State-Level Data Quality Considerations Worksheet

This worksheet is provided to facilitate conversations among team members about state data quality issues. Notes can be recorded in the column provided.

| State-Level Data Quality Considerations | |
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| Considerations | Notes |
| 1. After receipt of locally collected data, what standardized **state** data procedures have been developed, documented, and routinely implemented to address data quality? (For example, how are duplicate records from multiple local agencies handled? How are incomplete data handled? How are local agencies informed of potentially missing data? Are standardized procedures documented and regularly updated?) |  |
| 2. What **[state or local]** data governance structure and procedures are in place to support Part C or Part B 619 data quality (e.g., a detailed data dictionary, decision-making authority, security and access)? |  |
| 3. To what extent do **[state or local]** data systems have edit checks to help reduce or flag errors in the data? What additional edit checks might be beneficial? |  |
| 4. How do **[state or local]** staff assess data quality issues? How do they know what to look for, how to assess data quality, and how to improve data processes? |  |
| 5. What **[state or local]** data quality reports exist for staff to share with colleagues and other agencies for review, updates, and correcting data at the child, building, district, region, and case load levels? |  |
| 6. What **state** agency procedures are in place to support the local data staff and procedures (e.g., assigned state data stewards, formal timelines, available file naming conventions, established storage locations, support documents, FAQs, opportunities for stakeholder input, regular training for new and established local staff, and help desk)? |  |
| 7. How do **local** staff collaborate with the **state** staff to clean and edit data? Who, how, and when do local staff review and edit the submitted data? |  |
| 8. What is the **[state or local]** staff capacity to recognize, understand, collect, and use the data (e.g., child development, functional skills, and typical child development for child outcomes; use of assessment tools; established categories and decision trees for specific indicators)? |  |