff, LEA staff, school-level users, blind/visually impaired, deaf/hard of hearing)?
   * How do the products accommodate adult learning principles?
   * What is the SEA approval process before products are released publicly?

**IDEA Data Center Part B Data System Framework with Guiding Questions**

**Section 1: Planning for Data Use (continued)**

**Section 2: Analyzing and Disseminating for Data Use**

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**Indicator**

**Quality Indicator DU2:** Part B state staff or authorized representatives conduct data analysis activities and implement procedures to ensure the integrity of the data.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or authorized representatives implement agreed-upon or documented procedures to analyze data to address accountability and program improvement needs, including providing timely information for federal and state reporting requirements.
   * What roles are represented in the procedures for data analysis?
   * What procedures address collecting, verifying, analyzing, and reporting data?
   * What are the documented timelines for federal reporting? For SEA reporting?
   * How are SEA staff prepared to meet the timelines for reporting?
   * How are data analyzed to inform improvements (e.g., number of teachers participating in professional development)?
   * How do procedures ensure that data collected are appropriate to use for program improvement?
   * Who (role) confirms that procedures are implemented with integrity?
2. Part B state staff prioritize and respond to various types of data requests, including requests for data that are readily available and regularly queried, data that require additional staff time to query, and data exports (as appropriate) for external users.
   * How does SEA staff prioritize data requests?
   * What is the process for routing data requests that range in complexity or required resources?
   * What guidance (e.g., Excel formula, documentation of a data element, FAQ) exists for responding to routine requests?
   * How does the SEA staff coordinate with internal or external developers to address exporting data and filtering data for privacy?
   * What are SEA processes for protecting PII when sharing data with those who have requested them?

**Indicator**

**Quality Indicator DU1:** Part B state staff plan for data analysis, product development, and dissemination to address the needs of the state agency and other users.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff periodically review and revise plans for data analysis, product development, and dissemination as necessary, ensuring procedures are in place for making high-quality data available for analysis.
   * What group exists to review and update plans, products, and distribution procedures?
   * What is the process for continuous improvement so that plans, products, and dissemination strategies are regularly updated? What data sources inform the changes?
   * Who (role) is involved in the process? How does the SEA involve other offices, departments, or divisions?
   * What is the process for translation of federal (e.g., OSEP) guidance to stakeholder language regarding requirements that may affect LEA performance or benchmarks?
2. Part B state staff have a process for soliciting stakeholder review of and feedback on the state data use plan.
   * Who (role) are the internal and external stakeholders involved in the development, review, and refinement of the data use plan?
   * How are the stakeholders involved in the process? Is there a formal process (e.g., purpose of review is communicated, tool exists to guide and document the review) for seeking feedback? If so, what is the process?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 2: Analyzing and Disseminating for Data Use (continued)**

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**Indicator**

**Quality Indicator DU2:** Part B state staff or authorized representatives conduct data analysis activities and implement procedures to ensure the integrity of the data.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or authorized representatives develop documentation of the specifications (e.g., data elements, restrictions related to data elements, querying parameters, report criteria) to answer routine questions and update it as needed.
   * What type of documentation exists to guide staff in responding to routine questions?
   * What are the routine questions? Who (role) compiles the questions?
   * What is the process for reviewing and revising the documentation? How often?
   * What questions are not easily addressed by existing documentation?
   * How does the SEA keep staff apprised of the ongoing updates?
2. Part B state staff or authorized representatives implement agreed-upon or documented procedures to ensure that data, as queried and reported, are accurate and include, when appropriate, checks with the authoritative or original source of the data.
   * How are staff trained in procedures to ensure they are being implemented appropriately?
   * What is the oversight for quality control?
   * Who (roles) are the staff designated to access the PII or provide comparison of data use files to the original data source?
   * How are staff authorized to access the original data source prepared to carry out the checks or respond to questions?
3. Part B state staff or authorized representatives implement agreed-upon or documented procedures to ensure privacy and the protection of personally identifiable information when data are queried and reported.
   * What training and oversight is in place to ensure the protection of PII?
   * How is privacy, protection, and PII addressed in the documentation?
   * How often are sections updated to reflect changes in policy?
   * What procedures are in place to respond to data security breaches?

**Indicator**

**Quality Indicator DU3:** Part B state staff or authorized representatives prepare data products that promote understanding of the data and inform decision-making.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or authorized representatives prepare a variety of data products.
   * What products are available?
   * How does the SEA decide which products are needed?
   * Who (role) provides input on product need?
   * Who (role) provides feedback on clarity and helpfulness of product?
   * How are the data products made available to internal and external stakeholders?
   * What formats are available to support understanding of data?
2. Part B state staff or authorized representatives include documentation or information in data products as needed for citing data, accurate interpretation, use of the information (e.g., querying parameters, changes to data elements or collection protocols), and whom to contact for more information about the data product or data.
   * What supports are in place to ensure that data are cited accurately?
   * How do users know who to contact with questions?
   * What guidance exists regarding the proper use of data? How is it communicated?
   * Who (role) is responsible for communicating the intended purpose of the data to internal and external stakeholders?
   * What is the protocol for responding to misuse of data?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 2: Analyzing and Disseminating for Data Use (continued)**

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**Indicator**

**Quality Indicator DU3:** Part B state staff or authorized representatives prepare data products that promote understanding of the data and inform decision-making.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or authorized representatives ensure that personally identifiable information is protected in all data products in accordance with federal and state requirements.
   * What data suppression protections are in place to ensure that PII is protected?
   * What organizational resources or assets (e.g., hardware and software) exist to ensure protection of information?
   * What training and certification (e.g., Institutional Review Board) exists to authorize data users?
   * What is the frequency for training and certification renewal?
2. Part B state staff or authorized representatives use a variety of approaches (e.g., videos, webinars) and displays (e.g., tables, infographics) to enhance end users’ understanding of the data.
   * What methods does the SEA use to communicate to a variety of audiences?
   * What assurances exist that all products are 508 compliant?
   * Who (role) reviews and approves communications?
3. Part B state staff or their authorized representatives evaluate data products (e.g., quality, use of products) and use the results to plan or revise products.
   * What are the expectations for the periodic review of data products?
   * What standards are used to guide the review of data products?
   * What internal and external stakeholders/users are involved in the review?
   * How is the effectiveness of data products evaluated?
   * How is the usage of data products evaluated?
4. Part B state staff or authorized representatives make training and technical assistance available to state and local staff on personally identifiable information and related federal and state requirements.
   * What types of training and support are available to LEA users to protect PII?
   * How does training and TA prepare SEA and LEA staff to respond to disclosure of PII?
   * What is the ongoing support available to LEA users? How do they access it?

**Indicator**

**Quality Indicator DU4:** Part B state staff disseminate data products to users to meet their needs.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff use a variety of methods (e.g., dashboards, issue briefs, websites) to disseminate data products.
   * What methods does the SEA use to ensure data products are accessible to a wide range of users?
   * How do users and stakeholders (both internal and external) provide feedback about the methods the SEA is currently using and/or considering?
2. Part B state staff’s dissemination of data products includes sufficient information to interpret and use the data appropriately.
   * How does the SEA ensure that products are designed to promote understanding of data analysis and interpretation among a variety of users?
   * What content (e.g., Annual Performance Report) is routinely distributed?
   * How are tools and resources evaluated and improved? Which products provide access to data collection documentation?
3. Part B state staff’s dissemination procedures include providing data sources the opportunity to verify the accuracy of the data prior to release of data products to the general public, as appropriate.
   * How does the SEA verify data with the original source (e.g., LEA) before making it available publicly?
   * What resources provide guidance on verifying data?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 2: Analyzing and Disseminating for Data Use (continued)**

**Section 3: Using Data and Promoting Capacity for Data Use**

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**Indicator**

**Quality Indicator DU5:** Part B state staff use data to inform decisions and provide support to local staff to do the same.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff conduct subgroup analysis (e.g., geographic locality, race/ethnicity, disability type, age, gender, or other criteria) as appropriate when interpreting the data.
   * How does the SEA define its subgroups? What stakeholders are involved in making decisions?
   * What subgroup data does the SEA typically analyze? Why?
   * Under what circumstances does the SEA disaggregate and analyze data for additional subgroups?
   * How are subgroup analyses used when interpreting data and preparing reports or products?
   * How does the SEA use subgroup analysis to respond to OSEP requirements or requests for information?
   * What patterns or trends has the SEA identified based on subgroup analysis?
   * What data does the SEA routinely review? What documentation exists to detail the location of the data and the format in which it is needed for analysis and interpretation?
   * Who (role) is responsible for analyzing the data?
2. Part B state staff systematically review the findings of data analyses, interpret the findings, and make decisions based on the data.
   * What protocols or plans are established for reviewing and interpreting findings of data analyses? What stakeholders were involved in creating these protocols or plans?
   * For which audiences are data analyses conducted? Why? (audiences can be state-level stakeholders or interest groups as well as LEA stakeholders and groups; both internal and external groups.)
   * How are analyses linked to decision-making? Who (role) is involved in making decisions? What types of decisions (e.g., personnel allocations, support, and TA) are linked to data analyses?
   * How are disputes or disagreements regarding findings or interpretation handled?
   * How often are data analyzed and reviewed? To what extent does the SEA have sufficient capacity to conduct meaningful analyses?
   * What is the oversight or approval process to ensure high quality analyses? Who (role) is involved in verifying or certifying findings?
   * What roles are involved in managing and analyzing data? Who (role) is responsible for interpreting the findings? How are these staff trained and managed?
   * How are the steps for managing and analyzing data recorded, for institutional knowledge and

back-up? How are changes over time (e.g., in variables, variable definitions, coding) accommodated and tracked?

* + What types of problem-solving processes and/or decision-making protocols does the SEA use to support interpretation and decision-making?

**Indicator**

**Quality Indicator DU4:** Part B state staff disseminate data products to users to meet their needs.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff periodically evaluate the effectiveness of the dissemination strategies and revise as necessary.
   * How does the SEA evaluate its distribution strategies and products to LEAs and other stakeholders?
   * How often does the SEA review and update strategies and products?
   * What internal and external stakeholders/users are involved in evaluation of strategies and products?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 3: Using Data and Promoting Capacity for Data Use (continued)**

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**Indicator**

**Quality Indicator DU5:** Part B state staff use data to inform decisions and provide support to local staff to do the same.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B local staff systematically review the findings of data analyses, interpret the findings, and make decisions based on the data.
   * What data does the LEA routinely review? What documentation exists to detail the location of the data and the format in which it is needed for analysis and interpretation?
   * Which LEA staff (role) are responsible for data:

— Management (e.g., cleaning data, screening for outliers and missing data)?

— Compilation (e.g., coding or recoding data, creating composite variables)?

* + - Analysis?
    - Interpretation?
  + How does the SEA support these LEA staff (e.g., training, individual technical assistance, written guidance, etc.)?
  + How does the SEA support LEA staff in conducting different analyses of data? In interpreting the findings?
  + How does the SEA support LEA staff in tracking the steps used to manage and analyze data? To what extent does the SEA provide training, TA, etc., for LEA staff on the importance of maintaining a record of the steps followed in completing analyses?
  + To what extent does the SEA support LEA staff and stakeholders in using findings to inform decision-making?
  + What types of problem-solving processes and/or decision-making protocols does the LEA use to support interpretation and decision-making?

1. Part B state staff evaluate data use at the state and local levels to support accountability, program improvement, and program operations.
   * How do SEA Part B staff communicate to other SEA and LEA staff about the reports or findings it needs to review? What methods (e.g., email, hard copy, shared database) are used to share SEA and LEA reports or findings with the SEA staff?
   * How do SEA Part B staff review data use practices and products to inform accountability efforts and improvements to the program and operations? How often does the SEA review practices and products?
   * How do SEA Part B staff conduct a review of data practices and products (e.g., protocol, plan)?
   * How do SEA Part B staff determine the quality of data use practices across the state?
   * How do SEA Part B staff work to understand data use across the state?
   * How does the SEA support LEA staff use of fidelity and outcome data, problem-solving processes, and/or decision-making protocols?
   * How do SEA staff know what data LEAs are routinely using for decision-making?
2. Part B state staff provide data and technical assistance to local staff to help them systematically review the data analyses for findings, interpret the findings, and make decisions based on

the findings.

* + What supports do SEA staff provide to LEA staff for data analyses, interpretation, and decision- making (including overall and subgroup analyses)?
  + How does the SEA help LEA staff interpret the results of state-level analyses?
  + How does the SEA support LEAs in helping LEA stakeholders understand the analyses and interpretation of data (including overall and subgroup analyses)?
  + How is technical assistance provided (e.g., online training, in person training, individualized TA, written guidance or protocol documents, peer support, or coaching)?
  + What training, technical assistance, and coaching support does the SEA provide for problem- solving processes and decision-making protocols?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 3: Using Data and Promoting Capacity for Data Use (continued)**

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**Indicator**

**Quality Indicator DU6:** Part B state staff or authorized representatives support the use of data at the state and local levels.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or authorized representatives provide multiple resources and tools (e.g., help desk, analytic and querying tools, Web portal) for a variety of state- and local-level data users to facilitate access to data and support data use.
   * How do Part B staff identify data users and their roles? How are the data users’ levels of data fluency and confidence and needs for support determined?
   * What resources and tools are in place to help internal SEA staff and LEA staff manage, compile, analyze, and use data?
   * How does the SEA choose resources, tools, topics, etc.? Who (roles) decides what resources and tools to develop and make available? What opportunities do system users at all levels have to provide feedback about current tools and new supports needed?
   * How do the resources and tools facilitate the management, compilation, analysis, and use of data by staff with varying levels of confidence and experience?
   * How are resources and tools reviewed, evaluated, and refined? How often?
2. Part B state staff or authorized representatives assess professional development needs of state and local staff related to data use.
   * How does the SEA Part B staff determine the level and scope of professional development (PD) needed by other internal and LEA staff? What tools are used to determine PD needs (self-report, objective assessment of user skills or capacity, proficiency exercises, etc.)?
   * How does PD cover collection, validation, reporting, analysis, interpretation, and decision-making?
   * How frequently are PD needs assessed?
   * What trends in PD needs have been observed over time? What patterns exist when examining needs by size of district, location, etc.?
   * How is PD provided to meet the staff turnover challenge?
   * What PD needs are anticipated for the future, for SEA and LEA staff? Why?
   * Who (roles) plans, develops, delivers, and evaluates PD materials and resources?
   * How does the SEA evaluate the PD provided?
3. Part B state staff or authorized representatives provide for professional development that supports state and local users’ skills and competencies to understand, interpret, and use data effectively.
   * How does the SEA provide PD?
   * How does the SEA make PD available for SEA and LEA staff?
   * What levels and scope of PD is provided by Part B SEA staff to other internal staff? LEA staff?
   * How do SEA and LEA staff make requests for additional assistance, in the event PD activities do not fully meet their needs?
   * How are staff encouraged to participate in and complete PD activities?
   * What barriers and challenges exist for providing PD?
   * How does the SEA evaluate the PD provided? How is the evaluation data used for decision-making?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 3: Using Data and Promoting Capacity for Data Use (continued)**

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**Indicator**

**Quality Indicator DU6:** Part B state staff or authorized representatives support the use of data at the state and local levels.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state administrators, authorized representatives, or designees provide professional development activities using a variety of methods (e.g., workshops, user groups) for state- and local- level data users to improve skills and competencies.
   * How is PD provided? How frequently? Where?
   * What is the length of time needed to accomplish PD goals determined?
   * How does the SEA determine the method of delivery of PD for each identified activity?
   * How do PD activities accommodate different learning needs or preferences?
   * How does the SEA evaluate the PD provided?
   * How is it determined if individual needs are being met? What, if any, accommodations are made if PD fails to meet users’ needs?
   * What other methods or techniques is the SEA exploring? What considerations are critical for making the final decision?
   * What barriers and challenges exist for expanding methods used to provide PD?
   * How does the SEA evaluate changes in participants’ skills and competencies as a result of professional learning?
   * What guidelines are in place for monitoring PD provided by external vendors?
2. Part B state staff or authorized representatives evaluate the effectiveness of professional development activities to enhance state and local capacity for data use and revise as necessary.
   * What PD evaluation methods does the SEA use (e.g., pre/post-test, observation checklists, improved data validation processes)? How does the SEA know the PD is effective at improving staff skills and competencies (e.g., users report on their knowledge or skills improvement, proficiency exercises used to ensure growth in skills or competencies)? How do management team members or supervisors inform this conversation?
   * Describe the follow-up support provided to assist staff to put new learning into action (e.g., coaching, modeling, PLCs, written guidance).
   * What happens if PD is not effective at improving staff skills and competencies?
   * How is PD updated for new information or requirements? How is PD updated or refined to ensure its effectiveness?
   * What options exist to support staff who seek out or desire training or PD from outside the SEA system?
   * How does the SEA know that PD is facilitating higher quality data, analyses, findings, and decision-making?
   * What subgroup analyses does the SEA perform to identify trends or patterns in the effectiveness of PD activities?
   * How do SEA staff provide feedback to participants about their progress?
   * How does the SEA use PD evaluation data to change PD provision (e.g., change in delivery method, change in follow-up support)?

* **Quality Indicator SU2:** Part B state staff generate political and fiscal support to maintain and enhance the implementation of the state’s Part B data system.



***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Sustainability**

It is reasonable to expect Part B data elements, definitions, sources, etc., to shift over time. Thus, this component ad- dresses the sustainability of the Part B data system—an assessment of the fiscal and tangible resources that must be available to shift the framework and data system(s). More specifically, this component targets the actors and strategies that may be helpful to ensure the system and its associated components remain relevant, useful, and of high quality.

* **Quality Indicator SU1:** Part B state staff use a systematic process that includes stakeholder input to sustain and enhance the state’s Part B data system.

**Part B Indicators and Elements of Quality**

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**Indicator**

**Quality Indicator SU1:** Part B state staff use a systematic process that includes stakeholder input to sustain and enhance the state’s Part B data system.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff identify criteria that indicate the state’s Part B data system is meeting the needs of various types of stakeholders.
   * Who (roles) are the identified internal and external stakeholders of the Part B data system?
   * How does the SEA ensure stakeholders representing diverse groups are represented?
   * How are internal and external stakeholder needs identified?
   * What criteria are used to determine that stakeholder needs are being met?
2. Part B state staff or authorized representatives collect and analyze data on the identified criteria.
   * What information is needed to analyze whether or not the needs are being met?
   * Who (role) gathers the information and how?
   * Who (role) analyzes the information?
3. Part B state staff use results of the analysis to identify needed improvements to and supports for the state’s Part B data system (e.g., improved professional development for data use, improved access to data analysts).
   * What process does the SEA use to identify needed improvements?
   * Who (role) is involved in identifying the improvements and supports needed?
   * What resources (e.g., people, fiscal, materials) are needed to make improvements and provide supports?
   * How does the SEA prioritize and allocate resources for making needed improvements?
4. Part B state staff verify that potential improvements align with the purpose and vision of the data system.
   * What process does SEA use to ensure that modifications to the data system align with the purpose and vision of the system?
   * What are the criteria the SEA uses to determine that system improvements are necessary?
5. Part B state staff have a process for initiating changes to the data system in response to changes to federal or state reporting requirements.
   * What is the SEA’s mechanism for monitoring changes in federal and state reporting requirements?
   * How does the SEA incorporate the new federal and state requirements into the data system?
   * Who (role) is responsible for ensuring that changes in the system reflect the new federal and state requirements?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Part B Indicators and Elements of Quality (continued)**

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**Indicator**

**Quality Indicator SU1:** Part B state staff use a systematic process that includes stakeholder input to sustain and enhance the state’s Part B data system.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff or representatives monitor the Part B data system to ensure it is up to date with effective technologies to meet stakeholder needs.
   * What process does the SEA have in place for ensuring infrastructure (e.g., computers, network systems, planning) and software are current?
   * How does the SEA seek, review, and apply the feedback from internal and external stakeholders regarding system improvements or modifications?
   * How does the SEA ensure that stakeholder input is considered when making systems modifications?

**Indicator**

**Quality Indicator SU2:** Part B state staff generate political and fiscal support to maintain and enhance the implementation of the state’s Part B data system.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff explain to decision-makers the benefits of the state’s Part B data system and the need for regular updating and improvements.
   * Who (role) has the SEA identified to communicate information related to Part B data system’s value, benefit, and needs?
   * What process does the SEA have in place for monitoring the status (e.g., operating efficiency, ability to provide needed information) of the system?
2. Part B state staff work with state leadership/management to identify the resources (e.g., fiscal, personnel, time) needed to implement and maintain the Part B data system and, as needed, to improve, implement, and sustain the Part B data system, including expanding current funding and finding new funding sources.
   * How does the SEA determine the needs for fiscal, personnel, and time resources to improve and maintain the data system?
   * Who (role) is responsible for making sure the resources are available for the Part B data systems to operate effectively and efficiently?
3. Part B state staff promote the use of data-informed decision-making for continuous program improvement at multiple levels (from policymakers to local users), to demonstrate the value of the Part B data system and generate support for its use.
   * How does the SEA model the use of high-quality data in its decision-making processes at all levels (school, LEA, SEA)? Examples include the SEA referencing specific data used when making policy and program decisions and requiring LEAs to provide data to support SEA funding requests?
4. Part B state staff plan for and address the transfer of knowledge about the state’s Part B data system to new Part B state staff, IT staff, and vendors, including maintaining documentation, establishing a personnel system with back-ups, and providing orientation/training.
   * What data processes have been developed, implemented, maintained, and reviewed specific to the SEA’s Part B data system?
   * What mechanisms are in place to provide training on these data processes?
   * What hardware and software exists to implement the processes?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Part B Indicators and Elements of Quality (continued)**

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**Indicator**

**Quality Indicator SU2:** Part B state staff generate political and fiscal support to maintain and enhance the implementation of the state’s Part B data system.

**Elements of Quality**

* + Guiding Questions in blue

1. Part B state staff promote participation in integrated and/or linked data systems initiatives such as the Data Quality Campaign (DQC), Common Education Data Standards (CEDS), and SLDS, which generates support for the state’s Part B data system by demonstrating its value.
   * How does the SEA ensure that SEA staff receive professional development around federal data requirements and initiatives?
   * How does the SEA encourage participation in national meetings that discuss and utilize CEDS and SLDS?
   * Which Technical Assistance Centers (e.g., IDC, CIID, DQC) does the SEA engage to provide capacity building of staff and to ensure high quality SEA and LEA data?

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***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Da****ta Integration**

Integration of data across systems, including Part B data, is a notable goal and may encompass multiple systems, including the SLDS and an Early Childhood Integrated Data System. Integration requires the precise linkage of data elements across two or more data systems. The proper integration of data, which leads to both efficiency and accuracy in the collection and reporting of data, needs to be supported with detailed procedures and protocols as

well as sufficient resources. This component is applicable when the SEA is actively involved in or considering (a) the integration of data collection processes or (b) the post-collection integration of data for reporting.

**Section 1: Authority and Scope:** Indicators in this section address the management and oversight necessary to ensure appropriate and adequate integration as well as the ability to maintain integration functionality into the future.

**Section 2: Alignment and Integrity of Integrated Data:** This section contains indicators for developing integration processes.

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**Quality Indicator DI4:** Data elements, definitions, and

collection calendars are aligned for data integration and the creation of a single source for reporting.

**Quality Indicator DI5:** The state has established processes for conducting Extract, Transform, Load (ETL) to ensure the integrity of integrated data.

**•**

**Quality Indicator DI1:** The data governance structure

supports appropriate decision-making authority and accountability consistent with the purpose of the data integration.

**Quality Indicator DI2:** A data integration project plan establishes the scope and management of data

integration work, including communication with IDEA, ED*Facts*, and SLDS administrators; content staff; and other identified data integration stakeholders.

**Quality Indicator DI3:** Part B state staff garner support (e.g., administrative, fiscal) to establish, maintain, and enhance the data integration process.

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***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Part B Indicators and Elements of Quality**

**Section 1: Authority and Scope**

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**Indicator**

**Quality Indicator DI1:** The data governance structure supports appropriate decision-making authority and accountability consistent with data integration as reflected in the purpose of the data integration.

**Elements of Quality**

* + Guiding Questions in blue

1. A state data integration team, including Part B state staff, has written, agreed-upon data integration purpose statements or use cases.
   * Who (roles) are the members of the integration team? Does the team include both Part B and IT staff?
   * How are purpose statements or use cases presented to or generated?
   * What involvement does the data governance committee have in the development, review, or communication of purpose statements or use cases?
   * How does the SEA ensure purpose statements or use cases align with SEA leadership goals and objectives?
   * What involvement do Part B staff have in the data governance committee’s review and discussion of purpose statements and use cases?
2. The data integration purpose statements or use cases are disseminated and available to internal and external stakeholders.
   * How are purpose statements or use cases for data integration presented at appropriate internal staff meetings? How is the context included in the presentations for the purpose statements and use cases?
   * Where is documentation for the purpose statements or use cases stored? Is that location accessible to all internal stakeholders?
   * How are purpose statements and use cases presented to external stakeholders? How is context for the purpose statements or use cases provided to external stakeholders?
   * How can external stakeholders access purpose statements or use cases electronically?
   * Who (roles) are internal and external stakeholders for this data integration? How does the SEA encourage their participation?
3. There is an established/documented data governance body that oversees data integration.
   * Which Part B staff (roles) are members of the data governance body that oversees data integration?
   * What is the pathway for decision-making authority across multiple levels of governance? What cooperation exists across these levels?
   * What aspects of data integration are the responsibility of the data governance body?
   * How frequently are meetings held? Are meetings scheduled in advance at regular intervals? What is the protocol for handling urgent issues between regularly scheduled meetings?
   * What are the communication mechanisms between levels of the structure?
   * How does the data governance process manual define data roles (data managers, data stewards, liaisons, and data users) and reference data integration?
   * Who (role) is the head of the governance committee?
4. The documented data governance body that oversees data integration minimally includes representation from IDEA, ED*Facts*, and SLDS.
   * Which of the following roles are represented on the data governance group?

— Part B Data Manager?

— ED*Facts* Coordinator?

— SLDS staff person that was or is executing an SLDS Grant?

— Appropriate data steward (i.e., representative knowledgeable about relevant data)?

— IT staff?

* + Who (roles) are the other internal or external stakeholders represented on the data governance body?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 1: Authority and Scope (continued)**

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**Indicator**

**Quality Indicator DI1:** The data governance structure supports appropriate decision-making authority and accountability consistent with data integration as reflected in the purpose of the data integration.

**Elements of Quality**

* + Guiding Questions in blue

1. The documented data governance body that oversees data integration has a means of receiving basic input from local Part B staff.
   * When/how often (e.g., regular meetings or conferences) do SEA Part B staff meet with LEA Part B staff?
   * What are the mechanisms the SEA Part B staff uses to share information and receive feedback from LEA Part B staff (e.g., web page, listserv, newsletter, etc.)?
   * What is the documented process for considering input from LEA Part B staff?
   * What is the documented process for communicating back to LEA Part B staff on what was done with their input?
2. Documented data governance policies authorize decision-making processes for integrating data.
   * What are the documented data governance policies agreed upon by members?
   * How does SEA leadership support the documented decision-making process?
   * What is the authority and influence of team members to make decisions and needed changes in the system?
   * How does the SEA ensure team members have the knowledge needed to make recommendations about needed changes in the system?
   * How does the SEA ensure team members have the knowledge, skills, and/or authority to implement the decisions regarding needed system changes?
   * What verification procedures are included in the data governance policies to ensure decisions have been implemented as intended?

**Indicator**

**Quality Indicator DI2:** A data integration project plan establishes the scope and management of data integration work, including communication with IDEA, ED*Facts*, and SLDS administrators; content staff; vendors; and other identified data integration stakeholders.

**Elements of Quality**

* + Guiding Questions in blue

1. State leadership actively supports (e.g., provides input, reviews documentation) the data integration project.
   * Who (role) is responsible for maintaining and managing the data integration project plan?
   * How does the data integration plan follow basic best practices for project management?
   * How can the data governance body access a high level version of the plan?
   * How does the SEA ensure the data integration project is led by a staff member who has experience leading IT projects?
2. A state data integration team, including Part B state staff, develops documentation demonstrating the added value associated with data integration (e.g., increased efficiencies, reduction of risks).
   * What is the process for reviewing and updating the project plan as changes occur in integration work?
   * How is the progress of the integration project monitored?
3. State leadership identifies and assigns SEA staff to actively participate in the data integration process.
   * Who (roles) are the stakeholders who need to know about data integration progress?
   * How does the Special Education office, SLDS team, or EDFacts coordinator regularly share information with stakeholders (e.g., website, regular newsletter)?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 1: Authority and Scope (continued)**

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**Indicator**

**Elements of Quality**

* + Guiding Questions in blue

1. A state data integration team, including Part B state staff, provides identified stakeholders regularly scheduled opportunities for input on data integration.
   * What types of input about data integration are provided to stakeholders? What are some examples of stakeholder input?
   * How does the SEA Part B team, SLDS team, or EDFacts coordinator solicit input from stakeholders (e.g., regular meetings, website, regular newsletter)?
   * How are regularly scheduled opportunities for input by stakeholders aligned with the integration project management schedule?
2. A state data integration team, including Part B state staff, regularly reports to identified stakeholders regarding how their data integration input was considered.
   * What mechanisms does the SEA Part B staff, SLDS team, or EDFacts coordinator use to regularly share information with stakeholders (e.g., meetings, website, regular newsletter)?
3. The state’s data integration project plan contains procedures for reviewing project risks by the governance body.
   * How does the SEA track project risks? What documentation processes exist pertaining to the following items:
     + Risk Name?
     + Status?
     + Assigned staff?
     + Description?
     + Probability (likelihood that the risk will occur)?
     + Impact (level of significance of the risk)?
     + Mitigation strategy (how to minimize the impact of the potential risk)?
     + Resolution (explanation of the outcome, whether the risk occurred or was mitigated)?
4. The state’s data integration project plan contains escalation procedures for elevating unresolved data integration needs and concerns to a governance body.
   * What escalation procedures are documented and agreed upon by the governance body?
   * What are the roles of the integration project team and stakeholders in reaching agreement on identified solutions? What is the authority of this group or individual?

**Indicator**

**Elements of Quality**

* + Guiding Questions in blue

1. State leadership actively supports (e.g., provides input, reviews documentation) the data integration project.
   * How does the data integration project align with SEA leadership goals and objectives?
   * Who (role) is the leadership champion for the data integration project?
   * Which meetings involve or are led by SEA leadership? Who (role) leads other meetings?

**Quality Indicator DI3:** Part B state staff garner support (e.g., administrative, fiscal) to establish, maintain, and enhance the data integration process.

**Quality Indicator DI2:** A data integration project plan establishes the scope and management of data integration work, including communication with IDEA, ED*Facts*, and SLDS administrators; content staff; vendors; and other identified data integration stakeholders.

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 1: Authority and Scope (continued)**

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**Indicator**

**Quality Indicator DI3:** Part B state staff garner support (e.g., administrative, fiscal) to establish, maintain, and enhance the data integration process.

**Elements of Quality**

* + Guiding Questions in blue

1. A state data integration team, including Part B state staff, develops documentation demonstrating the added value associated with data integration (e.g., increased efficiencies, reduction of risks).
   * How is the value associated with data integration demonstrated to SEA leadership and stakeholders?
   * If the integration successfully mitigates existing risk (e.g., all staff who need to calculate funding per pupil have access to the same data), what would be the result?
   * How can a dollar value for integration be calculated to support data integration? What are the costs of not integrating data?
   * What percent FTE savings can be calculated? How is this documented? Has the SEA developed a template to allow individual LEAs to calculate their savings?
   * Does the documentation identify the other work that will be done with the saved resources?
2. State leadership identifies and assigns SEA staff to actively participate in the data integration process.
   * How does the SEA ensure that the identified staff have availability to participate in the integration work?
   * How does the SEA correctly identify the areas of expertise required by a project?
   * Do the identified staff cover all the areas of need or expertise identified by the project team?
   * How does SEA leadership support staff to balance workloads and provide sufficient time to work on integration projects?
3. State leadership identifies strategies for receiving input or representation from local Part B staff.
   * How are the strategies for receiving input from LEA staff determined?
   * How does the SEA target LEA staff that will provide the most valuable input?
   * How does the plan for soliciting the input ensure the appropriate LEA staff are included to provide the most value?
4. State leadership allocates sufficient resources (e.g., staff time, money, meeting space, technology) for all data integration processes.
   * How do the allocated resources allow for contingency in the event of issues or challenges experienced in the project?
   * How does leadership build internal staff buy-in to support the work?
   * How does the SEA ensure the technical resources adequately meet the needs of the effort?
5. State leadership considers necessary internal or external staff that could be used to support data integration.
   * How does the SEA plan to obtain support from critical staff outside the immediate project team?
   * How does the SEA ensure that staff who intermittently participate in the integration project are aware of relevant project resources and needs?
   * What are the key points of work that could use support from internal and external staff outside the immediate project team? How does the project plan address the need for external expertise?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 2: Alignment and Integrity of Integrated Data**

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**Indicator**

**Quality Indicator DI4:** Data elements, definitions, and collection calendars are aligned for data integration and the creation of a single source for reporting.

**Elements of Quality**

* + Guiding Questions in blue

1. A state data integration team, including Part B state staff, establishes, revises, and maintains a data dictionary for integrated data.
   * Who (role) is responsible for documenting the data dictionary for integrated data?
   * What is the process for developing the combined data dictionary?
2. The state’s data dictionary includes both the structural metadata and descriptive metadata for all integrated data elements.
   * Does the data dictionary contain information on:
     + Element name?
     + Definition?
     + System name/set name?
     + Field type?
     + Character length?
     + Permitted values?
     + Validation logic?
     + Other metadata?
   * References to data system manuals that document policies and procedures for collecting, cleaning, and analyzing data?
3. A state data integration team, including Part B state staff, use national standards for element definitions (e.g., CEDS) to identify and/or resolve variations in definitions for integrated data elements.
   * Who (role) is responsible for creating a map in CEDS Align or similar tool? What support is available for this work?
4. A state data integration team, including Part B state staff, identifies any data elements targeted for data integration that may be redundant and resolves redundancy and definitions as needed.
   * What process is used to generate and maintain a list of potentially duplicative data elements?
   * What is the process for comparing definitions of elements to identify and document differences in potentially duplicative elements?
   * What artifacts exist that show how elements are compared for differences in code sets, permitted values, data types, or length?
   * How are noted differences and actual duplications documented?
   * What governance processes are in place to resolve redundancy issues?
     + What stakeholders are involved in reviewing redundancy issues?
     + How are decisions made about redundancy documented and communicated to the project team?
5. A state data integration team, including Part B state staff, identifies tasks and associated due dates potentially affected by data integration and considers calendar alignment as needed.
   * How does the SEA track key dates and processes for the newly integrated data system?
   * Who (role) has input into the schedule? Who (role) approves it?
   * What is the process for resolving delays and updating the calendar?
   * How is the schedule communicated to stakeholders in the agency?
6. Data sets to be integrated include all elements required for specific state and required federal reporting.
   * How are integrated data elements mapped to state and federal reporting requirements? What tools are used (such as the CEDS Align tool)?
   * What is the process for SEA staff determining whether the elements in the integrated data system are sufficient to meet reporting requirements?
   * Who (role) signs off on the master data set? What happens if that person (role) is unavailable?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 2: Alignment and Integrity of Integrated Data (continued)**

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**Indicator**

**Quality Indicator DI5:** The state has established processes for conducting Extract, Transform, Load (ETL) to ensure the integrity of integrated data.

**Elements of Quality**

* + Guiding Questions in blue

1. State program and technical staff jointly develop a business requirements document for programmers to use for ETL development.
   * How is a requirements document that details the needs of the integration effort for the agency developed?
   * How is the ETL schedule (by which the ETL will be run) developed? What is the process for periodic evaluation of the ETL schedule?
2. State program and technical staff determine the official code set to be used for each integrated data element for ETL.
   * How is the official code set for the integrated system developed? Where is it maintained? Which SEA program and technical staff (roles) work on the official code set?
   * How is the process for developing the code set, and determining which elements from source systems are the authoritative sources, clearly defined?
3. State program and technical staff develop ETL scripts and processes based on business requirements.
   * Which technical staff (roles) develop the ETL scripts?
   * How are the scripts verified to ensure they meet the business requirements?
4. State program and technical staff perform basic unification rules on all data to be integrated with the ETL process (such as converting NULL values, standardized identifiers, address fields, etc.).
   * How are unification rules created and documented?
   * What process exists to ensure that conversions made in the ETL test environment are made in the ETL production environment?
   * How are lessons learned in this process fed into the creation of the testing plan and test scripts?
5. State program and technical staff conduct ETL in a test environment that is verified for accuracy by program staff.
   * How does the SEA ensure there is a test environment that mimics the data in the production data set?
   * What test plans and test scripts can program staff use to verify the accuracy of data?
   * How are anomalies in the data being tracked (Issue log, etc.)?
   * Who (role) signs off on the test migration?
6. State program and technical staff perform data quality checks, and, as needed, a revised ETL is conducted prior to final sign-off approval from program staff.
   * How are issues logged during the test ETL addressed prior to moving to production? How many test integrations are conducted?
   * Who (role) performs final sign-off before integration moves to production?
   * What artifacts reflect the final sign-off of system owners/project leads?
7. State program and technical staff perform official ETL to the production database.
   * How are the expected steps necessary to accomplish ETL tracked and recorded (e.g., checklist)?
   * Who (role) reviews logs of the ETL scripts to ensure that the entire routine ran correctly?
   * How are discrepancies between the test and production migrations addressed?

***IDEA Data Center Part B Data System Framework* with Guiding Questions**

**Section 2: Alignment and Integrity of Integrated Data (continued)**

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**Indicator**

**Quality Indicator DI5:** The state has established processes for conducting Extract, Transform, Load (ETL) to ensure the integrity of integrated data.

**Elements of Quality**

* + Guiding Questions in blue

1. State program and technical staff conduct joint review of ETL processes and revise and maintain ETL procedures as needed.
   * How are ETL processes reviewed? Who (roles) is responsible for reviewing ETL processes?
   * What is the process to identify issues and enhancements to the integration process?
   * How do SEA program staff address issues of sustainability?

—What funding is earmarked to support the ongoing needs of the integrated system?

—What training is provided on how to access and use reports containing integrated data to ensure widespread system use?

* + What templates are developed to document common integration tasks to save effort in future integrations?