



August 31, 2012

Kim Collins, Project Manager  
 Governor’s Office of Early Childhood Development  
 100 W. Randolph, Suite 16-100  
 Chicago, IL 60601

Dear Kim and Core Team Members,

John Snow, Inc. (JSI) is pleased to submit to you quarter one deliverables per our contract with the Governor’s Office of Early Childhood Development (OECD) for the Illinois Unified System Planning Project.

Broadly, the scope of work involved in developing a plan for Illinois’ Unified System includes: (1) a stakeholder engagement and information gathering process; (2) analyses and recommendations on data standards, the extension and use of the Recipient Identification number, and early childhood-related data planned system initiatives (i.e., The Framework and ILDS); (3) development of a system design and technical architecture that considers, coordinates, and links efforts of The Framework, ILDS, and Head Start data; (4) the provision of recommendations for interagency policy, governance, security, and staffing related to the Unified System; and (5) the development of an RFI for a data system design that will inform the creation of an RFP for services to build the Unified System.

This past quarter, JSI completed the stakeholder engagement and information gathering process. Specifically, JSI conducted over 35 stakeholder and key informant interviews, 3 focus groups, Web research to further understand programs and systems, and followup calls as needed with stakeholders and key informants. These efforts facilitated a detailed review of Illinois’ early childhood programs and their technology-based systems (both existing and planned systems) identified as a priority by OECD.

The Illinois systems reviewed include:

Existing Systems	Planned Systems
Branagh Information System	Child Care Management System (CCMS)
Child Care Tracking System (CCTS)	Efforts to Outcomes (MIECHV)
ChildPlus (Head Start)	The Framework
COPA (Head Start)	Illinois Health Information Exchange (ILHIE)

Cornerstone	Illinois Longitudinal Data System (ILDS)
eGrants Management System (eGMS)	Illinois Shared Learning Environment (ISLE)
Funding and Child Tracking System (FACTS)	
Gateways/DTP	
Illinois Early Childhood Asset Map (IECAM)	
DCFS Licensing	
NACCRAWare	
Quality Rating System/Data Tracking Program (QRS/DTP)	
Statewide Automated Child Welfare Information System (SACWIS)	
Student Information System (SIS)	
Statewide Provider Database (SPD)	
Teacher Certification Information System (TCIS)	
Teacher Service Record (TSR)	
Branagh ERS Data System	

Additionally, a selection of other state (AR, CO, MD, PA, VT) early childhood data systems serving, to some extent, as a unified data system were reviewed and best practices documented. The deliverables included in this submission are:

**Deliverable 1:** Develop and conduct interviews with key state and local agencies around their current systems and vision (example use of data, limitations of data collection processes, system design information, etc).

**Deliverable 2:** Create process flow diagram and narrative functional analysis on all government and partially government funded data systems and provide a report to OECD and DREC.

**Deliverable 3:** Review relevant systems used by other states, in particular Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) and report best practices to the OECD and DREC.

Based on these reviews, below are summary findings:

- All major systems containing relevant early childhood data have been reviewed. The **availability of data** (CEDS standard data sets for child, organization, family, staff and parent/guardian) or lack thereof varies significantly from system to system.
- **Data quality** is a significant concern. While CEDS standards provide explicit references for data types and code sets, the systems reviewed were not developed to these standards. In this respect, data may be unavailable or inconsistent.
- **Data exchange** is used to a significant degree with several of the systems that were reviewed. However, these capabilities have most typically been developed to meet specific point-to-point business requirements.
- **Identifiers** for organizations, programs, sites, staff, parents and children are inconsistent from system to system. This issue represents one of the more significant challenges for the project.
- There are many informal **collaborative business relationships** that have been developed to support data exchange and data sharing. There are several examples of more formal collaborative relationships that may inform this project.
- There are examples of **governance** models that have been developed and implemented to manage oversight and accountability of inter-organizational or inter-agency data sharing that will inform this project.
- While some larger agencies/organizations and their technical staffs have the **capacity to support integration** with the Unified System, these capabilities are less available in the smaller groups. Also, older technology may make integration more difficult.
- The overall efforts and **best practices** for improving the early childhood environment in Illinois are closely aligned with similar efforts of other states.

We look forward to your review and welcome your feedback on the enclosed deliverables. If you have any questions or concerns regarding the deliverables submitted, or next steps, please let me know.

Sincerely,

Michael Stelmach  
JSI Project Director



# Illinois Unified System Planning Project

**Deliverable #2:** Create process flow diagram and narrative functional analysis on all government and partially government funded data systems and provide a report to OECD and DREC.

Prepared for:  
**Governor's Office  
Of  
Early Childhood Development**

*August 31st, 2012*

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# I. Branagh ERS Data System

## Narrative Functional Analysis and Process Flow Diagram

**Agency:** National Louis University, McCormick Center for Early Childhood Leadership

**Programs Supported:**

- Quality Counts-Quality Rating System
- Pre-School for All

**Key Contact:** Linda Butkovich (Linda.Butkovich@nl.edu)

**Funding:** Illinois Department of Human Services (IDHS); Illinois State Board of Education

**Program Summary:** The Quality Counts Quality Rating System (QRS) is a quality improvement program for child care programs in the state of Illinois. QRS is funded via IDHS and administered by the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). The QRS certification process involves an in-depth child care program assessment (or national accreditation), which is conducted by the McCormick Center for Early Childhood Leadership at National Louis University (NLU). NLU is subcontracted by IDHS to conduct program assessments for the QRS (using up to six valid and reliable assessment tools depending on the type of program being assessed). NLU uses the Branagh ERS Data System to collect and store program quality data, which includes data on program type, accredited and licensing status, and staff qualifications; and detailed program assessment data. The data collected are used by INCCRRA to determine the program's Quality Counts QRS star level.

Recently, the Illinois State Board of Education (ISBE) began contracting with NLU to conduct quality rating assessments for the Early Childhood Division's Preschool for All programs. The Branagh ERS Data System is also used collect and store Preschool for All program assessment data.

**System Overview:** The Branagh ERS Data System is a quality rating information system and software package developed by the Branagh Information Group, Inc. and maintained by NLU. NLU subcontracts with the Branagh Information Group, Inc. to use this mobile and web-based system to electronically record and store program assessment observations while on site, and

generate assessment reports. The Branagh ERS Data System is not linked to the QRS/Data Tracking Program.

**Narrative Functional Analysis:** Please refer to figures 1 and 2 on the following pages when reviewing the functional analysis described in this section.

### **QRS Quality Assessment (see figure 1)**

Upon receiving and reviewing program applications for QRS certification, INCCRRA submits program applications to NLU by fax to request an independent program assessment (1). The NLU Office Coordinator receives all incoming program applications and assigns a three-week assessment window. The Office Coordinator then notifies the program applicant of the scheduled three week window when the unannounced assessment will occur (2). The Office Coordinator also sends the program applicant forms to complete and send back prior to the assessment. The information collected provides basic program demographic data and is entered into the Branagh ERS Data System manually by the NLU Project Manager.

A team of NLU Assessors make an unannounced visit to the program site and conduct an assessment on a random sample of the program classrooms (3). The assessment includes observation using an Environment Rating Scale (ERS), review of staff qualifications, and an interview with the teachers of the observed classrooms. In some cases, a Program Administration Scale (PAS) or Business Administration Scale for Family Child Care (BAS) is also completed. During the assessment process, Assessors electronically record data on their tablet computers using the Branagh ERS Data System software. The Assessors write an assessment report using the Branagh ERS Data System Software and the data and report are then uploaded to the Branagh server via the Internet. Lead Assessors and Reliability Assessors at NLU access and review the assessment report and data for quality assurance (4). Lastly, NLU sends the program assessment report to INCCRRA via emailing a PDF file (5). INCCRRA determines a program applicant's QRS star level rating based on the assessment report and data (6).

In addition to conducting program assessments, NLU staff also provides trainings for child care providers on the PAS and BAS (7). These trainings are mandatory for QRS certification levels 3 or 4 and are offered by webinar or coordinated through the Illinois' 16 Child Care Resource and Referral agencies.

### **ISBE Program Assessment (see figure 1)**

The Preschool for All program assessment process is similar to the QRS quality assessment process. At the beginning of the school year, NLU receives a list of schools to be monitored with the number of classrooms to be assessed at each school (8). The Office Coordinator determines when the assessments will be scheduled. A month prior to the assessment window, the Office Coordinator notifies the school Administrators of the scheduled three week window when the

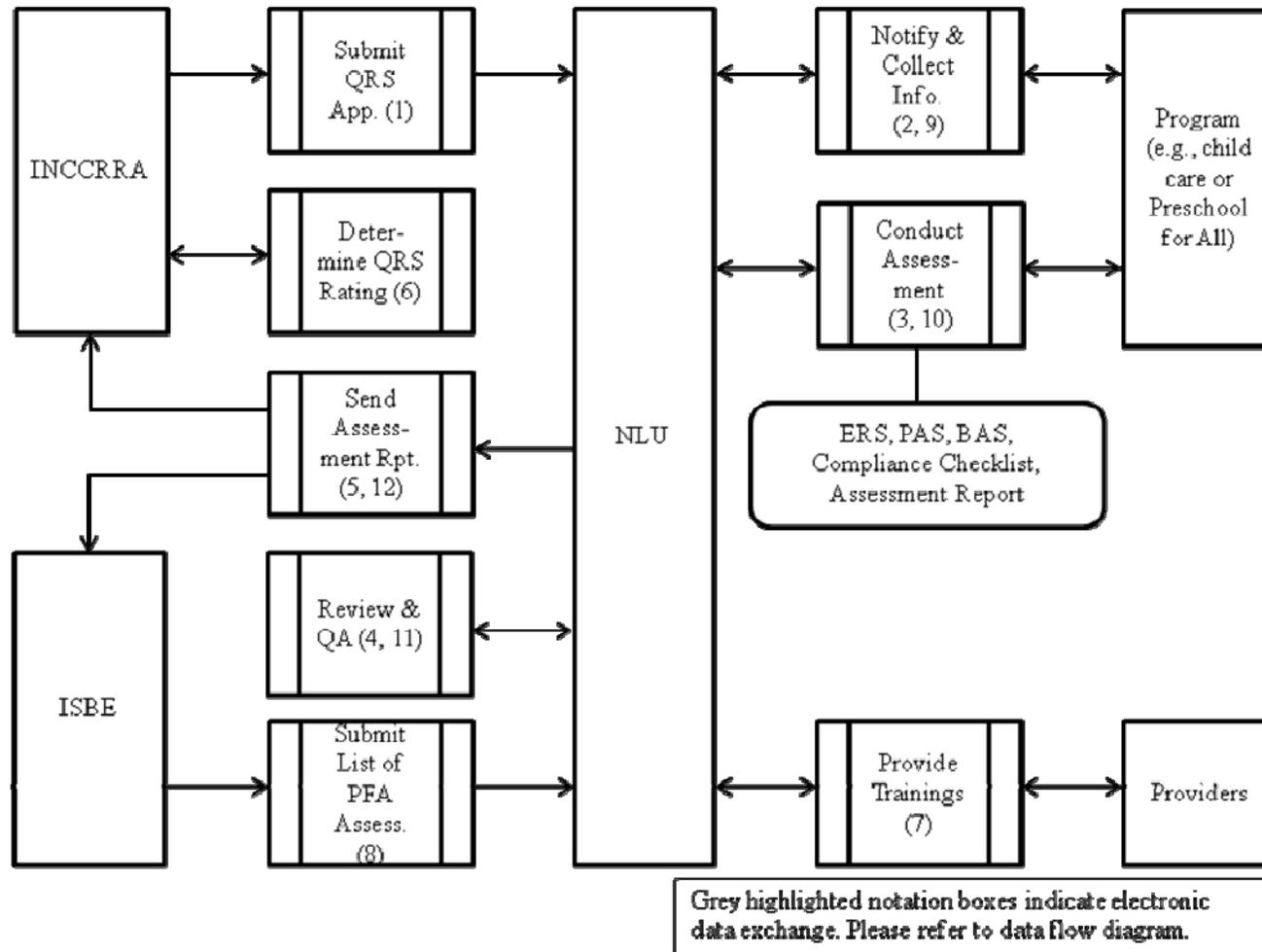
unannounced assessment will occur and asks the Administrator to select three black-out dates. The Office Coordinator also asks the Administrator to send a list of Preschool for All classrooms and teachers prior to the assessment (9).

NLU Assessor(s) make an unannounced visit to the program site and conduct Early Childhood ERS assessments for each of the assigned classrooms (10). The assessment includes observation using an ERS and an interview with the teachers of the observed classrooms. The assessor(s) also review documentation needed to complete the Compliance Checklist. During the assessment process, Assessors electronically record data on their tablet computers using the Branagh ERS Data System software. The Assessors write an assessment report using the Branagh ERS Data System Software and the data and report are then uploaded to the Branagh server via the Internet. Lead Assessors and Reliability Assessors at NLU access and review the assessment report and data for quality assurance (11). Lastly, NLU sends the program assessment report to ISBE via emailing a PDF file (12).

### **Reporting/Administrative Activities (see figure 2)**

NLU provides quarterly reports to IDHS on the number of trainings and assessments conducted each quarter and provides ad hoc reports to IDHS as requested to review detailed data on the program assessment scales (13). Data, such as ERS, PAS and BAS scores, are periodically shared with IDHS and ISBE per their request using a Microsoft Excel file format (14).

## Branagh ERS Data System QRS Quality Assessment / ISBE PFA Assessment



**Figure 1**

## Branagh ERS Data System Reporting/Administrative Activities

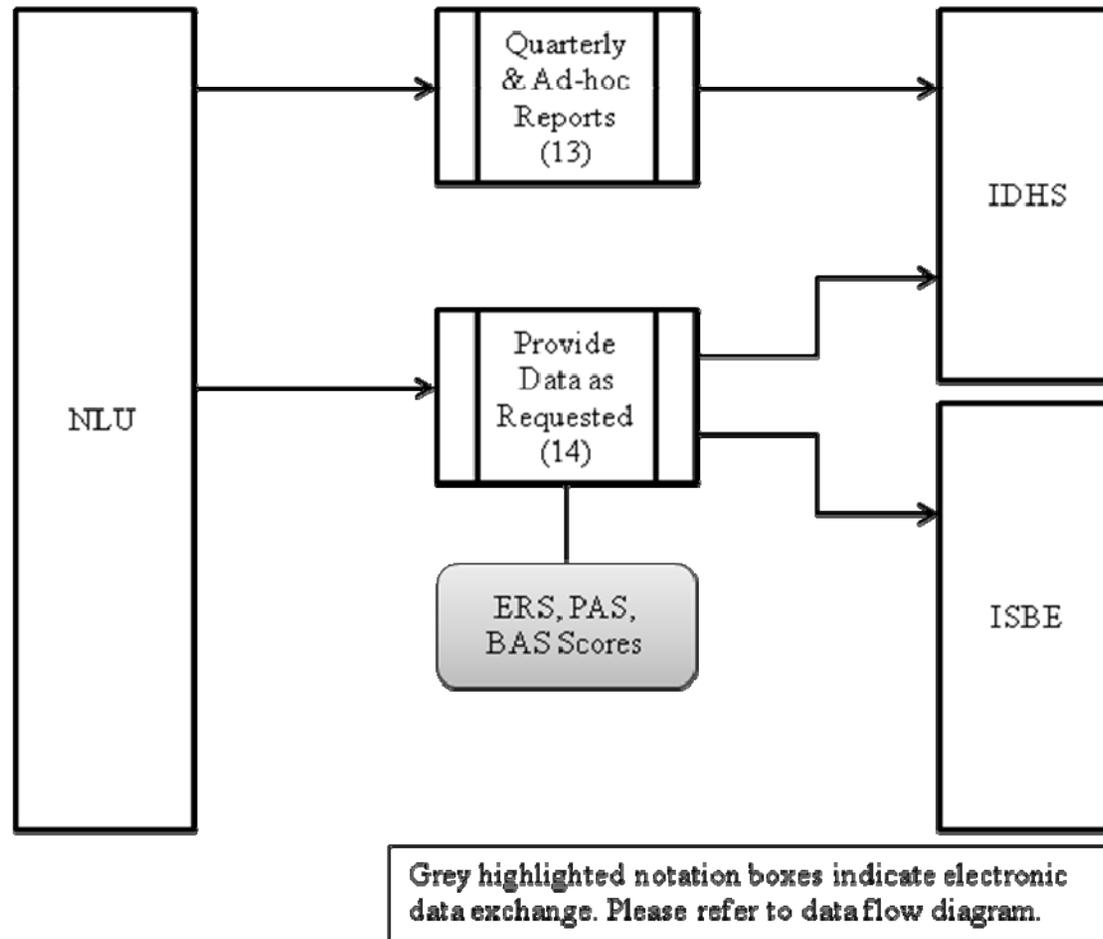


Figure 2

**Data Flow Analysis:** In the figures above, the grey highlighted notation boxes represent electronic data exchange activities to/from Branagh ERS Data System. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 - Branagh System Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
NLU shares assessment related data with IDHS and ISBE (14)	Data, such as ERS, PAS and BAS scores, are periodically shared with IDHS and ISBE per their request using a Microsoft Excel file format.	

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the Branagh ERS Data System as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the Branagh ERS Data System will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Date Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements

- High – Contains all critical data elements but some level of data analysis/translation is required.
- Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
- Low – Contains a limited number of data elements.
- None – Data is not collected.
- N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

<b>TABLE 2 - Common Education Data Standards to Branagh ERS Data System Comparative Analysis - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
<b>Child</b>			
Contact	Where the child lives	N/A	The system does not collect child data.
Demographic	Identifying characteristics of the child	N/A	The system does not collect child data.
Developmental Assessments	Evaluation and screening findings	N/A	The system does not collect child data.
Educational Experiences	Details of EL services received	N/A	The system does not collect child data.
Health Information	Details of health services received	N/A	The system does not collect child data.
Identity	Child's name	N/A	The system does not collect child data.
Language	How the child communicates	N/A	The system does not collect child data.
<b>Family</b>			
Family/Household Information	Family/household size, income and residency	N/A	The system does not family/household data.
<b>Organization</b>			
Program Characteristics	Overall program characteristics	High	The majority of program level information is collected.
Site level characteristics	Licensing info, age served	Low	Site and age served information is collected but no licensing information is collected.
Organization Information	Organization name, address, telephone	High	The majority of organization information is collected but it is specific to the site being evaluated.
<b>Staff</b>			
Contact	Staff address	N/A	The system does not collect staff data.
Demographic	DOB and gender	N/A	The system does not collect staff data.

<b>TABLE 2 - Common Education Data Standards to Branagh ERS Data System Comparative Analysis - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
Employment	Classification, start date, hire date, status	N/A	The system does not collect staff data.
Identity	Staff name	N/A	The system does not collect staff data.
Language	How the staff person communicates	N/A	The system does not collect staff data.
Staff Education/Training	Degrees and certifications	N/A	The system does not collect staff data.
<b>Parent/Guardian</b>			
Education	Education level completed	N/A	The system does not collect parent/guardian data.
Identity	Name and relationship to child	N/A	The system does not collect parent/guardian data.

**Preliminary Findings:** The Branagh ERS Data System supports child care program and ISBE Preschool for All program quality rating processes. The system captures program demographic data and extensive program quality-related data for programs that serve much of the early childhood population throughout the state. Although not all early childhood programs are captured in this system, it is a starting point for a rich program quality data source for the Unified System that is expected to grow as more and more child care programs apply for QRS certification. The Branagh ERS Data System is specifically designed to support the quality rating and improvement process and is available to and in use by other states. The following should be considered in planning for the Unified System:

- The Branagh ERS Data System is used for quality assessment of both participating licensed child care programs throughout the state and all ISBE Preschool for All programs, demonstrating coordination and alignment in program quality assessment between agencies.
- The breadth of program quality data housed in the Branagh ERS Data System is vast and therefore provides a significant potential source of program level data to the Unified System, especially as it relates to program quality.
- Because the system only captures data for programs seeking QRS certification, the system only contains data for a subset of the child care providers in the community. This needs to be considered as plans for identifying Unified System data sources continues.
- The program data captured in the Branagh ERS Data System is moderate/highly compliant with CEDS standards. Just as importantly, the data captured by this system is beyond the scope of CEDS requirements and provides a richer set of data from a quality perspective. Further consideration should be made to the value of this data to the Unified System.
- The Branagh ERS Data System appears to be highly sophisticated and have extensive functionality (as demonstrated by its mobile, web-based, and reporting capabilities) that may be supportive of the Unified System. While no data exchange capabilities were identified through this review, key contacts suggested that the system has potential in this area. Further exploration may be warranted as the specifications of the Unified System are determined.

## II. Child Care Tracking System (CCTS) Narrative Functional Analysis and Process Flow Diagram

**Agency:** Department of Human Services, Bureau of Child Care and Development (BCCD)

**Program Supported:** Child Care Assistance Program (CCAP)

**Key Contact:** Loretta Davis (loretta.davis@illinois.gov), Deborah Levi (deborah.e.levi@illinois.gov), Michael Garner-Jones (michael.garner-jones@illinois.gov),

**Funding Sources:** Child Care and Development Fund, Temporary Assistance for Needy Families (TANF) Block Grant, Title XX Social Services Block Grant and state dollars.

**Program Summary:** The Child Care Assistance Program (CCAP) is designed to provide low income families access to affordable, quality child care. In turn, it allows families to gain and maintain employment and supports independence from public assistance. The program provides child care for children ages six weeks to 13 years and for children with special needs who are 13 through 19 years of age with proper documentation of disability or court order. Families must be income eligible and either be employed or in approved education/training programs. Teen parents pursuing high school diplomas or equivalent can also receive assistance.

The CCAP allows families the choice to select the type of child care provider that meets their needs. Parents can enroll their children in licensed child care centers, licensed family child care homes and group homes, as well as license-exempt centers and family child care settings. License-exempt family child care includes care provided by relatives and friends.

Families can apply for CCAP at their local Child Care Resource and Referral (CCRR) agency or at site administered child care providers. Eligible families are required to share in the cost of care by making a co-payment directly to the provider. Co-payments are based on income, family size, and the number of hours they are in care.

**System Overview (CCTS):** The Illinois Child Care Tracking System is an IBM mainframe based system, originally developed in 1990. Illinois keeps the system up-to-date, with new edits and enhancements occurring on a consistent basis. The CCTS uses IMS and DB2 as the database. COBOL is the programming language used for the system. The CCTS provides CCR&R subsidy specialists as well as all BCCD and TANF Program staff with a large database

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Illinois Unified System Planning Project

CCTS System Analysis

John Snow, Inc.

of information. Real time tracking of eligibility, authorization and timely payment processing occurs within the CCTS. Any activity pertinent to a case can be input as a case note in the CCTS.

**Narrative Functional Analysis:** Please review to figures 1 and 2 on the following pages when reviewing the functional analysis described in this section.

### **Client Engagement/Service Delivery Process**

IDHS/BCCD contracts with 17 Child Care Resource and Referral (CCR&R) agencies across the State as well as site administered child care providers. CCR&Rs and site administered providers conduct outreach activities directed toward families that may need child care resources (1). CCR&Rs and site administered providers help families complete applications which are submitted for processing (2). The CCR&R or site administered provider then determines eligibility based on a number of factors (3). Information submitted by the parent/guardian on the application and supporting documentation is verified (4) with other state agencies/programs including:

- TANF
- SNAP (food stamps)
- Medical
- Employment Security
- Department of Labor
- Social Security Administration
- Child Support Enforcement

CCR&Rs and Site Providers have ten days from the receipt of an application to issue either a denial, an approval or a request for additional information to the parent (5). If eligibility is approved, the application is submitted to DHS for processing (6). If the family is approved, the provider is sent a Child Care Certificate (billing form) to complete (7). The provider then sends the form to the CCR&R (8), or in the case of site administered providers, the form is sent directly to DHS (9). At this point, the family is approved, the child begins attending child care (10). Providers are sent a Site Administered Monthly Enrollment Report (SAMER) which lists all children approved, the approved daily rate and the number of eligible days for the month of service that was just completed (11). Sites use this information to complete a Monthly Enrollment Report (MER) which they submit to IDHS BCCD for payment entry (12).

## **Reporting and Administrative Activities**

- **Provider Registration** - Providers qualifying as legal care arrangements must agree to comply with a set of requirements (background checks) and submit the proper forms. License-exempt providers receive the required forms from their local CCR&R (13), complete the forms and send them to DCFS for processing (14). Licensed providers including site administered providers work directly with the central DCFS office as part of their licensing process (15).
- **Redeterminations** - Most cases have their eligibility reviewed for continued eligibility at least every six months. Families must provide most of the same documentation as when they applied (16).
- **Payment Processing** - Monthly computer-generated billing forms will be sent to providers each month from IDHS (17). These forms are completed by the providers and are submitted to CCR&Rs (18) or, in the case of site administered providers, directly to DHS (19). The Illinois Comptroller's Office writes and mails the checks (warrants) (20).
- **Reporting** - The CCTS captures an extensive amount of CCAP data including the number of providers paid by type of care, the number of children enrolled, the ages of children being served, family co-payment amounts and participant demographic information. Data from the CCTS is used to submit monthly reports required by the State and federal governments (21).
- **Data Exchange Supporting System Operations** – DHS staff support the exchange of data with other state agencies to support CCAP program operations (22). Please refer to the Data Analysis table on the following page.

## Child Care Tracking System Client Engagement and Service Delivery

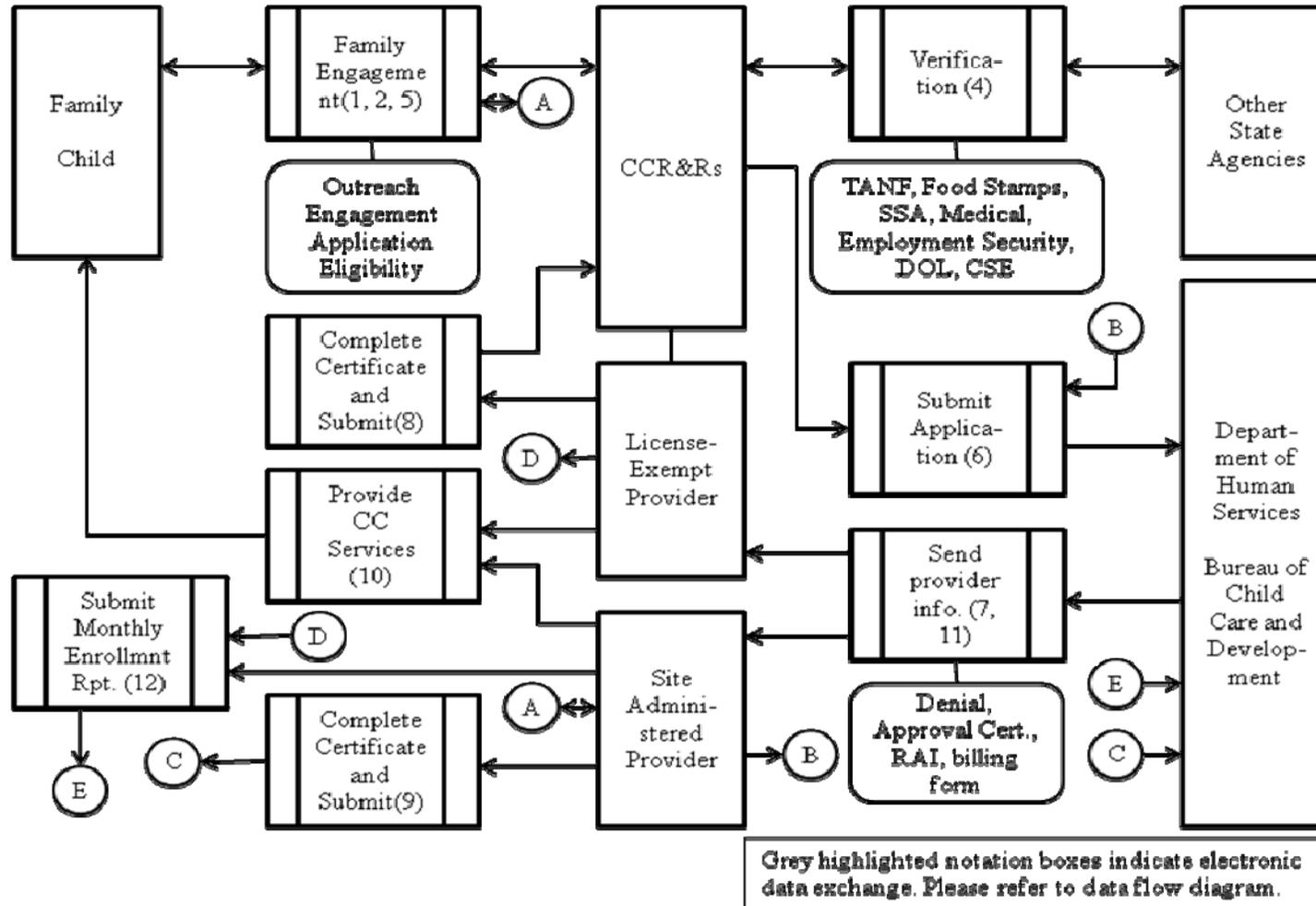


Figure 1

## Child Care Tracking System Reporting and Administrative Activities

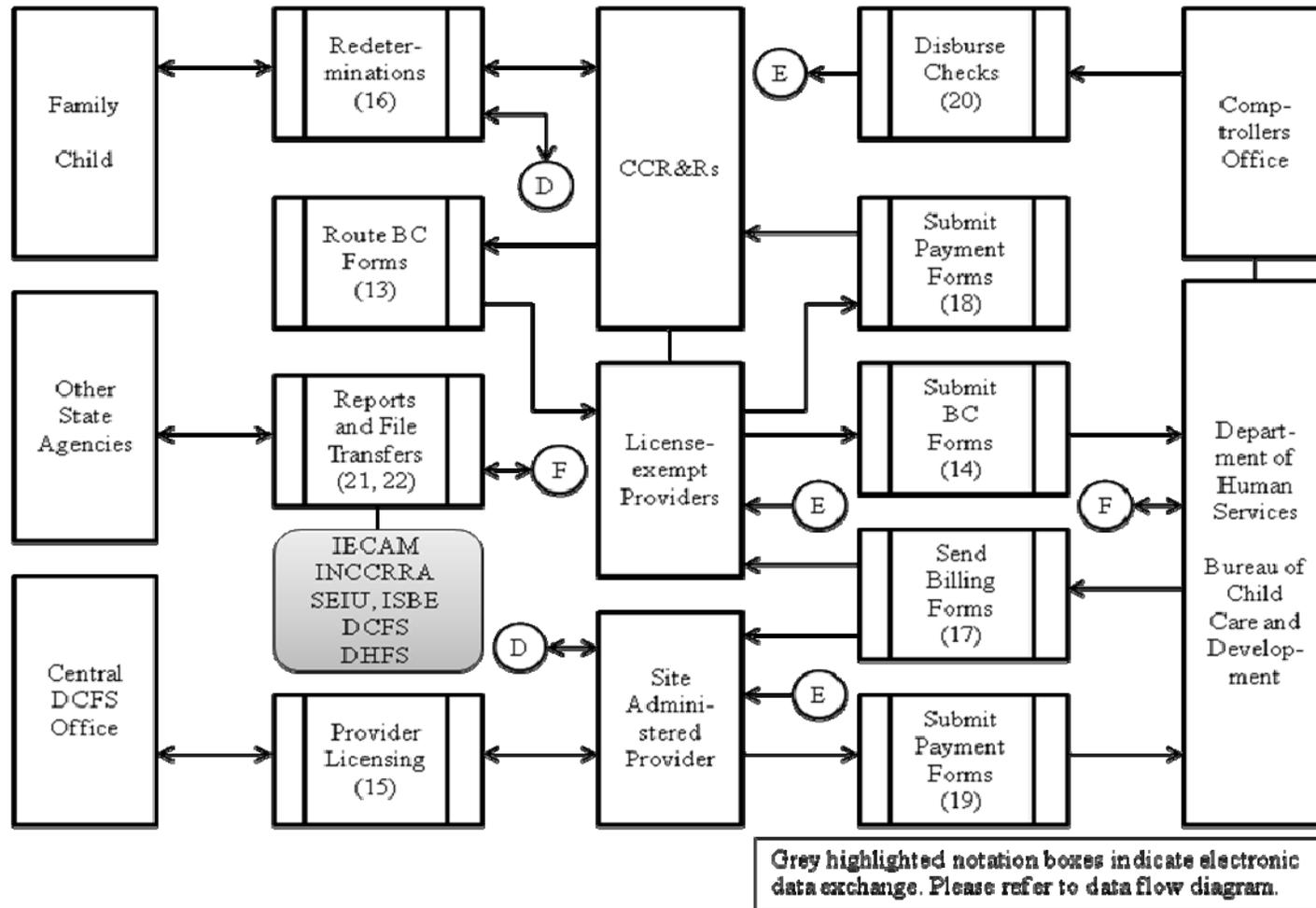


Figure 2

**Data Flow Analysis:** In the figures above, the grey highlighted notation boxes represent electronic data exchange activities to/from the CCTS system. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 - CCTS Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
IECAM data transfer	CCAP sends a batch file to IECAM containing child and provider data.	Refer to IECAM system analysis for detailed review.
INCRRAA data exchange	CCAP sends a list of all providers and INCCRRA returns a list of QRS certification levels for those providers.	May support capture of CEDS organization information in Unified System.
SEIU data exchange	CCAP sends a list of providers and SEIU returns a list of member/non-member status and dues to be paid.	May support capture of CEDS organization information in Unified System.
ISBE data transfer	CCAP sends ISBE a list of all food program eligible non-licensed providers.	May support capture of CEDS organization information in Unified System.
DCFS data exchange	CCAP sends DCFS a list of providers and DCFS sends back background check information (pass/fail).	May support capture of CEDS organization information in Unified System.
DHFS data exchange	DHFS sends CCAP a list of information for those client/families that are on public aid (TANF, food stamps).	May support capture of CEDS child, family, and/or parent/guardian information.

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the CCTS System as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the CCTS will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Data Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements
  - High – Contains all critical data elements but some level of data analysis/translation is required.
  - Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
  - Low – Contains a limited number of data elements.
  - None – Data is not collected.
  - N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

<b>Table 2 - Common Education Data Standards Comparative Analysis to CCTS - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
<b>Child</b>			
Contact	Where the child lives	High	The majority of address information for the child is collected. Certain non-critical information may not be collected.
Demographic	Identifying characteristics of the child	High	The majority of demographic information is collected. Some limited data translation may be required.
Developmental Assessments	Evaluation and screening findings	Low	Very limited reference information to special needs is provided.
Educational Experiences	Details of services received	Moderate	Some relevant information such as program types, service types, application dates, enrollment dates, start/end dates are available but require further analysis and data translation.
Health Information	Details of health services received	None	No information collected.
Identity	Child's name	High	Child identifying information is limited to first name and last name. Generation code or suffix is not collected.
Language	How the child communicates	Moderate	Language code (language or dialect) is collected but language type (function or context) is not.
<b>Family</b>			
Family/Household Information	Family/household size, income and residency	Moderate	Information collected is limited to income, family size and income source.
<b>Organization</b>			
Organization Information	Organization name, address, telephone	High	All organization specific information is collected with two small exceptions.

<b>Table 2 - Common Education Data Standards Comparative Analysis to CCTS - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
Program Characteristics	Overall program characteristics	High	The majority of program level characteristics are collected. Some data translation may be required.
Site level characteristics	Licensing info, age served	Moderate	Site name and limited info on ages served and license info is collected.
<b>Staff</b>			
Contact	Staff address	None	No information collected.
Demographic	DOB and gender	None	No information collected.
Employment	Classification, start date, hire date, status	None	No information collected.
Identity	Staff name	None	No information collected.
Language	How the staff person communicates	None	No information collected.
Staff Education/Training	Degrees and certifications	None	No information collected.
<b>Parent/Guardian</b>			
Education	Education level completed	Low	Info related to education program and training is collected.
Identity	Name and relationship to child	High	Name is collected. Custodial parent indicator is collected.

**Preliminary Findings:** The CCTS system supports application, eligibility and billing for the Child Care Assistance Program (CCAP). Given the breadth of the CCAP program (state-wide) and the number of children enrolled in that program, the CCTS system represents a substantial source of child, family and provider data. As planning for the Unified System continues, and given the potential of this data source, the following considerations should be kept in mind:

- CCTS represents a good source of information for child, organization (provider) and family/parent/guardian data as represented in table 2.
- Further detailed analysis of database structure and data content is required to determine the extent to which CCTS data will be a viable source of data for the Unified System. Data quality, compliance with CEDS standards and data translation requirements are key areas of concern.
- Existing data exchange capabilities are fairly limited as represented in Table 1 but may serve as a data source for the Unified System.
- Collaborative business models will have to be explored to support data sharing. Currently, no formal governance structure within the context of data sharing has been identified.

### III. ChildPlus System Narrative Functional Analysis and Process Flow Diagram

**Agency:** Champaign County Regional Planning Commission

**Program(s) Supported:** Head Start/Early Head Start

**Key Contact:** Kathleen Liffick, Director ([kliffick@ccrpc.org](mailto:kliffick@ccrpc.org)) and Brandi Granse, Child and Family Services Manager ([bgranse@ccrpc.org](mailto:bgranse@ccrpc.org))

**Funding Source:** U.S. Department of Health and Human Services, Administration for Children & Families

**Program Summary:** Champaign County Head Start/Early Head Start (CCHS) is a federally funded program administered by the Champaign County Regional Planning Commission. The program provides child and family services for income-eligible families with children 0 to 5 years of age. The county-wide program consists of two components: Head Start for families with preschool children and Early Head Start for families who are expecting or who have an infant, toddler and/or 2-year-old. CCHS has a funded enrollment of 584 children/families.

CCHS provides comprehensive services promoting child development, health, mental health, family and community partnerships, and services to children with disabilities. CCHS also offers services for expectant families. All Head Start/Early Head Start services are free of charge.

**System Overview:** CCHS uses ChildPlus.net - a web-based software system - for documenting, tracking, and monitoring child and family information. ChildPlus.net provides hundreds of reports; tracks In-Kind, applications, various health screenings and health services, immunizations, staff information, family services and case notes, and provides a format for bus routes. Most importantly, ChildPlus can export data to the Federal website for the annual Head Start Program Information Report (PIR) required by the Office of Head Start.

Various direct service and management staff members enter the child and family data arising from their role in programming. Supervisors enter staff data as well. All staff members have the responsibility to review information in ChildPlus to keep up to date on the status of the enrolled children/families in their classroom, caseload or bus route. The system enables users to enter, monitor and report data, maintain compliance with Office of Head Start (OHS) regulations for efficient data tracking and reporting, file documents, maintain personnel and professional development records, and create letters. Users may enter and retrieve information instantly from anywhere a computer and internet are available.

CCHS also uses the Teaching Strategies Gold web-based software system to bridge children's names and birthdates from ChildPlus to GOLD. Teaching Strategies GOLD supports the program's goal to assess and analyze children's progress as well as provide classroom staff with lesson plan ideas, professional development activities, and family connection-parent education resources. CCHS exports ChildPlus child identification and classroom assignment data to Teaching Strategies Gold, thus eliminating duplicate entry of these data components.

**Narrative Functional Analysis:** Please review to figures 1 and 2 on the following pages when reviewing the functional analysis described in this section.

### **Client Engagement/Service Delivery (see figure 1)**

Using ChildPlus, CCHS collects and documents child and family identification and demographic information, status of application and eventually selection and enrollment when the child qualifies for the program (1). Early in the child's enrollment, child developmental and health screenings are performed and documented (2). Children and their families are referred to community partners for services as required (3). As Head Start services are delivered (4), communication with families and with community partners regarding a family occurs on a continuing basis, as does service delivery (5).

CCHS also uses ChildPlus several times daily to enter attendance and meal counts for claiming reimbursement from the Child and Adult Care Food Program (CACFP). CCHS uses ChildPlus to aggregate the meal counts by type of meal served and from the ChildPlus report, completes and submits the reimbursement form (6). CACFP is a Federal program that provides funding support for the cost of nutritious meals and snacks served to children in child care programs.

CCHS uses funding from the state subsidy system to provide 10 hours of child care services to children whose parent(s) is (are) working and/or attending school (7). CCHS uses ChildPlus to aggregate the attendance of each child receiving child care services to bill parents for their copayment and the state for the child care subsidy (8).

CCHS partners with SmileHealthy, a non-profit dental service agency, to provide free dental exams, cleanings, fluoride, and dental treatment to children ages birth through five years, as well as to their parents and/or guardians and siblings (9). Throughout the program year, information is shared between agencies to include in grant applications and annual reports (10). CCHS compiles data from ChildPlus to ensure children receive dental services as required by the state and OHS (11).

CCHS reviews and analyzes child and family data regularly to ensure the program is providing appropriate levels and quality of services to families as well as meeting the Head Start Performance Standards for service delivery and program management. Through the ChildPlus system, CCHS is able to document, track, and monitor all of the Head Start data and services requirements from the time families apply to their children's transition into Kindergarten (12).

### **Reporting/Administrative Activities (see figure 2)**

With ChildPlus reports, CCHS managers inform funding sources, staff, upper management,

governing bodies and other stakeholders for monitoring, analysis, decision-making and planning purposes (13). Using ChildPlus data, CCHS also publishes an annual report showing the program's service delivery accomplishments of the year just ended and goals for the upcoming year (14).

The Office of Head Start requires Head Start programs to report annually on enrollment, family demographics, staffing levels, staff qualifications and compensation, workforce demographics, and service delivery (15).

Quarterly, CCHS reports demographic information and service delivery to two other funding sources: the Champaign County Developmental Disabilities Board and to the Illinois State Board of Education (16). The Office of Head Start (OHS) requires reporting of child enrollment numbers monthly and attendance three times a year (17).

Monthly, the CCHS director, executive management, and program managers report to three governing bodies on the delivery of services. The Policy Council is made up of parents and representatives from the community. The Champaign County Regional Planning Commission is made up of members designated by county ordinance. The Champaign County Board is made up of elected officials (18).

The CCHS director and managers also use reports from ChildPlus when conducting the program's annual self-assessment, writing the annual community assessment, analyzing child and family demographics and service delivery to improve programming, creating program goals and developing strategic plans (19).

CCHS managers utilize ChildPlus to evaluate staff performance by reviewing the amount, timeliness and accuracy of data entry as well as analyzing the timeliness and effectiveness of child health and family services, paperwork attachments, and case notes (20).

Head Start programs receive a Federal monitoring review every three years (21). CCHS depends on ChildPlus reports to demonstrate it has and uses an efficient, accurate and confidential management information system to recordkeeping and reporting, monitoring, decision-making and planning. In addition, CCHS' ability to provide reviewers with reports from such a system enhances their confidence in the quality of program delivery and administration.

CCHS uses ChildPlus reports to share individual (with parent permission) child and family data and aggregated data with our many community partners (22). Some of their partners include:

- SmileHealthy, which provides us two on-site dental clinics;
- Champaign-Urbana Public Health District (CUPHD/WIC), a major source of health care and nutrition services for low income families;
- Child and Family Connections, the central point of entry for early intervention services for children younger than 3-years-old;
- Illinois Department of Public Health (IDPH), a data collection point for health services delivered and for specific health factor data from various entities serving young children throughout the state; and
- Local school districts.

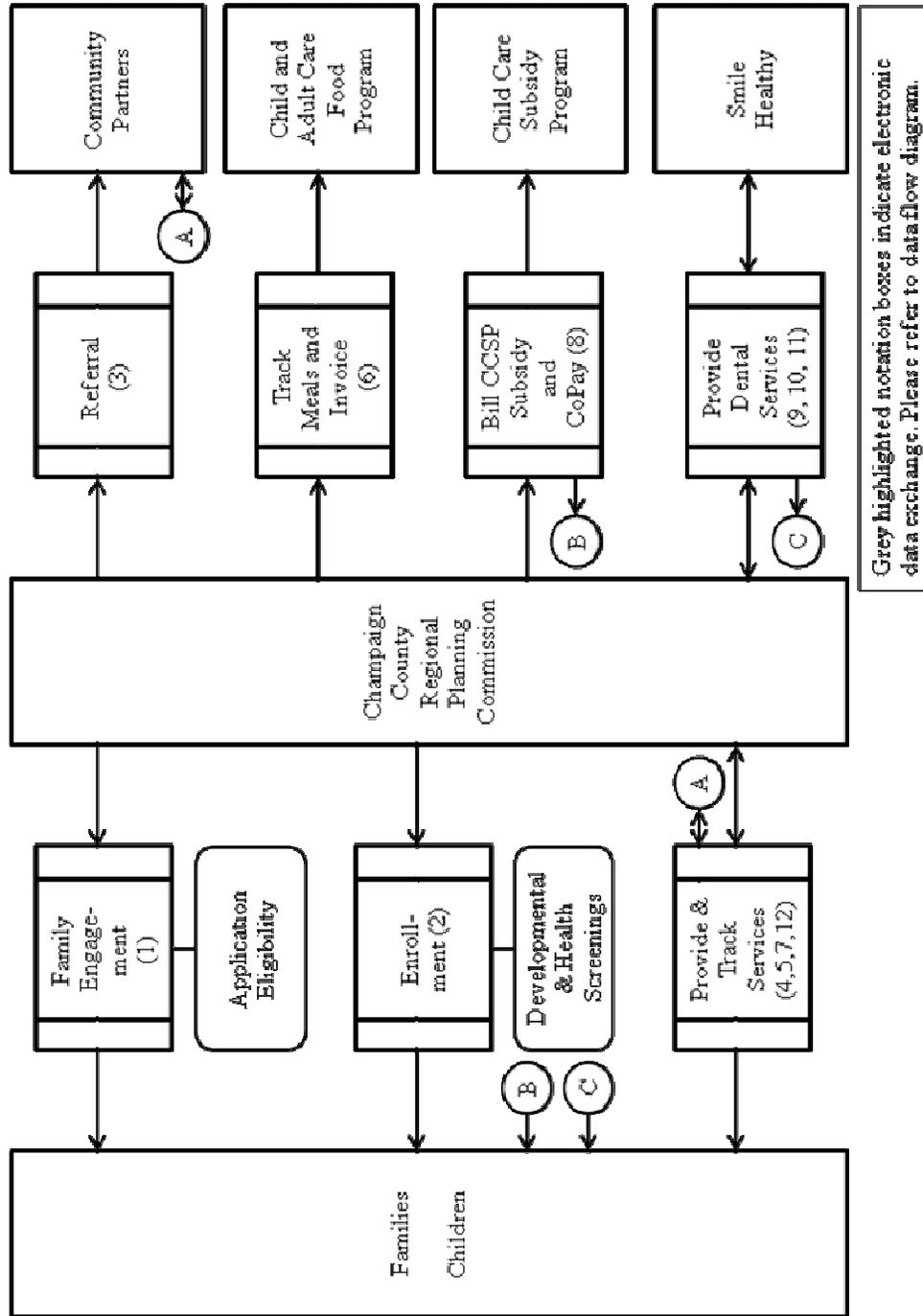
Each year, CUPHD requests body mass index (BMI) percentage data with location (by street and town, not exact address) data to plot the information on a county map. CUPHD can then determine if there are particular areas of the community where young overweight and obese children are living (23).

Child and Family Connections requests monthly the number of screenings CCHS completes and referrals CCHS makes for children younger than three years (24).

Annually, IDPH requires programs to provide a report on the number of preschool children who received vision and hearing screenings; the number of children who are up to date on vaccinations, the number of children who have received dental services and the BMI percentages for enrolled children (25).

Using a combination of ChildPlus data and GOLD data, CCHS reports aggregated information annually to local school districts on the health status, social services needs and child outcomes for children entering the respective districts' kindergarten (26).

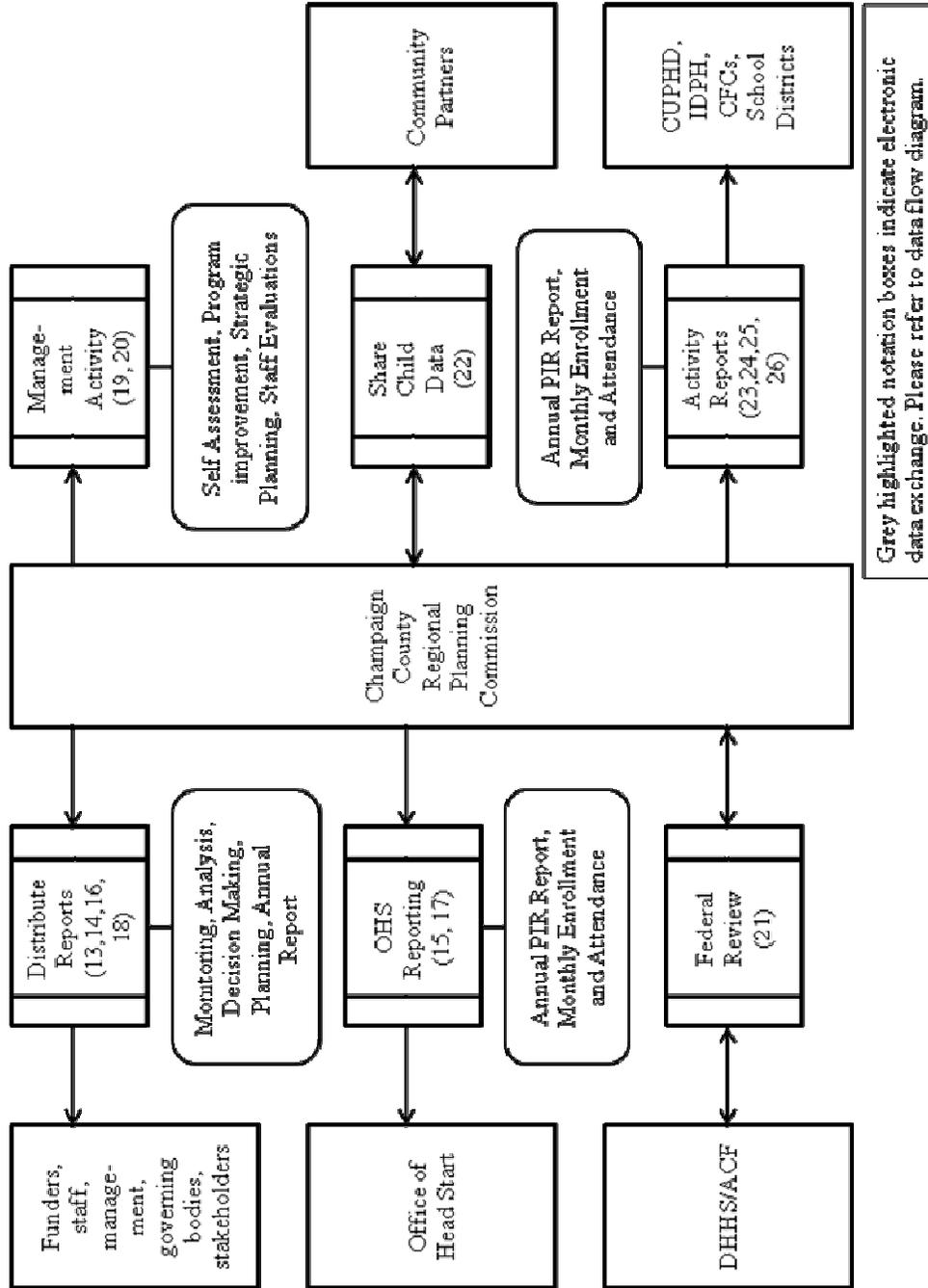
# ChildPlus System Client Engagement and Service Delivery



**Figure 1**

Illinois Unified System Planning Project  
 ChildPlus System Analysis (Head Start/Early Head Start)  
 John Snow, Inc.

## ChildPlus System Client Engagement and Service Delivery



**Figure 2**

Illinois Unified System Planning Project  
 ChildPlus System Analysis (Head Start/Early Head Start)  
 John Snow, Inc.

**Data Flow Analysis:**

In the figures above, the grey highlighted notation boxes represent electronic data exchange activities to/from the ChildPlus system. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 – ChildPlus System Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
None Reported.		

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the ChildPlus System as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the ChildPlus will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Date Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements
  - High – Contains all critical data elements but some level of data analysis/translation is required.
  - Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
  - Low – Contains a limited number of data elements.
  - None – Data is not collected.
  - N/A – The system does not collect the data elements pertaining to the specified entity/category.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

<b>TABLE 2 - Common Education Data Standards Comparative Analysis to ChildPlus - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
<b>Child</b>			
Contact	Where the child lives	High	The majority of address information for the child is collected. Certain non-critical information may not be collected.
Demographic	Identifying characteristics of the child	High	The majority of demographic information is collected. Some limited data translation may be required.
Developmental Assessments	Evaluation and screening findings	Moderate	Very limited reference information to special needs is provided.
Educational Experiences	Details of services received	Moderate	Some relevant information such as program types, service types, application dates, enrollment dates, start/end dates are available but require further analysis and data translation.
Health Information	Details of health services received	Moderate	Some health information is collected but may require further analysis and data translation.
Identity	Child's name	High	Key child identifying information is collected (first name and last name). Generation code or suffix is not collected.
Language	How the child communicates	Moderate	Language code (language or dialect) is collected but language type (function or context) is not.
<b>Family</b>			
Family/Household Information	Family/household size, income and residency	Moderate	Information collected is limited to income and family size.
<b>Organization</b>			

<b>TABLE 2 - Common Education Data Standards Comparative Analysis to ChildPlus - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
Organization Information	Organization name, address, telephone	Low	Further review is required. Very limited organization information is available.
Program Characteristics	Overall program characteristics	Low	Further review is required. Very limited organization information is available.
Site level characteristics	Licensing info, age served	Low	Further review is required. Very limited organization information is available.
<b>Staff</b>			
Contact	Staff address	High	Address information is collected.
Demographic	DOB and gender	None	No information collected.
Employment	Classification, start date, hire date, status	Low	Only classification and status are collected. Some translation may be required.
Identity	Staff name	High	Staff name is collected.
Language	How the staff person communicates	None	No information collected.
Staff Education/Training	Degrees and certifications	High	Several education/training data elements are collected.
<b>Parent/Guardian</b>			
Education	Education level completed	High	Info related to education program and training is collected.
Identity	Name and relationship to child	Moderate	Name is collected. Custodial parent indicator and relationship info is not collected.

**Findings:** The ChildPlus system review was performed as a representative review for the 45+ Head Start grantees across the State. The Head Start/Early Head Start program provides comprehensive early childhood services across the State for a very substantial portion of the early childhood population. The Head Start grantees have the potential to provide significant input to the Unified System. The ChildPlus system was selected for review because it is used by a large number of grantees across the State. The ChildPlus system appears to be a very modern system with substantial data collection, analysis and reporting capabilities. Further review is required however to obtain a detailed understanding of the exact nature of the data available and the extent to which it conforms to CEDS standards. Other findings include:

- ChildPlus and by extension, other Head Start grantee systems, will serve as an excellent source of early childhood data.
- The ChildPlus system has extensive reporting capabilities as reflected by the number and variety of reports that are generated by the system as listed in the review. The system is specifically designed to support Head Start grantees and is well regarded to the extent that it meets their data collection and reporting requirements.
- ChildPlus may have some data exchange capabilities to support specific business needs but no specific details were provided.
- The degree of collaboration between Head Start grantees and the Unified System Planning Project is a key concern. Extended and structured dialogue will be required to develop a shared perspective on and commitment to the Unified System.

## IV. Child Outcome Planning and Assessment System (COPA) Narrative Functional Analysis and Process Flow Diagram

**Agency:** Chicago Youth Services, Department of Family Support Services

**Program(s) Supported:** Head Start/Early Head Start

**Key Contact:** Vanessa Rich (vanessa.rich@cityofchicago.org), Craig Zemke (craig.zemke@cityofchicago.org)

**Funding Source:** U.S. Department of Health and Human Services, Administration for Children & Families

**Program Summary:** The Department of Family Support Services (DFSS) in the city of Chicago is a grantee which partners with over 40 delegates in the Chicago Public School system. DFSS is the fiscal agent for both Head Start and Early Head Start programs in the city of Chicago. Head Start is a federal program that promotes the school readiness of children ages birth to five from low-income families by enhancing their cognitive, social, and emotional development. Head Start programs provide comprehensive services to enrolled children and their families which include health, nutrition, social, and other services determined to be necessary by family needs assessments. Head Start services are designed to be responsive to each child and family's ethnic, cultural, and linguistic heritage.

**System Overview:** The Child Outcome Planning & Assessment (COPA) system is a management information system implemented by the Department of Family Support Services as a mechanism to monitor and track child, family, volunteer, and staff required/mandated data. The customizable and flexible nature of COPA includes real-time data collection, reporting, monitoring, organizational work-flow, referrals and file sharing. It utilizes performance standards to collect and process data that can improve program quality and performance. Most data fields map from COPA to the Program Information Report, PIR. The Department of Family Support Services uses COPA to house digital documents which are scanned and uploaded to evidence compliance with performance standards, rules, and regulations.

**Narrative Functional Analysis:** Please review to figures 1 and 2 on the following pages when reviewing the functional analysis described in this section.

**Client Engagement/Service Delivery:** The Head Start program is supported by a structured family engagement process referred to as ERSEA (eligibility, recruitment, selection, enrollment and attendance). Recruitment is ongoing and occurs in a myriad of ways. Parents become aware of Head Start/Early Head Start offerings as walk-in parents to delegate and community agencies, through word of mouth from families and friends, and also through neighborhood events, television and radio announcements and through other early childhood programs such as early intervention (1).

Delegate agency staffs assist parents in filling out and submitting the application forms (2). Eligibility is determined and is generally based on the age of the child and family income (3). Following eligibility determination, families are typically placed on a waiting list where they await selection. Selection is a program function based on criteria ranking designed to serve the neediest of the needy (4). Selection criteria include family income, the child's age, suspected or identified disabilities, family structure and social service needs of the child.

Children and their families are then enrolled in the program (5). Programs are structured based on the needs of the family and the local community structure. Programs may be based in:

- Chicago Public Schools
- Centers, Schools, Colleges/Universities, Churches
- Part-day or full-day services
- Family Child Care Homes
- Children's Own Homes

Attendance is monitored and tracked at or above 85% to ensure the families receive optimal services and support from the program (6). A staff person may visit the child's home once a week to provide services to the child and family if required (7). Children and families who receive home-based services gather periodically with other enrolled families for group learning experiences facilitated by Head Start staff (8).

Families remain eligible for services throughout their involvement with Early or Head Start once determined to be eligible. Families leave the program for three main reasons:

- Children age-out of the program;
- Head Start is not the Least Restrictive Environment (LRE) or best-fit for their educational goals and needs;
- Parents relocate or needs are not being adequately met and transition out of the program.

**Reporting/Administrative Tasks:** DFSS provides a variety of reports to delegate agencies to help them monitor and track program compliance to support their programs (9). The reports are created in two formats:

- General program reports
- ‘Smart’ reports; which allow for individual fields to be mapped to capture specific data sets i.e. agency, site, and teacher last name only.

Several administrative activities are mandated by the Head Start performance standards (10). These administrative are performed by DFSS and delegate agencies and include:

- Annual Self-Assessments
- Triennial Reviews (federal level)
- Program Improvement Plans
- Community Assessment
- The development of written plan(s) for implementing services in each of the program areas (management plans)
- The formulation of both multi-year (long-range) program goals and short-term program and financial objectives
- Program Governance
- Publishing an Annual Report

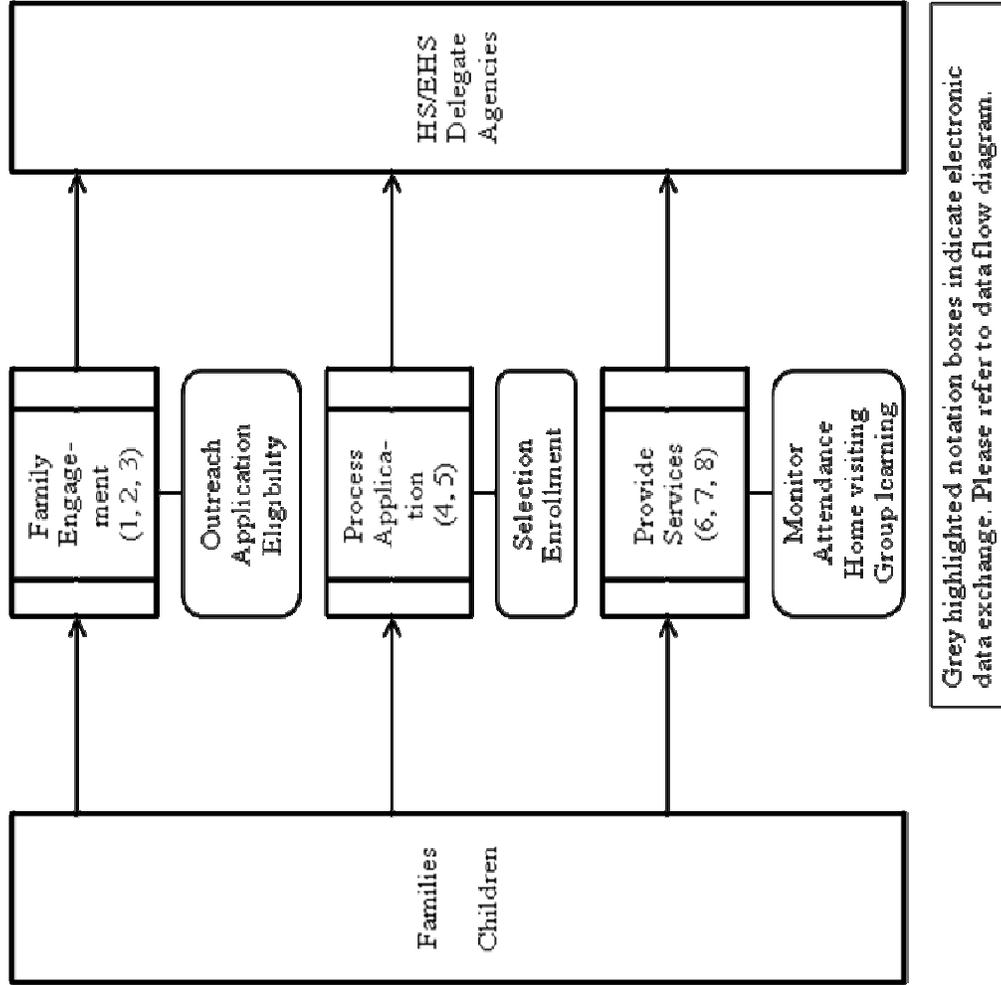
The Office of Head Start Program Information Report (PIR) provides comprehensive data on the services, staff, children, and families served by Head Start and Early Head Start programs nationwide. DFSS and delegate agencies are required to submit PIRs to DHHS for Head Start and Early Head Start programs no later than August 31<sup>st</sup> of each year (11). The PIR data is compiled for use at the federal, regional, state, and local levels.

The Head Start Collaboration Office coordinates early intervention referrals for families via Memorandums of Understanding with DFSS and DCFS (12). Communication with the Department of Children and Family Services occurs with suspected cases of child abuse and neglect (13). The Illinois State Board of Education (via Chicago Public Schools) is engaged by DFSS to screen, evaluate, and assess children with known or suspected disabilities for placement and specialized services (14).

DFSS partners with Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) to ensure that teaching staff have a central location to track professional development strands via the Illinois Gateway system (15).

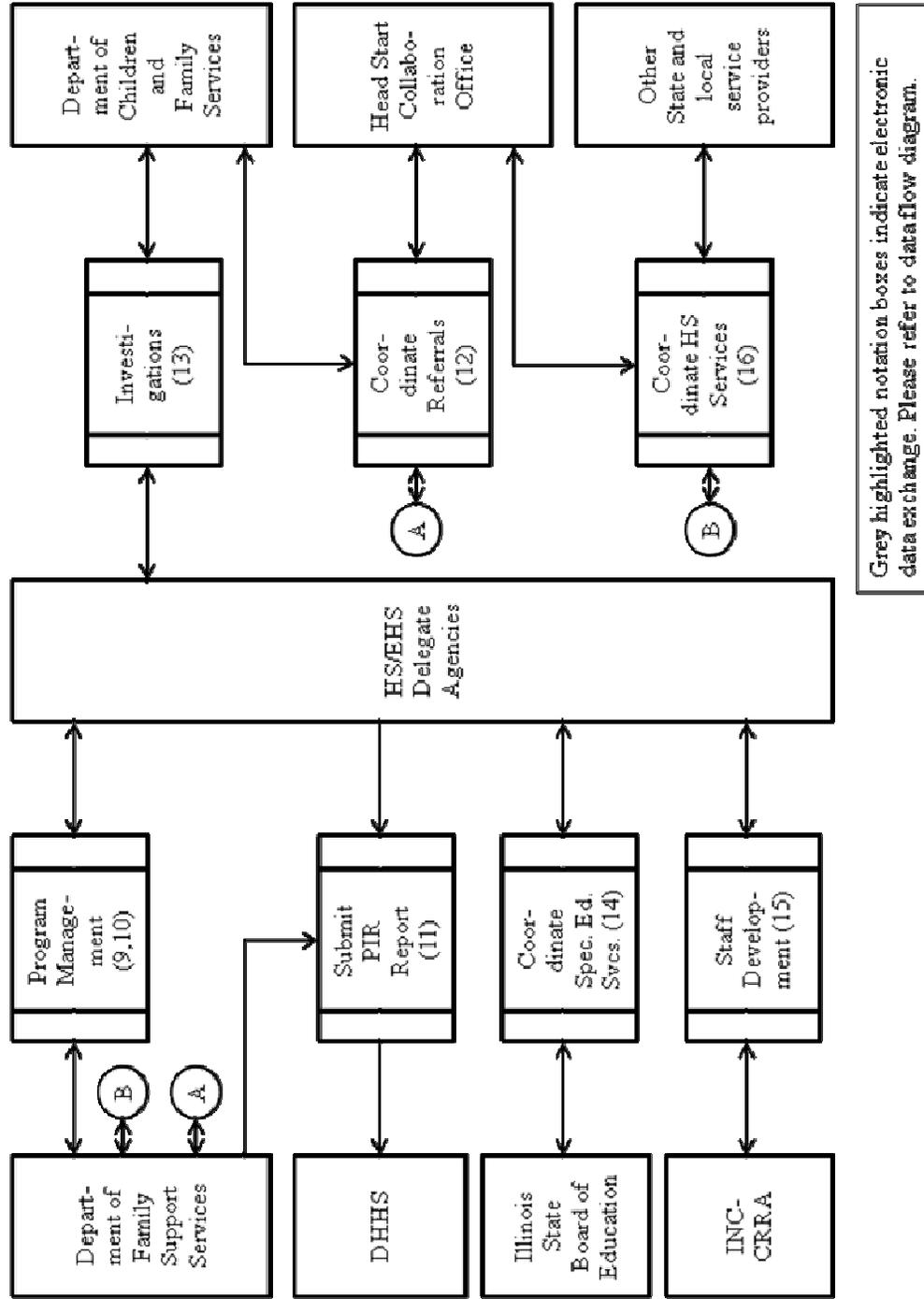
The Head Start Collaboration Office works with DFSS in order to coordinate Head Start services with State and local service providers (16).

# COPA System Client Engagement and Service Delivery



**Figure 1**

# COPA System Reporting and Administrative Activities



**Figure 2**

**Data Flow Analysis:** In the figures above, the grey highlighted notation boxes represent electronic data exchange activities to/from the COPA system. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 – COPA System Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
None Reported		

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the COPA System as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the COPA will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Date Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements
  - High – Contains all critical data elements but some level of data analysis/translation is required.
  - Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
  - Low – Contains a limited number of data elements.
  - None – Data is not collected.

- N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

TABLE 2 - Common Education Data Standards Comparative Analysis to COPA - Summary			
CEDS Entities and Categories	CEDS Description	Level of Compliance	Narrative Summary
<b>Child</b>			
Contact	Where the child lives		
Demographic	Identifying characteristics of the child		
Developmental Assessments	Evaluation and screening findings		
Educational Experiences	Details of services received		
Health Information	Details of health services received		
Identity	Child's name		
Language	How the child communicates		
<b>Family</b>			
Family/Household Information	Family/household size, income and residency		
<b>Organization</b>			
Organization Information	Organization name, address, telephone		
Program Characteristics	Overall program characteristics		
Site level characteristics	Licensing info, age served		
<b>Staff</b>			
Contact	Staff address		
Demographic	DOB and gender		
Employment	Classification, start date, hire date, status		
Identity	Staff name		
Language	How the staff person communicates		

<b>TABLE 2 - Common Education Data Standards Comparative Analysis to COPA - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
Staff Education/Training	Degrees and certifications		
<b>Parent/Guardian</b>			
Education	Education level completed		
Identity	Name and relationship to child		

**Preliminary Findings:** The COPA system review was performed as a representative review for the 45+ Head Start grantees across the State. The Head Start/Early Head Start program provides comprehensive early childhood services across the State for a very substantial portion of the early childhood population. The Head Start grantees have the potential to provide significant input to the Unified System. The COPA system was selected for review because it is used by a large number of grantees and by the Department of Family Support Services, City of Chicago. Through the review process, concerns about Head Start grantees' participation in the Unified System Planning Project and the extent to which they would participate in data sharing came to light. While there is significant potential for Head Start grantees to serve as a source for early childhood data, much work remains to be done.

- COPA and by extension, other Head Start grantee systems will serve as an excellent source of early childhood data. During a review of CEDS standards with COPA vendor staff, they suggested that they capture the large majority of CEDS data. Additional conversations with DFSS are needed in order to obtain the necessary details on the system.
- The COPA system appears to have a high degree of data quality based on discussions with COPA vendor staff. The system is specifically designed to support Head Start grantees and is well regarded to the extent that it meets their data collection and reporting requirements.
- COPA may have limited data exchange capabilities to support specific business needs but no specific details were provided. The COPA vendor indicated that they could develop structured data extracts but only with the proper formal agreements in place.
- The degree of collaboration between Head Start grantees and the Unified System Planning Project is a key concern. Extended and structured dialogue will be required to develop a shared perspective on and commitment to the Unified System.
- The COPA vendor indicated their ability to support the project from a technical perspective. Given that the COPA system is currently used by 8-10 Head Start grantees, there is an opportunity to leverage any technical work over a larger provider base.

## V. Cornerstone System

### Narrative Functional Analysis and Process Flow Diagram

**Agency:** Department of Human Services, Bureau of Early Intervention

**Program(s) Supported:** The Cornerstone System supports these Illinois programs representing four divisions/bureaus from the Illinois Department of Public Health and four divisions/bureaus from the Illinois Department of Human Services. This review is specifically focused on the Bureau of Early Intervention.

- Illinois Breast and Cervical Cancer Program (BCCP),
- **Early Intervention (EI),**
- Family Case Management (FCM),
- Healthy Families Illinois (HFI),
- Healthy Start (HSCM),
- Immunization Program (IMM),
- Pediatric Primary Care (PPC),
- Prenatal Care (PREN),
- Special Supplemental Nutrition Program for Women, Infants and Children (WIC),
- Wise Woman Demonstration Project,
- Adverse Pregnancy Outcomes Reporting System (APORS),
- High Risk Infant Follow-up,
- Genetics,
- Teen Parent Services.

**Key Contact:** Blake Whitson (blake.whitson@illinois.gov)

**Funding Source:** Department of Human Services

**Program Summary:** The Illinois Early Intervention (EI) Program serves children ages birth to three years of age with a developmental delay. The program provides therapy services to the child and the child's family in the child's natural environment. Examples of services include speech therapy, physical therapy and developmental therapy. The EI program is a statewide program serving approximately 20,000 children annually. The program is divided into 25 regional office sites called Child and Family Connections Offices (CFC's) with seven of those serving the City of Chicago and suburban Cook County and the remainder serving the balance of the State. The CFCs are contracted entities with the program and are not State offices.

**System Overview:** Cornerstone is a management information system developed and implemented by the Illinois Department of Human Services Division of Community Health and Prevention (Now Family and Community Services) as a mechanism to facilitate maternal and child health service integration. Cornerstone design features combine program registration, standardized risk assessment, automated care plan development, and consolidated referral and scheduling. Cornerstone is a PC and local area network-based system, allowing portability across program applications and geographic areas. A wide-area network enables local agencies to share data about clients with the Bureau of Early Intervention.

**Narrative Functional Analysis:** Please review to figures 1 and 2 on the following pages when reviewing the functional analysis described in this section.

#### **Client Engagement/Service Delivery (see figure 1)**

Child and Family Connections offices (CFCs) are contracted agencies that provide and coordinate service delivery to children and their families. When early intervention services are required, CFCs will either be contacted directly by a family or will receive a referral from any number of sources including NICUs, DCFS or primary care providers (1). Service coordinators will then contact the family and begin the engagement process (2). After collecting the necessary information, child engagement (3) begins where an evaluation is performed and other information is collected. During these processes, the client is enrolled in a program and the Service Coordinator captures demographic and eligibility information, along with data related to the specific program. The external service provider is then engaged to provide services to the child (4).

As services are provided (5), the Service Coordinator captures information in their laptop computer which is subsequently uploaded to the CFC local version of the Cornerstone system. Once the client record has been uploaded from the Service Coordinator's laptop (which may take up to 7 days), the data is usable by any participating program.

Cornerstone provides a single, automated care plan identifying a comprehensive array of service activities needed to address assessed risks for a client. The plan is based on the client's response to a standardized set of questions assessing prenatal or child health care, nutrition, child safety, and other human service needs. The system also provides a scheduling or referral system which matches the client's service needs with available internal and external providers. A wide-area network allows Cornerstone users to access service history data (for example, immunization history) when clients change their place of service. Ultimately, the child reaches three years of age and is transitioned to the local school district (6) and/or the Preschool for All program under the Illinois State Board of Education (7).

### **Reporting/Administrative Activities (see figure 2)**

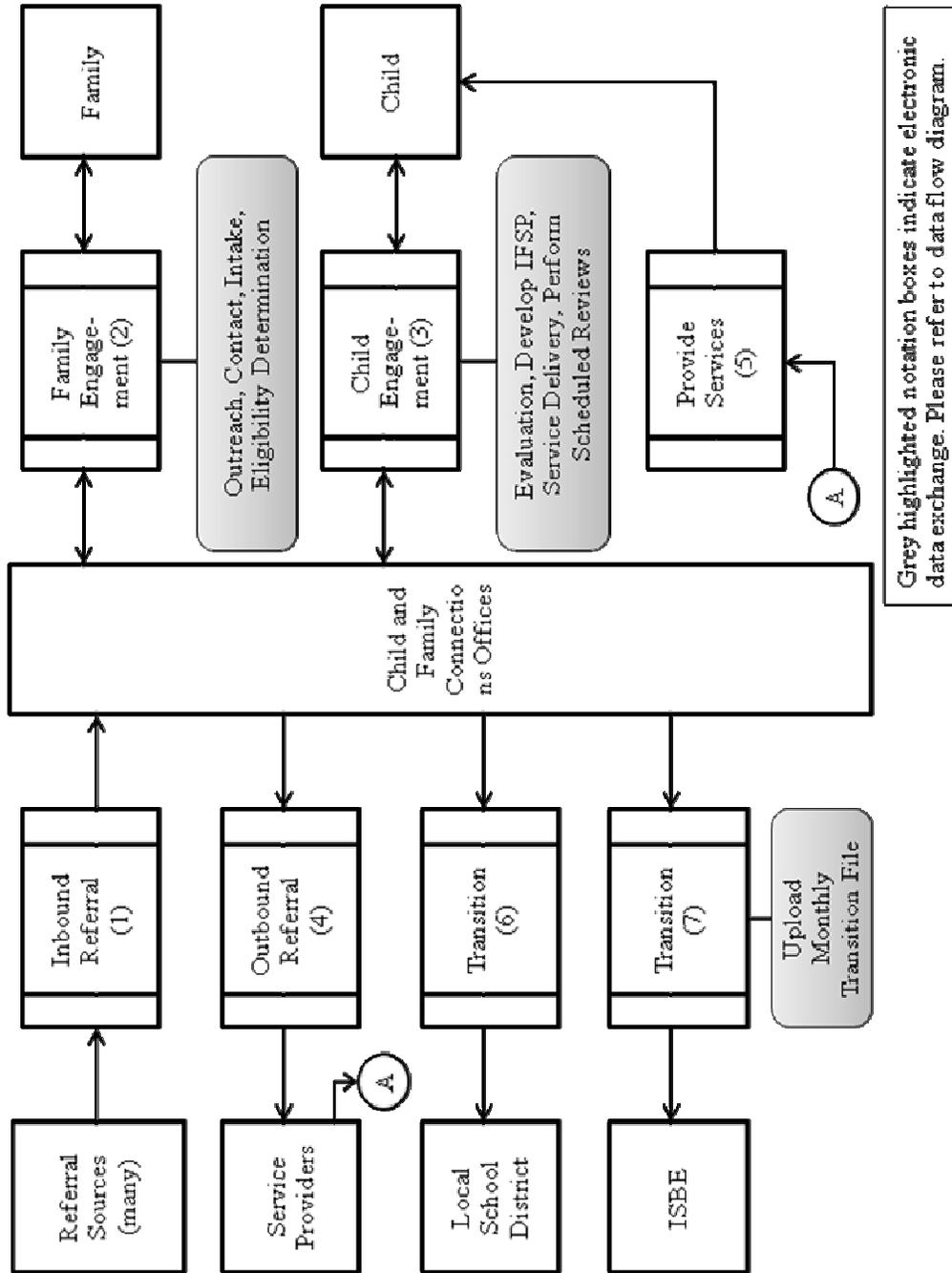
The Bureau of early intervention provides an array of support services to the CFCs. The Bureau provides a series of ongoing operational reports (8) as well as professional development services (9). The family data from the CFC local version of Cornerstone is uploaded nightly to the central Cornerstone system and updates are also downloaded nightly from the central system to the local CFC systems (10). When updates are received by either system, a batch program updates the respective databases with the information in order to keep the CFCs and the central office data synchronized.

The result is a simpler enrollment and updating process for both clients and program staff, and the ability to know all services that a client is receiving. Client demographic and eligibility data is captured once, stored centrally, and therefore available to all programs within Cornerstone. This single point of entry eliminates duplicative data entry, as well as reduces the chances of mistakes or duplicate enrollments.

While Cornerstone provides a single database of client data usable by multiple programs, the client still needs to register separately for each program, which may require physically reporting to several different locations. Additionally, system updates are batch, meaning that information captured is not usable until the next day.

The Bureau also supports CFCs by submitting claims to the Central Billing Office for private insurance claims (11) and DHFS for Medicaid claims (12). Finally, the Bureau provides periodic ad-hoc reports or data files to the Illinois Early Childhood Asset Map (IECAM) from the Cornerstone system (13).

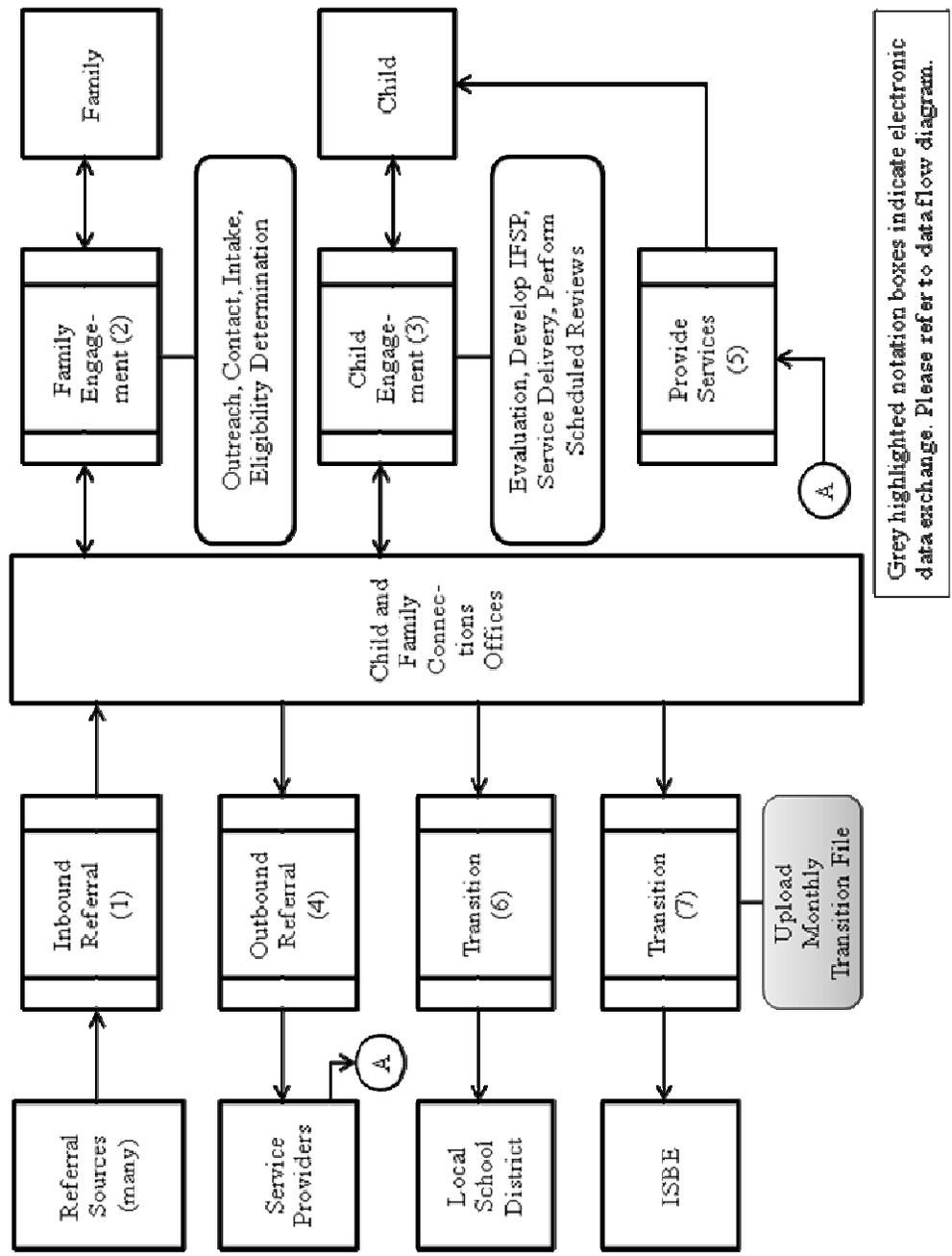
# Bureau of Early Intervention Client Engagement/Service Delivery



Grey highlighted notation boxes indicate electronic data exchange. Please refer to data flow diagram.

**Figure 1**

## Bureau of Early Intervention Client Engagement/Service Delivery



**Figure 2**

**Data Flow Analysis:** In the figures above, the grey highlighted notation boxes represent electronic data exchange activities to/from Cornerstone. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 – Cornerstone Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
<b>Transition (7)</b>	Upload monthly transition file from Cornerstone to ISBE (IDEA Part C to Part B transition)	EI generates a batch file and uploads to the ISBE Student Information System. The upload or a variation of the upload could be made available to the Unified System. The upload contains Participant ID, Childs Name, Address, Parents Name, and contact information.
Database updates (10)	EI instance and CFC instances of Cornerstone are synchronized on a nightly basis.	This is an internal Cornerstone data exchange function. Not relevant to the Unified System.
Billing (11, 12)	Private insurance and Medicaid billing files are uploaded to the central billing office and HFS on a nightly basis.	This is a 3 <sup>rd</sup> party billing process. Not relevant to the Unified System.
<b>Process Report Requests (13)</b>	Ad-hoc report requests are received and processed resulting in the creation of batch files containing Cornerstone data	EI generates batch files for upload to IECAM upon request. This data exchange capability is the relevant to the Unified System as EI could perform queries of the Cornerstone system and produce batch files for submission to the Unified System. Currently, EI provides aggregate counts by CFC ID, CFC County, participant zip code (Cook County only) and number of children served by “birth to 1” and “birth to 3”.

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the Cornerstone System as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff.

Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the Cornerstone will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Data Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements
  - High – Contains all critical data elements but some level of data analysis/translation is required.
  - Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
  - Low – Contains a limited number of data elements.
  - None – Data is not collected.
  - N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

TABLE 2 - Common Education Data Standards Comparative Analysis to Cornerstone - Summary			
CEDS Entities and Categories	CEDS Description	Level of Compliance	Narrative Summary
<b>Child</b>			
Contact	Where the child lives	High	The majority of address information for the child is captured. Certain non-critical information may not be captured.
Demographic	Identifying characteristics of the child	High	The majority of demographic information is captured. Some limited data translation may be required.
Developmental Assessments	Evaluation and screening findings	Moderate	Some relevant information such as diagnosis codes, IFSP type, service type and status codes are available but require further analysis and data translation.
Educational Experiences	Details of services received	Moderate	Some relevant information such as program types, service types, application dates, enrollment dates, start/end dates are available but require further analysis and data translation.
Health Information	Details of health services received	Low	Limited information associated with disability.
Identity	Child's name	High	Child identifying information is limited to first name, last name and middle initial.
Language	How the child communicates	Moderate	Generation code or suffix is not captured. Language code (language or dialect) is captured but language type (function or context) is not.
<b>Family</b>			
Family/Household Information	Family/household size, income and residency	Moderate	Information collected is limited to household size and income.

TABLE 2 - Common Education Data Standards Comparative Analysis to Cornerstone - Summary			
CEDS Entities and Categories	CEDS Description	Level of Compliance	Narrative Summary
<b>Organization</b>			
Organization Information	Organization name, address, telephone	Low	Organization name only
Program Characteristics	Overall program characteristics	Low	Child specific program information.
Site level characteristics	Licensing info, age served	Low	No information captured.
<b>Staff</b>			
Contact	Staff address	None	No information captured.
Demographic	DOB and gender	None	No information captured.
Employment	Classification, start date, hire date, status	None	No information captured.
Identity	Staff name	Low	Staff ID only.
Language	How the staff person communicates	None	No information captured.
Staff Education/Training	Degrees and certifications	None	No information captured.
<b>Parent/Guardian</b>			
Education	Education level completed	None	No information captured.
Identity	Name and relationship to child	None	No information captured.

**Preliminary Findings:** Although Cornerstone is an older system, it is highly innovative to the extent that it serves as a mechanism to facilitate maternal and child health service integration. Cornerstone’s design features combine program registration, standardized risk assessment, automated care plan development, and consolidated referral and scheduling across multiple programs serving the maternal and child health community. In this respect, it serves as a point of integration and data access to many programs and agencies, simplifying data collection processes and making data available from multiple sources. Specific findings to be considered include:

- Because the system supports many programs, it may serve as a significant source of early childhood information, particularly for those children most in need.
- There appears to be relatively low compliance with data standards and the completeness and accuracy of the data must be reviewed.
- The system uses outdated technology so there is some concern over the potential for integration with newer systems.
- Fourteen programs use Cornerstone today which implies some level of collaboration among them. This may benefit future plans associated with the Unified System.
- The Bureau of Early Intervention provides some limited data exchange support to existing programs and systems. It appears that these capabilities may be extensible to the Unified System project, but that possibility must be reviewed in more detail.

## VI. DCFS Licensing System

### Narrative Functional Analysis and Process Flow Diagram

**Agency:** Department of Children and Family Services

**Program(s) Supported:** Child Care Assistance Program, Child Care Resource and Referral Program, Child Care for All

**Key Contact:** Genene Taylor, (genene.taylor@illinois.gov), Richard Alexander (richard.alexander@illinois.gov), David Nika, Licensing Systems (david.nika@illinois.gov),

**Funding Source:** State Funding

**Program Summary:** DCFS is responsible for setting standards and licensing day care centers, homes, group homes and day care agencies in the State. While DHS manages the child care subsidy program, licensed providers are licensed through DCFS. DCFS has established well structured requirements to ensure the safety and well being of children that are cared for in these settings. These requirements vary depending on the type of facility but include educational and certification requirements of staff, age requirements of staff, facility requirements and number of children allowed.

Child care providers must apply to DCFS for a license and include the required documentation. A supervisor is assigned to the application and schedules an on-site review of the day care facilities. After the facilities pass inspection and other licensing requirements are met, a license will be issued. A license is valid for three years. Licensed day care facilities are inspected annually. If a complaint is received regarding a violation of the licensing standards of a day care home, a licensing representative will conduct a licensing complaint investigation to determine if the alleged violation should be substantiated or unsubstantiated. Substantiated violations are reported to individuals who call the Day Care Information Line. Substantiated violations must be posted in a prominent area of the home until corrected.

**System Overview:** The DCFS system is an IBM mainframe system using a DB2 database. The system houses several applications that automate the management of a variety of DCFS programs including child welfare, child protective services, foster care and licensing. Relative to licensing, The DCFS Licensing Application records and manages child care and foster care

facility license applications, licensing information including facility and staff information, and also provides ongoing monitoring and evaluation of performance and compliance with licensing requirements.

**Narrative Functional Analysis:** Please review to figure 1 on the following pages when reviewing the functional analysis described in this section.

### **Provider Engagement, Licensing and Administrative Activities**

Individuals or corporations interested in becoming a licensed child care provider in the state of Illinois must apply to the **Department of Children and Family Services (DCFS)** (1). Smaller license-exempt providers may also apply and are typically processed through local child care resource and referral agencies (CCR&Rs) (2). Application forms must be completed and submitted with the appropriate accompanying documentation (3) which varies based on the type of facility. Following receipt of the required forms, a supervisor will be assigned to the application case to review materials and follow-up with further instructions (4). DCFS will initiate the required background checks (5) for facility employees as required which may include:

- CANTS (Child Abuse and Neglect Tracking System) check
- Illinois and/or National Sex Offender Registries (SORS)
- Criminal Background Check (done through fingerprinting)
- Certification checks/qualifications of staff

Background checks for license-exempt providers are coordinated through the local CCR&Rs (6).

Regardless of the type of day-care opening, day-care providers are required to submit a fire safety and evacuation plan to DCFS (7). DCFS will coordinate with the local fire marshal to perform the fire inspection and complete the fire inspection report (8).

A DCFS representative will schedule an appointment to inspect the facility. The inspection is performed (9) and includes checks for a CPR certificate, fire extinguisher, flashlight, smoke detector, first aid kit, phone and other requirements. Following inspection, a provider license is issued (10). Licenses are issued for a period of three years.

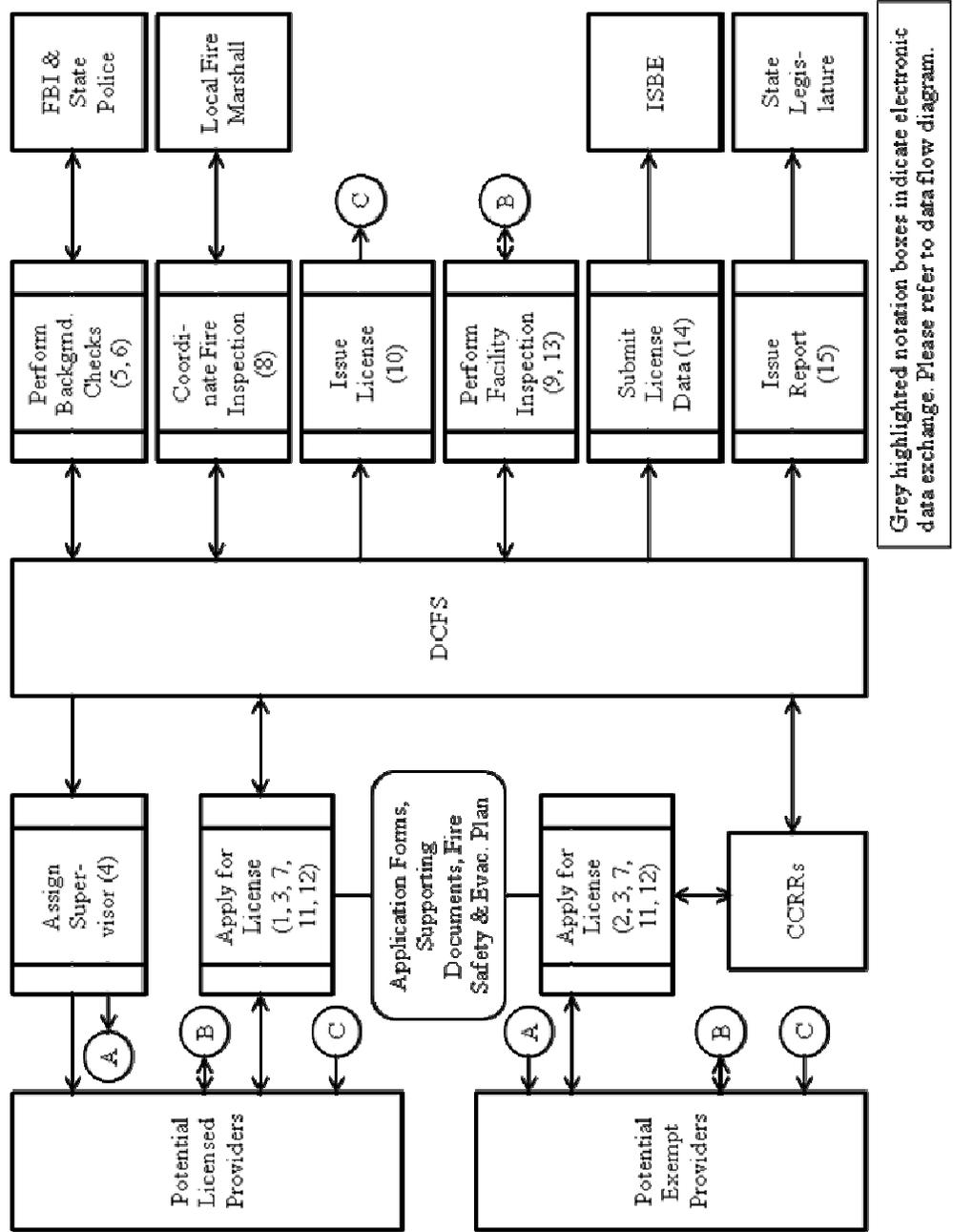
### **Reporting and Administrative Activities**

DCFS staff performs the following reporting and administrative activities:

- DCFS requires periodic renewal of the license (every three years). DCFS will mail a renewal application 6 months before the provider license expires. The provider must complete the renewal forms and submit it with the required supporting documentation in a timely manner (11).

- Providers are obligated to notify DCFS if they move. In the event that a provider moves, their existing license is revoked and a new application must be filed and processed (12).
- DCFS performs annual reviews of provider facilities. Monitoring of day care providers is coordinated by the regional supervisor. A DCFS representative goes out, performs visit and documents findings. The report returned to DCFS where it is entered into the licensing system (13).
- Licensing data is shared with the Illinois State Board of Education to support the food voucher program. Only DCFS licensed providers are qualified for subsidies under the food voucher program (14).
- DCFS reports to the State legislature on day care licensing annually (15).

**DCFS Licensing System  
Provider Engagement, Licensing & Admin**



Grey highlighted notation boxes indicate electronic data exchange. Please refer to data flow diagram.

**Figure 1**

**Data Flow Analysis:** In the figures above, the grey highlighted notation boxes represent electronic data exchange activities to/from the DCFS Licensing system. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 - IMSA Licensing System Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
<b>Submit License Data (14)</b>	Licensing data is shared with the Illinois State Board of Education to support the food voucher program. Only DCFS licensed providers are qualified for subsidies under the food voucher program.	The capacity to extract provider licensing and other information from the licensing system provides opportunities for tracking provider information through the Unified System.

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the DCFS Licensing System as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the DCFS Licensing System will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Date Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements
  - High – Contains all critical data elements but some level of data analysis/translation is required.

- Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
- Low – Contains a limited number of data elements.
- None – Data is not collected.
- N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

TABLE 2 - Common Education Data Standards Comparative Analysis to DCFS Licensing - Summary			
CEDS Entities and Categories	CEDS Description	Level of Compliance	Narrative Summary
<b>Child</b>			
Contact	Where the child lives	N/A	The system does not collect child data.
Demographic	Identifying characteristics of the child	N/A	The system does not collect child data.
Developmental Assessments	Evaluation and screening findings	N/A	The system does not collect child data.
Educational Experiences	Details of services received	N/A	The system does not collect child data.
Health Information	Details of health services received	N/A	The system does not collect child data.
Identity	Child's name	N/A	The system does not collect child data.
Language	How the child communicates	N/A	The system does not collect child data.
<b>Family</b>			
Family/Household Information	Family/household size, income and residency	N/A	The system does not collect family data.
<b>Organization</b>			
Organization Information	Organization name, address, telephone	High	All critical organization information is collected.
Program Characteristics	Overall program characteristics	Moderate	Some information is captured. Further data analysis and data translation are required.
Site level characteristics	Licensing info, age served	High	Most information is captured. Further data analysis and data translation are required.
<b>Staff</b>			
Contact	Staff address	N/A	The system does not collect staff data.
Demographic	DOB and gender	N/A	The system does not collect staff data.
Employment	Classification, start date, hire date, status	N/A	The system does not collect staff data.
Identity	Staff name	N/A	The system does not collect staff data.

<b>TABLE 2 - Common Education Data Standards Comparative Analysis to DCFS Licensing - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
Language	How the staff person communicates	N/A	The system does not collect staff data.
Staff Education/Training	Degrees and certifications	N/A	The system does not collect staff data.
<b>Parent/Guardian</b>			
Education	Education level completed	N/A	The system does not collect parent/guardian data.
Identity	Name and relationship to child	N/A	The system does not collect parent/guardian data.

**Preliminary Findings:** Although the DCFS Licensing System is an older system with limited interface and data exchange capabilities, it houses a significant amount of information on the licensed child care providers in the state. Given that a basic level of information on all licensed providers and programs in the state is captured and maintained in the DCFS Licensing System, the system represents a significant potential source of provider and program data. As planning for the Unified System continues, and given the potential of this data source, the following considerations should be kept in mind:

- The DCFS Licensing System is currently the only data source in the state that captures all licensed child care programs and providers, thus it may offer the Unified System the most comprehensive source of baseline data on the child care providers and programs on a state-wide basis.
- The DCFS licensing system is built on an older, outdated technology platform. The database is highly complex and contains a significant amount of data. The ease with which data can be extracted from the system is in question at this time. However, given the amount of information available, further investigation is most likely warranted.
- Data quality and CEDS compliance are both concerns with this system. As Unified Systems planning becomes more advanced and it becomes clear what data will be collected and how that data will be used, a more detailed review of DCFS Licensing System data will be required.
- DCFS Licensing appears to have good collaborations and processes/systems in place to review, verify, and monitor the child care licensing process. To the extent necessary or determined, these collaborations could be important to supporting needs of the Unified System.
- The DCFS Office of Information Technology has a significant resource pool and has responsibility for many systems. These resources may be of assistance to the Unified System project in the future.

## VII. Electronic Grants Management System Narrative Functional Analysis and Process Flow Diagram

**Agency:** Illinois State Board of Education

**Program(s) Supported:** The Electronic Grants Management System (eGMS) supports the program grants component of the Illinois State Board of Education (ISBE) Early Childhood Division programs:

- Preschool for All
- Prevention Initiative

**Key Contact:** Cindy Zumwalt (czumwalt@isbe.net), Scott Norton (snorton@isbe.net), John Shake (jshake@isbe.net)

**Funding Source:** ISBE general funds

**Program Summary:** The Early Childhood Education Block Grant administered by the Early Childhood Division of ISBE funds two early childhood education programs: Preschool for All for 3 to 5 year olds and the Prevention Initiative for 0 to 3 year olds. All Prevention Initiative and Preschool for All programs are operated by local school districts, regional offices of education, higher education institutions, child care centers, park districts, and faith-based or community-based agencies. The Preschool for All program is intended to provide high-quality educational services to all 3 to 5 year-old children whose families choose to participate. If there are more programs applying for Preschool for All funding than there are dollars in the budget, programs serving primarily at-risk children will be given first priority, followed by programs serving primarily children whose families are of low to moderate income (four times the federal poverty level). Currently, all programs awarded the Preschool for All grant serve primarily at-risk children (Priority 1). Prevention Initiative programs offer coordinated services to high-risk children ages 0 to 3 and their families. The aim of Prevention Initiative is to provide early, continuous, intensive and comprehensive child development and family support services to help families build a strong foundation for learning to prepare children for later school success. Although some center-based programs exist, most programs use home visiting models. Currently, there are approximately 158 grant funded Prevention Initiative programs throughout the state and approximately 460 Preschool for All programs throughout the state.

**System Overview:** The Electronic Grants Management System (eGMS) was developed in 2005 with the primary goals of reducing grant preparation time for local education agencies, improving data quality and communications, standardizing ISBE grant applications, and improving efficiency of grant review and approval. Applications of eGMS include program grant applications for Preschool for All and Prevention Initiative programs throughout the state. Agencies must use ISBE’s Web Application Security System (IWAS) to access eGMS and submit program grant applications electronically. A design feature of IWAS includes cascading user authority and access granted by program or site administrators. The eGMS system allows grantees to submit program information, a budget, a payment schedule, and required grant assurances. ISBE staff use eGMS to review the grant applications, approve or return applications, and provide review comments electronically so that the grantee may correct any errors and resubmit the application. The eGMS system also allows grant amendments to be created and submitted throughout the year as needed. When an original application or amendment is approved in eGMS, the budget and the payment schedule are loaded into the Funding Reimbursement Information System (FRIS).

**Narrative Functional Analysis:** Please refer to figures 1 and 2 on the following pages when reviewing the functional analysis described in this section.

#### **Program Grant Application and Monitoring (see figure 1)**

ISBE’s Early Childhood Division engages agencies that administer the Prevention Initiative and the Preschool for All programs throughout the state to apply for grant funding to support their programs. A competitive RFP process with a five year funding cycle is used, although annual continuation grants are required by all grantees. Agencies submit Preschool for All grant applications electronically using eGMS while grant applications for Prevention Initiative programs are submitted to the Early Childhood Division using paper applications. All continuation grants are processed through eGMS (1). The Early Childhood Division provides both technical and programmatic assistance to grantees during the eGMS application process (2). Early Childhood Division staff review the grant applications, verify program requirements (such as the use of a research-based assessment tool and certified teachers), review budgets and payment schedules, and confirm that all information and assurances are provided (3). Staff will return the grant application and include review comments if changes need to be made. The grantees make revisions and resubmit the application for approval (4).

All Preschool for All program grantees undergo monitoring. National Louis University, a sub-contractor of ISBE’s Early Childhood Division, monitors program grantees, which includes on-site monitoring (5). On-site monitoring visits result in a program monitoring report and a program improvement plan. Early Childhood Division staff work with grantee program

administrators to review and approve the program improvement plan and track program progress in achieving goals in the program improvement plan (6). The ISBE Federal and State Monitoring Division performs fiscal reviews of the grants (7). The Early Childhood Division also performs data analyses to monitor program performance indicators (8). Periodically, ISBE issues program evaluations be conducted for the Preschool for All and Prevention Initiative programs (9). ISBE provides training and technical assistance opportunities for both Early Childhood programs (10).

Parents in the Prevention Initiative programs complete a parent evaluation survey. Programs enter the survey data into the Parent Evaluation application accessed through ISBE's IWAS portal (11).

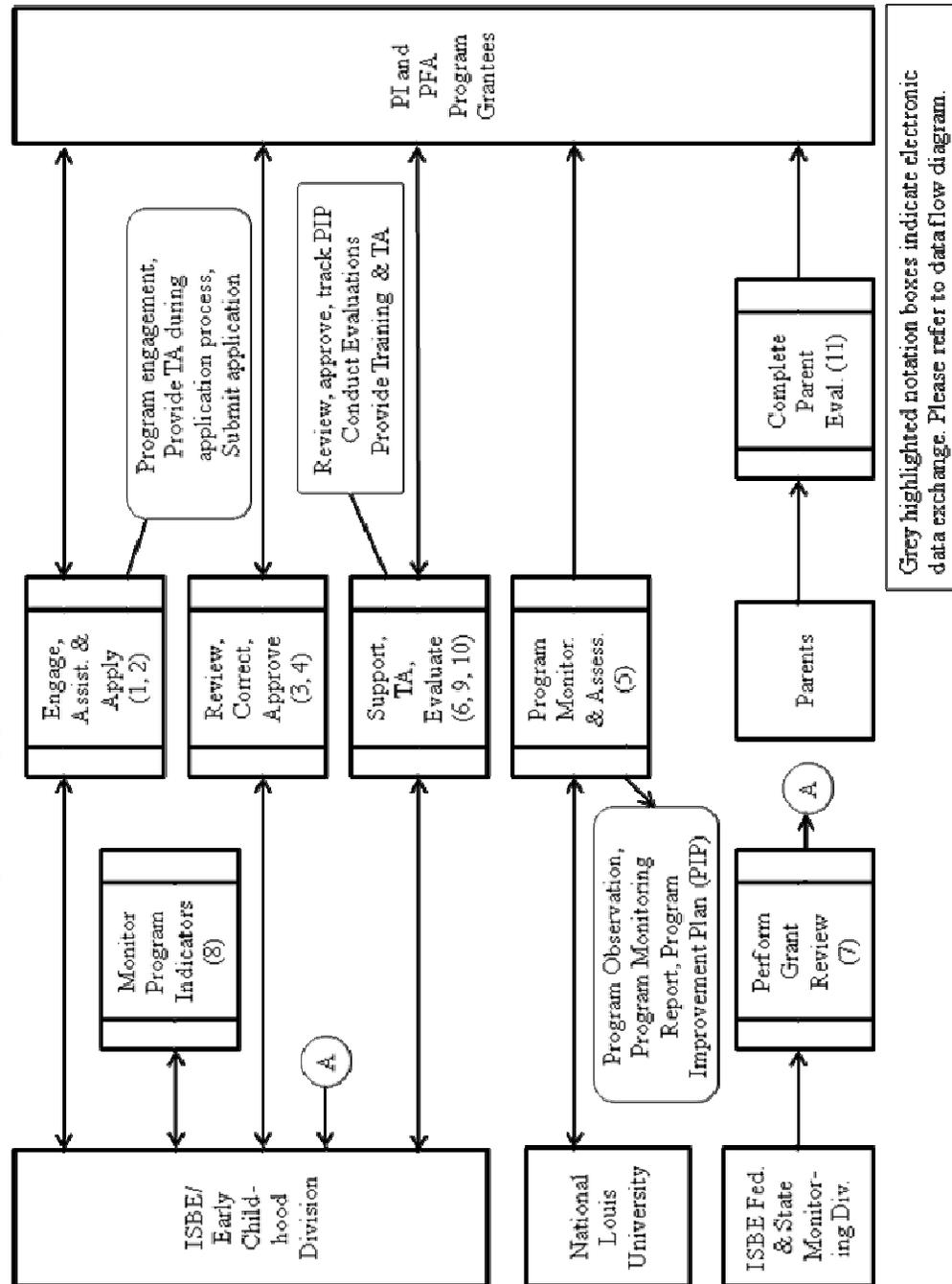
### **Reporting/Administrative Activities (see figure 2)**

The Early Childhood Division is required to provide program reports to legislators and the public on a regular basis. Using data from the eGMS, SIS, and other Early Childhood reports and reporting systems, the Illinois Early Childhood Prevention Initiative Program report is developed every two years and the Illinois Prekindergarten Program Report is developed every three years (12).

The eGMS system interfaces with the Funding Reimbursement Information System (FRIS) to provide the program grantees budget and payment schedule information. FRIS has a public portal in which the public can view fiscal information for grantees and/or programs (13).

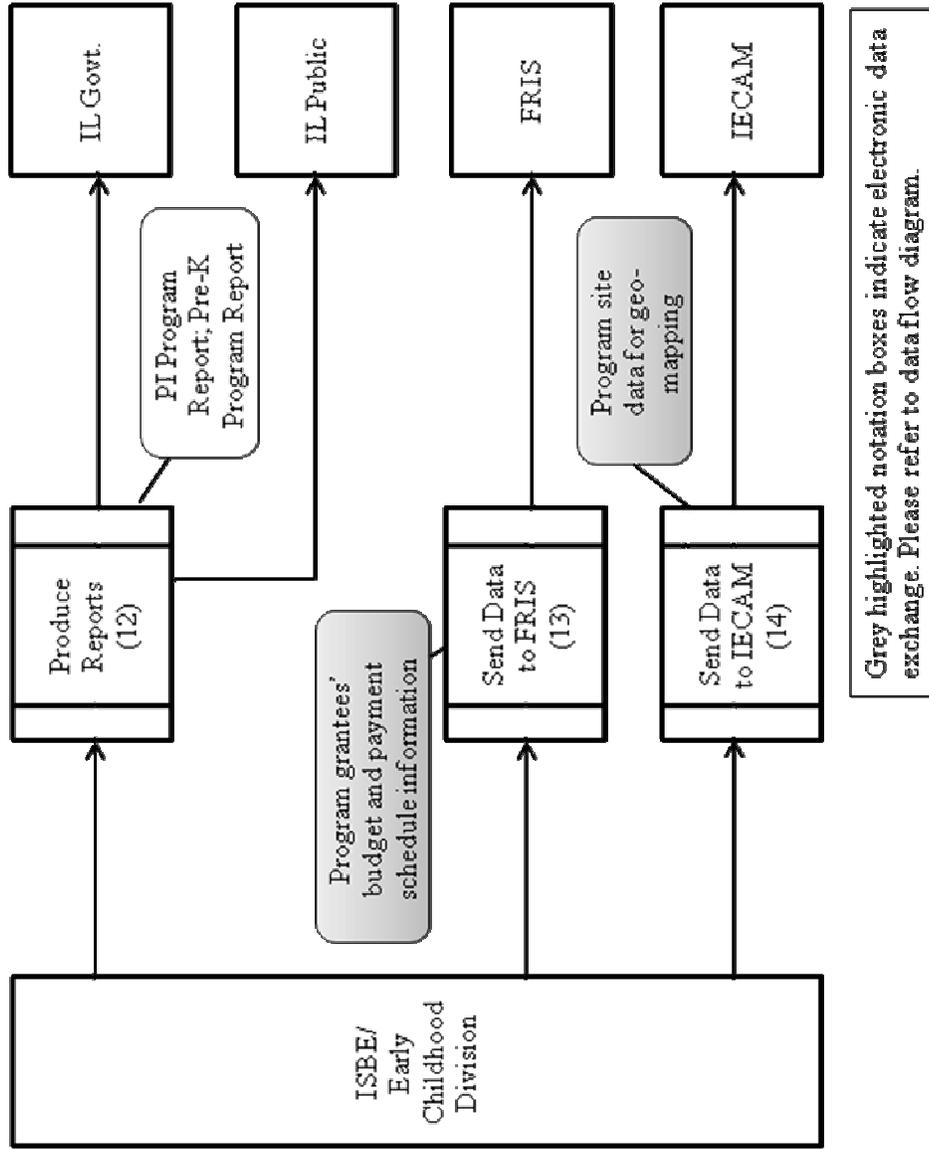
The Early Childhood Division shares program data with the Illinois Early Childhood Asset Map (IECAM) to include all Prevention Initiative and Preschool for All program sites in their database and geo-mapping of early care and education services in Illinois (14).

# PI and PFA - eGMS Program Application and Monitoring



**Figure 1**

## PI and PFA - eGMS Reporting/Administrative Activities



**Figure 2**

**Data Flow Analysis:** In the figures above, the grey highlighted notation boxes represent electronic data exchange activities to/from eGMS. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 - eGMS Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
Interface with FRIS (13)	eGMS interfaces directly with FRIS (Funding Reimbursement Information System) to upload PFA and PI program grantees' budgets and payment schedules for public view in FRIS.	Not relevant to the Unified System in the context of CEDS.
Share data with IECAM (14)	The Early Childhood Division's Data Analyst develops queries to obtain specified program grant data from eGMS. The queried data is converted into an Excel file and emailed to IECAM for use in geo-mapping ISBE EC service sites.	Service provider site information may be relevant to the Unified System.

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the eGMS System as part of this system analysis. CEDS provides a consistent framework in that it describes "entities" within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of "categories" as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the Cornerstone will be able to provide "CEDS compliant" datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Date Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.

- Complete – meets all CEDS requirements
- High – Contains all critical data elements but some level of data analysis/translation is required.
- Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
- Low – Contains a limited number of data elements.
- None – Data is not collected.
- N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

TABLE 2 - Common Education Data Standards Comparative Analysis to eGMS - Summary			
CEDS Entities and Categories	CEDS Description	Level of Compliance	Narrative Summary
<b>Child</b>			
Contact	Where the child lives	N/A	eGMS does not collect child data
Demographic	Identifying characteristics of the child	N/A	eGMS does not collect child data
Developmental Assessments	Evaluation and screening findings	N/A	eGMS does not collect child data
Educational Experiences	Details of services received	N/A	eGMS does not collect child data
Health Information	Details of health services received	N/A	eGMS does not collect child data
Identity	Child's name	N/A	eGMS does not collect child data
Language	How the child communicates	N/A	eGMS does not collect child data
<b>Family</b>			
Family/Household Information	Family/household size, income and residency	N/A	eGMS does not collect family data
<b>Organization</b>			
Organization Information	Organization name, address, telephone	High	All organization information is collected with two small exceptions.
Program Characteristics	Overall program characteristics	Moderate	A significant amount of program level data is collected but the extent that it is CEDS compliant is unclear.
Site level characteristics	Licensing info, age served	Moderate	Site name and license exempt status is collected.
<b>Staff</b>			
Contact	Staff address	N/A	eGMS does not collect individual staff information.
Demographic	DOB and gender	N/A	eGMS does not collect individual staff information.
Employment	Classification, start date, hire	N/A	eGMS does not collect individual staff

<b>TABLE 2 - Common Education Data Standards Comparative Analysis to eGMS - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
	date, status		information.
<b>Identity</b>	Staff name	N/A	eGMS does not collect individual staff information.
<b>Language</b>	How the staff person communicates	N/A	eGMS does not collect individual staff information.
<b>Staff Education/Training</b>	Degrees and certifications	N/A	eGMS does not collect individual staff information.
<b>Parent/Guardian</b>			
<b>Education</b>	Education level completed	N/A	eGMS does not collect parent/guardian data
<b>Identity</b>	Name and relationship to child	N/A	eGMS does not collect parent/guardian data

**Preliminary Findings:** ISBE's eGMS system is the source of Preschool for All and Prevention Initiative provider and program data. Considering that these programs serve a significant number of the state's early childhood population, especially those deemed at risk for developmental delay and/or academic failure, the eGMS serves as an important source of program data for the Unified System. Specific findings to be considered include:

- eGMS provides a good source of provider and program data for the Unified System, specifically for the Prevention Initiative and Preschool for All programs.
- Because eGMS data is tied to financial aspects of the programs it supports, it is reasonable to expect that data quality within this system is high. There are however, questions as to the extent that the data is CEDS compliant.
- eGMS has very limited data exchange capabilities today which possibly implies some restrictions on its capacity to share data with the Unified System. Key contacts indicate however, that data from eGMS is extractable by developing tailored queries. This functionality is currently in use to share program data with IECAM.
- eGMS is managed by the Illinois State Board of Education (ISBE) and therefore has substantial resources associated with it. To the extent that eGMS becomes a priority system for the Unified System, ISBE resources may provide technical support.
- ISBE is a key resource for collaborative efforts among participating providers.

## VIII. Special Education Funding and Tracking System (FACTS) Narrative Functional Analysis and Process Flow Diagram

**Agency:** Illinois State Board of Education

**Program Supported:** Special Education Services

**Key Contact:** Scott Beever ([sbeever@isbe.net](mailto:sbeever@isbe.net))

**Funding Source:** General Assembly State Funding, Individuals with Disabilities Education Act (IDEA).

**Program Summary:** The Illinois State Board of Education partners with school districts to support programs and services for students with specialized educational needs. Special Education Services assures that these programs and services meet state and federal requirements. This involves both compliance and technical assistance functions. Compliance functions include monitoring the various program guidelines and administrative processes that ensure the proper operation of the program on a statewide level. Technical assistance functions involve providing information and guidance on promising practices in educating students with disabilities, including the operation of numerous statewide training and technical assistance initiatives, and administering the system of personnel development to ensure the program has fully qualified resources. Students reported by Illinois school districts must be eligible to receive services or be in a special education program where they receive direct or related services approved by a public school district. The program supports children aged three through age 21 that have an individualized education program (IEP) or individualized services plan (ISP) in place.

**System Overview:** The Special Education Funding and Child Tracking System (FACTS) serves as the primary approval process for children with disabilities who are eligible for state pupil categorical reimbursements. Each student eligible for state reimbursement, even if only for part of the school year, must be listed and approved on FACTS in order for funding to be claimed. The FACTS system is also the system for collecting information on all students with disabilities who are reported to the federal government. School districts submit student data to the FACTS system where it is used to meet reporting and other compliance requirements.

**Narrative Functional Analysis:** Please review to figure 1 on the following page when reviewing the functional analysis described in this section.

### **Client Engagement/Service Delivery/Reporting Activities (Figure 1)**

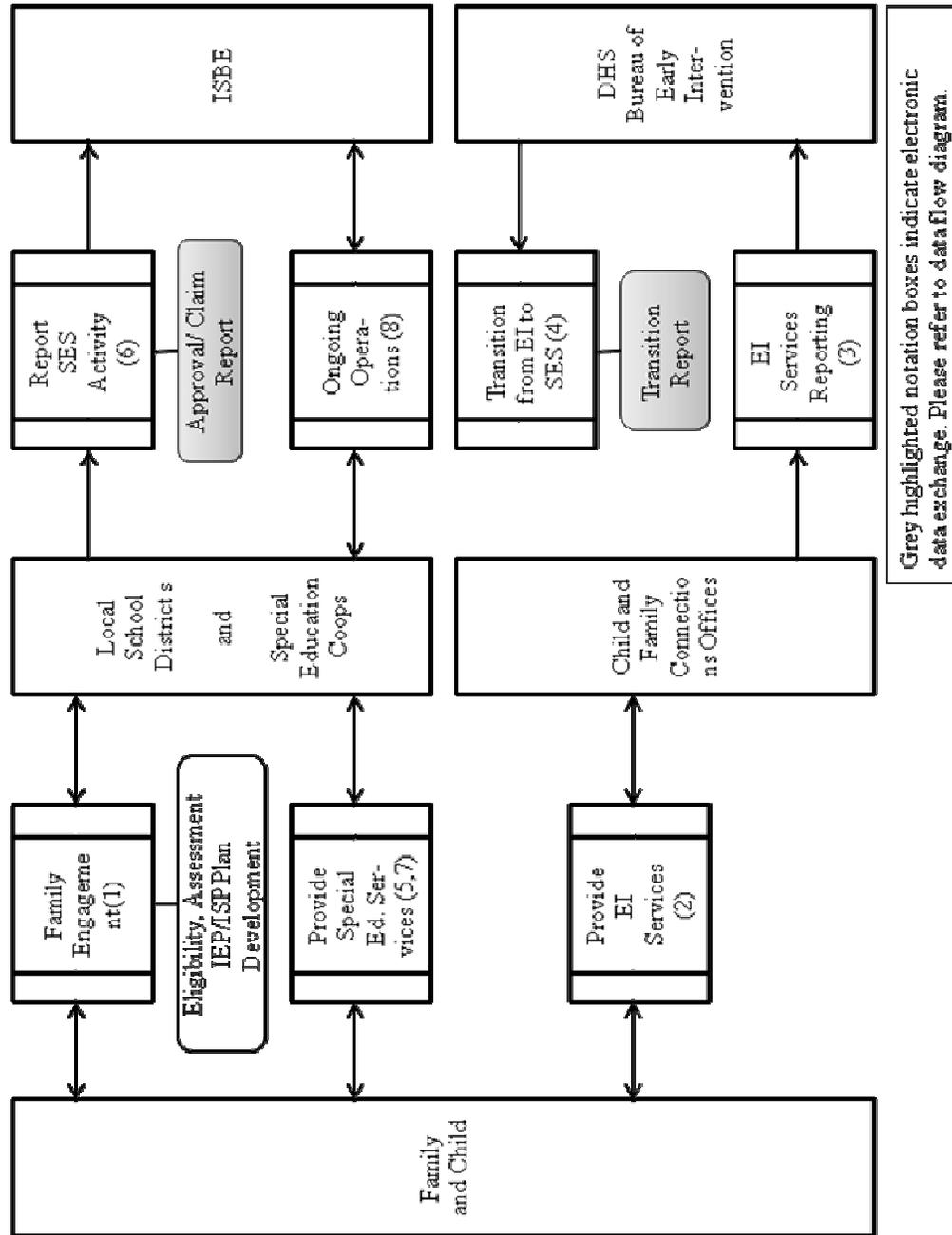
Children will typically enter the special education program in one of two ways. The local school district will hold a meeting with the family to determine the child's eligibility and discuss what services will be needed, if the child is eligible. During this session an individualized education plan (IEP) or individualized service plan (ISP) will be developed, and decisions will be made relative to when and where the plan will be implemented for the student (1). Alternatively, the child may have been previously identified as having special needs through the state early intervention program. Services are coordinated through Child and Family Connections offices (2) who in turn report early intervention related information to DHS/BEI (3). Under that program, when the child reaches 27 months of age, a transition record is sent from the Bureau of Early Intervention to ISBE (4).

During the school year, as special education services are provided (5), school districts and other service providers are required to submit detailed information to ISBE for the child, the services that the child is receiving and information related to their progress (6).

The child continues to receive Special Education Services unless the IEP team decides the child is not longer eligible for Special Education services or the student leaves the district (e.g. graduation, dropout), potentially through the age of twenty-one (7). Assessments and evaluations, data collection and reporting, and other operational activities are ongoing in order to meet the child's needs and to ensure the overall effectiveness of the program (8).

FACTS System

Client Engagement Service Delivery Reporting & Admin



Grey highlighted notation boxes indicate electronic data exchange. Please refer to data flow diagram.

Figure 1

**Data Flow Analysis:** In the figures above, the grey highlighted notation boxes represent electronic data exchange activities to/from the FACTS system. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>FACTS Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
<b>Transition from EI to SES (4)</b>	Upload monthly transition file from Cornerstone to ISBE (IDEA Part C to Part B transition)	EI generates a batch file and uploads to the ISBE Student Information System. The upload or a variation of the upload could be made available to the Unified System. The upload contains Participant ID, Childs Name, Address, Parents Name, and contact information.
Report SES Activity (6)	School districts submit update files at scheduled intervals to reflect SES activity.	Information on children with special education needs may be relevant for tracking program performance and student progress.

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the FACTS System as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the FACTS will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Date Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.

- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements
  - High – Contains all critical data elements but some level of data analysis/translation is required.
  - Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
  - Low – Contains a limited number of data elements.
  - None – Data is not collected.
  - N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

TABLE 2 - Common Education Data Standards Comparative Analysis to FACTS - Summary			
CEDS Entities and Categories	CEDS Description	Level of Compliance	Narrative Summary
<b>Child</b>			
Contact	Where the child lives	High	Key contact information is captured including street, city, state and zip code.
Demographic	Identifying characteristics of the child	High	The majority of demographic information is captured however race and program eligibility info may require translation.
Developmental Assessments	Evaluation and screening findings	Low	Only primary disability type is captured.
Educational Experiences	Details of services received	Moderate	Many data elements associated with educational experiences are captured however, correlation to CEDS standards is in question.
Health Information	Details of health services received	None	No health information is captured.
Identity	Child's name	High	First, middle and last name are captured.
Language	How the child communicates	Moderate	Language code is captured but not language type.
<b>Family</b>		N/A	FACTS does not capture family information.
Family/Household Information	Family/household size, income and residency		
<b>Organization</b>			
Organization Information	Organization name, address, telephone	Low	Very limited organization level information is provided.
Program Characteristics	Overall program characteristics	None	No program characteristics information is provided.
Site level characteristics	Licensing info, age served	Low	Very limited site level information is provided.
<b>Staff</b>			

<b>TABLE 2 - Common Education Data Standards Comparative Analysis to FACTS - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
Contact	Staff address	N/A	FACTS does not capture staff level information.
Demographic	DOB and gender	N/A	FACTS does not capture staff level information.
Employment	Classification, start date, hire date, status	N/A	FACTS does not capture staff level information.
Identity	Staff name	N/A	FACTS does not capture staff level information.
Language	How the staff person communicates	N/A	FACTS does not capture staff level information.
Staff Education/Training	Degrees and certifications	N/A	FACTS does not capture staff level information.
<b>Parent/Guardian</b>			
Education	Education level completed	N/A	FACTS does not capture parent/guardian level information.
Identity	Name and relationship to child	N/A	FACTS does not capture parent/guardian level information.

**Preliminary Findings:** FACTS is the state's source of data on children in the state who are eligible to receive state funded special education services. Thus, FACTS represents a limited but important source of child data; child data for the state's early childhood (3-5 years of age) special education population. As planning for the Unified System continues, the following considerations should be kept in mind:

- FACTS provides a good source of early childhood data for the special needs child population.
- Because FACTS data is tied to financial aspects of the programs it supports, it is reasonable to expect that data quality within this system is high. There are however, questions as to the extent that the data is CEDS compliant.
- FACTS has very limited data exchange capabilities today which possibly implies some restrictions on its capacity to share data with the Unified System. Data extract and data exchange capabilities do exist to a limited extent however and may be extensible to other systems such as the Unified System.
- FACTS is managed by the Illinois State Board of Education (ISBE) and therefore has substantial resources associated with it. To the extent that FACTS becomes a priority system for the Unified System project, ISBE resources may provide technical support.
- ISBE is a key resource for collaborative efforts among participating providers, programs and agencies.

## **IX. Gateways to Opportunity - Data Tracking Program Narrative Functional Analysis and Process Flow Diagram**

**Agency:** Illinois Department of Human Services (IDHS)

**Program(s) Supported:** The Data Tracking Program (DTP) supports several programs within the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA), one program from the Illinois Department of Human Services (IDHS) Bureau of Child Care, and 16 Child Care Resource and Referral Agencies (CCR&R) throughout the state. The various programs are listed below. This review is specifically focused on Gateways to Opportunity administered by INCCRRA.

- **Gateways to Opportunity**
  - Gateways Registry
  - Gateways Scholarship Program
  - Great START
  - Gateways Credentials
  - The Illinois Trainers Network (ITN)
  - The Professional Development Advisement Program
- Provider Database (currently in NACCRRRAware, moving to DTP)
- Quality Counts – Quality Rating System (QRS)
- CCR&R

**Key Contact:** Joellyn Whitehead (jwhitehead@inccrra.org)

**Funder:** Illinois Department of Human Services

**Program Summary:** Gateways to Opportunity is Illinois' statewide professional development system for individuals and programs serving children, youth, and families. Gateways to Opportunity is administered by INCCRRA per a subcontract with the Illinois Department of Human Services Bureau of Child Care to provide early childhood providers and programs with access to education, training, and workforce development opportunities and supports. Resources

and services provided by Gateways to Opportunity include: Credentials, Gateways Scholarship Program, Great START Wage Supplement Program, the Illinois Trainers Network, Professional Development Advisement, and the Gateways Registry.

The Gateways Registry is a tool that tracks practitioner's education and training online, recognizes practitioners for their achievements, and identifies approved trainings and trainers. The Registry includes a Trainer Approval process, a Training Approval process, a Professional Development Record (PDR) for each Registry member, and an online statewide, searchable training calendar. Anyone working with or "on behalf of" children, youth, and families in Illinois can become a Registry member. The Illinois Department of Children and Family Services (DCFS) will accept a Registry member's PDR as documentation of annual in-service training requirements for licensing. Currently, participation in the Registry is voluntary, but DCFS is in the process of mandating participation by all staff of licensed programs. This is expected to take effect September 1, 2012.

Gateways to Opportunity uses the Data Tracking Program (DTP) as its database for all programs, including the Registry. This means program and provider data collected via the Registry can be linked to other Gateways to Opportunity program data included in the DTP as relevant, such as Great START, Gateways Scholarship Program, Gateways Credentials, and the Professional Development Advisor Program. Data in the Registry may be verified or self-reported.

**System Overview:** The Data Tracking Program is a data collection system developed and implemented by INCCRRA to serve as a common database for several child care and provider quality improvement programs, including programs under the Gateways to Opportunity umbrella, Quality Counts QRS, and CCR&R training and technical assistance activities. The DTP is a web-based system with public interface applications for the individual Gateways to Opportunity programs. The DTP currently does not use Illinois' Recipient Identification Number (RIN), but has unique identifiers for both individuals and programs.

**Narrative Functional Analysis:** Please refer to figures 1 and 2 on the following pages when reviewing the functional analysis described in this section.

#### **Provider Engagement/Intake/Assessment (see figure 1)**

INCCRRA and local CCR&Rs conduct outreach and education activities for the Gateways to Opportunity programs and resources. Practitioners interested in participating in any of the Gateways to Opportunity programs (as a provider, trainer, or advisor) complete a paper application and submit it to INCCRRA by mail for review and processing. The Gateways Registry offers practitioners the option of submitting applications online. INCCRRA Intake Specialists enter all incoming application information into the DTP and verify that all supporting

materials are available (1). Program applications are processed by INCCRRA Program Counselors and program benefits and/or membership is administered to practitioners (2).

Gateways Registry members receive access to a secure site on the Gateways to Opportunity website to view, develop, and add to their PDR (3). PDRs are also updated by INCCRRA staff when practitioners attend registry-approved trainings. When attending trainings, practitioners sign in and provide their Registry member ID to the trainer, who submits the sign in form to INCCRRA for data entry into the DTP. Upon being entered into the DTP, individual PDRs are automatically populated with documentation of in-service training (4). Practitioner attendance of trainings offered by CCR&Rs is entered into the DTP by CCR&R staff (5). Registry membership is renewed each year to update member information. Members renew their application by updating their information online or by completing a Registry Renewal Application form and submitting it to INCCRRA. INCCRRA staff data enter renewal application forms to update Registry members' accounts (2).

DCFS Licensing recognizes the PDR as proof that a provider has met annual in-service training requirements for DCFS child care licensing. DCFS licensing staff contact the licensed center or home to obtain staff PDRs for review and verification of annual in-service training (6). In the future, DCFS may have access to summary reports via an online portal on the Gateways website.

The Statewide Online Training Calendar is populated with professional development events (e.g., workshops, conferences, and training series) that practitioners may attend in order to meet licensing requirements, obtain credentials, and work toward the Quality Rating System (QRS). The Statewide Online Training Calendar lists trainings that have been Registry-approved as well as trainings offered through the states' CCR&R agencies. Trainings are automatically populated on the calendar when INCCRRA and CCR&R staff enter them into the DTP (7).

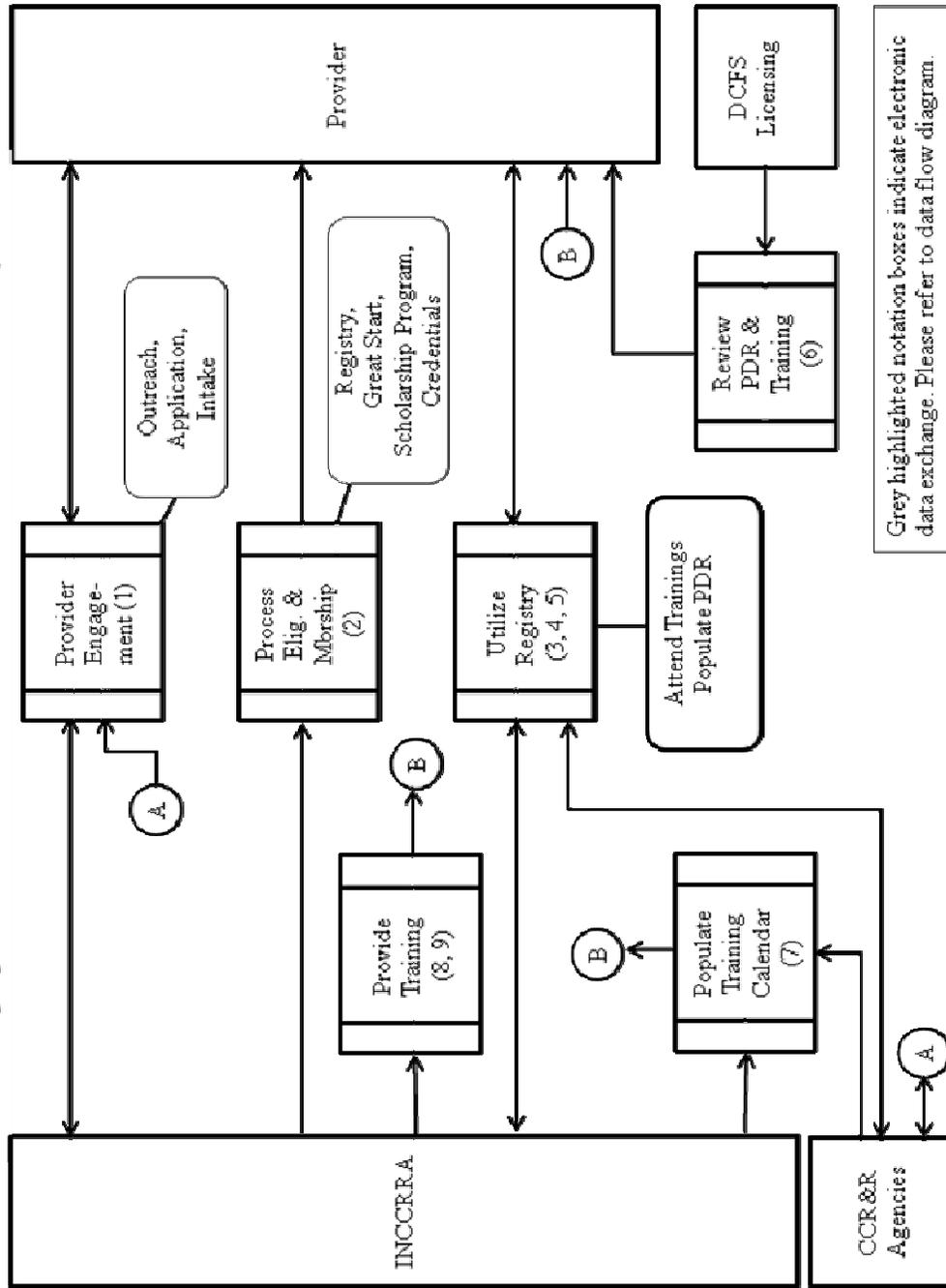
Trainers within the Illinois Trainer Network (ITN) are commissioned by INCCRRA to conduct practitioner trainings throughout the state using standardized curricula. These trainers apply to INCCRRA to be part of the ITN, their applications and credentials are reviewed, and eligibility is determined. Once they are part of the ITN, they conduct trainings and undergo regular performance appraisals by an INCCRRA Performance Appraiser (8).

Professional Development Advisors (PDA) guide and assist providers in planning and achieving their career goals. PDAs report to INCCRRA monthly by completing and mailing in reporting forms on their activities. This data is entered into the DTP by INCCRRA staff (9).

### **Reporting/Administrative Activities (see figure 2)**

INCCRRA provides IDHS with monthly and quarterly activity reports for programs under the Gateways to Opportunity umbrella as well as an annual report for the Registry and data for the annual Illinois Child Care and Development Fund Plan and the annual Illinois Child Care Report. INCCRRA also provides IDHS with ad hoc reports as data queries are requested (10). INCCRRA uses Crystal Reports to develop all reports. The reports are set up to access the backend database DTP runs and query it live. Most reports are set up to be run on-demand with parameters that allow the end user to query specific date ranges or sub-sets of data. CCR&R can staff access these reports through the DTP interface (11). INCCRRA staff utilize Business Objects BI Launch Pad to access the on-demand reports. Other reports are scheduled to run automatically on a recurring basis and be sent via email or to a file server repository. Reports are typically run as PDF documents or exported to Excel.

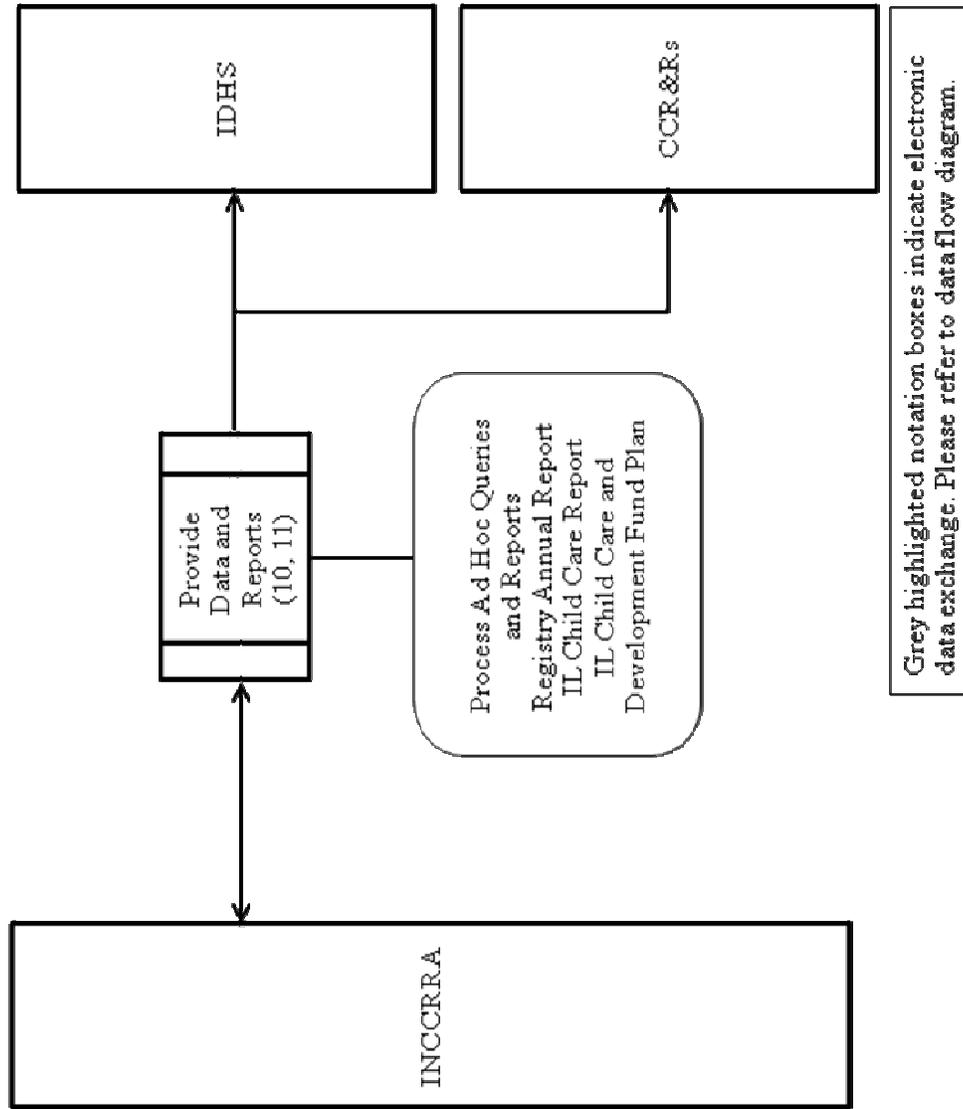
Gateways to Opportunities  
Engagement/Intake/Assessment/Service Delivery



Grey highlighted notation boxes indicate electronic data exchange. Please refer to data flow diagram.

**Figure 1**

## Gateways to Opportunity Reporting/Administrative Activities



**Figure 2**

**Data Flow Analysis:** In the figures above, the grey highlighted notation boxes represent electronic data exchange activities to/from the DTP. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 - Gateways Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
None Reported		

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the DTP as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the DTP will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Date Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements
  - High – Contains all critical data elements but some level of data analysis/translation is required.
  - Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
  - Low – Contains a limited number of data elements.
  - None – Data is not collected.
  - N/A – The data elements are not relevant to the system being reviewed.

- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

TABLE 2 - Common Education Data Standards to Gateways/DTP Comparative Analysis - Summary			
CEDS Entities and Categories	CEDS Description	Level of Compliance	Narrative Summary
<b>Child</b>			
Contact	Where the child lives	N/A	Gateways/DTP does not collect child level data.
Demographic	Identifying characteristics of the child	N/A	Gateways/DTP does not collect child level data.
Developmental Assessments	Evaluation and screening findings	N/A	Gateways/DTP does not collect child level data.
Educational Experiences	Details of EL services received	N/A	Gateways/DTP does not collect child level data.
Health Information	Details of health services received	N/A	Gateways/DTP does not collect child level data.
Identity	Child's name	N/A	Gateways/DTP does not collect child level data.
Language	How the child communicates	N/A	Gateways/DTP does not collect child level data.
<b>Family</b>			
Family/Household Information	Family/household size, income and residency	N/A	Gateways/DTP does not collect family level data.
<b>Organization</b>			
Program Characteristics	Overall program characteristics	Moderate	Program characteristics data is captured however, further assessment is necessary and data translation will be required.
Site level characteristics	Licensing info, age served	Moderate	Some site level characteristics data (licensing) is captured. Further assessment is necessary and data translation will be required.
Organization Information	Organization name, address,	High	All major identifiers are captured.

TABLE 2 - Common Education Data Standards to Gateways/DTP Comparative Analysis - Summary			
CEDS Entities and Categories	CEDS Description	Level of Compliance	Narrative Summary
<b>Staff</b>	telephone		
Contact	Staff address	High	All major contact information is captured.
Demographic	DOB and gender	High	DOB and gender is captured.
Employment	Classification, start date, hire date, status	High	All data elements are captured. Some limited data translation may be required.
Identity	Staff name	High	First name, last name and middle initial is captured.
Language	How the staff person communicates	Moderate	Language code is captured but not language type.
Staff Education/Training	Degrees and certifications	High	Most staff education and training information is captured.
<b>Parent/Guardian</b>			
Education	Education level completed	N/A	DTP does not collect parent/guardian level data.
Identity	Name and relationship to child	N/A	DTP does not collect parent/guardian level data.

**Preliminary Findings:** The Data Tracking Program functions as a common database for child care organization, program and workforce data. The DTP captures an extensive and rich set of data on the child care provider workforce (e.g., qualifications, credentials, professional development activity, demographics, etc.). The type of data captured is compromised to an extent by the fact that the system does not collect data for all licensed child care providers and educators in the state, limiting the completeness of the state’s child care workforce represented in the DTP. An upcoming mandate by DCFS for all staff of licensed child care programs to participate in the Gateways Registry will close this data gap in time. In this respect, the DTP has potential to serve as a significant source of provider level data and program level data (as it relates to program quality) for the Unified System. Specific findings to be considered include:

- DTP houses both provider workforce data and program quality data. Considering that unique identifiers are used for both individual providers and programs, there is potential for tracking provider and program outcomes data. This may be relevant to the Unified System.
- Early childhood workforce data (i.e., staff and organization data) captured in the DTP is in moderate compliance with CEDS and the data is thought to be of high quality relative to completeness and accuracy. As Unified System requirements are formalized, further analysis will be required.
- DTP is a newer system designed with good access, query, and automated reporting functionalities. Although the system currently does not exchange data with or interface with other systems, the ability to do so appears promising and extensible to the Unified System project, but that possibility must be reviewed in more detail.

## **X. Illinois Early Childhood Asset Map (IECAM) Narrative Functional Analysis and Process Flow Diagram**

**Agency:** Clearinghouse on Early Education and Parenting in the College of Education at University of Illinois Urbana-Champaign

**Program(s) Supported:** The Illinois Early Childhood Asset Map (IECAM) provides summary information on the demographics and early care and education resources for policymakers, program administrators, and other stakeholders in Illinois.

**Key Contacts:** Dawn Thomas ([dthomas3@illinois.edu](mailto:dthomas3@illinois.edu)), Bernard Cesarone ([cesarone@illinois.edu](mailto:cesarone@illinois.edu))

**Funding Source:** Illinois State Board of Education, Illinois Department of Human Services

**Program Summary:** IECAM supplies a comprehensive picture of early care and education needs and services in Illinois by combining up-to-date demographic information with early childhood program information for state agencies, Head Start, and private sector caregivers. It is a single point of contact for obtaining childcare demographic and service information in Illinois, for use by state agencies, private organizations and the general public. It is a policy tool that can be used to transparently allocate childcare and early education resources efficiently and effectively.

**System Overview:** IECAM is an internet-based data collection, normalization, and report generator system developed and implemented by the Clearinghouse on Early Education and Parenting (CEEP) at University of Illinois Urbana-Champaign. The system is funded by the Illinois State Board of Education and the Illinois Department of Human Services. It provides annual, geographically localized tables and graphs on a standard set of demographic and service characteristics. IECAM was developed with the support from the National Center for Supercomputing Applications at the University of Illinois. Available information includes the following:

- Demographics of population, poverty, education, and living conditions
- Demographics on language and language isolation

- Risk factors for adverse childhood health conditions
- Unemployment rate, working conditions, and salary and staffing at licensed childcare providers
- Early care and education services, including Preschool For All and Head Start
- Descriptions of licensed and exempt childcare centers, including staffing and capacity
- Other social and economic factors

**Narrative Functional Analysis:** Please refer to figure 1 when reviewing the functional analysis described in this section.

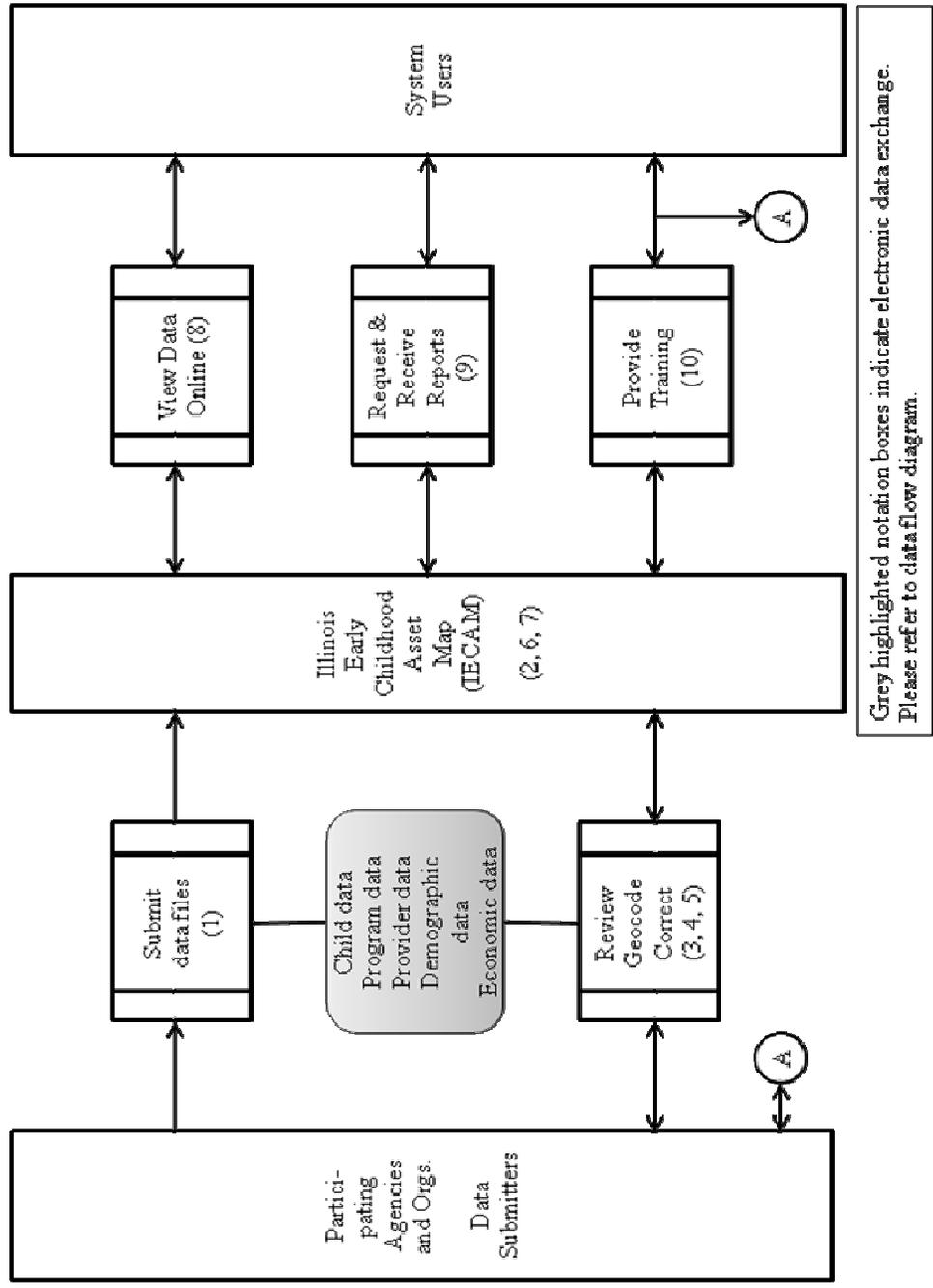
On an ongoing basis, participating agencies and private organizations submit demographic, economic, and program information to IECAM (1). These include:

- Chicago Community Partnership
- Chicago Department of Family and Social Services
- Chicago Public Schools
- Department of Children and Family Services (DCFS)
- Head Start Collaboration Office
- Illinois Department of Human Services (IDHS), Bureau of Early Intervention (EI)
- Illinois Department of Human Services (IDHS), Bureau of Child and Adolescent Health
- Illinois Department of Human Services (IDHS), Child Care Assistance Program (CCAP)
- Illinois Department of Public Health (IDPH)
- Illinois Network of Child Care Resource and Referral Agency (INCCRRA)
- Illinois State Board of Education (ISBE) Division of Early Childhood
- Ounce of Prevention Fund
- United States Census Bureau

IECAM staff review and clean the data when received from the sending organizations (2). If upon initial review significant errors are found, sending organizations are notified and the data is corrected and resubmitted (3). After data are reviewed and cleaned, the data are geocoded (if applicable) and then loaded into a development database (4). At this point, IECAM staff review the data for accuracy and check the search features and reports for completeness and proper functioning. After any data or display problems are corrected, the data are loaded into a test

database. At this point submitting agencies may review the data to confirm completeness and accuracy (5). IECAM staff then load the data sets into the production database (6). For the demographic data, this process involves a series of algorithms that analyze and organize the data into a consistent, comprehensive dataset and makes that dataset available through a structured set of tabular and graphic reports (7). System users view available reports online (8) and/or make ad-hoc report requests to IECAM staff (9). IECAM staff periodically goes out into the field and provides training on the use of the system as well as the process for collecting, uploading and verifying data (10).

**IECAM System**  
**Data Collection Data Analysis Reporting Training**



**Figure 1**

**Data Flow Analysis:** In the figure above, the grey highlighted notation boxes represent electronic data exchange activities to/from the IECAM system. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 - IECAM Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
<b>Process CCAP File (1)</b>	Used to provide counts of children by home location, by location of service provider. Also aggregates vendors by vendor location.	File contains detailed child, parent and provider information however; the data should be obtained from CCAP.
<b>Process INCCRRA file (1)</b>	Provides details on licensed child care and license-exempt child care facilities, and on licensed family child care homes.	File contains detailed provider information however; the data should be obtained from INCCRRA.
Process Census Bureau File (1)	Provides population data in various categories	This information could be used in the Unified System to support aggregate data analysis.
Process Early Intervention File (1)	Reports the total number of children served in the Early intervention program	This information could be used in the Unified System to support aggregate data analysis. If needed, this data should be obtained from EI.
Process Head Start Collaboration File (1)	Reports total head start enrollment by site	This information could be used in the Unified System to support aggregate data analysis. If needed, this data should be obtained from Head Start grantees.
Process DFSS Head Start File (1)	Reports total head start enrollment by site	This information could be used in the Unified System to support data analysis. If needed, this data should be obtained from DFSS.
Process Ounce of Prevention Head Start	Reports total head start enrollment by site	This information could be used in the Unified System to support aggregate data analysis. If

<b>Table 1 - IECAM Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
File (1)		needed, this data should be obtained from Ounce of Prevention.
<b>Process ISBE File (1)</b>	Reports students served and students to be served by site in the Preschool for All (PFA) program. Also provides site information.	This information could be used in the Unified System to support aggregate data analysis. If needed, this data should be obtained from ISBE.
Process CPS Pre-School for All file (1)	Reports student capacity and # served by site in the Preschool for All (PFA) program.	This information could be used in the Unified System to support aggregate data analysis. If needed, this data should be obtained from CPS.
Process Chicago Community Partnership (CCP) file (1)	Reports # of enrolled students by site in the Preschool for All (PFA) program.	This information could be used in the Unified System to support aggregate data analysis. If needed, this data should be obtained from CCP.
Process Children and Adolescent Health File (Parents Too Soon) (1)	Reports # of children served by age and county	This information could be used in the Unified System to support aggregate data analysis. If needed, this data should be obtained from Parents Too Soon.
Process Ounce of Prevention Fund File (1)	Reports # of children served by age and county	This information could be used in the Unified System to support aggregate data analysis. If needed, this data should be obtained from Ounce of Prevention.

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the IECAM System as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the IECAM will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Data Standards naming convention.
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  - Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
  - Low – Contains a limited number of data elements.
  - None – Data is not collected.
  - N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

<b>TABLE 2 - Common Education Data Standards Comparative Analysis to IECAM - Summary</b>			
<b>CEDs Entities and Categories</b>	<b>CEDs Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
<b>Child</b>			
Contact	Where the child lives	Moderate	Contact information associated with the parent is provided in the CCAP file.
Demographic	Identifying characteristics of the child	Moderate	Child information is provided in the CCAP file but is restricted to DOB and race.
Developmental Assessments	Evaluation and screening findings	Low	Limited information is available in the CCAP file.
Educational Experiences	Details of services received	Moderate	Some information is provided in the CCAP file but would require data analysis and translation.
Health Information	Details of health services received	None	No health information is captured.
Identity	Child's name	Moderate	First and last name is captured in the CCAP file.
Language	How the child communicates	Moderate	Language code but not language type is captured in the CCAP file.
<b>Family</b>			
Family/Household Information	Family/household size, income and residency	Moderate	Family size and income are captured in the CCAP file.
<b>Organization</b>			
Organization Information	Organization name, address, telephone	High	Organization identifying information is provided in several of the files.
Program Characteristics	Overall program characteristics	Low	Limited information is collected.
Site level characteristics	Licensing info, age served	Low	Limited information is collected.
<b>Staff</b>			

<b>TABLE 2 - Common Education Data Standards Comparative Analysis to IECAM - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
Contact	Staff address	N/A	Staff information is not collected
Demographic	DOB and gender	N/A	Staff information is not collected
Employment	Classification, start date, hire date, status	N/A	Staff information is not collected
Identity	Staff name	N/A	Staff information is not collected
Language	How the staff person communicates	N/A	Staff information is not collected
Staff Education/Training	Degrees and certifications	N/A	Staff information is not collected
<b>Parent/Guardian</b>			
Education	Education level completed	None	No education information is available.
Identity	Name and relationship to child	Low	First name and last name of the parent is collected in the CCAP file.

**Preliminary Findings:** IECAM serves as a resource for depicting the early care and education needs and services in the state. IECAM collects data, including program data, from several other sources to generate a tool for identifying early child care and education services within specified locales or regions of the state. The program level data collected by IECAM has potential significance to the Unified System with the following considerations:

- IECAM serves as a good model for collaborative efforts among early education providers and agencies. IECAM has successfully engaged many early childhood data sources and has developed productive working relationships with these organizations. These collaborations may be beneficial to expanding support and capacity of the Unified System.
- While IECAM has access to a significant amount of early childhood data, care should be exercised when considering how that data may be used for other purposes. Originators of IECAM data must be engaged if data is to be used by the Unified System.
- Overall, the IECAM data appears to have moderate compliance to CEDS standards (with some data categories ranging from low to high). Data quality is assumed to be high considering the internal cleaning and review processes IECAM has established as part of their systems for using and providing data through the IECAM system.
- Although IECAM received a significant amount of data from external entities, data that IECAM stores in its system is largely aggregated and anonymized representations of the data it receives. The extent to which aggregate data may be useful to the Unified System is yet to be determined.

## **XI. NACCRRAware Provider Database**

### **Narrative Functional Analysis and Process Flow Diagram**

**Agency:** Illinois Department of Human Services (IDHS)

**Program(s) Supported:** The NACCRRAware provider database supports Illinois' network of Child Care Resource and Referral (CCR&R) agencies to provide parents and families in Illinois with child care referrals. It also supports the Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) in tracking data and reporting on the supply and "demand" for child care programs in the state.

**Key Contact:** Joellyn Whitehead (jwhitehead@inccrra.org)

**Funder:** Illinois Department of Human Services

**Program Summary:** The CCR&R agencies are contracted by the Illinois Department of Human Services (IDHS) Bureau of Child Care to maintain a child care provider database to provide parents and families with referral listings to child care programs. CCR&Rs use the information management system known as the NACCRRAware provider database to serve this function. The provider database includes data on all licensed child care centers; licensed family child care homes; license-exempt centers that are known (for example, sites with Preschool for All); some license-exempt family child care homes; and clients, such as parents and families, who receive child care referrals from CCR&Rs. There are 16 CCR&Rs located throughout the state that serve communities within their designated service delivery area (SDA), which are groupings of counties. Each local CCR&R is responsible for filling data or referral requests within their SDA. CCR&Rs work in collaboration with and are supported by INCCRRA to serve as a resource for making high quality, affordable early care and education and school-age options available for children and families in Illinois. While CCR&Rs interface directly with programs, providers, parents and families, INCCRRA works more behind the scenes to provide data analysis and reporting functions for the CCR&Rs. INCCRRA, also contracted by the IDHS Bureau of Child Care, is responsible for filling data requests related to the provider database that encompass multiple SDAs and/or the entire state. For example, administrative data from the provider database is used to produce (1) the Market Rate Survey, a biennial federal requirement to analyze and report on the child care market in Illinois; and (2) the Illinois Salary and Staffing Survey of Licensed Child Care Facilities, a biennial survey and report of the workforce in licensed child

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Illinois Unified System Planning Project

NACCRRAware System Analysis

John Snow, Inc.

care facilities mandated by IDHS. The findings of the Market Rate Survey are used to inform state child care subsidy rates available through the Child Care Assistance Program (CCAP). The findings from the Salary and Staffing Survey are used to profile the qualifications, salary and benefits, and turnover rates from a sample of licensed child care programs operating in Illinois.

**System Overview:** NACCRRRAware is web-based information management software designed by the National Association of Child Care Resource & Referral Agencies (NACCRRRA) to assist CCR&R agencies throughout the country in providing complete and accurate data and statistics on child care programs. NACCRRRAware allows CCR&Rs to collect child care program information and generate child care referrals and reports. Design features of NACCRRRAware include defined user access levels and standard report options. The provider database in NACCRRRAware includes common data elements identified and standardized by NACCRRRA. The NACCRRRAware provider database currently does not use a Recipient Identification Number (RIN).

INCCRRA is planning to move the functionality that is currently in NACCRRRAware to the Data Tracking Program (DTP). The DTP is a data collection system developed and implemented by INCCRRA to serve as a common database for several child care and provider quality improvement programs, including programs under the Gateways to Opportunity umbrella, Quality Counts QRS, and CCR&R training and technical assistant activities. This initiative is planned to be completed within the next 12 months (by June 2013).

**Narrative Functional Analysis:** Please refer to figures 1 and 2 on the following pages when reviewing the functional analysis described in this section.

#### **Provider Engagement/Intake/Service Delivery (see figure 1)**

The provider database is populated by CCR&R Parent Referral Specialists. The Illinois Department of Children and Family Services (DCFS) Division of Licensing sends regular reports of newly licensed programs and providers to INCCRRA, who forwards these to the CCR&Rs (1). CCR&R Parent Referral Specialists contact newly licensed programs and providers to ask if they'd like to be included in the provider database and if so, they conduct an intake process to collect provider/program data, including demographic information, rates, ages served, etc. The data collected is entered into the provider database via NACCRRRAware. CCR&R Parent Referral Specialists followup with programs regularly, every 6-12 months, to update program information, including openings (2).

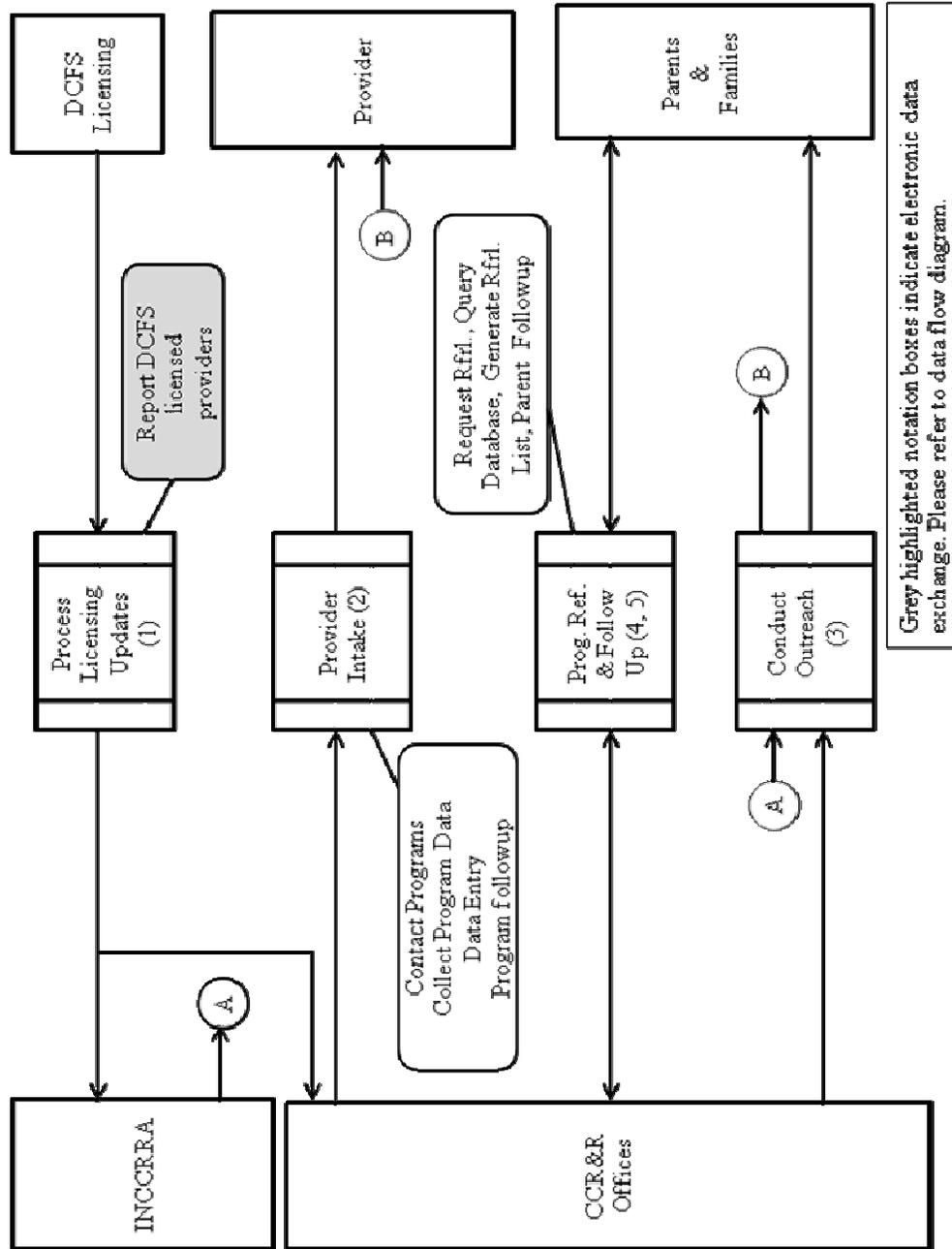
INCCRRA and local CCR&Rs conduct outreach activities to promote provider/program and parent/family awareness of the provider database referral service (3). Parents/families contact their local CCR&R to request child care referrals, noting their needs and specifications (such as

location, hours, CCAP assistance). CCR&R Parent Referral Specialists query the provider database according to the parent/family specifications, generate a list of child care programs that meet the defined specifications, and share this list with parents/families using mail or email (4). CCR&R Parent Referral Specialists track parents/families that call for referrals in the provider database and followup with them to determine whether they found child care (5).

**Reporting/Administrative Activities (see figure 2)**

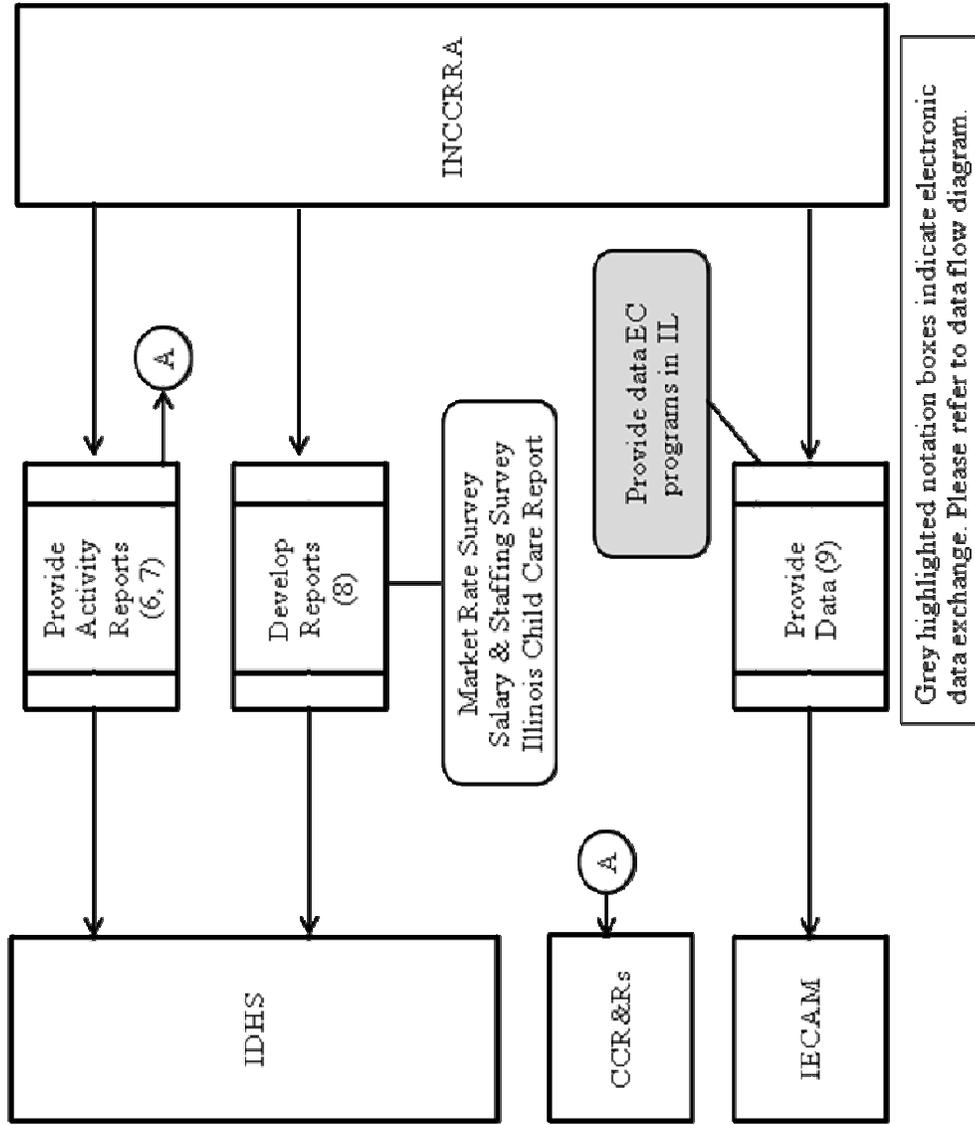
INCCRRA provides IDHS monthly and quarterly activity reports (6), which are also sent to the CCR&Rs (7). INCCRRA uses the provider database to assist with developing the biennial Market Rate Survey, the biennial Illinois Salary and Staffing Survey of Licensed Child Care Facilities, and the annual Illinois Child Care Report, all required by IDHS (8). INCCRRA provides IECAM data as requested and according to their data request policy (9).

## CCR&R Agencies: Child Care Referral Engagement Intake/Service Delivery



**Figure 1**

## CCR&R Agencies: Child Care Referral Reporting/Administrative Activities



**Figure 2**

**Data Flow Analysis:** In figure 1 above, the grey highlighted notation box represent electronic data exchange activities to NACCRRARware. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 - NACCRRARware Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
Process Licensing Updates (1)	Quarterly, INCCRRA receives text files from DCFS containing data on all licensed providers. The text files are split into Excel files (one for each CCR&R with only their providers listed) and placed in a web-based file server repository for CCR&Rs to download and use to update their database.	Provider licensing information may be relevant to the Unified System but DCFS should be engaged directly for this type of information.
Send data to IECAM (9)	A Crystal Report is built to extract the data from NACCRRARware and export it to a CSV file. The CSV file is then imported into an Access database and sent to IECAM.	A list of all child care providers by location with further detail such as licensing, accreditations, capacity, etc.

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the NACCRRARware provider database as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the NACCRRARware provider database will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Data Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements
  - High – Contains all critical data elements but some level of data analysis/translation is required.
  - Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
  - Low – Contains a limited number of data elements.
  - None – Data is not collected.
  - N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

TABLE 2 - Common Education Data Standards to NACCRRARWare Comparative Analysis - Summary		
CEDS Entities and Categories	CEDS Description	Narrative Summary
<b>Child</b>		
Contact	Where the child lives	Child contact info is only available through the client (parent) record
Demographic	Identifying characteristics of the child	Child birth date and gender collected
Developmental Assessments	Evaluation and screening findings	Some limited information is collected. Data analysis and translation would be required.
Educational Experiences	Details of EL services received	Some limited information is collected. Data analysis and translation would be required.
Health Information	Details of health services received	Child health information is not captured.
Identity	Child's name	All data elements are captured
Language	How the child communicates	Language code is captured but not language type
<b>Family</b>		
Family/Household Information	Family/household size, income and residency	Income and family size are captured.
<b>Organization</b>		
Program Characteristics	Overall program characteristics	A limited amount of information is captured. Data analysis and translation would be required.
Site level characteristics	Licensing info, age served	Some information is captured. Data analysis and translation would be required.

<b>TABLE 2 - Common Education Data Standards to NACCRRAWare Comparative Analysis - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
Organization Information	Organization name, address, telephone	Complete	All data requirements are met
<b>Staff</b>			
Contact	Staff address	N/A	No staff information is collected.
Demographic	DOB and gender	N/A	No staff information is collected.
Employment	Classification, start date, hire date, status	N/A	No staff information is collected.
Identity	Staff name	N/A	No staff information is collected.
Language	How the staff person communicates	N/A	No staff information is collected.
Staff Education/Training	Degrees and certifications	N/A	No staff information is collected.
<b>Parent/Guardian</b>			
Education	Education level completed	None	Data not collected
Identity	Name and relationship to child	High	Most parent identifying information is captured

**Preliminary Findings:** The NACCRRARware system is a comprehensive data source on the child care programs throughout the state. NACCRRARware serves Illinois' CCR&Rs to collect child care program information and generate child care referrals and reports. The NACCRRARware Provider Database offers an additional early childhood program-level data source, as well as a limited data source for child and parent/family-level data for the Unified System with the following considerations:

- The provider database in NACCRRARware includes common data elements identified and standardized by NACCRRRA. The database appears to have low to moderate compliance with CEDS.
- INCCRRA is planning to move the functionality that is currently in NACCRRARware to the Data Tracking Program (DTP). This initiative is planned to be completed within the next 12 months (by June 2013). Moving the data and functionality of NACCRRARware into DTP may enhance the level of program data in DTP as well as allow for further linking program, provider, child, and parent/family data for tracking outcomes.
- The NACCRRARware database has some data exchange capabilities, as data is shared with IECAM, however, these capabilities may be irrelevant to the Unified System considering the upcoming transition to DTP.

## **XII. Quality Counts - Quality Rating System Data Tracking Program (QRS/DTP)**

### **Narrative Functional Analysis and Process Flow Diagram**

**Agency:** Illinois Department of Human Services (IDHS)

**Program(s) Supported:** The Data Tracking Program (DTP) supports several programs within the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA), one program from the Illinois Department of Human Services (IDHS) Bureau of Child Care, and 16 Child Care Resource and Referral Agencies (CCR&R) throughout the state. This review is specifically focused on the Quality Counts-Quality Rating System out of IDHS. The various programs are listed below.

- Gateways to Opportunity
  - Gateways Registry
  - Gateways Scholarship Program
  - Gateways Credentials
  - Great START
  - The Illinois Trainers Network (ITN)
  - The Professional Development Advisement Program
- Provider Database (currently in NACCRRAware, moving to DTP)
- **Quality Counts – Quality Rating System (QRS)**
- CCR&R

**Key Contact:** Holly Knicker (holly.knicker@illinois.gov)

**Funding Source:** Illinois Department of Human Services

**Program Summary:** The Quality Counts Quality Rating System (QRS) assists Illinois child care programs in providing quality care for children and their families. The QRS program is not a state mandated program. Using federal dollars from the Child Care and Development Fund,

QRS is funded by the Illinois Department of Human Services Bureau of Child Care and is administered by three sub-contractors of IDHS: 16 CCR&Rs, INCCRRA, and National Louis University. The QRS is essentially a quality improvement program for child care programs. Child care provider participation is voluntary at this time. Eligible programs include licensed child care centers, licensed family child care providers, and license-exempt family child care providers. A program or provider's participation in the QRS indicates they have gone the extra mile to help make sure children are receiving an enhanced learning and care experience. QRS Certification recognizes a provider for meeting specific indicators of quality.

The QRS offers levels which programs and providers can achieve depending on the type of care they provide. Specific quality criteria must be met to achieve a level. Once a child care program or provider has met the required criteria for a level, they are awarded a QRS certificate. QRS Certification recognizes achievement above state minimum standards. Providers caring for children eligible for the IDHS Child Care Assistance Program (CCAP) also receive a quality bonus above the standard payment rate.

**System Overview:** The Data Tracking Program (DTP) is a data collection system developed and implemented by INCCRRA to serve as a common database for several child care and provider quality improvement programs, including programs under the Gateways to Opportunity umbrella (that is, professional development support programs), Quality Counts QRS, and CCR&R training and technical assistance activities. The DTP is a web-based system with public interface applications for the individual Gateways to Opportunity programs. The DTP currently does not use Illinois' Recipient Identification Number (RIN), but has unique identifiers for both individuals and programs.

**Narrative Functional Analysis:** Please refer to figures 1 and 2 on the following pages when reviewing the functional analysis described in this section.

#### **Provider Engagement/ Provider Assessment (see figure 1)**

INCCRRA and local CCR&Rs conduct various outreach and education activities to promote the use and understanding of the QRS program. Interested providers attend a QRS orientation offered by their local CCR&R and may ultimately apply for QRS certification. Providers work with their local CCR&R Quality Rating Specialists to receive training, develop their application, and submit it to INCCRRA by mail for review and processing. INCCRRA Intake Specialists enter all incoming application information into the DTP and verify that all supporting materials are available (1). INCCRRA Program Counselors review complete applications and determine eligibility, including verification of licensure status (INCCRRA staff contact DCFS Licensing to verify licensing status), verification of training for QRS, verification of program staff

qualifications, and verification of national accreditation (if applicable) (2). INCCRRA awards a provider QRS certification and a Star Level Rating accordingly (3).

If the applicant does not meet the national accreditation criteria, an independent assessment will be conducted by an Assessor at National Louis University (NLU). The assessment includes program review based on a set of nationally recognized quality standards; including observation of the child care environment and how practitioners work with the children, practitioner qualifications, and overall administration of the program. The NLU assessment report is made available to providers (4). NLU sends INCCRRA a composite score based on the assessment findings (5). The composite score is entered into the DTP and INCCRRA awards the provider/program a QRS Certification and Star Level rating accordingly (3). QRS Star Ratings are effective for three years and require annual reporting to verify maintenance of certain quality indicators, such as provider qualifications. NLU assessments must be re-done or national accreditation must be verified every three years (6).

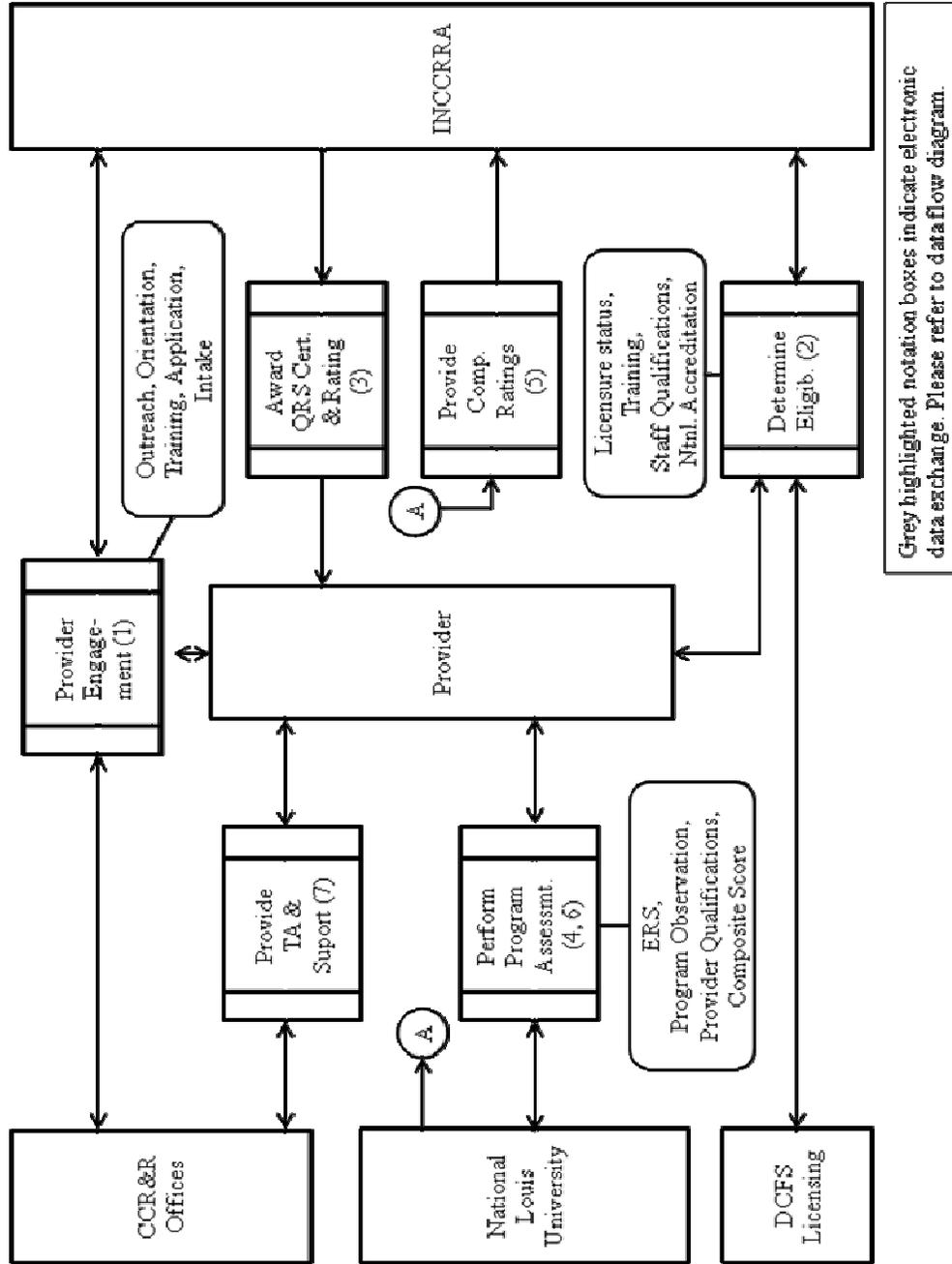
Providers can share the NLU assessment report with their local CCR&R to inform program quality improvement efforts and request targeted technical assistance from QRS Specialists. Furthermore, CCR&Rs offer ongoing training and technical assistance (provided by QRS Specialists) and offer funding supports to assist providers in improving program quality and achieving QRS star levels (7).

### **Reporting/Administrative Activities (see figure 2)**

INCCRRA generates monthly reports of the Quality Counts QRS Star Rated Providers for both licensed centers and licensed homes. These reports are made available in PDF format on the Quality Counts QRS website (the data can also be exported using Excel or CSV format) (8). CCR&Rs provide IDHS quarterly activity reports on training and technical assistance provided (9). INCCRRA provides IDHS with regular activity reports (monthly and quarterly) in a PDF file format, including, for example, data on the QRS applications received and data on the Quality Counts Child Care grants administered. INCCRRA also provides IDHS with ad hoc reports as data queries are requested as well as data for the annual Illinois Child Care Report (10).

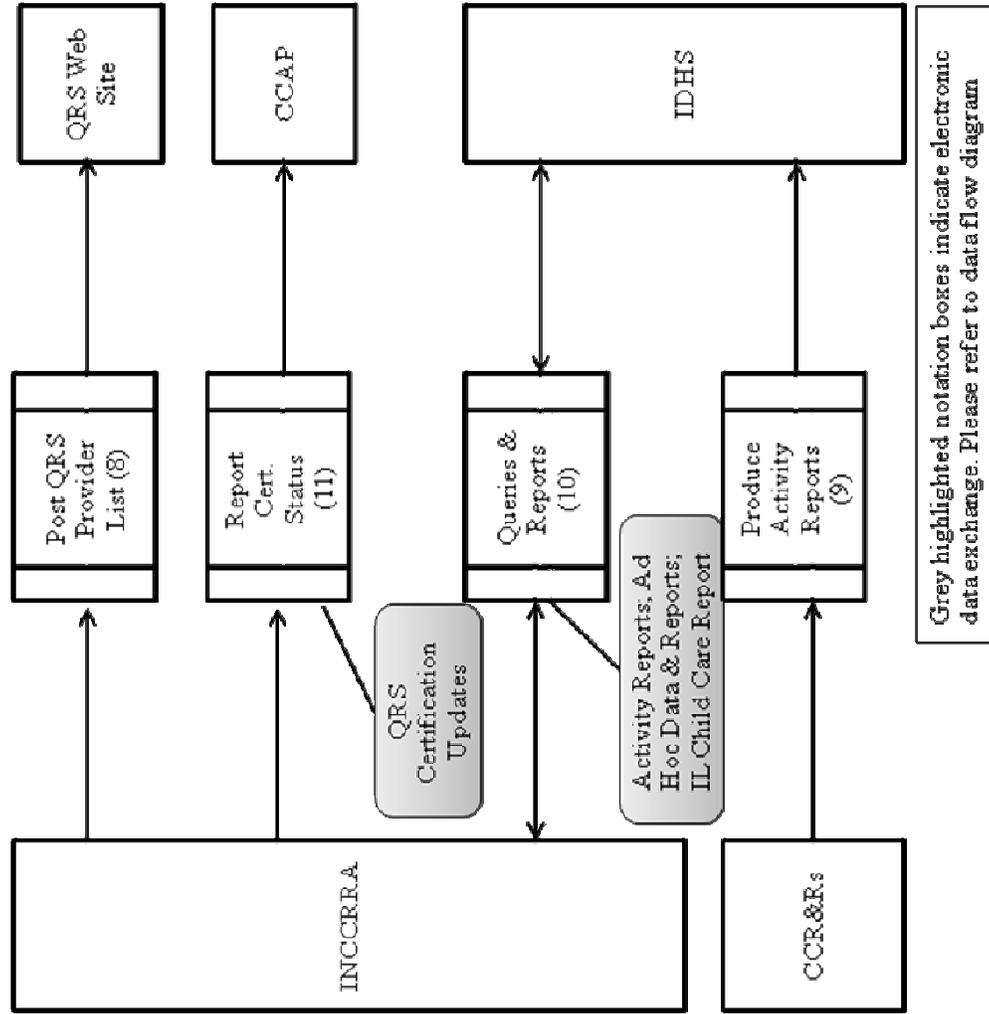
Providers with QRS certification that care for children under the Child Care Assistance Program (CCAP) receive a quality add-on to the standard CCAP rate. Each month, INCCRRA provides information on provider/program QRS certification status to CCAP in the form of a batch (fixed-length text) file. This information is manually reviewed and QRS certification status is noted in the Child Care Tracking System (11).

# Quality Counts – Quality Rating System Client Engagement Service Delivery



**Figure 1**

## Quality Counts – Quality Rating System Reporting/Administrative Activities



Grey highlighted notation boxes indicate electronic data exchange. Please refer to data flow diagram.

**Figure 2**

**Data Flow Analysis:** In the figures above, the grey highlighted notation boxes represent electronic data exchange activities to/from QRS/DTP. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 - QRS/DTP Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
<b>Process Queries and Produce Reports (10)</b>	INCCRRA provides IDHS with monthly and quarterly activity reports in PDF file format. Data can also be exported from DTP using MS Excel or CVS file formats.	Ad-hoc query capabilities may provide opportunities to export data from QRS to the Unified System.
<b>Report Provider Certification Status (11)</b>	Each month, INCCRRA provides information on program QRS certification status to CCAP by exporting program certification status from DTP in the form of a batch (fixed-length text) file. This information is manually reviewed by IDHS staff to determine programs that became newly eligible for QRS certification over the past month. The QRS certification status is then manually noted in the Child Care Tracking System.	Certification status and other provider information may be useful for tracking providers in the Unified System.

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the QRS/DTP System as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the QRS/DTP system will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Data Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements
  - High – Contains all critical data elements but some level of data analysis/translation is required.
  - Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
  - Low – Contains a limited number of data elements.
  - None – Data is not collected.
  - N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

TABLE 2 - Common Education Data Standards to QRS/DTP Comparative Analysis - Summary		
CEDS Entities and Categories	CEDS Description	Narrative Summary
<b>Child</b>		
Contact	Where the child lives	QRS/DTP does not collect child data.
Demographic	Identifying characteristics of the child	QRS/DTP does not collect child data.
Developmental Assessments	Evaluation and screening findings	QRS/DTP does not collect child data.
Educational Experiences	Details of EL services received	QRS/DTP does not collect child data.
Health Information	Details of health services received	QRS/DTP does not collect child data.
Identity	Child's name	QRS/DTP does not collect child data.
Language	How the child communicates	QRS/DTP does not collect child data.
<b>Family</b>		
Family/Household Information	Family/household size, income and residency	QRS/DTP does not collect family data.
<b>Organization</b>		
Program Characteristics	Overall program characteristics	The majority of data is captured. Some data translation may be required.
Site level characteristics	Licensing info, age served	The majority of data is captured. Some data translation may be required.
Organization Information	Organization name, address, telephone	The majority of data is captured. Some data translation may be required.
<b>Staff</b>		
Contact	Staff address	QRS/DTP does not collect staff data.
Demographic	DOB and gender	QRS/DTP does not collect staff data.

<b>TABLE 2 - Common Education Data Standards to QRS/DTP Comparative Analysis - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
Employment	Classification, start date, hire date, status	N/A	QRS/DTP does not collect staff data.
Identity	Staff name	N/A	QRS/DTP does not collect staff data.
Language	How the staff person communicates	N/A	QRS/DTP does not collect staff data.
Staff Education/Training	Degrees and certifications	N/A	QRS/DTP does not collect staff data.
<b>Parent/Guardian</b>			
Education	Education level completed	N/A	QRS/DTP does not collect parent/guardian data.
Identity	Name and relationship to child	N/A	QRS/DTP does not collect parent/guardian data.

**Preliminary Findings:** The QRS/DTP functions as a common database for child care organization (provider) and program data, specifically as it relates to the quality rating system (QRS). The program-level data contained in this system is fairly extensive. The QRS/DTP has potential to serve as a source of organization and program level data for the Unified System. Specific findings to be considered include:

- QRS/DTP houses both provider and program data. Considering that unique identifiers are used for both individual providers and programs, there is potential for tracking provider and program outcomes data. This may be relevant to the Unified System.
- The early childhood program-related data captured in the DTP is in high compliance with CEDS and the data is thought to be of high quality relative to completeness and accuracy.
- DTP is a newer system designed with good access, query, and automated reporting functionalities. Although the system currently does not exchange data with or interface with other systems, the ability to do so appears promising and extensible to the Unified System project, but that possibility must be reviewed in more detail.
- Because QRS/DTP is a DHS system, there is a reasonable expectation that this system has technical resources that may be leveraged to support the Unified System project.

## **XIII. Statewide Automated Child Welfare Information System (SACWIS)**

### **Narrative Functional Analysis and Process Flow Diagram**

**Agency:** Department of Children and Family Services

**Program(s) Supported:** Adoption, Cash Assistance, Child Protection, Child Welfare, Day Care and Early Childhood Services, Extended Family Support, Foster Care, Housing Locator Service

**Key Contact:** George Vennikandam ([george.vennikandam@illinois.gov](mailto:george.vennikandam@illinois.gov)), John Knoedler ([john.knoedler@illinois.gov](mailto:john.knoedler@illinois.gov))

**Funding Source:** DCFS General Funds

**Program Summary:** DCFS provides an array of community services statewide to children and families. Community-based services are customized plans that meet the individual child's needs by relying on a wide range of individuals and agencies within his/her community. When DCFS has custody of a child it assumes legal responsibility not only for physical custody, but also the physical health, mental health and well being of the child. Therefore the goal is to improve the permanency and well being of children. And sometimes to improve the well being of the family so the child can return home if a return home can be safely accomplished. If the child cannot return home to a rehabilitated family or if rehabilitation may take so long that the child's permanency is compromised, then a different permanency goal must be chosen. Improving the well being of a child is achieved through several mediums including Child Welfare Services, Local Area Networks (LANs), Extended Family Support and Cash Assistance and Housing Locator Service.

The Department of Children and Family Services is best known for its child protection services. The goal of the Department's child protection program is outlined in the state's *Child Abuse and Neglect Reporting Act*: "The Department of Children and Family Services shall, upon receiving reports made under this Act, protect the best interest of the child, offer protective services in order to prevent any further harm to the child and to other children in the family, stabilize the home environment and preserve family life whenever possible."

**System Overview:** The Statewide Automated Child Welfare Information System (SACWIS) records and tracks investigations, activities and findings. Suspected abuse reports are assigned, reviewed and tracked to completion through the system. Benefits of SACWIS include:

- Instant access to any case for which a person has authority.
- Ability to add or change data as the investigation progresses.
- Better linkages between investigations and service cases and smoother handoffs.
- Case access to authorized private agencies.
- Full compliance with NCANDS and AFCARS federal requirements.
- Improved reporting capabilities system-wide from the worker to the state level.
- Eventual ability to move to a paperless system.

**Narrative Functional Analysis:** Please refer to figure 1 on the following page when reviewing the functional analysis described in this section.

Child protective services most typically begins with a report of abuse or neglect made to the Child Abuse Hotline (800. 252-2873), located in Springfield, Illinois (State Central Register) (1). The majority of reports are initiated by calls from mandated reporters. Examples of mandated reporters include medical staff, dental staff, school personnel, child care workers and law enforcement officers.

Child welfare workers who staff the Child Abuse Hotline have special training in determining what constitutes child abuse and neglect under Illinois law. If a formal report is taken, a Child Protection Services worker will begin an investigation within 24 hours -- much sooner if the child is considered to be in immediate risk of harm (2).

After initial contact (3) with an alleged child victim and the reporting source, an investigator is sometimes able to determine that the report was not made in good faith or that the reported situation did not occur. If so, the investigation may be concluded at that point. But if the investigator is not able to make such a determination, a formal investigation begins (4). Appropriate emergency services can be provided while the investigation is pending. These may include various kinds of family support or, if the child is at imminent risk, taking the child into protective custody (5). Investigators also play a greater role in the comprehensive assessment of children in care, which involves both initial assessments that take place early in the investigative process and later comprehensive assessments (6).

Once an investigator has collected information from the people involved, a determination (7) must be made by the investigator. The investigator can make one of two findings: a report can be

"unfounded" when there is no credible evidence that the child was abused or neglected or a report can be "indicated" when there is credible evidence that child was abused or neglected.

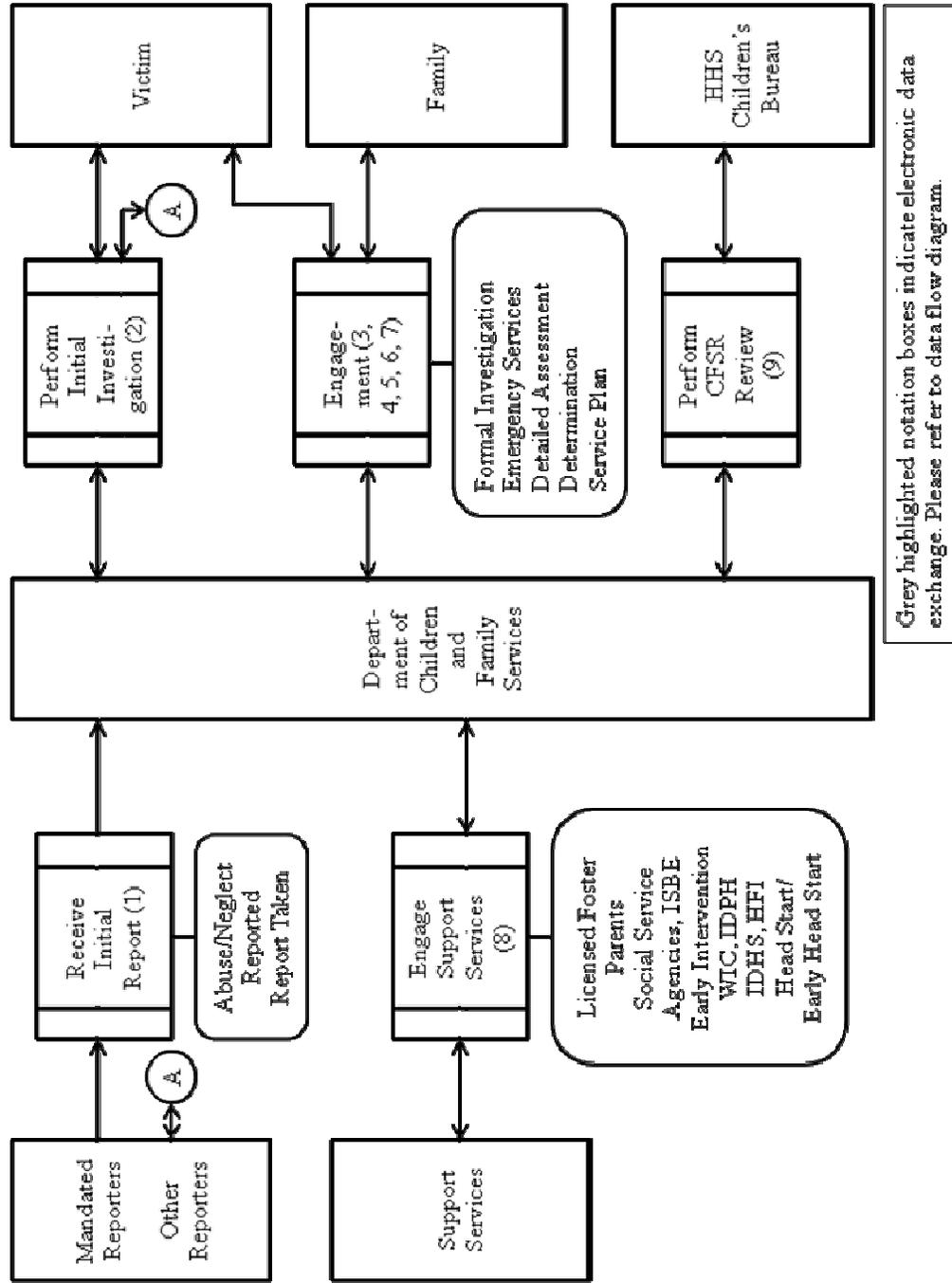
If the child and/or the child's family is in need of services, an initial service plan is developed. As required, the investigator will initiate processes to engage one or more of the following support services offered through DCFS (8):

- Licensed foster parents: If an investigation of a report of child abuse or neglect determines that a child is at imminent risk/unsafe in their current family situation, that child may be taken into 'protective custody' and placed in a licensed foster home.
- Social service agencies (large and small). DCFS may refer a child and family for services at a number of social service agencies. Services may include counseling, homemakers, daycare, home visiting, etc. to help stabilize a family and ensure children's safety.
- Illinois State Board of Education provides funding for the Prevention Initiative for Programs offering coordinated services to at-risk children and their families, including parental training. Its Preschool For All program serves children at risk of academic failure. Both programs focus on 3-5 year olds.
- Illinois Early Intervention: If a child has been identified as having some type of developmental delay or disability, they will be referred to EI.
- WIC: Intact families where children have not been removed would be referred to WIC if the mother is pregnant and/or parenting children ages 0 - 5.
- Illinois Dept. of Public Health - DCFS might interact with this organization if concerned about a child or children in their care that may have been exposed to some type of infectious disease, to ensure children receive necessary immunizations and to educate children and families about good health practices, disease prevention and control.
- Illinois Dept. of Human Services - DCFS children and families can benefit from several programs funded and/or coordinated by the Department of Human Services, such as Healthy Families Illinois, the Early Childhood Special Education programs for 3-5 year olds; emergency cash, food, shelter and housing assistance.
- Healthy Families Illinois: DCFS can refer pregnant teens, teen parents, older expectant and new parents from their intact caseloads for the home visitation services offered by HFI.
- Head Start / Early Head Start (HS/EHS): Low Income eligible DCFS intact families as well as children in placement, with children between 0-5 years old can be referred to HS/EHS to provide a respite for the parents and enhance children's preparedness for kindergarten.

States are assessed for substantial conformity with certain federal requirements for child protective, foster care, adoption, family preservation and family support, and independent living services. The Children's Bureau within HHS administers the review system, known as the Child and Family Services Review (CFSR).

The CFSR enables the Children's Bureau to ensure conformity with Federal child welfare requirements; to determine what is actually happening to children and families as they are engaged in child welfare services; and to assist States to enhance their capacity to help children and families achieve positive outcomes (9).

**SACWIS System**  
**Client Engagement Service Delivery Reporting**



**Figure 1**

**Data Flow Analysis:** In the figure above, the grey highlighted notation boxes represent electronic data exchange activities to/from SACWIS. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 - SACWIS Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
None	No electronic data exchange activities were identified in this review.	N/A

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the SACWIS System as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the Cornerstone will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Date Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements
  - High – Contains all critical data elements but some level of data analysis/translation is required.
  - Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
  - Low – Contains a limited number of data elements.
  - None – Data is not collected.

- N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

TABLE 2 - Common Education Data Standards Comparative Analysis to SACWIS - Summary			
CEDS Entities and Categories	CEDS Description	Level of Compliance	Narrative Summary
<b>Child</b>			
Contact	Where the child lives	High	Most if not all contact information is collected.
Demographic	Identifying characteristics of the child	High	Most if not all demographic information is collected.
Developmental Assessments	Evaluation and screening findings	Moderate	A significant amount of information is collected however; data analysis and translation will be required.
Educational Experiences	Details of services received	Moderate	A significant amount of information is collected however; data analysis and translation will be required.
Health Information	Details of health services received	Moderate	A significant amount of information is collected however; data analysis and translation will be required.
Identity	Child's name	High	
Language	How the child communicates	Moderate	Language type is collected but not language code.
<b>Family</b>			
Family/Household Information	Family/household size, income and residency	Low	A limited amount of family/household information is collected. Further data analysis and translation is required.
<b>Organization</b>			
Organization Information	Organization name, address, telephone	High	Most organization identifying information is collected.
Program Characteristics	Overall program characteristics	Moderate	Program information is collected but further data analysis and data translation will be required.

TABLE 2 - Common Education Data Standards Comparative Analysis to SACWIS - Summary			
CEDS Entities and Categories	CEDS Description	Level of Compliance	Narrative Summary
Site level characteristics	Licensing info, age served	Low	Site name is collected but nothing else.
<b>Staff</b>			
Contact	Staff address	High	Staff information for child welfare staff is available.
Demographic	DOB and gender	High	Staff information for child welfare staff is available.
Employment	Classification, start date, hire date, status	High	Staff information for child welfare staff is available.
Identity	Staff name	High	Staff information for child welfare staff is available.
Language	How the staff person communicates	Moderate	Language type is collected but not language code.
Staff Education/Training	Degrees and certifications	Moderate	Certifications are collected but further analysis and data translation may be required.
<b>Parent/Guardian</b>			
Education	Education level completed	None	Not collected.
Identity	Name and relationship to child	High	Parent first and last name is collected.

**Preliminary Findings:** SACWIS is used to record and track investigations, activities and findings related to DCFS' work, including child welfare, child custody, and child protection. Given the breadth of the programs supported by SACWIS and the number of children supported by those programs, SACWIS represents a substantial source of child, parent/family, program, and provider data. As planning for the Unified System continues, and given the potential of this data source, the following considerations should be kept in mind:

- SACWIS represents a potential source of information for child, organization (program), staff (provider) and family/parent/guardian data as represented in table 2.
- Initial review indicates moderate to high compliance with CEDS standards. Further detailed analysis of the database structure and data content is required to determine the extent to which SACWIS data will be a viable source of data for the Unified System.
- Data exchange capabilities are unknown, as no electronic data exchange activities were identified in this review. Thus, the extent to which SACWIS may serve as a data source for the Unified System is unclear and requires additional review.
- The SACWIS system database is very large and highly complex. Data extraction and data exchange requirements must be carefully planned.
- The data contained in the SACWIS system is highly sensitive. Careful consideration must be given to the sensitivity of the data and associated privacy and security concerns.
- The SACWIS system is part of a very large technology infrastructure supported by DCFS' Office of Information Technology Services. The resources available in this office may be of assistance to the Unified System project as efforts continue.

## **XIV. Student Information System (SIS)**

### **Narrative Functional Analysis and Process Flow Diagram**

**Agency:** Illinois State Board of Education

**Program(s) Supported:** Early Childhood Division Programs: Prevention Initiative and Preschool for All

**Key Contact:** Scott Norton (snorton@isbe.net), Cindy Zumwalt (czumwalt@isbe.net), John Shake (jshake@isbe.net)

**Funding:** Early Childhood Block Grant

#### **Program Summary:**

##### **PreSchool for All**

The Preschool for All 3-5 program provides high-quality pre-kindergarten educational services for children ages 3 to 5 who are determined to be at risk for academic failure. Currently, all Preschool for All-funded programs focus on this priority. Once all at-risk children are served, funding, if available, may be provided to programs serving families of low to moderate income whose children are not at risk of academic failure, and lastly, to other families that may choose to participate. The Preschool for All (PFA) program is operated by school districts, regional offices of education, higher education institutions, faith-based organizations, community-based agencies and child care centers (for-profit and not-for-profit). All PFA teachers have an Early Childhood teaching certificate and all teachers' aides are highly qualified as required by state statute. There are approximately 460 PFA programs throughout the state. The PFA program grants are competitive grants with a 5 year funding cycle and funding period.

##### **Prevention Initiative**

The Prevention Initiative (PI) 0-3 program provides continuous, intensive, research-based, and comprehensive child development and family support services, as defined by the State Board of Education, for expecting parents and families with children age 0 to 3 to help them build a strong foundation for learning and to prepare children for later school success. The PI program is administered by school districts, regional offices of education, higher education institutions, faith-based organizations, community-based agencies and child care centers (for-profit and not-

for-profit). Although some center-based programs exist, most programs use home visiting models. Currently, there are approximately 158 grant funded PI programs throughout the state. The PI program grants are competitive grants with a 5 year funding cycle and funding period.

**System Overview:** The PFA and the PI programs are supported by the Student Information System (SIS) and the Electronic Grants Management System (see the eGMS System Analysis for additional details). The SIS collects child level data and eGMS collects program-level data. The SIS provides the state education agency, state and federal entities, the education community, and the public with timely and accurate data collection and reporting about students (including early childhood) at the school, district, and state levels. The SIS provides secure and appropriate access for data-related services such as student record inquiry, retrieval, and transfer. This system serves as the vehicle to collect student-related information electronically from school districts and entities that provide PFA prekindergarten programs and PI programs. The system provides for:

- Assigning a unique student identifier to all students,
- Collecting demographic, performance, and program participation data for each student,
- Tracking students as they move or matriculate from one school, district, or entity to another within the state, and
- Reporting timely and accurate information/data through standardized reporting capabilities.

The system also provides a set of data exchange capabilities that enables districts/entities to use their preferred student information systems, while sharing appropriate information with the SIS to meet the broader needs of the state educational system.

**Narrative Functional Analysis:** Please refer to figures 1 and 2 on the following pages when reviewing the functional analysis described in this section.

### **Client Engagement and Service Delivery (see figure 1)**

**Prevention Initiative 0-3:** Prevention Initiative program staff conducts outreach activities to identify, screen, and enroll children and families most at risk for developmental delay and academic failure (1). Upon enrollment in the program (based upon their risk status as determined by the screening process) an Individual Family Service Plan (IFSP) is developed to guide the delivery of services based on the needs and goals of the child/family (2). Referrals are made for additional services as needed (3). In some cases, children are referred to their local Child and Family Connections Office for participation in the Early Intervention program. Children are assessed and monitored regularly with research-based developmental screening tools (4). PI program participants exit the program at any time for any reason (e.g., the family moves or

decides to no longer participate); or because they complete the program year (and exit the program on July 3, and then may be enrolled again on 8/1); or they turn three and are transitioned to either PFA, another preschool, or other supportive services (5).

**Prevention Initiative Student Information System Enrollment:** Children enrolled in the Prevention Initiative program are enrolled in the SIS upon entry in the program (generally between August 1 and October 14). Data entered at enrollment includes child demographics, enrollment, and program indicator data (6). Caregiver/parent demographics are also entered into SIS upon enrollment. SIS is a real-time system and accommodates the fact that children may enroll and then exit a program continually throughout the year. Other specific Prevention Initiative program data (such as program model used, screening assessment tools used, parent data, WIC or food stamp services received) is entered into SIS before the child is exited from the program. If a child is homeless, the homeless data file is completed as well.

**Preschool for All 3-5:** PFA program staff conducts outreach activities to identify at-risk populations of children ages 3-5 and perform screenings to identify children who are at risk of academic failure and determine eligibility to participate in the PFA program (7). Certified Early Childhood teachers and highly qualified aides teach PFA programs using evidence-based curriculum and assessment tools (8). In some cases, children in a PFA classroom will have Individual Education Plans (IEP) developed to tailor their learning curriculum. Parents are engaged and participate in PFA programs, as are community collaborations, to help support the program and its families (9). PFA children exit the program generally at the end of the academic year or program, but this varies by program.

**Preschool for All Student Information System Enrollment:** Children enrolled in the PFA program are enrolled in the SIS upon entry in the program (generally between August 1 and October 14). Data entered at enrollment includes demographic, enrollment, and program indicator data (10). SIS is a real-time system and accommodates the fact that children may enroll and then exit a program continually throughout the year. Other specific PFA program data (such as ELL data, homeless data, and early childhood outcomes data) is entered into SIS before the child is exited from the program. Academic performance data from grades K-2 for children who were in a PFA program is also collected in SIS (this data is collected in the Pre-K Follow-up data file).

### **Student Data Reporting & Retrieval (see figure 2)**

School districts and early childhood programs gain access to the SIS by registering through the Illinois Web Access Security (IWAS) gateway portal. Registrants must have the proper identification and supporting information to register their programs, districts and participating schools in SIS (11). Once logged into SIS, system users may search/view/add/edit student records (12). A key feature of the SIS is the automated creation of a State ID (SID) for each student. The SIS can create a State ID online and as part of a batch process. The SIS system

allows users to submit and process batch files (13). The submission of batch files is one means of getting SIDs assigned to students and for submitting student information into the SIS. All functions can be performed online or thru a batch process. Each authorized user can submit as many batch files as desired. The file types that are relevant to early childhood include:

- Birth to 3 Program
- Participant Demographics and Enrollment
- Exit Enrollment
- Caregiver Demographics
- Early Childhood
- Early Childhood Outcomes
- Pre-K Follow-up
- Homeless Data
- English Language Learner Screener and Student Data
- Pre-K Follow Up Report

Immediately following submission, batch files are validated by student IDs for appropriate format. If the user desires to update Student Demographics information, the elements verified before an update occurs are the SID and at least one of the three mandatory elements (Legal Last Name, Legal First Name, or Date of Birth) remaining in the original state.

After files have been processed, the user is notified via an email that the file is ready for download. The user logs in and accesses the Download File page. The user who uploaded the initial file is the only person who may retrieve the processed file on the Download File page. The user selects the appropriate files and downloads them to their local system (14). The SIS export file is returned in the same format with the same data provided, plus the following for each record:

- New or Returned (Existing) SIDs (for Demographics and Early Childhood file type)
- Result Code
- Result Message

### **Reporting and Administrative Functions (see figure 2)**

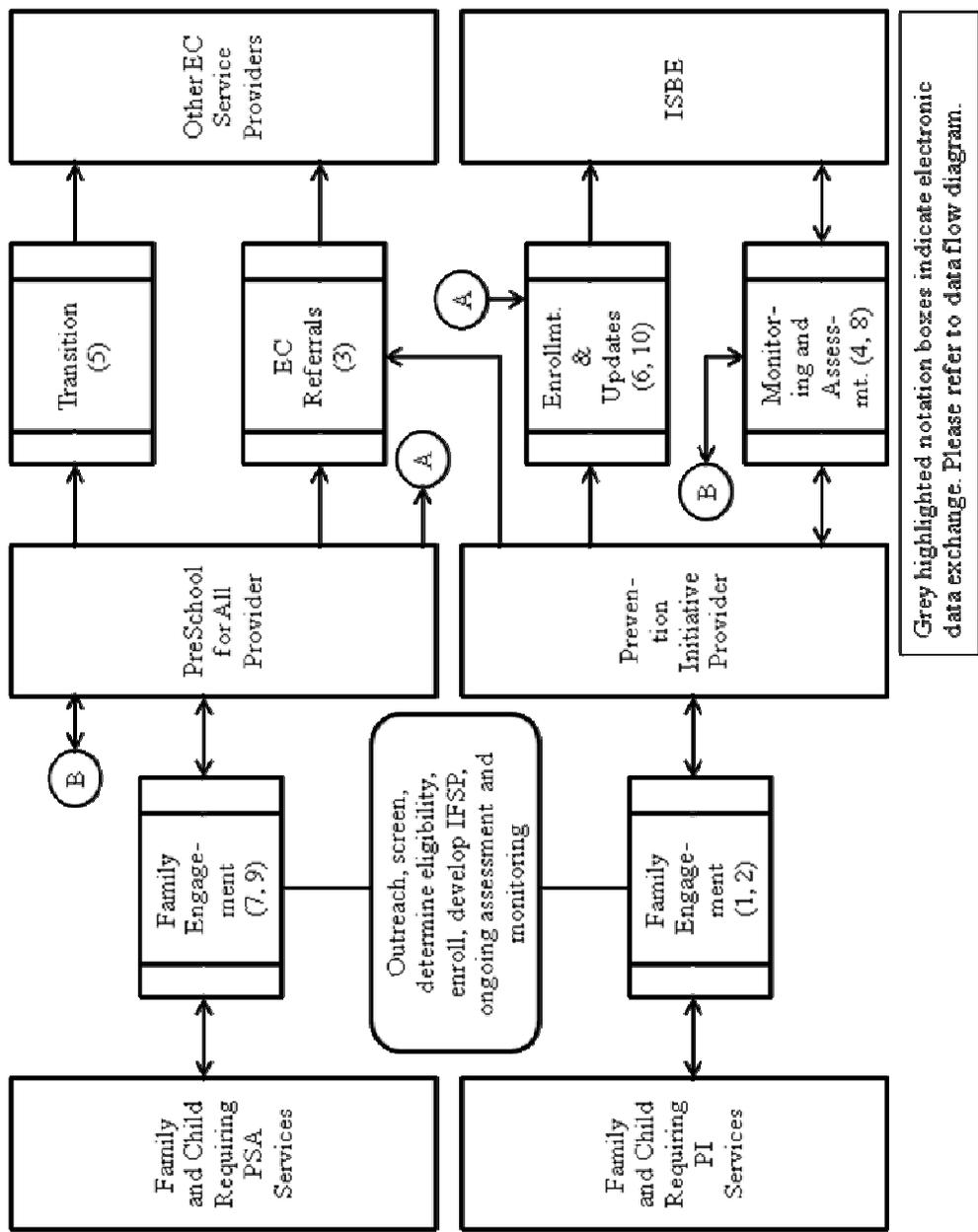
The SIS Online “Reports” page allows an authorized user to view summary and detail reports that are based on student and teacher information. All reports can be viewed in web format or can be exported to PDF for faster viewing (15). Available reports include, but are not limited to:

- Birth to 3 (detail and summary)

- Early childhood (detail and summary)
- Early childhood outcomes (detail and summary)
- Pre K follow-up (detail and summary)

Authorized users may request district-wide data files that can provide a current snapshot of their student data (16). All request files are district-wide files containing the records of students currently enrolled in the user's district. Files are created upon request in the order in which they are received (Within 10 minutes usually). Following file request, the user logs in and accesses the Download File page. The user who uploaded the initial file is the only person who may retrieve the processed file on the Download File page. The user selects the appropriate files and downloads them to their local system (17).

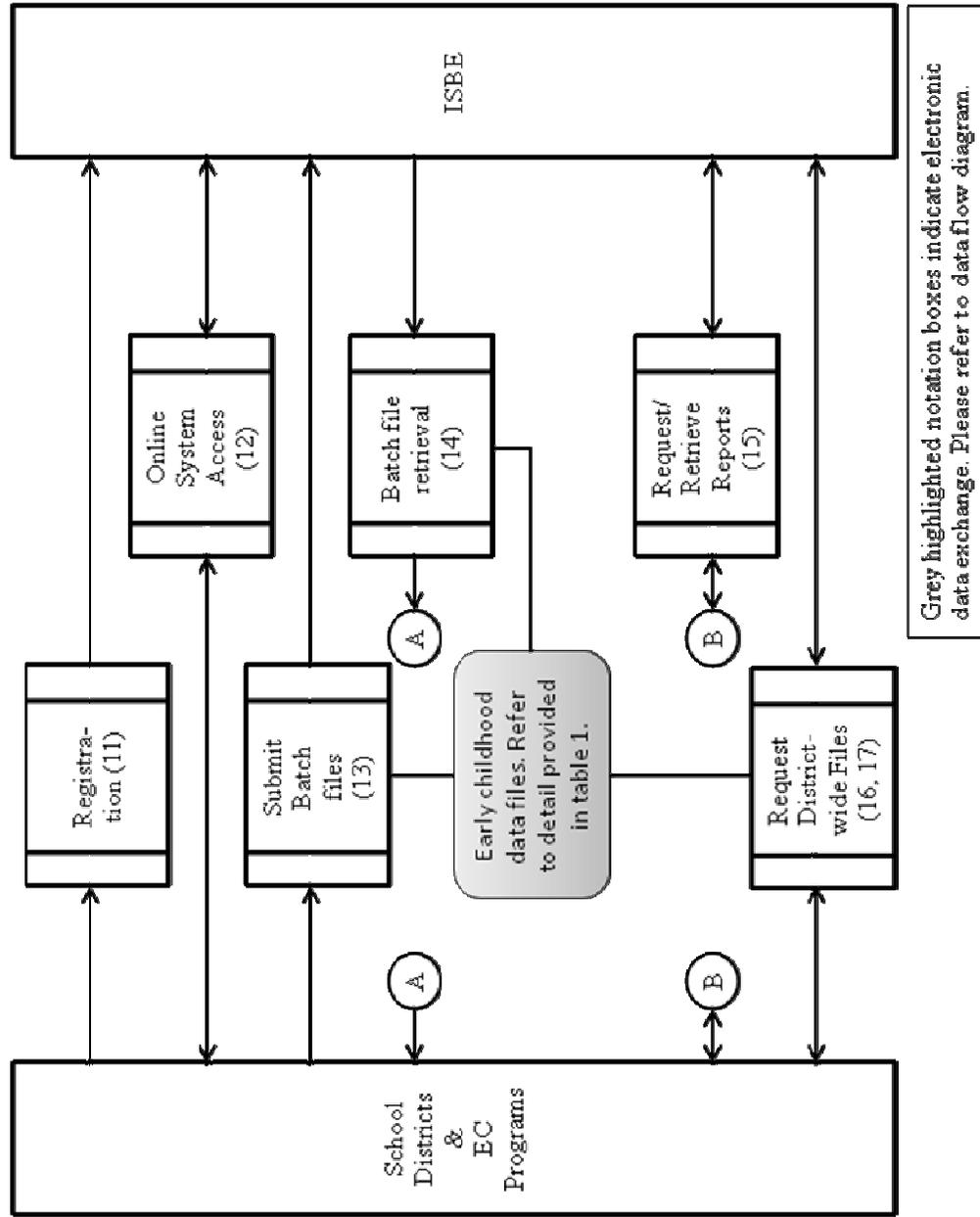
# ISBE Student Information System Client Engagement and Service Delivery



**Figure 1**

Illinois Unified System Project  
Student Information System (SIS) System Analysis  
John Snow, Inc.

## ISBE Student Information System Student Data Reporting & Retrieval



**Figure 2**

**Data Flow Analysis:** In the figure above, the grey highlighted notation box represent electronic data exchange activities to/from SIS. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 - SIS Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
<b>Batch file submission &amp; retrieval (13, 14)</b>	School districts submit data files containing student information as part of their ongoing responsibilities.	The batch file processing capabilities of the unified system provide a structured and validated resource for accessing child data. There is potential for these capabilities to be extended to the Unified System.

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the Cornerstone System as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the Cornerstone will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Date Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements
  - High – Contains all critical data elements but some level of data analysis/translation is required.

- Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
- Low – Contains a limited number of data elements.
- None – Data is not collected.
- N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

TABLE 2 - Common Education Data Standards Comparative Analysis to SIS - Summary			
CEDS Entities and Categories	CEDS Description	Level of Compliance	Narrative Summary
<b>Child</b>			
Contact	Where the child lives	None	Child contact information is not collected.
Demographic	Identifying characteristics of the child	High	Most demographic information is collected.
Developmental Assessments	Evaluation and screening findings	High	Significant information is collected. Further analysis and data translation is required.
Educational Experiences	Details of services received	High	An extensive amount of information is collected. Further analysis and data translation is required.
Health Information	Details of health services received	Low	Very limited health information is collected.
Identity	Child's name	Complete	All child identifying information is collected.
Language	How the child communicates	High	Language code is collected but not language type.
<b>Family</b>			
Family/Household Information	Family/household size, income and residency	Moderate	Some family information is collected. Further analysis and data translation is required.
<b>Organization</b>			
Organization Information	Organization name, address, telephone	None	No relevant organization information is collected but is available from other sources.
Program Characteristics	Overall program characteristics	Low	Limited program information is collected but is available from other sources. Further analysis and data translation is

TABLE 2 - Common Education Data Standards Comparative Analysis to SIS - Summary			
CEDS Entities and Categories	CEDS Description	Level of Compliance	Narrative Summary
Site level characteristics	Licensing info, age served	None	No relevant site level information is collected.
<b>Staff</b>			
Contact	Staff address	None	Staff contact information is not collected.
Demographic	DOB and gender	Low	Very limited staff demographic information is collected.
Employment	Classification, start date, hire date, status	None	Staff employment information is not collected.
Identity	Staff name	Low	Very limited staff identifying information is collected.
Language	How the staff person communicates	None	Staff language information is not collected.
Staff Education/Training	Degrees and certifications	None	
<b>Parent/Guardian</b>			
Education	Education level completed	High	Parent/guardian education information is available.
Identity	Name and relationship to child	High	Most parent/guardian identifying information is collected.

**Preliminary Findings:** The SIS serves in the collection of student-related information electronically from school districts and entities that provide PFA prekindergarten programs and PI programs. Given that many children 0 to 5 years of age in the state will be served by ISBE funded programs, such as Preschool for All and the Prevention Initiative, and ultimately most children in Illinois will become part of the public school system, the SIS represents a substantial source of child and student data relevant to the Unified System. The SIS design features include use of unique student identifiers and standardized reporting capabilities. These functionalities are key features in facilitating data exchange with the Unified System. As planning for the Unified System continues, and given the potential of this data source, the following considerations should be kept in mind:

- SIS represents an excellent source of information for child (including for early childhood populations participating in the PFA and PI programs), and in some cases provider/teacher data, program data, and family/parent/guardian data. Child level data from SIS may be relevant to tracking child outcomes over time.
- SIS data compliance with CEDS standards ranges throughout data categories from low to high (see Table 2 for details). Given the breadth and depth of information available through SIS, significant analysis is required.
- The SIS data extraction and exchange capabilities currently support bi-directional data exchange on a state-wide level. These capabilities have potential for supporting the Unified System as a source of technical know-how and best practices.
- ISBE is currently engaged in several systems integration projects associated with the integration of the SIS with the Illinois Longitudinal Database System (ILDS). Organizational, collaborative, technical and operational aspects of that project mirror (albeit on a much larger scale) the requirements of the Unified System and should be actively considered as both projects progress.
- ISBE has a large information technology resource pool that may serve as a resource to the Unified System project.

## **XV. Statewide Provider Database**

### **Narrative Functional Analysis and Process Flow Diagram**

**Agency:** Illinois Department of Children and Family Services (DCFS)

**Program(s) Supported:** The Statewide Provider Database (SPD) supports human services professionals throughout the state, including DCFS and non-DCFS workers, such as social workers, psychologists, psychiatrists, Child Care Resource and Referral agencies, and many others. SPD also supports specific programs throughout the state, including the Cook County Juvenile Court Clinic and Project Launch.

**Key Contact:** Dana Weiner (dana.weiner@illinois.gov)

**Funding Source:** Illinois Department of Children and Family Services

**Program Summary:** The Statewide Provider Database (SPD) is an online database used across the state of Illinois to help human services professionals, such as caseworkers and community partners, identify and locate appropriate services for their clients. The SPD contains comprehensive information on service agencies and programs throughout Illinois and is administered by Northwestern University per a subcontract with DCFS.

The SPD was developed by Dr. Dana Weiner in 2002 as a pilot project and incorporated within DCFS in 2004. DCFS contracted with Northwestern University to expand the SPD to the entire state of Illinois, which became fully operational for DCFS staff and community collaborators in 2008. Currently, there are over 1,600 agencies, 3,600 programs, and over 17,000 services listed in the database. The types of programs in the SPD include: mental health counseling programs, substance abuse programs, parenting programs, domestic violence programs, health clinics, homeless and housing programs, a variety of afterschool and recreational programs, and early childhood programs. The early childhood programs are focused on interventions for young children, including health screenings and developmental assessments. Although many Illinois-based early childhood programs and services are listed in the SPD, it is not comprehensive of all early childhood programs and services in the state.

In addition to including detailed information for each program and service, all program locations in the SPD are assigned a geocode that allows users to search for services by distance from a client's location. Geocoded program data also facilitates the use of gap analysis to understand

regional need for services and provider availability. The database is constantly growing with new programs being added and provider information being updated on a daily basis.

**System Overview:** The SPD is a web-based Microsoft SQL database running on a Microsoft 2003 operating system and is hosted by DCFS. The database structure includes over 100 tables. In general, the parent record is the agency. Each agency has multiple locations and each location operates multiple programs and services. Geocoding is done at the program location level. Each program includes detailed records of services, including who the service is intended for, eligibility and intake information, use of evidence-based programs or practices, operating hours, and staff qualifications. A supplement to the SPD is SPDInfo, available at <https://spdinfo-publicworkspace.pbworks.com>, which includes information on other online resources, events, trainings, and web links.

SPD is one of many applications housed on the Illinois Outcomes website. DCFS staff automatically obtain access to SPD via their network IDs. Individuals outside of the DCFS network obtain login credentials and access by contacting the Program Director. Design features of the SPD include security access levels enabling only DCFS “case carrying” individuals to access case-specific clinical assessment data in addition to provider and program data.

**Narrative Functional Analysis:** Please refer to figures 1 and 2 on the following pages when reviewing the functional analysis described in this section.

### **Intake/Service Delivery (see figure 1)**

The SPD is populated and updated with agency, program, and provider information on an ongoing basis. A series of informal mechanisms are used to identify agencies, programs, and providers to include in the database. Typically, agencies or other entities will share their existing program and provider directories or listings with the SPD. This information is sent to the SPD Project Coordinator. Additionally, agencies will notify SPD staff of new providers and programs or of a relevant providers and programs not currently included in the database (1). SPD Health Interviewers also conduct internet searches to identify providers, programs, or existing resource directories to include in the SPD (2).

Upon identifying potential resources to include in the SPD and prioritizing need and efforts, SPD Health Interviewers schedule and conduct interviews with providers to collect detailed information on the programs and services they have. Health Interviewers also ask providers of any other programs that might be appropriate for inclusion in the database. Interviews are conducted by phone; provider and program information is collected on paper form and entered into the SPD by the Health Interviewers (3). Through a recent collaboration with the Maternal,

Infant, and Early Childhood Home Visiting (MIECHV) Program, data entry of all home visiting programs into SPD is being coordinated (4).

A part-time staff member regularly updates and reconciles data in the SPD. SPD staff query the database every 2-3 months to flag any provider record that hasn't been updated in over six months. The query generates a list of programs in need of updating and the Health Interviewers contact the providers by phone or email to verify and update key details related to eligibility and service provision (3). Agencies notify SPD staff on the termination of programs or addition of new programs and updates are made to the database accordingly (1).

SPD staff routinely provide on-site training to new SPD user groups (5). Users (DCFS and non-DCFS caseworkers and community partners) query the database to generate a report of the programs and services that meets their clients' needs according to the defined search specifications and location. DCFS caseworkers also use the SPD to link to the Child and Adolescent Needs and Strengths (CANS) assessment housed within Illinois Outcomes and generate a CANS report. DCFS caseworkers are able to search SPD using the DCFS child ID. By linking data within Illinois Outcomes (the CANS assessment and the child's address) a CANS report is generated that outlines the appropriate services for that child based on the CANS assessment and where those services can be found in proximity to the child's address (6).

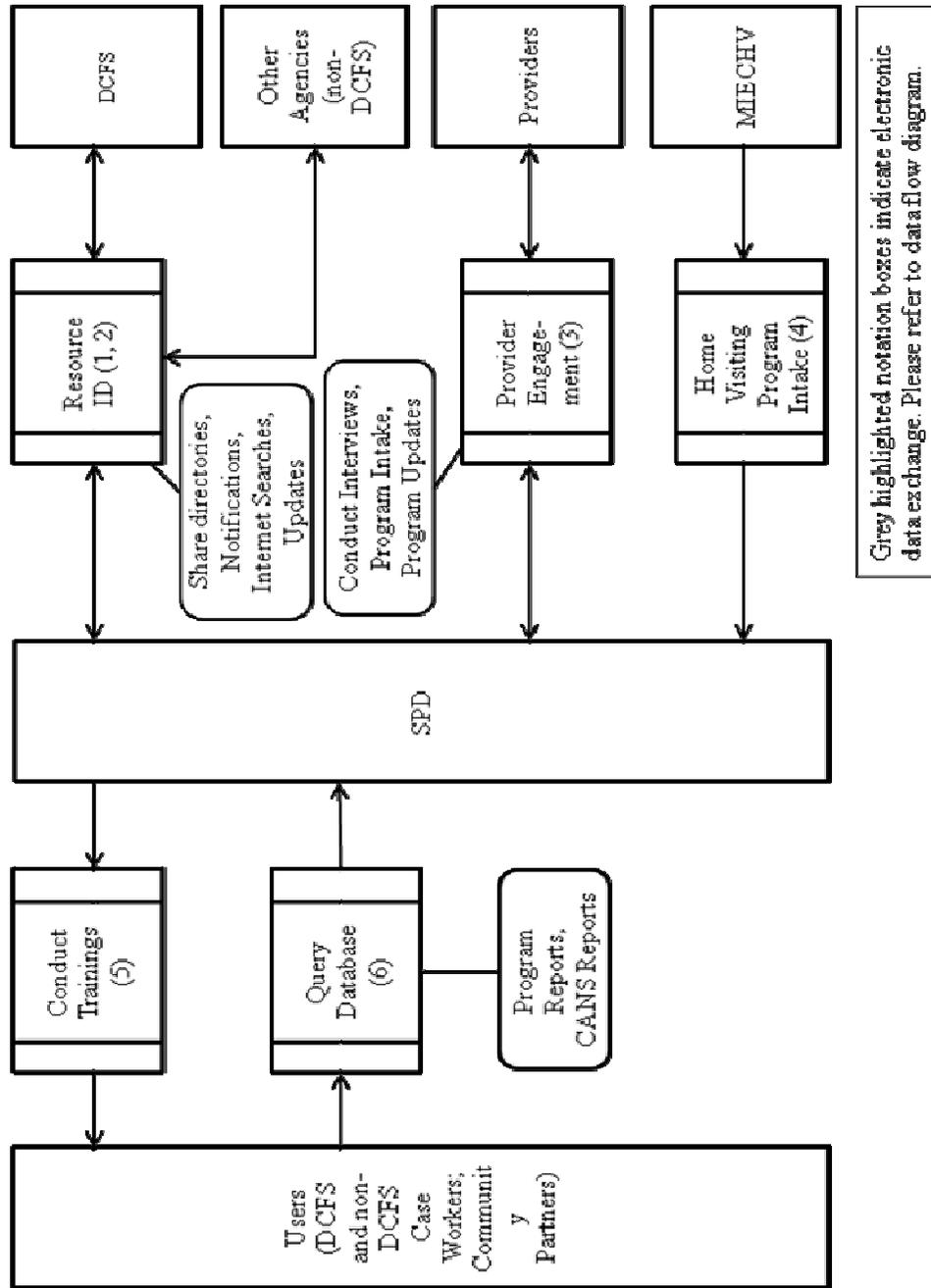
### **Reporting/Administrative Activities (see figure 2)**

SPD provides periodic ad hoc data reports, such as maps that illustrate the availability of resources, requested by DCFS and non-DCFS agencies. Informal reports are also produced periodically for DCFS (7).

To ensure the integrity of the SPD, internal quality assurance practices are in place. SPD staff hold weekly team meetings to provide updates and address issues. Graduate students from Northwestern University carry out special projects as assigned by the SPD Director and Project Coordinator, and staff performance evaluations are conducted quarterly.

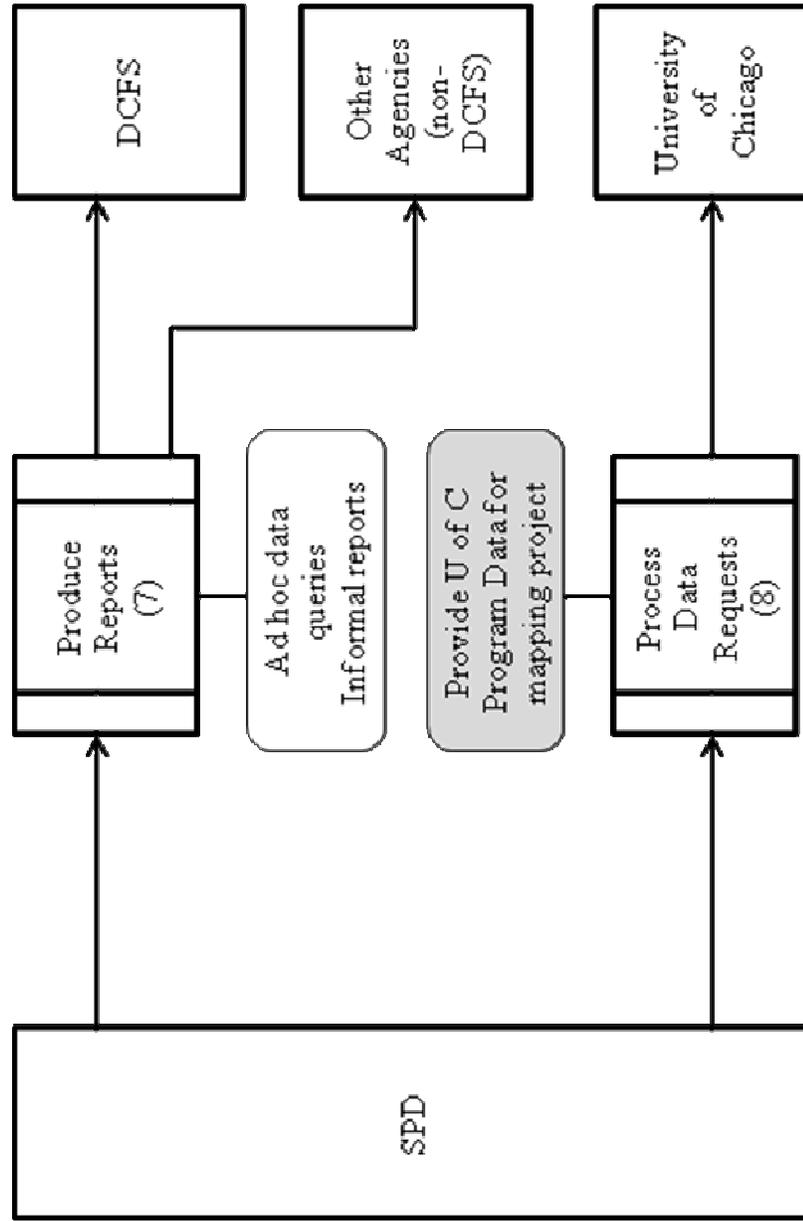
Historically, SPD has not exchanged data with other entities. However, a collaboration with the University of Chicago (U of C) is in process and a data sharing agreement will be executed to support a U of C project that will use SPD data to map resources. The data exchange will likely occur by sending a Microsoft Excel data file from SPD to U of C (8).

## Statewide Provider Database Intake Service Delivery Activities



**Figure 1**

## Statewide Provider Database Reporting/Administrative Activities



Grey highlighted notation boxes indicate electronic data exchange. Please refer to data flow diagram.

**Figure 2**

**Data Flow Analysis:** In figure 1 above, the grey highlighted notation box represent electronic data exchange activities. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 - SPD Data Workflow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
<b>Process Data Request (8)</b>	SPD will provide the University of Chicago with a batch file containing provider information. Details have not been specified as of yet.	A file extract from SPD listing all providers and associated contact, location, program, staff and accreditation information is directly aligned with Unified System plans.

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the Statewide Provider Database as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the Statewide Provider Database will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Date Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements
  - High – Contains all critical data elements but some level of data analysis/translation is required.

- Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.
- Low – Contains a limited number of data elements.
- None – Data is not collected.
- N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

TABLE 2 - Common Education Data Standards to SPD Comparative Analysis – Summary		
CEDS Entities and Categories	CEDS Description	Narrative Summary
<b>Child</b>		
Contact	Where the child lives	SPD does not collect child data.
Demographic	Identifying characteristics of the child	SPD does not collect child data.
Developmental Assessments	Evaluation and screening findings	SPD does not collect child data.
Educational Experiences	Details of EL services received	SPD does not collect child data.
Health Information	Details of health services received	SPD does not collect child data.
Identity	Child's name	SPD does not collect child data.
Language	How the child communicates	SPD does not collect child data.
<b>Family</b>		
Family/Household Information	Family/household size, income and residency	SPD does not collect family data.
<b>Organization</b>		
Program Characteristics	Overall program characteristics	Substantial program information is collected however; further data analysis and data translation will be required.
Site level characteristics	Licensing info, age served	Substantial program information is collected however; further data analysis and data translation will be required.
Organization Information	Organization name, address, telephone	Substantial program information is collected however; further data analysis and data translation will be required.

<b>TABLE 2 - Common Education Data Standards to SPD Comparative Analysis – Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
<b>Staff</b>			
Contact	Staff address	None	Staff address is not captured.
Demographic	DOB and gender	None	DOB and gender are not captured.
Employment	Classification, start date, hire date, status	Low	Some limited employment information is collected.
Identity	Staff name	High	First name and last name are captured.
Language	How the staff person communicates	None	Language information is not captured.
Staff Education/Training	Degrees and certifications	Moderate	Some degree and certification information is captured. Further analysis and data translation is required.
<b>Parent/Guardian</b>			
Education	Education level completed	N/A	SPD does not collect parent data.
Identity	Name and relationship to child	N/A	SPD does not collect parent data

**Preliminary Findings:** The SPD contains comprehensive information on service agencies and programs throughout Illinois, including early childhood programs that serve the early childhood population. Although many Illinois-based early childhood programs and services are listed in the SPD, it is not comprehensive of all early childhood programs and services in the state. Given the breadth of the programs that are included in the SPD, the system represents a substantial source of program data. As planning for the Unified System continues, and given the potential of this data source, the following considerations should be kept in mind:

- SPD represents a good source of information for organization (program) data as represented in table 2. The SPD collects a significant amount of data on each program included in the system, thereby offering the Unified System a rich source program data.
- Further detailed analysis of database structure and data content is required to determine the extent to which SPD data will be a viable source of data for the Unified System. Compliance with CEDS standards is high and data quality is thought to be good considering the internal processes in place related to collecting and managing SPD data.
- Existing data exchange capabilities are uncertain as none were identified during this review. Data extraction, as represented in Table 1, of all programs and associated contact, location, staff and accreditation information is directly aligned with Unified System plans.
- The SPD relies on good relationships and collaborations to support the data collection activities that ultimately result in capturing data to include in the SPD. These relationships and collaborations may be leveraged for gaining support and within in the context of sharing data for the Unified System.

## **XVI. Teacher Certification Information System Narrative Functional Analysis and Process Flow Diagram**

**Agency:** Illinois State Board of Education

**Program(s) Supported:** Illinois Public Education System

**Key Contact:** Don Evans ([dwevans@isbe.net](mailto:dwevans@isbe.net)), Scott Norton ([snorton@isbe.net](mailto:snorton@isbe.net))

**Funding Source:** Illinois State Board of Education

**Program Summary:** The Illinois State Board of Education's Teacher Certification Information System (TCIS) is the state's database system that collects and manages data and processes that supports pre-kindergarten through grade 12 teacher certifications, professional development, and teacher demographic information. TCIS is used by Regional Offices of Education (ROE), Entitling Institutions, and the Illinois State Board of Education (ISBE) to enter, store, and process applications for teaching certificates, endorsements, and approvals. The Educator's Certification System (ECS) is a web-based system that allows educators, district administrators, and the public to access certification data from ISBE's TCIS.

**System Overview:** TCIS is a client-server application. ECS is web-based and provides external users, such as applicants and administrators, access to TCIS. All TCIS data is "real time". The ECS web site consists of three portals: The Administrator Lookup, the Educator Portal, and the Public Portal. Access to TCIS is granted by ISBE according to user role (for example, administrator, entitling institution, and educator). Efforts are currently underway to integrate ECS and TCIS into a web-based system of educator licensure known as the Educator Licensure Information System (ELIS). This new system is expected to go into production in February of 2013. Paper licenses will no longer be available; instead all credentials will be accessible online through ELIS. TCIS currently shares a database with the Teacher Service Record (TSR). Going forward, TSR will share a database with ELIS.

**Narrative Functional Analysis:** Please review to figures 1 and 2 on the following pages when reviewing the functional analysis described in this section.

### **Educator Engagement/Monitoring (see figure 1)**

Teachers, entitling institutions, ROEs, and ISBE all use TCIS/ECS as a resource to track and verify pre-kindergarten through grade 12 teacher qualifications, including licensure, certifications, and endorsements. Students in teaching programs take standardized tests during the course of their program. Testing agencies send test scores to ISBE (1), and ISBE enters the scores into TCIS. Entitling Institutions throughout the state of Illinois that prepare students to become teachers, administrators, and school service personnel access TCIS to add their program information into the system, including when a student has completed a program, whether the applicant is entitled to a certificate and which endorsements an apply. Entitling Institutions verify educator applicant test scores appropriate for each certificate or endorsement (2), but ISBE ultimately insures the proper tests have been take and passed.

Upon initial access into ECS, ISBE provides educators with an Illinois Educator Identification Number (IEIN). Educators use the Educator Portal on ECS to apply for certifications, licensure, or endorsements and to confirm their credentials, record professional development activities and submit Statements of Assurances, register and renew their certificates, request additional endorsements and request duplicate certificates (3). Educators can send applications and supporting materials directly to ISBE (by mail or electronically through ECS) or they can utilize and access their ROE to receive assistance with submitting applications to ISBE (4) (Note: ELIS will require all applications to be completed online). ROEs may continue to provide assistance to applicants). ISBE reviews applicant eligibility and processes certificates, licensures, and endorsements (5).

Local Professional Development Committees (LPDC), if they exist, access ECS/TCIS to review and approve Statements of Assurances submitted by educators (6). (If local districts do not have a LPDC then the ROE assumes the responsibility.) ISBE maintains a list of LPDCs, but is otherwise not involved with them.

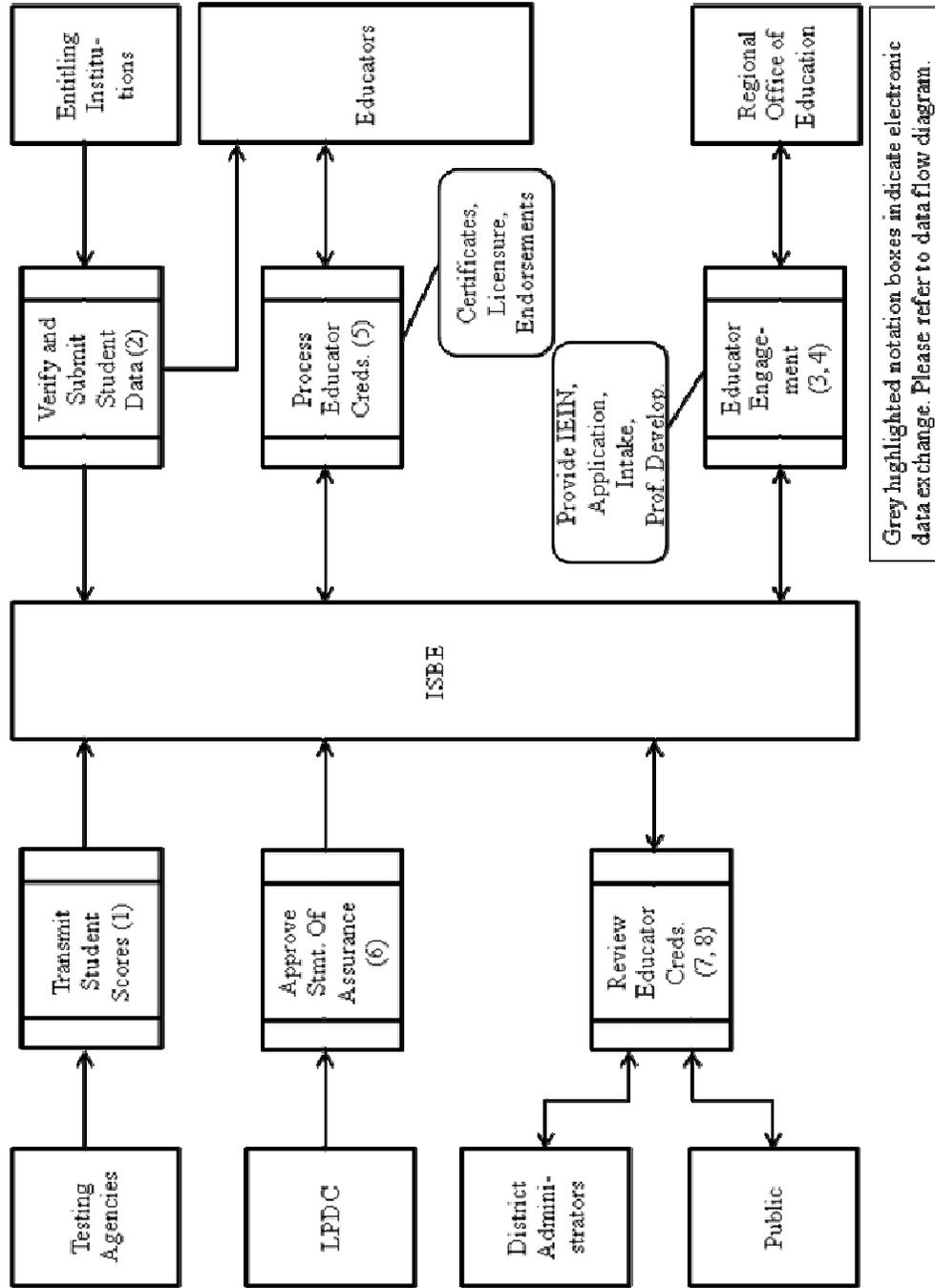
District Administrators can use the Administrator Lookup portal on ECS to access educator credentials for purposes of identifying, managing, and evaluating teacher qualifications (7).

The Public Portal on ECS allows the public to perform a search of public certificate information for educators in Illinois by using the City, District, School, or Educator Name (8).

### **Reporting/Administrative Activities (see figure 2)**

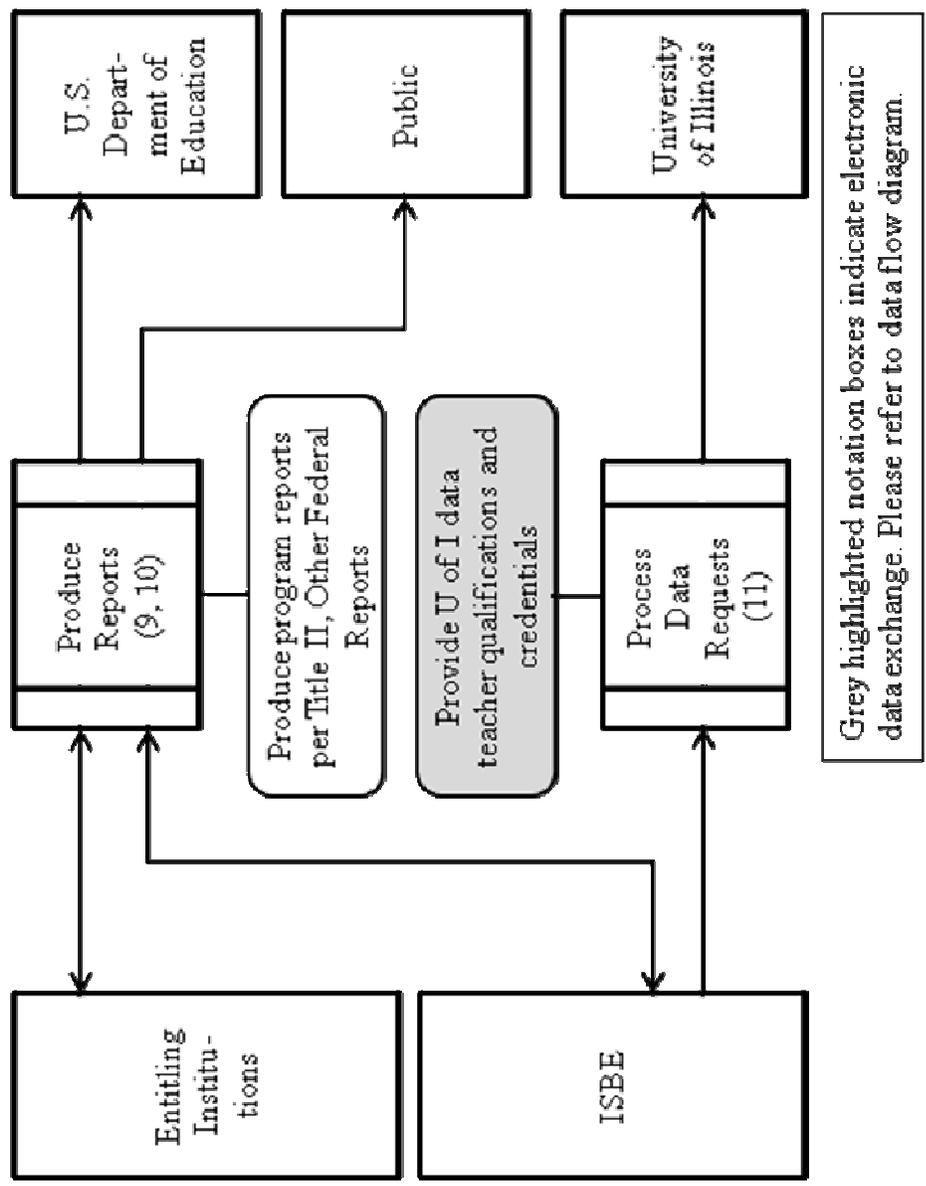
Entitling institutions use TCIS data to provide program reports to the U.S. Department of Education and the general public per Title II of the Higher Education Act (9). ISBE produces standard federal reports using TCIS data as well (10). Data from TCIS has previously been shared with the University of Illinois and other organizations for research purposes (11).

# Teacher Certification Information System - ISBE Educator Engagement Monitoring



**Figure 1**

# Teacher Certification Information System - ISBE Reporting/Administrative Activities



**Figure 2**

**Data Flow Analysis:** In the figures above, the grey highlighted notation boxes represent electronic data exchange activities to/from the TCIS system. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 - TCIS Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
<b>Process Data requests (11)</b>	Educator level data from TCIS, such as program graduation and certificate data, has been shared with U of I for a specific research project. The file used to share data was a flat file/batch file.	Batch file extracts of teacher data may be useful to the Unified System

**CEDS Data Availability Analysis:** The Common Education Data Standards (CEDS) are used as the framework for reviewing data availability within the TCIS System as part of this system analysis. CEDS provides a consistent framework in that it describes “entities” within the early learning domain. The entities include child, family, parent/guardian, organization and staff. Each entity consists of a more granular set of “categories” as listed in the table below. Finally, each category contains a series of specific data elements which are reviewed in Appendix B.

The data analysis presented below in table 1 describes a *category level review of the CEDS data elements*, part of which is an assessment of the extent to which the TCIS will be able to provide “CEDS compliant” datasets. The columns shown in the table are reviewed below.

NOTE: Detailed *field level reviews of the data elements* are provided in appendix B of this document.

- **CEDS Entities and Categories** – Common Education Date Standards naming convention.
- **CEDS Description** – A brief text description of the CEDS entity or category.
- **Level of Compliance** – The degree to which the system being reviewed contains data that complies with the CEDS standards.
  - Complete – meets all CEDS requirements
  - High – Contains all critical data elements but some level of data analysis/translation is required.
  - Moderate – Contains most data elements but some critical elements may be missing and some level of data analysis/translation is required.

- Low – Contains a limited number of data elements.
- None – Data is not collected.
- N/A – The data elements are not relevant to the system being reviewed.
- **Narrative Summary** – A brief narrative description of the compliance issues found through the system analysis process.

TABLE 2 - Common Education Data Standards Comparative Analysis to TCIS - Summary			
CEDS Entities and Categories	CEDS Description	Level of Compliance	Narrative Summary
<b>Child</b>			
Contact	Where the child lives	N/A	TCIS doesn't collect child data.
Demographic	Identifying characteristics of the child	N/A	TCIS doesn't collect child data.
Developmental Assessments	Evaluation and screening findings	N/A	TCIS doesn't collect child data.
Educational Experiences	Details of services received	N/A	TCIS doesn't collect child data.
Health Information	Details of health services received	N/A	TCIS doesn't collect child data.
Identity	Child's name	N/A	TCIS doesn't collect child data.
Language	How the child communicates	N/A	TCIS doesn't collect child data.
<b>Family</b>			
Family/Household Information	Family/household size, income and residency	N/A	TCIS doesn't collect family data.
<b>Organization</b>			
Organization Information	Organization name, address, telephone	Low	Limited organization identifying information is collected.
Program Characteristics	Overall program characteristics	Low	Limited program information is collected.
Site level characteristics	Licensing info, age served	None	No site level characteristics are collected.
<b>Staff</b>			
Contact	Staff address	None	Staff address information is not collected.
Demographic	DOB and gender	Complete	DOB and gender are collected.
Employment	Classification, start date, hire	Moderate	Some information is collected. Further

<b>TABLE 2 - Common Education Data Standards Comparative Analysis to TCIS - Summary</b>			
<b>CEDS Entities and Categories</b>	<b>CEDS Description</b>	<b>Level of Compliance</b>	<b>Narrative Summary</b>
	date, status		data analysis and data translation is required.
<b>Identity</b>	Staff name	High	All critical identifying information is collected.
<b>Language</b>	How the staff person communicates	None	Language information is not collected.
<b>Staff Education/Training</b>	Degrees and certifications	High	Most degree and certification information is collected.
<b>Parent/Guardian</b>			
<b>Education</b>	Education level completed	N/A	TCIS doesn't collect parent/guardian data.
<b>Identity</b>	Name and relationship to child	N/A	TCIS doesn't collect parent/guardian data.

**Preliminary Findings:** The TCIS system collects and manages pre-kindergarten through grade 12 teacher certifications, professional development, and teacher demographic information. Therefore, TCIS offers the Unified System a good source of early childhood provider data specific to public pre-school programs with the following considerations:

- Efforts are currently underway to integrate ECS and TCIS into a web-based system of educator licensure known as the Educator Licensure Information System (ELIS). This new system will allow for easily linking educator qualifications and credentials with placement (placement data will come from TSR) and potentially, student outcomes (from SIS). ELIS is expected to go into production in February of 2013. It may be worth considering ELIS as the system that will serve as the ISBE educator data source for the Unified System as planning continues.
- Educator/provider (staff) data captured in TCIS appears to have moderate to high compliance with CEDS standards. The program data captured is limited and has low compliance with CEDS standards. (Note: As part of the current data warehouse project, TCIS and TSR data will be mapped into the Operational Data Store (ODS) of the warehouse which is CEDS based.)
- Existing electronic data exchange capabilities appears feasible as demonstrated by the salary data that is extracted from TSR and considering TSR and TCIS use the same database. Furthermore, data is extracted from TCIS for reporting purposes and for special projects (as demonstrated by specific research requests represented in Table 1) and it is expected that the new system, ELIS, will expand upon electronic data exchanges. TCIS is likely a viable data source for the Unified System, but additional review is necessary.

## **XVII. Teacher Service Record (TSR) System Narrative Functional Analysis and Process Flow Diagram**

**Agency:** Illinois State Board of Education

**Program(s) Supported:** Illinois Public Education System

**Key Contact:** Don Evans ([dwevans@isbe.net](mailto:dwevans@isbe.net)), Scott Norton ([snorton@isbe.net](mailto:snorton@isbe.net))

**Funding Source:** Illinois State Board of Education

**Program Summary:** The Illinois State Board of Education's (ISBE) Teacher Service Record (TSR) is the state's database system that contains public school educator employment data. Specifically, the TSR collects data for teachers, administrators, and school service personnel employed by Illinois local educational agencies. The TSR allows District Administrators to report on the educators they employ, including demographic information, position and assignment, and salary.

**System Overview:** The TSR is a web-based reporting system. District Administrators enter data into TSR through a web-based batch interface that uploads files into the main database in ISBE. The TSR includes applications that allow administrators to generate electronic versions (i.e., Crystal Reports which can be downloaded) of their TSR data in Microsoft Word, Microsoft Excel, or other electronic file formats. The TSR system shares a database with the Teacher Certification Information System (TCIS). Efforts are currently underway to integrate the TSR with ISBE's Educator Certification System and TCIS. The integrated system will be a web-based system of educator licensure known as the Educator Licensure Information System (ELIS). This new system is expected to go into production in February of 2013. TSR will continue to be a separate system, but will share a database with ELIS. Under the new TSR/ELIS systems, teacher assignment data will come from SIS, while employment, position and salary data will come from TSR. The new TSR will support batch uploading of data files.

**Narrative Functional Analysis:** Please review to figures 1 and 2 on the following pages when reviewing the functional analysis described in this section.

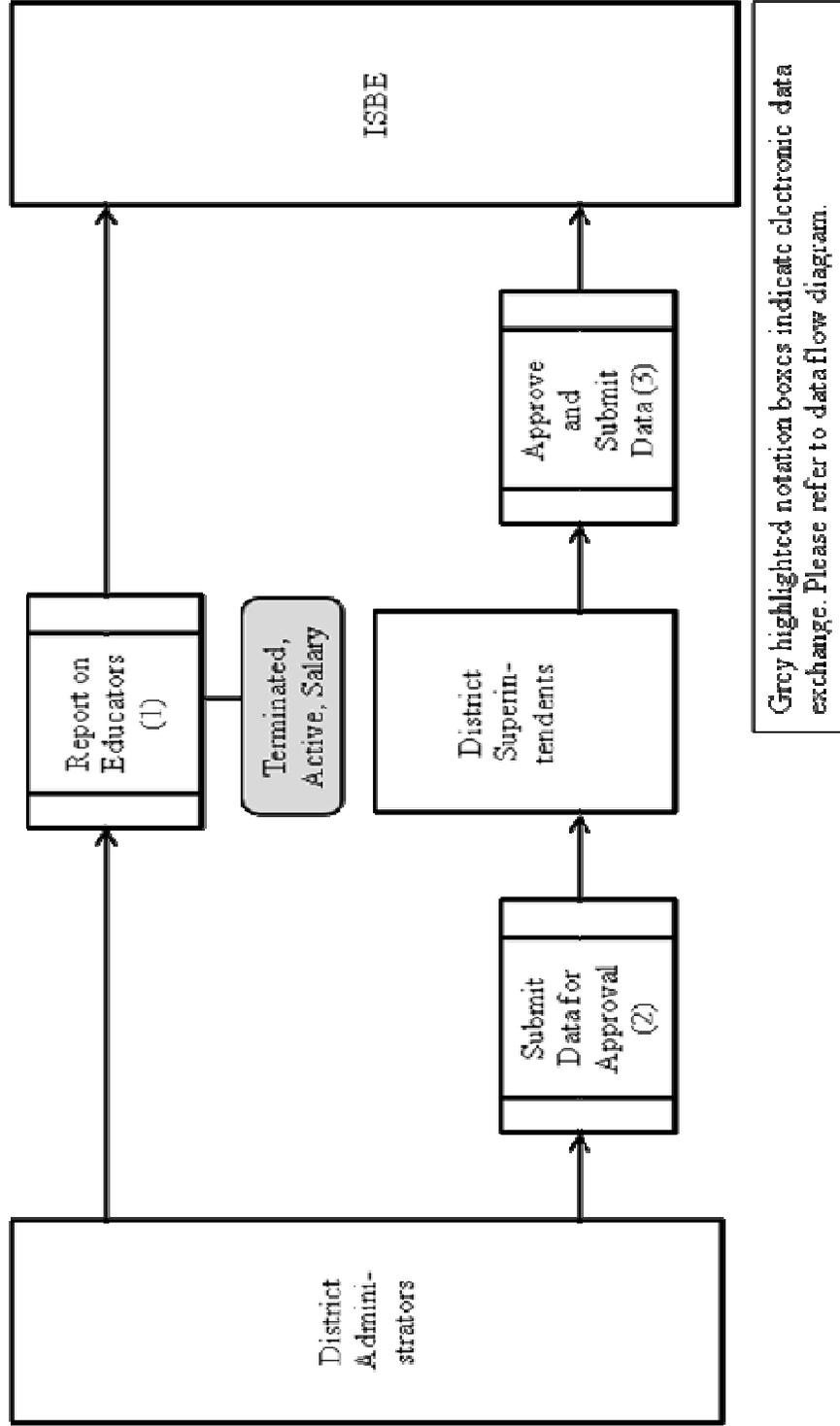
### **Educator Monitoring (see figure 1)**

District Administrators report on all district educators (this includes any position requiring a teaching, administrative, or school service personnel certificate issued by ISBE) annually by entering specified data into the TSR (1). District Administrators first remove or reinstate all terminated educators from the prior school year. Next, they update and revise information for active educators as needed and enter information for all new educators. All active and terminated educator salary data can be provided manually or uploaded to the screen via an electronic data file. When salary data is provided electronically, social security numbers in the TSR are matched to those in data file. (Note: the new TSR will have the ability to receive electronic files for all data being collected). The data entered is submitted to the District Superintendent for approval (2). The District Superintendent reviews and submits the report to ISBE (3).

### **Reporting/Administrative Activities (see figure 2)**

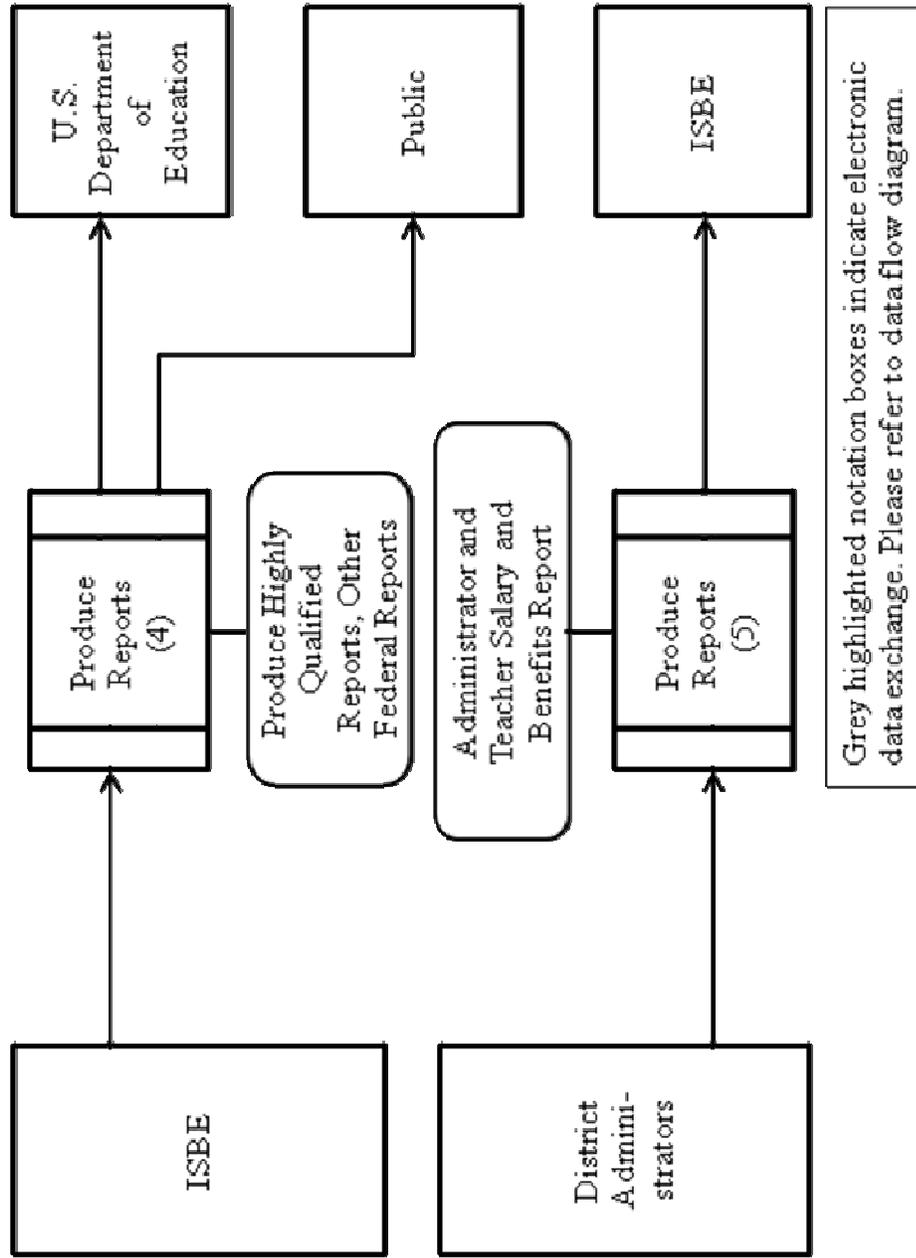
ISBE produces standard federal reports using TSR data, including the NCLB Highly Qualified Report for the U.S. Department of Education and the general public (4). District Administrators use TSR data to produce annual Administrator and Teacher Salary and Benefits reports as required by ISBE (5).

# Teacher Service Record- ISBE Educator Monitoring



**Figure 1**

## Teacher Service Record -ISBE Reporting/Administrative Activities



**Figure 2**

**Data Flow Analysis:** In the figures above, the grey highlighted notation boxes represent electronic data exchange activities to/from the TSR system. These exchanges of information are reviewed below to determine their potential relevance to data exchanges which may support the Unified System. Bolded activities indicate potential data exchange opportunities with the Unified System.

<b>Table 1 - TSR Data Flow Analysis</b>		
<b>Activity</b>	<b>Description</b>	<b>Relevance to Unified System</b>
Report on Educators (1)	Salary data is provided electronically using a tab delimited file format and a file that includes a social security number corresponding to each educator salary.	While the specific data associated with this extract is not relevant to the Unified System, the ability to create extract files may be relevant.

NOTE: For the Common Education Data Standards to TSR Comparative Analysis, please refer to the TCIS System Analysis. The TCIS and TSR systems use the same database.

NOTE: For the TSR Data Dictionary review, please refer to the TCIS System Analysis. The TCIS and TSR systems use the same database.

**Preliminary Findings:** The TSR system collects data for teachers, administrators, and school service personnel employed by Illinois local educational agencies. Workforce data is an important source of information for the Unified System. For this reason, the TSR should be considered as a data source as Unified System plans evolve with the following considerations:

- Efforts are currently underway to integrate ECS and TCIS into a web-based system of educator licensure known as the Educator Licensure Information System (ELIS). TSR currently shares a database with ECS/TCIS and will continue to share a database with ELIS. ELIS will allow for easily linking educator qualifications and credentials with placement (placement data will come from TSR) and potentially, student outcomes (from SIS). ELIS is expected to go into production in February of 2013. It may be worth considering ELIS as the system that will serve as the ISBE educator data source for the Unified System as planning continues.
- Educator/provider (staff) data captured in TSR appears to have moderate to high compliance with CEDS standards. The program data captured is limited and has low compliance with CEDS standards. Note: As part of the current data warehouse project. TCIS and TSR data will be mapped into the Operational Data Store (ODS) of the warehouse which is CEDS based.)
- There appear to be limited data exchange capabilities associated with this system that may imply some potential for expanded data extract capabilities that could support the

Unified System but additional review is necessary. However, it is expected that the new system, ELIS, will expand upon electronic data exchanges.

- As with other ISBE systems, there is a substantial commitment by ISBE to support systems integration, data exchange and collaborative efforts among provider organizations and Illinois state agencies. These capabilities should be leveraged by the Unified System project.

## **XVIII. Child Care Management System (CCMS) Planned System Review**

**Overview:** The Bureau of Child Care and Development (BCCD) are responsible for the management and oversight of subsidies to help low-income parents pay for the cost of child care as they pursue self-sufficiency. Through the Child Care Assistance Program (CCAP), the Bureau provides child care assistance to more than 190,000 children whose parents work or attend school. Services are provided through a statewide network of 16 Child Care Resource and Referral Agencies (CCR&Rs) and contracts with more than 143 licensed centers and homes, including the city of Chicago. The CCMS will enable child care staff and providers to better manage child care cases electronically by: capturing, indexing, creating, routing, organizing, transmitting, viewing, printing, retrieving, manipulating, updating, tracking, and retaining information through system interfaces via the Internet.

**Participating Agencies & Key Stakeholders:** Illinois Department of Human Services

**Programs Supported:** Child Care Assistance Program (CCAP), Head Start Collaboration

**Key Contacts:** Loretta Davis (loretta.davis@illinois.gov), Deborah Levi (deborah.e.Levi@illinois.gov)

**Funding:** Federal Child Care Development Funds and some state General Revenue Funds

**Planned System Capabilities:** BCCD uses a mainframe legacy system referred to as the Child Care Tracking System (CCTS) for eligibility and payment processing associated with CCAP. The CCTS was developed in-house in 1991 and has been in a continued state of enhancement since that time. BCCD will make better use of technological advances to reduce the amount of paper that is processed and to interface with other IDHS systems. Billing will continue to function in CCTS but application, eligibility determination, and case management functions will be offered through the Child Care Management System (CCMS). Specific functions will include improved eligibility determination; electronic document image capture, storage, retrieval, and management; correspondence management; reporting; and integration/interfacing with the CCTS.

**Project Status:** The system is currently in user acceptance testing and is scheduled for implementation in January, 2013.

**System Design & Technical Architecture:** DHS MIS and the system development and implementation vendor reviewed CCMS system components for conformance to State technical standards applicable to the system. The review established that the components are compliant and that there are no deviations. Additionally, during the review it was confirmed that the State does not consider open source components being used in the system to be deviations from State standards. A detailed description of the system design, technical architecture, and system components is provided in the CCMS system design document.

**Governance & Oversight:** The CCMS will be operated by the Department of Human Services. There are no structured governance entities or collaborations that are responsible for the system.

**Project Plan:** The system development and implementation project is being managed by the system development and implementation vendor and is nearing completion. A fully detailed project plan including task identification, start dates, end dates, responsible staff, and task dependencies is documented and is being actively managed. Key components of the plan include:

- Finalized General Design – Identifies all components necessary for the establishment of required testing and production environments as well as work proposed for the successful completion of this project.
- Detailed Design – Full written and graphic description of user interfaces to be used to access the system. Each of the components of the proposed solution including Web pages, objects, databases, data tables, views, user defined functions, third party components, processes, reports, Extract Transform and Load (ETL) components, Security components, Application Program Interface (API) utilization, User interface.
- Test and Production Configuration(s) – Full description via written and graphic test plan of the test configurations, including load rate, hardware requirements, performance criteria, etc.
- Test Plans – Formal test plans and acceptance criteria for each of the following: unit testing, integration testing, system testing, acceptance testing, implementation testing, load testing and performance testing.
- User Interface Testing – Addresses both end-user and technical staff testing phase requirements.

- Construction - Coding of all components necessary to implement the proposed solution.
- Unit Testing –Demonstrates that all developed components correctly and accurately perform the functions for which they were created as a stand-alone unit.
- System Test Plan – Documentation that shows tasks necessary to demonstrate that integrated components correctly and accurately perform system level functions.
- End User Tutorial – Detailed instructions on the use of the system by all parties involved – Providers, Caseworkers, MIS personnel, database, computer operations and others are provided as necessary.
- System Test – All integrated system components that collectively enable system functions will be fully tested.
- User Acceptance Test – Testing will be performed to ensure that the system functionality meets the expectations of end users.
- Implementation Plan – A detailed plan for the testing of each component of the implementation – hardware, software, data conversion, backup, recovery, etc.
- System Deployment and Migration – A detailed plan for the installation of the application, conversion of databases, system backup and restore processes, is developed as appropriate for the implementation of the various system components.

**Quality Assurance:** The vendor responsible for the development and implementation of the CCMS has developed a rigorous quality assurance plan that is embedded within the system development and implementation lifecycle. Key features of the QAS process involves:

- Project Requirement Changes (if necessary) – A process is defined to record errors, enhancements, specification and design changes, etc., in a manner that provides for easy recognition of the severity of the error, the detail description of the cause of the error, the steps required for resolution of each issue, and a timeframe for the completion of all outstanding issues.
- Acceptance Test Plan(s) – A plan that describes the entrance criteria and acceptance criteria for all testing phases after unit tests. Acceptance testing ensures compliance with all technical and user requirements.
- Disaster Recovery Plan – A detailed plan that demonstrates the ability of the system to be recovered within a timeframe specified by MIS and CMS.
- Load/Performance Testing – This effort demonstrates that the system is capable of executing under high volume with competing workloads on the environment established for this system.

**Communications & Collaboration:** The system development and implementation vendor worked closely and collaboratively with the DHS Project Team through all phases of the project. This approach was taken to provide DHS stakeholder visibility and foster participation by DHS in the overall process and ensure that system requirements were fully documented and to ensure successful knowledge transfer at project completion. Key activities include:

- System Design Planning – A mutually agreed on schedule, approach and participants was developed to support the documentation of the overall system design. These sessions helped ensure common understanding of the business processes, use cases and requirements that constitute the envisioned system.
- Documented Deliverables – The general system design and other supporting documents were submitted according to project schedule. The documents provided an opportunity for DHS to confirm and validate project assumptions and system capabilities.
- Training Plan for MIS Personnel – Written plans outline the training needs and completion schedule for training and knowledge transfer to MIS personnel.
- Status Reports and Meetings – The project team and DHS participants ensured ongoing communications and collaboration through the submission and review of status reports, meetings and other activities.

**Preliminary Findings:** The CCMS system will support application, eligibility determination, and case management for the Child Care Assistance Program (CCAP), functions currently housed in the CCTS system. Additionally, the CCMS system will include improved eligibility determination; electronic document image capture, storage, retrieval, and management; correspondence management; reporting; and integration/interfacing with the CCTS.

Given the breadth of the CCAP program (state-wide) and the number of children enrolled in that program, the CCMS system represents a substantial source of child, family and provider data. As planning for the Unified System continues, and given the potential of this data source, the following considerations should be kept in mind:

- CCMS will represent a good source of information for child, organization (provider) and family/parent/guardian data.
- Data exchange capabilities will include interfacing with CCTS and may serve as a data source for the Unified System.
- Further detailed analysis of database structure and data content is required to determine the extent to which CCMS data will be a viable source of data for the Unified System. It appears that the system plans do not include compliance with CEDS nor other defined

data standards. Thus, data quality, compliance with CEDS standards, and data translation requirements are key areas of concern.

- Collaborative business models will have to be explored to support data sharing. Currently, no formal governance structure within the context of data sharing has been identified.

**Related Links:**

- Illinois Child Care Assistance Program: <http://www.dhs.state.il.us/page.aspx?item=30355>
- Child Care Management System training web site: <http://www.dhs.state.il.us/page.aspx?item=56869>

## **XIX. Efforts to Outcomes (ETO) Planned System Review**

**Overview:** While multiple funding sources can target the improvement of similar services such as home visiting, each funding agency often has its own set of reporting criteria and reporting systems. This common phenomenon results in duplication of data entry and reporting for programs in order to meet the requirements of the funding agencies. Similarly, these reporting systems may not serve functions beyond administrative reporting such as assisting with population based planning or quality improvement and assurance.

The State of Illinois received a Maternal, Infant, and Early Childhood Home Visiting (MIECHV) grant award that will improve support for at-risk families in their homes. The project will evaluate family needs and connect them to a variety of services that impact health, development, and the ability to learn. Focus areas include health care, developmental services, early education, parenting skills, child abuse prevention, and nutrition education or assistance. The project also includes the development of a data system to improve community home visiting agencies capacity to report program data. The approach includes the development of a project specific data system and development of the necessary feeds from existing data systems to reduce duplication and administrative burden as well as enhance monitoring, reporting, and population-based planning.

**Participating Agencies & Key Stakeholders:** Department of Human Services, Office of Early Childhood Development

**Programs Supported:** Thirty-eight participating community home visiting grantees are implementing one or more evidence-based programs through MIECHV including:

- Early Head Start – Home Based
- Healthy Families America
- Parents as Teachers
- Nurse Family Partnership

**Key Contacts:** Teresa Kelly (teresa.m.kelly@illinois.gov), Lesley Schwartz (lesley.schwartz@illinois.gov)

**Funding:** Authorized by the Affordable Care Act, the MIECHV Program was established through a federal grant process issued jointly by Health Resources and Services Administration (HRSA), and the Administration for Children and Families (ACF).

**Planned System Capabilities:** A comprehensive Web-based management system will be provided. This system will be securely housed by the Vendor and accessible by authorized users through any standard Web browser. Community-based home visiting grantees will be responsible for providing data on program activities on a quarterly basis for reporting to the federal government. The anticipated functions of the system will include:

- Standardized report generation for required federal reporting and quality assurance
- Online case management
- Online referral management
- Program reporting for managerial oversight

The system will interface with additional data systems to synchronize common data in order to reduce administrative burden. These systems include:

- Cornerstone – Illinois-based data system for Healthy Families Initiative from the Department of Human Services
- Nurse Family Partnership – National data system
- Visit Tracker – National data system for Parents as Teachers (PAT)
- OunceNet – Illinois-based data system from Ounce of Prevention for PAT

**Project Status:** MIECHV has selected a vendor to develop the data system. As part of the vendor's work, significant planning has been completed for the ETO software system, including analysis of home visiting programs and program data needs. A cross-walk of existing program data systems which compared the existing home visiting systems (listed above) data elements to the MIECHV required data elements was completed. The ETO system is anticipated to be rolled out in September 2012 to be used as a stand-alone data system. Further planning and analysis will continue to determine which additional data systems will interface and provide data to ETO.

**System Design & Technical Architecture:** The ETO system is designed as Software as a Service. The software is built on Microsoft.NET and utilizes an MSSQL Server database. It is delivered to the end user through all standard browsers. End-users access the system via a username/password challenge. End-users are added to security groups within the system by the System Administrator. The software is configurable (via templates) to a specific agencies'

needs. The vendor also provides an API for custom programming. The system supports import of data with configurable data cleansing rules, and export of data in standard comma-delimited and XML formats. It uses Business Objects as a high-level report builder. System administration can be done through a Web interface and a direct connection to the end-users “database” is also available as needed. The vendor can also provide a database copy as necessary. The vendor provides daily backups and utilizes two geographically separated data centers.

**Governance & Oversight:** A governance structure has yet to be established. Currently the Office of Early Childhood Development, which oversees the project implementation, provides all governance oversight. The governance structure will be integrated with the Data Evaluation and Research Committee of the Illinois Early Learning Council.

**Project Plan:** The MIECHV technology vendor has finished the planning aspects of the project and has moved towards implementation, first with the implementation of ETO as a stand-alone web-based data system. The vendor provided a set of templates and formalized the project implementation framework. MIECHV provided informal use cases to the vendor for illustrating necessary functions. WebToGo meetings are being held to review the use cases and document requirements. Example configurations from other States are also being reviewed and utilized to build out the Illinois system. Because project status meetings are so frequent, no formalized project progress documentation is generated. The State is providing a full-time project manager to work with the vendor’s full-time project manager. The MIECHV home visiting grantees will continue to input data into the existing data systems as well as duplicate entries into the ETO. Concurrently, the MIECHV vendor will perform additional analysis to determine the existing data systems from which data feeds can and will be obtained.

**Quality Assurance:** Since this is a relatively small project, no independent project monitoring is utilized. Progress meetings are held on a weekly or bi-weekly basis as needed, with all team members providing input during the interim. Data collection quality assurance is being designed into the system including data element definitions for appropriate data fields; dropdowns and radio-button choices utilized as much as possible; and input logic/algorithms utilized during initial client intake processes to help verify data for completeness and accuracy. Some standard reports will be provided by the vendor to support system monitoring and oversight from a quality assurance perspective. Custom reports will be implemented by State of Illinois to monitor progress and metrics as necessary.

**Communications & Collaboration:** MIECHV vendor and staff have ongoing communication with home visiting grantees and anticipate that structured training and technical assistance will be provided to grantees as the system is rolled out.

**Preliminary Findings:** The ETO system will support community home visiting agencies capacity to provide case management services efficiently and report program data using a tailored data system capable of interfacing and exchanging data with key systems, such as Cornerstone. Considering the systems that ETO will interface with, and the data that will be captured by this system in home visiting settings (i.e., the early childhood data) the ETO system is a promising source of data for the Unified System.

- ETO will represent a key source of information for child, organization (provider), family/parent/guardian data, and program data.
- As envisioned, the system will require moderate data exchange capabilities that are aligned to a significant degree with the needs of the Unified System.
- Further detailed analysis of database structure and data content is required to determine the extent to which ETO data will be a viable source of data for the Unified System. It is unclear at this point the extent to which the system will be compliant with CEDS. Thus, data quality and data exchange capabilities are key areas of concern.
- Currently, no formal governance structure has been identified, however it is expected that the structure will be integrated with the Data Evaluation and Research Committee of the Illinois Early Learning Council.

**Related Links:**

- State of Illinois MIECHV web site: <http://www.dhs.state.il.us/page.aspx?item=56690>

## XX. The Framework Planned System Review

**Overview:** Like all states, Illinois is limited in its capacity to improve efficiency and quality of government funded programs by the legacy technology systems that have been built over the past 30+ years that support these programs. These systems lack the flexibility and capabilities that have become so prevalent today given current technologies. Over the years, individual agencies have replaced and/or upgraded their systems to improve service delivery and efficiencies, but this piecemeal approach has proven costly and inefficient to implement and sustain.

Rather than continue the fragmented, program-by-program approach to modernization, Illinois intends to take a consolidated, enterprise approach, which the State expects will facilitate easier access to services by providing more integrated delivery across agencies and business processes, while reducing the overall cost of operations, and of the information services to support those operations – the Illinois Healthcare and Human Services Delivery Framework (The Framework). The Framework Project is the State’s effort to create a new model that provides both the structure and the resources to foster and manage a “build once, use many” culture and discipline.

**Participating Agencies & Key Stakeholders:** The Illinois Department on Aging and the Illinois Departments of Children and Family Services, Commerce and Economic Opportunity, Healthcare and Family Services, Human Services, and Public Health

**Programs Supported:** Over 60 public health programs across agencies and departments will be supported by The Framework Project, including:

- *Department of Aging:* Community Care Program, Comprehensive Care Coordination, Elder Abuse and Neglect, Older American Act Services, Ombudsman.
- *Department of Commerce and Economic Opportunity:* Community Service Block Grant, Low-Income Home Energy Assistance, Percentage of Income Payment Plan, Trade Adjustment Act, Weatherization, Workforce Investment Act.
- *Department of Children and Family Services:* Adoptions, Family Maintenance, Family Reunification & Substitute Care, Protective Services.
- *Department of Human Services:* Addiction Treatment, After School Programs, Aid to Aged, Blind and Disabled, CCB Youth Services, Child Care Assistance, Community Mental Health Programs, Compulsive Gambling, DD Grants and Purchase of Care, DD Long Term Care, DD State Operated Development Centers, Early Intervention, Emergency Food and Transitional Housing, Family Case Management, Health Programs, Health Families, Healthy Start, Home Services Program, Homeless Prevention, Homeless

Youth, IL Welcoming Center, Independent Living Centers, Mental Health State Operated Hospitals, Open Door, Refugee Income Assistance, Refugee Social Services, SNAP, SSI Advocacy Services, Supportive Housing, TANF Cash, Targeted Prenatal Case Management, Teen Parent Services, Title XX Social Services, Vocational Rehabilitation, Women Infants and Children (WIC).

- *Department of Public Health:* Prevention Screenings, several HIV/AIDS Programs, HIV/STD Hotline, Illinois Breast & Cervical Cancer Program, Illinois WISE Women Program.
- *Department of Healthcare and Family Services:* Child Support Enforcement, Medical Services.

**Key Contact:** Susan Locke (susan.locke@illinois.gov)

### **Funding:**

**Planned System Capabilities:** The Framework will provide an integrated and efficient healthcare and human services delivery system that provides "No Wrong Door" access to high-quality services, using convenient locations and channels of entry for Illinois residents seeking services. The Framework will enable a new integrated Human Services service delivery model for the State of Illinois. This cross-agency model will include, but is not limited to:

- Online integrated resident assessment, intake, and applications for service;
- Online integrated program eligibility, screening, and benefits determination;
- Ongoing system support for management of eligibility status and eligibility verification;
- Web-enabled enterprise casework/case management;
- Automated decision-making support through use of a rules engine;
- Efficient and easily-accessed service delivery through call centers;
- A public-facing web service providing residents with self-service capabilities;
- Integrated provider and business partner management; and
- Sophisticated reporting and analytic tools to guide future decision-making and budgeting.

Illinois has three significant projects that will influence The Framework. These parallel initiatives are being proactively considered by project leadership. The Medicaid Management Information System (MMIS), the Health Benefits Exchange under the Affordable Care Act, and

the development of a statewide Health Information Exchange (HIE) are all underway. These three projects are collectively referred to as the Medicaid/Healthcare Projects. All three projects are at different stages of planning and development, with aggressive timelines for implementation and major federal funding. Many of the core business functions that will support the Medicaid/Healthcare projects are also required for managing the other Framework programs and services. Given the overlap of these projects, Illinois leadership has determined that these projects, and any other projects in the Illinois Government healthcare and human services space, will be directed by a Framework Executive Steering Committee (ESC), composed of Program, Policy, Budget, and IT personnel reporting directly to the Governor, including the State CIO, Agency Directors, the Director of the Office of Management and Budget, and The Framework Project Director.

Illinois expects the design, development, and implementation of the three federally-funded Medicaid/Healthcare projects, and the elements of The Framework not addressed by those projects, to proceed in a modular fashion over a period of years, with new elements of the overall design coming online until all functional elements are in place. The order of implementation will be determined by Federal and State priorities, the value added by each element, and a determination of the optimal sequence that will allow Illinois to leverage early successes to support the development of subsequent modules.

**Project Status:** Over the past several months, The Framework project completed the following major activities:

- Secured Federal matching funds to support the project planning and design phase.
- Secured the active support of the Governor's Office and Agency Directors.
- Established a Project Governance Board, representing all the partner agencies, which meets biweekly and established The Framework's vision, guiding principles, goals and objectives.
- Outlined the entities, personnel, and process for an expanded governance board for the planning phase, which includes stakeholders in the public and private sectors.
- Conferred with other states pursuing similar solutions, to learn about their system designs and benefit from their experience.
- Held 25 listening tour events across Illinois, including 14 town hall conversations and 11 focus groups. These events will inform planning efforts and are expected to continue throughout 2012.
- Selected The Framework Planning Project vendor.

The Framework Planning phase of the project is just getting underway. The Framework vendor hired for this phase of the project will engage the Medicaid/Healthcare projects and integrate

with key system activities and ensure that The Framework integrates seamlessly with these projects.

Once the planning around the functions that will be delivered by the Medicaid/Healthcare projects is completed, The Framework vendor will focus on the planning activity for additional user requirements or core functions that will not be addressed by the Medicaid/Healthcare projects (e.g., casework and case management, provider and business partner management).

**System Design & Technical Architecture:** Illinois intends to develop a modular, horizontally-integrated solution to support the common processes of service provision, management, and evaluation. Consideration is being given to core functions such as master patient index, master provider index, master payer index, data collection tools, and privacy and security. Given that The Framework project has just started the planning phase of the project, no detailed information associated with system design and technical architecture are available at this time. However, there is a reasonable expectation that the system design and technical architecture of The Framework will be aligned with the Medicaid/ Healthcare Projects.

**Governance & Oversight:** The project will be governed by The Framework Executive Steering Committee, the Planning Governance Board, the Advisory Council and the State Project Management Office. The Executive Steering Committee will have overall signoff authority on all project deliverables. A more detailed review of these leadership groups and their roles is provided below.

- **The Framework Executive Steering Committee** will provide executive leadership and sign off on all matters of project finance and systemic policy changes. The State CIO will chair the Committee and members of the Committee will include the Senior Policy Advisor for Health Care Reform, the Statewide Director of Health Reform Implementation, the Directors of the Partner Agencies, representatives from the Governor's Office of Management and Budget, Central Management Services, the Bureau of Communications and Computer Services, and The Framework Project Director.
- **The Planning Governance Board** includes program and IT staff from the member agencies to assist the Vendor with coordinating the planning activity among the three Medicaid/Healthcare Projects and the other Framework Programs to leverage functionality built by the Medicaid/Healthcare Projects.
- **The Advisory Council** will make recommendations to The Framework Planning Governance Board and the Executive Steering Committee, and represent the service needs of multiple constituencies. The Advisory Council representatives will provide leadership for workgroups initiated by The Framework Planning Governance Board. Its

members will include a broad spectrum of external stakeholders.

- **The Project Management Office** will provide planning for and day-to-day management of overall project including supervising the work of the vendor(s), staffing the Governance Board and Advisory Council, and convening cross-agency or cross-function meetings. Staffing will include a Project Director, a Project Manager, program, business and technical leads, communication and change management leads, and clerical staff. The participating state agencies will identify liaisons to the PMO.

**Project Plan:** The Framework planning vendor will be responsible for engaging the Medicaid/Healthcare projects and determining the extent to which those efforts can be leveraged for the requirements of The Framework. After core shared capabilities are defined, The Framework planning vendor will be responsible for engaging the various lead agencies, identifying other core functions as required, and planning for the development, implementation and support of The Framework capabilities. The planning vendor's activities through The Framework Planning Project include:

- Assessment – Perform business process review and formalize business requirements considering as-is capabilities and planned vision;
- Perform analyses and technical requirements development;
- Perform replacement options analysis and provide recommendations including Advanced Planning Document;
- Develop QA/RFP requirements for implementation quality assurance review (IQAR) and request for proposal support;
- Document quality assurance services for the various modules;
- Formalize and staff implementation support;
- RFP Development support;
- Vendor evaluation support;
- Vendor selection support

**Quality Assurance:** The State is likely to use The Framework Planning Project vendor to perform ongoing Quality Assurance (QA) oversight throughout the implementation phase for the new system functions not met by the implementation of the Healthcare/Medicaid projects. QA activities throughout the implementation phase will include, but are not limited to:

- Verification that project governance activities are occurring as planned. Evaluation of the project's organization to confirm it is structured to be effective based on the needs of the Healthcare/Medicaid Projects and The Framework.
- Evaluation of project progress, resources, budget, schedules, workflow, and reporting mechanisms.
- Ensure planned and systematic activities are performed in the implementation of the system so that requirements of The Framework are fulfilled.
- Quality assurance review of work products developed by the implementation vendor(s), including but not limited to business system design documents, technical design documents, developed software, training materials, etc.
- Verify there are no outstanding issues which preclude implementation of any deliverable.

**Communications & Collaboration:** Illinois is conducting a stakeholder engagement process so that service recipients and providers and other Framework stakeholders will be informed about the project's conceptual design, will be engaged in providing input to improve it, and will be connected to the project to ensure ongoing collaboration and support. These activities will:

- Support user-centered design
- Identify and document current system weaknesses and strengths
- Synthesize perspectives across state agencies, service providers, service recipients, and external advocates
- Enhance stakeholder ownership in and commitment to the long-term sustainability of The Framework

The Illinois Public Health Institute (IPHI) is drafting a report for the Stakeholder Engagement Project for delivery to the PMO. The Operational Report is an overview of the process and results of the 25-meeting Illinois Framework Stakeholder Listening Tour, including the high-level findings and relevant details that will inform the work of the planning vendor. IPHI will prepare additional reports for Listening Tour participants and the public.

**Preliminary Findings:** The Framework will provide an integrated and efficient healthcare and human services program and service delivery system that supports application, intake, eligibility, screening, benefits determination, case management, and decision-making support functions. Considering the scope of the agencies and programs to be involved with this system, and the number of children enrolled and tracked within those programs, The Framework promises to be a substantial and rich source of data for the Unified System. The following considerations should be kept in mind:

- The Framework represents a good source of child and program data that can be linked and tracked over time, potentially providing valuable child outcome data.
- The Framework system will develop extensive data exchange and interfacing capabilities, inherent within the project purpose, to link data across health and human service agencies and programs. Thus, The Framework will serve as a key data source for the Unified System.
- Details associated with database structure and data content are unclear at this point given the early stages of development of this project. The degree to which the system is compliant with CEDS standards will influence the level of collaboration between these projects and the level of integration between these systems.
- Collaborative business models will have to be explored to support data sharing. Currently, no formal governance structure within the context of data sharing has been identified.
- Collaborative governance bodies and policies have been considered and are in effect.
- Given the project purpose, The Framework will require substantial resources from both systems development and ongoing operational perspectives. These resources may be leveraged by the Unified System project.
- The technology infrastructure to be developed by The Framework project has significant potential similarities to the Unified System project and should be leveraged where practical.

#### **Related Links:**

- Framework Planning Project RFP: [Illinois Healthcare and Human Services Framework RFP](#)
- Illinois Framework Stakeholder Engagement Project: [www.illinoisframework.org](http://www.illinoisframework.org)
- State of Illinois Framework web site: <http://www.dhs.state.il.us/page.aspx?item=46673>

## **XXI. Illinois Health Information Exchange (ILHIE) Planned System Review**

**Overview:** The Illinois Office of Health Information Technology (OHIT) was created by executive order 2010-1, signed by Governor Pat Quinn on February 12, 2010. OHIT works to promote the development of health information technology, increase the adoption and meaningful use of electronic health records, assure the privacy and security of electronic health information, and direct the State's health information exchange implementation efforts (the Illinois Health Information Exchange (ILHIE)).

**Participating Agencies & Key Stakeholders:** A broad array of private health sector organizations and public health organizations.

**Key Contact:** Laura Zaremba, Director, State Health IT Coordinator  
(laura.zaremba@illinois.gov)

**Funding:** American Recovery and Reinvestment Act/ Health Information Technology for Economic and Clinical Health Act

**Planned System Capabilities:** The Illinois Health Information Exchange facilitates and supports the exchange of electronic health information among clinical and public health settings. Illinois has developed a set of principles that guide the design and implementation of the statewide HIE:

- The ILHIE will initially focus on serving as a secure communications/message routing hub (ILHIE Direct) ensuring connectivity among multiple local and enterprise HIEs; other state HIEs; NHIN; providers and other stakeholders that chose to use the
- The ILHIE will expand to provide more comprehensive data exchange services for the Illinois healthcare community including master patient index, master provider index, master payer index, message broker service, and record locator service.
- The ILHIE will develop, assemble and maintain several statewide databases that will serve as intrastate and interstate resources to enrich services to participating providers for document look-up and retrieval (i.e., paid claim database, filled prescription database).

**Project Status:** In regard to ILHIE Direct, OHIT has closed out the first quarter of 2012 with nearly 300 users. The first quarter goals were exceeded by more than 20%. The Regional Extension Centers are focusing on assisting providers in integrating secure messaging into their workflow. In addition, OHIT is in the process of identifying use cases that are a good fit for secure messaging and will share the results of that work as it evolves. The implementation vendor for the Statewide ILHIE has been selected and work has begun.

**System Design & Technical Architecture:** The technical architecture of the statewide HIE will be developed in a manner consistent with the overall goals and objectives of this Strategic and Operational Plan. It will facilitate HIE for all providers and payers seeking to achieve Meaningful Use and support the obligations of the Authority under the Illinois Health Information Exchange and Technology Act.

The exchange of health information is a new technology that is developing rapidly. The standards for HIE are still being developed and the national goals (as expressed in the HITECH Act and the various stages of adoption expressed in the associated implementing regulations) are expected to evolve over time. OHIT's role is to promote the creation and interoperability of various HIE alternatives in Illinois, which may operate at various levels (local and state) and which over time, may compete and will evolve.

The statewide HIE infrastructure is a hybrid model, utilizing the local HIEs exchanging clinical data in a coordinated manner among autonomous components - while the ILHIE will serve as a centralized, secure communications/message routing hub ensuring connectivity among multiple local and enterprise HIEs; other state HIEs; NHIN and providers. This standards based model will facilitate and support data exchange among the local HIEs and other clinical and population settings.

The ILHIE will focus on providing HIE core services that local and enterprise HIEs and providers will utilize in implementing HIE services. Each service listed below will be web services accessible to authorized HIEs, payer and provider systems serving as a single "source of truth" for health exchange activities in Illinois:

- Master Patient Index
- Record Locator Service
- Provider Directory
- Payer Directory
- Public Health Entity Directory
- Security Services (Authentication, Access Control, Auditing)

**Governance & Oversight:** On July 27, 2010, Governor Quinn signed legislation (Public Act 96-1331) to create the Illinois Health Information Exchange and Technology Act (the Act), which created the governance structure for Illinois' statewide HIE. The Act creates the Illinois Health Information Exchange Authority (the Authority) and provides for a nine-member Board of Directors to govern the operation of a statewide HIE and to "promote, develop and sustain health information exchange at the State level." Directors appointed to the Authority must be chosen with regard to a broad geographic representation and represent a wide spectrum of health care stakeholders. The Directors of the Illinois Departments of Healthcare and Family Services, Human Services, Insurance and Public Health and a representative from the Office of the Governor all serve as ex-officio members of the Authority. The primary powers and duties of the Authority are to:

- Establish an HIE to promote and facilitate the sharing of health information within Illinois and with other states;
- Foster the widespread adoption of EHR and participation in the statewide HIE;
- Administer the HIE using secure and cost-effective systems and processes;
- Adopt standards and requirements for the use of health information consistent with all applicable state and federal laws;
- Establish minimum standards for accessing the statewide HIE and ensure appropriate security and privacy protections are in place.

**Project Plan:** Key issues that the Authority will need to address in the coming year include:

- timely implementation of the ILHIE technical build out;
- promotion of demand for ILHIE services in the context of Meaning Use Stage 1 and 2 requirements;
- development of a policy regarding patient choice regarding use of the HIE (whether in the form of "opt-in" or "opt-out");
- development in coordination with the ILHIE users and partners of appropriate ILHIE data security policies and procedures;
- attainment of financial sustainability; and
- timely implementation of the on boarding to ILHIE of emerging regional HIE initiatives.

**Quality Assurance:** In order to institute an effective continuous improvement (CI) plan, stakeholder involvement will need to be secured. It is expected that the Authority will designate

personnel responsible for continuous improvement of ILHIE operations. Responsibilities will include:

- Conduct a self-assessment of current alignment with Strategic and Operational Plan document.
- Identify and prioritize improvement opportunities
- Set goals to enact high priority improvements
- Develop CI strategies to support the goals
- Finalize an action plan to deploy CI strategies
- Develop a budget and allocate resources
- Monitor and evaluate action plan status

**Communications & Collaboration:** Illinois' HIE activities have been guided by and developed through the active participation of a broad range of health care stakeholders. In 2008, the Advisory Committee began convening to make recommendations regarding HIT and HIE policy and to create trust and consensus on an approach to the development of a statewide HIE. The ILHIE Advisory Committee includes representation from hospitals and universities, businesses, FQHCs, physicians, nursing homes, insurers, advocates, pharmacies, rural health providers, legislators, the City of Chicago Public Health department, state agencies and the Governor's Office. Membership on the Advisory Committee and its component work groups continues to expand to reflect the increased breadth and depth of interest in HIE in Illinois and the need for representation among all stakeholders including patients, providers, and payers. Illinois HIE Strategic and Operational Plan includes more than 30 letters of support from statewide organizations (including the statewide hospital association, three statewide physician associations, three of the five largest payers in Illinois, and one of the largest consumer advocacy groups) indicating the significant depth and breadth of stakeholder participation in this initiative.

The Advisory Committee has several other work groups that reflect the broad range of stakeholders engaged in Illinois' HIE efforts and the depth of interest in relevant issues. These work groups convene regularly to discuss HIE policy issues at a granular level and make recommendations to the Advisory Committee regarding the direction of statewide plans and policies for HIE. The HIE work groups established to date are:

- Behavioral Health
- Consumer Education and Public Awareness
- Financial Sustainability
- Governance

- Medicaid
- Privacy and Security
- Public Health
- Clinical Quality
- Technology and Interoperability
- Telemedicine

**Preliminary Findings:** The Illinois Health Information Exchange facilitates and supports the exchange of electronic health information among clinical and public health settings. Considering the number of individuals using the Illinois health care system, including children 0 to 5 years of age, the ILHIE may serve as a vast and potentially useful data source to the Unified System. The following considerations should be kept in mind:

- The ILHIE will develop extensive data exchange and interfacing capabilities, inherent within the project purpose, to link data across health care systems in Illinois. The development and use of a master patient index, master provider index, master payer index, message broker service, and record locator service will support these data exchanges. Developed data exchange capabilities may be of use to the Unified System.
- The extent to which ILHIE will be in compliance with CEDS and other EC standards is in question. Given that the network is being designed to support the healthcare community, the capabilities of that system may not be directly aligned with the requirements of the Unified System.
- A collaborative governance body with broad composition and defined responsibilities are in place. Minimally, best practices and lessons learned should be reviewed to the extent that they may provide opportunities for the Unified System governance and policy related requirements.
- Sensitivities associated with the Health Insurance Portability and Accountability Act (HIPAA) and more specifically, patient privacy and security concerns, may limit the extent to which data sharing will be supported.
- ILHIE has access to an extensive resource pool that may be leveraged for a variety of purposes. Resources in the areas of infrastructure, systems development, computer operations, customer service and training may be worth reviewing.

#### **Related Links:**

Illinois Health Information Exchange and Technology Act:

<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1331&GA=96>

Illinois Health Information Exchange: <http://www2.illinois.gov/gov/HIE/>

## XXII. Illinois Longitudinal Data System (ILDS) Planned System Review

**Overview:** In July 2009, Governor Quinn signed into law the P-20 Longitudinal Education Data System Act (Public Act 96-0107). This Act established the requirements and framework for the development of the state's longitudinal education data system, the Illinois Longitudinal Data System (ILDS). The Illinois State Board of Education (ISBE) is now actively moving forward with the design and development of the ILDS. The ILDS will link student test scores, length of enrollment and graduation records over time. The system will also provide data to help to track the outcomes of Illinois students as they progress from Pre-K through post-secondary education, and as they enter the workforce.

**Participating Agencies & Key Stakeholders:** The Illinois State Board of Education, Local Education Authorities, Regional offices of education and intermediate service centers, Parents and other members of the general public, State Legislatures, News media, Research organizations, Postsecondary institutions, State workforce and higher education agencies, and education partners

**Programs Supported:** Early childhood programs, K-12 programs, college and postsecondary educational programs

**Key Contacts:** Peter Godard (pgodard@isbe.net), Bob O'Keefe (rokeefe@isbe.net), Mike McKindles (mmckindl@isbe.net)

**Funding Sources:** Through the Statewide Longitudinal Data Systems Grant awarded by the U.S. Department of Education, Institute of Education Sciences, in April 2009 (2009 IES Grant), the Illinois State Board of Education (ISBE) received approximately \$9 million to support critical activities for the establishment of a statewide longitudinal data system (ILDS grant).

Illinois also received a second grant for \$11.9 million, the Statewide Longitudinal Data System Recovery Act Grant, funded under the American Recovery and Reinvestment Act (ARRA) (ILDS Expansion Grant).

**Planned System Capabilities:** The ILDS will integrate student-level data collection systems and will also integrate data from other education systems (e.g., staff data, special education, and

school district finance). The ILDS will also link P-12 data maintained by ISBE with postsecondary data on Illinois graduates in order to analyze the impact of educational programs on student outcomes. Beyond a technology-based system implementation project, the ILDS will provide technology infrastructure, data management capabilities, and leadership. The ILDS consists of the following key components:

- **Enterprise-wide Data Architecture** - ISBE will establish standard data definitions to support federal reporting, define data architecture for data warehouse development, and identify data transaction sets to support interoperability integrated LEA systems.
- **Enterprise Data Warehouse** - Through development of a data warehouse, LEAs will be able to obtain numerous additional data reports and have expanded ability to perform data analyses using data maintained by ISBE. Within the data warehouse, ISBE will create a Data Mart specifically for federal reporting that draws data from multiple.
- **Data Collection Capabilities** - The ILDS project will continue to build additional data collection capabilities while seeking opportunities to reduce the data collection burden for school districts, perform integration of student, teacher and administrator data, and establish additional intergovernmental agreements with postsecondary education and workforce institutions to develop and expand the linking of education data.
- **Enhanced Teacher and Administrator Data Systems** - ISBE will redesign its teacher and administrator data collection systems to permit integration of student-level data with teacher and administrator data.
- **Enhanced Postsecondary Education Data Systems** - ISBE and its state education partners will expand upon current postsecondary education data systems to include data from private postsecondary educational institutions, data from out-of-state institutions of higher education, and workforce data. This expansion will also include the development of enhanced public reporting tools to provide postsecondary educational institutions, LEAs, and the public with information on a variety of useful measures addressing postsecondary education performance.
- **ISBE Data Integration with Early Childhood Data Collection Systems** - The state longitudinal data system currently includes data on children participating in state-funded prekindergarten programs and special education early childhood programs. Through the ILDS Expansion Project, ISBE also will incorporate data from infant and toddler programs that are funded through the Early Childhood Block Grant into the state longitudinal data system to capture information on children from birth to five.
- **Statewide Transcript System for K-12 Students** - This system will collect student-level transcript information, including information on courses enrolled, completed, and grades earned, and also include the development and implementation of a statewide course classification system.

- **ISBE Data Integration with Postsecondary and Employment Data** - ISBE and its state education partners will build on existing efforts to enable use of the ISBE unique student identifier for linkages with postsecondary data. ISBE and its education partners will also work to establish data-sharing agreements consistent with FERPA and state privacy protection laws that permit data sharing among ISBE, postsecondary, and employment systems. Through this project component, the state-level education and employment agencies will have in place processes to use shared data for long-term longitudinal studies, state-supported research and evaluation, and research conducted by external organizations.

**Project Status:**

- The Data Advisory Committee meets quarterly or as required.
- The enterprise-wide data architecture has been defined and is being used to build the enterprise data warehouse.
- The enterprise data warehouse (based on the CEDS Core Model) is being built by a contract vendor. Business requirements have been formalized and the system design has been completed. Detailed design and system development are underway. The system design includes a reporting portal with 14 predefined reports.
- A 3<sup>rd</sup> party metadata management tool is being reviewed which will potentially assist in making the data warehouse metadata information publicly accessible
- Data stewardship resources have been hired and are performing analysis and data quality improvement activities
- Contracted resources added to supplement activities, focusing on reducing data collection burden at the district level
- Efforts associated with the linking of ISBE data with postsecondary and employment data are continuing.
- Work is underway for the redesign and rewrite of the teacher and administrator data collection systems.

**System Design & Technical Architecture:** The ILDS technical architecture and system design is heavily oriented toward data architecture. A successful ILDS will include an enterprise-wide data architecture that links records across information systems and data elements across time, and allows for longitudinal analysis of data. The architecture should include, at a minimum, a system for assigning unique student IDs, a data dictionary, a data model, and business rules. ISBE has developed a system for assigning unique student IDs as part of the ISBE SIS. ISBE

As part of the ILDS Project, ISBE seeks to develop an enterprise-wide data architecture to support all of its longitudinal data system improvements and enhancements. The foundation of the data architecture will be the State Core Model. The State Core Model is a common technical reference model for states implementing state longitudinal data systems (SLDS). It was developed by CCSSO as part of the Common Education Data Standards (CEDDS) adoption work with funding from the Gates Foundation. The Model includes early childhood (EC), elementary and secondary (K12), post-secondary (PS), and workforce (WF) elements, known collectively as “P20,” and establishes comparability between sectors and between states.

The purpose of the State Core Model is to serve as a set of best practices and standard views to support efficiency, maturity, comparability, and interoperability of SLDSs. The State Core Model will enable states to align across multiple agencies and streamline data management and reporting. The Model will enable comparability of data between states from early childhood, through K-12, post-secondary, and workforce. This will allow for improved research and analytic capabilities and targeted intervention.

The State Core Model describes three interconnected technical schemas of data that could be created from the ILDS:

- **The operational data store (ODS)** layer represents the SLDS's most current data. The ODS is optimized for storage of a record for each relationship between a person and organization. Attributes can be updated in an existing enrollment record or a new enrollment can be added.
- **The entity-attribute-value (EAV)** layer provides ultimately atomic change control. A small set of tables is used to hold a record with a date for every change in value for an attribute of an entity. The EAV is the auditing data store with a complete log of all data modifications.
- **The reporting data store (RDS)** layer is optimized for reporting. The primary structure is a snapshot of active students enrolled as members and teachers assigned to schools on a specific day. Additional data marts are created to support specific reporting requirements, such as EDEN, balanced scorecards and other school and district aggregate reports.

**Governance & Oversight:** The ILDS Data Advisory Committee consists of a broad group of stakeholders that will advise ISBE and its Education Partners on data use and data management. This group will help define the data gathering and reporting requirements for ILDS, along with advising on data coordination across agencies.

Membership is comprised of Education Partner organizations representing School Boards, School Districts, Teacher and School Administrators, the Legislature, Post Secondary Education, and Research Organizations throughout Illinois, including:

- Chicago Public Schools (CPS)
- Consortium on Chicago School Research (CCSR)
- Department of Commerce and Economic Opportunity (DCEO)
- Des Plaines Valley Education for Employment Region
- Illinois Association of School Administrators (IASA)
- Illinois Association of School Boards (IASB)
- Illinois Board of Higher Education (IBHE)
- Illinois Business Roundtable (IBRT)
- Illinois Community College Board (ICCB)
- Illinois Early Learning Council (ELC)
- Illinois Education Association (IEA)
- Illinois Education Research Council (IERC)
- Illinois Federation of Teachers (IFT)
- Illinois Principals Association (IPA)
- Illinois Regional Offices of Education (ROE)
- Illinois Student Assistance Commission (ISAC)
- Institute for Policy Research, Northwestern University
- Large Unit District Association (LUDA)
- Legislative Research Unit (LRU)
- P-20 Council

ISBE has established a Project Management Office to support management of the information technology project components and to manage day-to-day operations and coordination with the State Education Data Advisory Group.

**Project Plan:** The ILDS Project Management Office is established, and project activities are underway. Work to build the Enterprise-wide Data Architecture has been completed and work is underway to design and build the Education Enterprise Data Warehouse.

ISBE has established a Project Management Office to support management of the information technology project components and to manage day-to-day operations and coordination with the Data Advisory Committee. The Project Management Office is responsible for:

- Overseeing and directing the activities of external contractors.
- Overseeing and approving project activities.
- Maintaining a master ILDS Expansion Project schedule.
- Coordinating with ISBE staff and external contractors to ensure that the project remains on schedule and within budget.
- Scheduling regular internal ISBE meetings and providing minutes, task assignments, and schedule updates following these meetings.
- Framing project issues for discussion and input by the State Education Data Advisory Committee to ensure external collaboration and feedback on project implementation.

**Quality Assurance:** ISBE has established and staffed a Data Stewardship group with responsibility for data quality and management for ISBE centers. This group is defining and implementing processes to perform statistical checks for LEA data submissions, and expanding LEA training opportunities to improve data quality.

**Communications & Collaboration:** Project activities include working with the stakeholders to define the appropriate data access rights for each group while preserving the privacy of individuals per Family Education Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA).

In cooperation with education partners at the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the newly formed Illinois Higher Education Consortium (IHEC), ISBE is linking P-12 data with Postsecondary data. In addition, ISBE is exploring a growth model assessment approach that will support the connection of student performance data to teachers and then to teacher preparation programs.

ISBE is in the process of establishing a research agenda and is exploring relationships with postsecondary research resources. This effort will help identify and define the key policy issues in the State; communicate research priorities and recruit researchers to address these priorities; facilitate the data-sharing agreements and administrative aspects of research projects; communicate research findings and develop recommendations for policy and practice; assist practitioners in developing research capacity for data collection and analysis; and seek and secure external funding for additional projects aligned with state priorities.

Student Information System (SIS) expansion has resulted in the implementation of a Statewide Course Classification System and the collection of courses, grades and teacher course assignments for high school students. During the 2012-2013 school year, this work will expand to include K-8 course data, and the collection of teacher course assignment data. Expansion of

the collection of early childhood data has been completed and implemented for the 2011 2012 school year to support the collection of early learners from 0 to five years of age.

**Preliminary Findings:** The ILDS will integrate student-level data collection systems and data from other education systems to improve the ability to track the educational needs and experiences of Illinois students, ultimately providing opportunities to improve the educational system and the educations of the children of Illinois. Given that many children 0 to 5 years of age in the state will be served by ISBE funded programs, such as Preschool for All and the Prevention Initiative, and ultimately most children in Illinois will become part of the public school system, the ILDS represents a substantial source of child and student data. Furthermore, given the nature of this project in that it integrates data from multiple sources, the ILDS will be faced with many of the same challenges of the Unified System in areas such as student/workforce/provider identification, data quality, data exchange and policy/governance. As planning for the Unified System continues, and given the potential of this data source, the following considerations should be kept in mind:

- ILDS will represent an excellent source of information for child, provider/teacher, and program data, and in some cases family/parent/guardian data.
- Data exchange capabilities of the ILDS will be substantial and may serve the needs of the Unified System.
- Assuming most state education data systems comply with CEDS, the ILDS will include CEDS compliant data, although it is not clear at this point whether an overarching system policy will involve CEDS compliance, or the extent to which CEDS compliance is an ongoing consideration.
- A collaborative advisory body with broad stakeholder membership is in place to guide the ILDS data collection, management, use. Lessons learned, best practices and possibly direct participation with this group may serve the needs of the Unified System.
- Data security is and will continue to be considered throughout the project (per FERPA and ISSRA). Collaborations (IBHE, ICCB, and IHEC) to the success of the ILDS have been established.
- The technology infrastructure and staff requirements associated with maintaining the ILDS will be extensive and may potentially be leveraged by the Unified System.

#### **Related Links:**

- Illinois Longitudinal Data System Project: <http://www.isbe.state.il.us/ilds/default.htm>

## XXIII. Illinois Shared Learning Environment (ISLE) Planned System Review

**Overview:** As part of its Race to the Top (RTTT) application, the Illinois State Board of Education (ISBE) and its partners proposed the development of a Learning and Performance Management System (LPMS) — a cloud-based technology infrastructure to support instructional improvement and meet other needs in K-12 schools throughout Illinois. Although Illinois was not a RTTT recipient, Governor Quinn committed \$12 million in Illinois Jobs Now capital funds to continue the effort.

ISBE and the Illinois Department of Commerce and Economic Opportunity (DCEO) engaged the National Center for Supercomputing Applications (NCSA) at the University of Illinois Urbana-Champaign to convene a statewide advisory group and develop a report to expand the vision of the Learning and Performance Management System to include P-20 education and workforce development and develop a road map for establishing the system in Illinois. This larger vision focused on providing personalized learning and career development services through full data integration and a common data system infrastructure supported by a shared cloud computing platform for education, workforce development and human services. The system is now referred to as the Illinois Shared Learning Environment (ISLE).

**Participating Agencies & Key Stakeholders:** Illinois Department of Commerce and Economic Opportunity and Illinois State Board of Education.

**Program(s) Supported:** State and private educational programs

**Key Contacts:** Jason Tysko (Jason.tysko@illinois.gov)

**Funding:** This project is being funded by \$12 million from the Illinois Jobs Now Program. The project is also building off of an existing multistate project known as the Shared Learning Collaborative which is sponsored by the Bill & Melinda Gates Foundation and the Carnegie Corporation of New York, in partnership with the Council of Chief State School Officers (CCSSO).

**Planned System Capabilities:** The ISLE will house, in the cloud, integrated State and local data from which applications can be efficiently built, innovations can quickly spread, and students

and educators can access information and tools to improve student outcomes. The ISLE will enable local education agencies (LEAs) to focus their effort on use of data rather than technology infrastructure. Key system features important to both education and workforce development:

- Cloud computing infrastructure and services including distributed network of centers designed to support P-20 education, workforce development and human services;
- Linked state and local data systems including source data systems from state agencies and local service providers as well as state longitudinal data systems;
- Role-based, single-sign on access for all users through shared portal supported by a centralized and federated authentication, authorization, and access control service; and
- Applications platform that provides free default applications for major application areas but also provides an applications marketplace for both commercial and non-commercial applications. These will include:
  - Learning Management — Learning management and repository systems and related collaborative network learning tools;
  - STEM Learning Exchanges — Applications supporting the nine functions of Learning Exchanges; and
  - Career Development — Applications that cover all major functions of career development including career exploration, career and educational planning, and job search and employment transition.

All districts are envisioned to either directly rely on the ISLE as their primary instructional improvement system or to develop a local system that is capable of integrating with the ISLE.

The ISLE will be designed to support the personalization of student learning through full data integration based on interoperability standards and a common data infrastructure that enables Illinois students, teachers, administrators, and their learning partners to:

- Access and integrate the full array of commercial and non-commercial e-learning resources;
- Use learner data from multiple sources to drive instructional improvement and education and career planning and management;
- Participate fully in global open-collaborative communities for student learning, professional development, and continuous improvement; and
- Improve the business functions of education including financial, human resources, and information technology management.

More than just a portal onto the State Longitudinal Data System (SLDS), ISLE will provide a common data and applications infrastructure to ensure access to local and state systems, in combination with e-learning resources and instructional support services.

**Project Status:**

- The scope of the project has expanded to now serve P-20 and workforce systems, supporting both lifelong and life-wide learning. The State will continue to seek additional fundraising opportunities to support the project.
- DCEO and ISBE entered into a Memorandum of Understanding to collaborate on the development of technical requirements for the ISLE.
- DCEO and ISBE are negotiating an interagency agreement with the University of Illinois, National Center for Supercomputing Applications (NCSA), to establish governance over ISLE.
- Five states that have adopted the Common Core State Standards, including Illinois, are beginning work on an initiative to create an open-source platform that would help teachers access, download and create resources tied to the common standards.
- Wireless Generation was recently chosen as the primary contractor for developing the platform. System design concludes at the end of calendar year 2012.
- Each participating state must select one district for initial implementation. Illinois is working with the IlliniCloud network in Bloomington-Normal as its pilot site, but will later expand to all Race to the Top districts and eventually statewide implementation.

**System Design & Technical Architecture:** Not available at this time.

**Governance & Oversight:** ISLE has a proposed governance model that is currently being executed via intergovernmental agreement among the project partners. At the end of the two year build out, a long term business plan and permanent governance solution will be formalized.

**Project Plan:** A temporary project management space has been set up online to share documentation, but is restricted to the project team.

**Quality Assurance:** Nothing reported.

**Communications & Collaboration:** ISLE staff provides presentations upon requests to inform the public and other stakeholders of our efforts. Updates are routinely provided at P-20 Council meetings. ISLE meetings are not open to the public, but organizations with relevant expertise are invited to participate when the need arises.

Illinois recently joined the Shared Learning Collaborative, an alliance formed by the Council of Chief State School Officers, the Bill & Melinda Gates Foundation, and the Carnegie Corporation. This initiative is in the process of implementing the Shared Learning Infrastructure (SLI), an open-source system supported by a \$100 million investment that will enable states to provide stakeholders with an array of content and tools aligned to the Common Core State Standards.

**Preliminary Findings:** The ISLE system is envisioned as providing leading edge web-based education and workforce development capabilities. The system will provide personalized learning and career development services through full data integration and a common data system infrastructure supported by a shared cloud computing platform for education, workforce development and human services.

The ISLE is potentially useful to the Unified System in that it will offer a data source that links student, workforce and human services data; provides learning opportunities for both students and workforce, and tracks child/student outcomes overtime. The following considerations should be kept in mind:

- ISLE will represent a source of information for child, education, workforce, and human service program data, all of which offer potential outcome data. To the extent that data originates within the ISLE system (i.e. Teacher training and credentialing; student learning experiences), this information may be of value to the Unified System.
- Data exchange capabilities will include linked state and local data systems including source data systems from state agencies and local service providers as well as state longitudinal data systems. The Unified System will require similar linkages.
- A governance model has been defined within the framework of current project partners however; a broader statewide model will eventually have to be considered.
- Given that the ISLE system will serve as an integrated data system, and both a receiver and provider of information, it has many similarities to the Unified System on several levels including policy/governance, technology infrastructure and data exchange.

**Related Links:** None reported.

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## Appendix A: Branagh ERS Data System Data Dictionary

Table 3 – Branagh Data Dictionary		
Table	Field	Description
Organization/ Site	Facility License Number	
	Facility Code	
	Facility Name	
	Address	
	City	
	State	
	Zip Code	
	County	
	Type (Center, Group, Family, Public School)	
	Region (City, Suburb, Central, Southern, Northern)	
	Phone	
	Fax	
	Email	
	Licensed Capacity	
	Open Time	
	Close Time	
	Application ID	
	# ECERS Classrooms	
	# ITERS Classrooms	
	# SACERS Classrooms	
	Total number of enrolled infants	
	Total number of enrolled toddlers	
	Total number of enrolled preschool aged children	
	Total number of enrolled school age children	
	The primary language of the application	
	Total number of classrooms for infants	
	Total number of classrooms for toddlers	
	Total number of classrooms for two year olds	
	Total number of classrooms for preschool age children	
	Total number of classrooms for school age children	
Observation date		
Observation status		

<b>Table 3 – Branagh Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	Observation Scale	
	Observation Start Time	
	Observation End Time	
	Observation Score	
	Observation Reliability	
	Observation Consensus	
	Subscale Scores	
	Item Scores	
	Assessor Name	
	Room	
	# of staff	
	# of children enrolled	
	Maximum number of children allowed	
	Maximum number of children present	
	Total # of children with special needs	
	Assessment type (practice, other)	
	Assessment reason (initial, reassessment, renewal)	
	Rating applied for	
	Funding sources (Parent fees, Head Start, ISBE, IDHS)	
	Accrediting Body	
	Infant Toddler Environmental Rating Scale (ITERS)	<b>Space and Furnishings Subscale Score</b>
Indoor space		
Furniture for routine care and play		
Provisions for relaxation and comfort		
Room arrangement		
Display for children		
<b>Personal Care Routines Subscale Score</b>		
Greeting/departing		
Meals/snacks		
Nap		
Diapering/toileting		
Health practices		
Safety practices		
<b>Listening and Talking Subscale Score</b>		
Helping children understand language		
Helping children use language		

<b>Table 3 – Branagh Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	<b>Activities Subscale Score</b>	
	Fine motor	
	Active physical play	
	Art	
	Music and movement	
	Blocks	
	Dramatic play	
	Sand and water play	
	Nature/science	
	Use of TV, video, and/or computer	
	Promoting acceptance of diversity	
	<b>Interaction Subscale Score</b>	
	Supervision of play and learning	
	Peer interaction	
	Staff-child interaction	
	<b>Program Structure Subscale Score</b>	
	Schedule	
	Free play	
	Group play activities	
	Provisions for children with disabilities	
Early Childhood Environmental Rating Scale (ECERS)	<b>Space and Furnishings Subscale Score</b>	
	Indoor space	
	Furniture for routine care, play, and learning	
	Furnishings for relaxation and comfort	
	Room arrangement for play	
	Space for privacy	
	Child-related display	
	Space for gross motor play	
	Gross motor equipment	
	<b>Personal Care Routines Subscale Score</b>	
	Greeting/departing	
	Meals/snacks	
	Nap/rest	
	Toileting/diapering	
	Health practices	
	Safety practices	
	<b>Language –Reasoning Subscale Score</b>	
	Books and pictures	

<b>Table 3 – Branagh Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	Encouraging children to communicate	
	Using language to develop reasoning skills	
	Informal use of language	
	<b>Activities Subscale Score</b>	
	Fine motor	
	Art	
	Music /movement	
	Blocks	
	Sand/water	
	Dramatic play	
	Nature/science	
	Math/number	
	Use of TV, video, and/or computers	
	Promoting acceptance of diversity	
	<b>Interaction Subscale Score</b>	
	Supervision of gross motor activities	
	General supervision of children (other than gross motor)	
	Discipline	
	Staff-child interactions	
	Interactions among children	
	<b>Program Structure Subscale Score</b>	
	Schedule	
	Free play	
	Group time	
	Provisions for children with disabilities	
	<b>Space and Furnishings Subscale Score</b>	
Indoor space used for child care		
Furniture for routine care, play, and learning		
Provision for relaxation and comfort		
Arrangement of indoor space for child care		
Display for children		
Space for Privacy		
<b>Personal Care Routines Subscale Score</b>		
Greeting/departing		
Nap/rest		
Meals/snacks		
Diapering/toileting		

<b>Table 3 – Branagh Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	Health practices	
	Safety practices	
	<b>Listening and Talking Subscale Score</b>	
	Helping children understand language	
	Helping children use language	
	Using books	
	<b>Activities Subscale Score</b>	
	Fine motor	
	Art	
	Music and movement	
	Blocks	
	Dramatic play	
	Math/number	
	Nature/science	
	Sand and water play	
	Promoting acceptance of diversity	
	Use of TV, video, and/or computer	
	Active physical play	
	<b>Interaction Subscale Score</b>	
	Supervision of play and learning	
	Provider-child interaction	
	Discipline	
	Interactions among children	
	<b>Program Structure Subscale Score</b>	
	Schedule	
	Free play	
	Group time	
	Provisions for children with disabilities	
	<b>Space and Furnishings Subscale Score</b>	
	Indoor space	
	Space for gross activities	
Space for privacy		
Room arrangement		
Furnishings for routine care		
Furnishings for learning and recreational activities		
Furnishings for relaxation and comfort		
Furnishings for gross motor activities		

<b>Table 3 – Branagh Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	Access to host facilities	
	Space to meet personal needs of staff	
	Space to meet professional needs of staff	
	<b>Health and Safety Subscale Score</b>	
	Health policy	
	Health practices	
	Emergency and safety policy	
	Safety practice	
	Attendance	
	Departure	
	Meals/snacks	
	Personal Hygiene	
	<b>Activities Subscale Score</b>	
	Arts and crafts	
	Music and movement	
	Blocks and construction	
	Drama/theater	
	Language/reading activities	
	Math/reasoning activities	
	Science/nature activities	
	Cultural awareness	
	<b>Interaction Subscale Score</b>	
	Greeting/departing	
	Staff-child interactions	
	Staff-child communication	
	Staff supervision of children	
	Discipline	
	Peer interactions	
	Interactions between staff and parents	
	Staff interaction	
	Relationship between program staff and classroom teachers	
	<b>Program Structure Subscale Score</b>	
	Schedule	
	Free choice	
	Relationship between program staff and program host	
	Use of community resources	
	<b>Special Needs Supplementary Items</b>	

<b>Table 3 – Branagh Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	<b>Subscale Score</b>	
	Provisions for exceptional children	
Business Administration Scale (BAS)	<b>Qualifications and Professional Development Subscale Score</b>	
	<b>Income and Benefits Subscale Score</b>	
	<b>Work Environment Subscale Score</b>	
	<b>Fiscal Management Subscale Score</b>	
	<b>Recordkeeping Subscale Score</b>	
	<b>Risk Management Subscale Score</b>	
	<b>Provider-Parent Communication Subscale Score</b>	
	<b>Community Resources Subscale Score</b>	
	<b>Marketing and Public Relations Subscale Score</b>	
	<b>Provider as Employer Subscale Score</b>	
Program Administration Scale (PAS)	<b>Human Resources Development Subscale Score</b>	
	Staff Orientation	
	Supervision and Performance Appraisal	
	Staff Development	
	<b>Personnel Cost and Allocation Subscale Score</b>	
	Compensation	
	Benefits	
	Staffing Patterns and Scheduling	
	<b>Center Operations Subscale Score</b>	
	Facilities Management	
	Risk Management	
	Internal Communications	
	<b>Child Assessment Subscale Score</b>	
	Screening and Identification of Special Needs	
	Assessment in Support of Learning	
	<b>Fiscal Management Subscale Score</b>	
	Budget Planning	
	Accounting Practices	
	<b>Program Planning and Evaluation Subscale Score</b>	
	Program Evaluation	
Strategic Planning		

<b>Table 3 – Branagh Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	<b>Family Partnerships Subscale Score</b>	
	Family Communications	
	Family Support and Involvement	
	<b>Marketing and Public Relations Subscale Score</b>	
	External Communications	
	Community Outreach	
	<b>Technology Subscale Score</b>	
	Technological Resources	
	Use of Technology	
	<b>Staff Qualifications Subscale Score</b>	
	Administrator	
	Lead Teacher	
	Teacher	
	Assistant Teacher/Aide	

## Appendix A: CCTS Data Dictionary

Table 3 - CCTS System Data Dictionary		
Table	Field	Description
CASE	ACTUAL START DATE OF CHILD CARE	
	CANCEL-EFF-DATE	
	CANCEL-REASON	
	CASE-ID	
	CASE-NAME-FIRST	
	CASE-NAME-LAST	
	CCRR/SITE	
	CHILD CARE REASON	
	CHILDS ACTUAL END DATE WITH PROVIDER	
	COLLABORATION BEGIN DATE	
	COLLABORATION END DATE	
	COLLABORATION INDICATOR	
	COPAY INDICATOR	
	COPAY-AMOUNT	
	CSLD	
	DATE COMPLETED	
	DATE RECEIVED	
	DENIAL-EFF-DATE	
	DENIAL-REASON	
	DISASTER	
	ELIGIBILITY RESULTS STATUS	
	NUM-PARENTS	
	RPY BEGIN DATE	
	RPY END DATE	
RPY INDICATOR		
SERV-MONTH		
CHILD	CHILDS CITIZENSHIP	
	CHILDS ETHNIC ORIGIN	
	CHILDS GENDER	
	CHILDS SPECIAL NEEDS	
	CHILDS-DOB	
	CHILDS-FIRST-NAME	
	CHILDS-LAST-NAME	
	CHILDS-SSN	

<b>Table 3 - CCTS System Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
FAMILY	FAM-SIZE	
	NUMBER CHILDREN RECEIVING CARE	
ORGANIZATION	ACTUAL AFTER HOURS FULL TIME RATE AGE 2	
	ACTUAL AFTER HOURS FULL TIME RATE AGE 3 AND OVER	
	ACTUAL AFTER HOURS FULL TIME RATE UNDER AGE 2	
	ACTUAL AFTER HOURS PART TIME RATE AGE 2	
	ACTUAL AFTER HOURS PART TIME RATE AGE 3 AND OVER	
	ACTUAL AFTER HOURS PART TIME RATE UNDER AGE 2	
	ACTUAL AFTER HOURS SCHOOL RATE AGE 3 AND OVER	
	ACTUAL FULL TIME RATE AGE 2	
	ACTUAL FULL TIME RATE AGE 3 AND OVER	
	ACTUAL FULL TIME RATE UNDER AGE 2	
	ACTUAL PART TIME RATE AGE 2	
	ACTUAL PART TIME RATE AGE 3 AND OVER	
	ACTUAL PART TIME RATE UNDER AGE 2	
	ACTUAL SCHOOL RATE AGE 3 AND OVER	
	ACTUAL SPECIAL NEEDS FULL TIME RATE AGE 2	
	ACTUAL SPECIAL NEEDS FULL TIME RATE AGE 3 AND OVER	
	ACTUAL SPECIAL NEEDS FULL TIME RATE UNDER AGE 2	
	AFTER HOURS FULL DAY RATE AUTHORIZED FOR CHILD AND PROVIDER LOCATION	
	AFTER HOURS FULL-DAYS AUTHORIZED FOR CHILD AND PROVIDER LOCATION	
	AFTER HOURS PART DAY RATE AUTHORIZED FOR CHILD AND PROVIDER LOCATION	
	AFTER HOURS PART DAYS AUTHORIZED FOR CHILD AND PROVIDER LOCATION	

<b>Table 3 - CCTS System Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	AFTER HOURS SCHOOL DAY RATE AUTHORIZED FOR CHILD AND PROVIDER LOCATION	
	AFTER HOURS SCHOOL DAYS AUTHORIZED FOR CHILD AND PROVIDER LOCATION	
	CERTIFIED STATUS	
	FULL DAY RATE AUTHORIZED FOR CHILD AND PROVIDER LOCATION	
	FULL-DAYS AUTHORIZED FOR CHILD AND PROVIDER LOCATION	
	HEAD START	
	ISBE PRE-K	
	IVR INDICATOR	
	PART DAY RATE AUTHORIZED FOR CHILD AND PROVIDER LOCATION	
	PART DAYS AUTHORIZED FOR CHILD AND PROVIDER LOCATION	
	PROVIDER BRANCH NUMBER	
	PROVIDER CLOSEOUT EFFECTIVE DATE	
	PROVIDER CLOSEOUT REASON	
	PROVIDER COLLABORATION	
	PROVIDER LANGUAGE	
	PROVIDER LAST DATE OF CARE	
	PROVIDER LICENSE CAPACITY DAY	
	PROVIDER LICENSE CAPACITY EXTENDED	
	PROVIDER LICENSE CAPACITY NIGHT	
	PROVIDER LICENSE EXPIRATION DATE	
	PROVIDER PAYMENT ANOTHER PHONE	
	PROVIDER PAYMENT EMAIL	
	PROVIDER PAYMENT FAX	
	PROVIDER PAYMENT-PHONE-NUM	
	PROVIDER STATUS	
	PROVIDER-15 DIGIT ID	
	PROVIDER-ADR-IND	
	PROVIDER-CNTY	
	PROVIDER-DBA	
	PROVIDER-FEIN	

<b>Table 3 - CCTS System Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	PROVIDER-GOVT ID	
	PROVIDER-LICENSE-NUM	
	PROVIDER-NAME	
	PROVIDER-PAYMENT CITY	
	PROVIDER-PAYMENT STATE	
	PROVIDER-PAYMENT STREET ADDRESS	
	PROVIDER-PAYMENT ZIP-CODE-1-5	
	PROVIDER-SSN	
	RATES EFFECTIVE DATE	
	SCHOOL DAY RATE AUTHORIZED FOR CHILD AND PROVIDER LOCATION	
	SCHOOL DAYS AUTHORIZED FOR CHILD AND PROVIDER LOCATION	
	TYPE OF PROVIDER	
	PARENT	ACTIVE MILITARY BEGIN DATE
ACTIVE MILITARY END DATE		
ACTIVE MILITARY INDICATOR		
ACTUAL TOTAL CHILD-SUPPORT RECEIVED		
ACTUAL TOTAL CHILD-SUPPORT-PAID		
ACTUAL TOTAL OTHER-FEDERAL CASH-INCOME		
ACTUAL TOTAL OTHER-MONTHLY INCOME		
ACTUAL TOTAL PROVIDER INCOME		
ACTUAL TOTAL SELF EMPLOYMENT INCOME		
ACTUAL TOTAL TANF CASH ASSISTANCE		
ACTUAL TOTAL-MONTHLY-INCOME		
CLIENT ANOTHER PHONE		
CLIENT COUNTY OF RESIDENCE		
CLIENT EMAIL		
CLIENT HOME PHONE		
CLIENT MAILING CITY		
CLIENT MAILING STATE		
CLIENT MAILING STREET ADDRESS		
CLIENT-MAILING ZIP-1-5		
CLIENT-MAILING ZIP-6-9		
HH ACTUAL NUM DAYS WORKED EACH		

<b>Table 3 - CCTS System Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	WEEK	
	HH ACTUAL NUM HOURS WORKED EACH WEEK	
	HH ACTUAL WAGE PER HOUR	
	HH EDUC-TRNG TYPE	
	HH EMPLOYMENT TYPE	
	HH JOB END DATE	
	HH JOB START DATE	
	HH JOB TITLE	
	HH LANGUAGE	
	HH PARENT STATUS	
	HH PARENT STATUS EFFECTIVE DATE	
	HH SCHOOL CITY	
	HH SCHOOL NAME/TRAINING PROGRAM	
	HH SCHOOL PHONE	
	HH SCHOOL STATE	
	HH SCHOOL STREET ADDRESS	
	HH SCHOOL ZIP 1-5	
	HH TERM END DATE	
	HH TERM START DATE	
	HH-DOB	
	HH-EMPLOYER-NAME	
	HH-EMPL-STR-ADR	
	HH-EMPL-ZIP-1-5	
	HH-GENDER	
	HH-SSN	
	HH-WORK PHONE	
	HH-WORK PHONE EXT	
	JOB SEARCH BEGIN DATE	
	JOB SEARCH END DATE	
	JOB SEARCH INDICATOR	
	OP ACTUAL NUM DAYS WORKED EACH WEEK	
	OP ACTUAL NUM HOURS WORKED EACH WEEK	
	OP ACTUAL WAGE PER HOUR	
	OP EDUC-TRNG TYPE	

<b>Table 3 - CCTS System Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	OP SCHOOL CITY	
	OP SCHOOL NAME/TRAINING PROGRAM	
	OP SCHOOL PHONE	
	OP SCHOOL STATE	
	OP SCHOOL STREET ADDRESS	
	OP SCHOOL ZIP 1-5	
	OP TERM END DATE	
	OP TERM START DATE	
	OTHER PARENT EMPLOYER-NAME	
	OTHER PARENT EMPLOYMENT TYPE	
	OTHER PARENT EMPL-ZIP-1-5	
	OTHER PARENT JOB END DATE	
	OTHER PARENT JOB START DATE	
	OTHER PARENT JOB TITLE	
	OTHER PARENT LANGUAGE	
	OTHER PARENT NAME-FIRST	
	OTHER PARENT NAME-LAST	
	OTHER PARENT STATUS	
	OTHER PARENT STATUS EFFECTIVE DATE	
	OTHER PARENT-DOB	
	OTHER PARENT-EMPL-STR-ADR	
	OTHER PARENT-GENDER	
	OTHER PARENT-RIN	
	OTHER PARENT-SSN	
	OTHER PARENT-WORK PHONE	
	OTHER PARENT-WORK PHONE EXT	
	PAYMENT	BEGINNING BENEFIT SERVICE DATE
CERTIFICATE RECEIVED DATE		
CHILDS-FIRST-NAME		
CHILDS-LAST-NAME		
CHILDS-RIN		
COMPLETED CERTIFICATE RECEIVED DATE		
CSLD		
DOCUMENT NUMBER		
FULL-DAYS-ATTENDED		
FULL-DAYS-ELIGIBLE		

**Table 3 - CCTS System Data Dictionary**

Table	Field	Description
	HH-RIN	
	PAC/COPE	
	PART-DAYS ATTENDED	
	PART-DAYS ELIGIBLE	
	PROVIDER TYPE OF CARE	
	PROVIDER-15 DIGIT ID	
	PROVIDER-ADR-IND	
	PROVIDER-DBA	
	PROVIDER-FEIN	
	PROVIDER-GOVT ID	
	PROVIDER-NAME	
	PROVIDER-PAYMENT CITY	
	PROVIDER-PAYMENT STATE	
	PROVIDER-PAYMENT STREET ADDRESS	
	PROVIDER-PAYMENT ZIP-CODE-1-5	
	PROVIDER-SSN	
	QRS ADD ON AMOUNT	
	QRS RATING	
	RACF ID THAT ENTERED OVERRIDE	
	RACF ID THAT ENTERED PAYMENT	
	SCHOOL DAYS PAID	
	SCHOOL RATE PAID	
	SCHOOL-DAYS ATTENDED	
	SCHOOL-DAYS ELIGIBLE	
	SERV-MONTH	
	SPECIAL NEEDS FULL DAYS ATTENDED	
	SPECIAL NEEDS FULL DAYS ELIGIBLE	
	SPECIAL NEEDS PART DAYS ATTENDED	
	SPECIAL NEEDS PART DAYS ELIGIBLE	
	SPECIAL NEEDS SCHOOL DAYS ATTENDED	
	SPECIAL NEEDS SCHOOL DAYS ELIGIBLE	

## Appendix A: ChildPlus Data Dictionary

<b>Table 3 – ChildPlus Data Dictionary</b>			
<b>Entity</b>	<b>Category</b>	<b>Table</b>	<b>Field</b>
Child	Birth Record	Birth Record	APGAR Scores
Child	Birth Record	Birth Record	At-birth Medical Problems
Child	Birth Record	Birth Record	Birth Facility Name
Child	Birth Record	Birth Record	Birth Facility Type
Child	Birth Record	Birth Record	Delivery Complications
Child	Birth Record	Birth Record	Delivery Type
Child	Birth Record	Birth Record	Gestational Age
Child	Birth Record	Birth Record	Length
Child	Birth Record	Birth Record	Weight
Child	Disability	Additional Information	Parent Conf. Date
Child	Disability	Additional Information	Part C Services
Child	Disability	Additional Information	Related Services
Child	Disability	Additional Information	Special Education Info.
Child	Disability	Concerns	Condition
Child	Disability	Concerns	Notes
Child	Disability	Concerns	Referral
Child	Disability	Diagnosis	Diagnosis

**Table 3 – ChildPlus Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table</b>	<b>Field</b>
Child	Disability	Diagnosis	Disability
Child	Disability	Diagnosis	Notes
Child	Disability	Diagnosis	Primary Disability
Child	Disability	Diagnosis	Related Program
Child	Disability	IEP/IFSP	Date IEP/IFSP Signed
Child	Disability	IEP/IFSP	Diagnosis
Child	Disability	IEP/IFSP	IEP/IFSP ID
Child	Education	Education	Assessments
Child	Education	Education	Home Visit Date
Child	Education	Education	Individualized Curriculum
Child	Education	Education	Notes
Child	Education	Education	Parent Conferences
Child	Education	Education	Screening Instruments
Child	Enrollment	Eligibility	CACFP Information
Child	Enrollment	Eligibility	Eligibility Date
Child	Enrollment	Eligibility	Eligibility Income
Child	Enrollment	Eligibility	Income Status
Child	Enrollment	Eligibility	Number in Family
Child	Enrollment	Eligibility	Participation Year
Child	Enrollment	Eligibility	Sibling Eligible Next Year

**Table 3 – ChildPlus Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table</b>	<b>Field</b>
Child	Enrollment	Enrollment	Abandoned Date
Child	Enrollment	Enrollment	Accepted Date
Child	Enrollment	Enrollment	Application Date
Child	Enrollment	Enrollment	Entry Date
Child	Enrollment	Enrollment	Waitlisted Date
Child	Enrollment	Participation Days & Meals	Days Scheduled
Child	Enrollment	Participation Days & Meals	Meals Served
Child	Enrollment	Program Details	Agency
Child	Enrollment	Program Details	Application Number
Child	Enrollment	Program Details	Application Status
Child	Enrollment	Program Details	Class Hours
Child	Enrollment	Program Details	Classroom
Child	Enrollment	Program Details	Funding
Child	Enrollment	Program Details	Program
Child	Enrollment	Program Details	Site
Child	Health Information	Events & Actions	Event Date
Child	Health Information	Events & Actions	Event Status
Child	Health Information	Events & Actions	Event Type
Child	Health Information	Events & Actions	Expiration Date
Child	Health Information	Events & Actions	Follow-up Assessment Needed

**Table 3 – ChildPlus Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table</b>	<b>Field</b>
Child	Health Information	Events & Actions	Formal Evaluation Needed
Child	Health Information	Events & Actions	Referral Needed
Child	Health Information	Events & Actions	Treatment Needed
Child	Health Information	Events & Actions	Treatment Received
Child	Health Information	Health Information	Allergies
Child	Health Information	Health Information	Assignments
Child	Health Information	Health Information	Critical Notes
Child	Health Information	Health Information	Dental Home
Child	Health Information	Health Information	Health PIR Questions
Child	Health Information	Health Information	Health Worker
Child	Health Information	Health Information	Immunization Status
Child	Health Information	Health Information	Medicaid Eligibility
Child	Health Information	Health Information	Medicaid Status #
Child	Health Information	Health Information	Medical Home
Child	Health Information	Health Information	Other Health Insurance
Child	Health Information	Health Information	PIR Medical Treatments
Child	Health Information	Health Information	Primary Health Coverage
Child	Health Information	Requirements	Met/not met
Child	Health Information	Requirements	Requirement

**Table 3 – ChildPlus Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table</b>	<b>Field</b>
Child	Immunizations	Immunizations	Current Status
Child	Immunizations	Immunizations	Date Dose Received
Child	Immunizations	Immunizations	Date Next Dose Due
Child	Immunizations	Immunizations	Immunization Exemptions
Child	Immunizations	Immunizations	Initial Status
Child	Immunizations	Immunizations	Next Immunization Due
Child	Mental Health	Mental Health Info	Consultant Assigned
Child	Mental Health	Mental Health Info	Parent Permission Signed
Child	Mental Health	Mental Health Info	Received Services
Child	Mental Health	Mental Health Info	Responsible Staff
Child	Mental Health	Mental Health Info	Teacher
Child	Mental Health	Observations	Observation Date
Child	Mental Health	Observations	Recommendation Date
Child	Mental Health	Observations	Recommendation Notes
Child	Mental Health	Observations	Source
Child	Mental Health	Observations	Summary Date
Child	Mental Health	Observations	Summary Notes
Child	Mental Health	Observations	Total Minutes Observed

**Table 3 – ChildPlus Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table</b>	<b>Field</b>
Child	Mental Health	Transactions	Completion Date
Child	Mental Health	Transactions	Funding
Child	Mental Health	Transactions	Provider
Child	Mental Health	Transactions	Refer To
Child	Mental Health	Transactions	Source
Child	Mental Health	Transactions	Status
Child	Mental Health	Transactions	Transaction Date
Child	Mental Health	Transactions	Transaction notes
Child	Mental Health	Transactions	Transaction Type
Child	Transportation	Bus Rider	Days
Child	Transportation	Bus Rider	Drop-off Location
Child	Transportation	Bus Rider	Drop-off Order
Child	Transportation	Bus Rider	End Date
Child	Transportation	Bus Rider	Pickup Location
Child	Transportation	Bus Rider	Pickup Order
Child	Transportation	Bus Rider	Start Date
Family	Family	Contact Information	Address1
Family	Family	Contact Information	Address2
Family	Family	Contact Information	Child Adx Same as Family
Family	Family	Contact Information	City
Family	Family	Contact Information	Do not release to

**Table 3 – ChildPlus Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table</b>	<b>Field</b>
Family	Family	Contact Information	Family phone
Family	Family	Contact Information	Individual Phone
Family	Family	Contact Information	Notes
Family	Family	Contact Information	Release to
Family	Family	Contact Information	State
Family	Family	Contact Information	Zip
Family	Family	General Information	DOB
Family	Family	General Information	Gender
Family	Family	General Information	Language
Family	Family	General Information	Name
Family	Family	General Information	Race
Family	Family	General Information	SSN
Family	Family Services	Events	Chronic problems
Family	Family Services	Events	Event actions
Family	Family Services	Events	Family Goals
Family	Family Services	Events	Home visit
Family	Family Services	Events	Routine Contacts
Family	Family Services	Family Services Information	Agency Name
Family	Family Services	Family Services Information	Case Numbers
Family	Family Services	Family Services Information	Case Worker

**Table 3 – ChildPlus Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table</b>	<b>Field</b>
Family	Family Services	Family Services Information	Family Partnership Info.
Family	Family Services	Family Services Information	IFPA Agency Type
Family	Family Services	Family Services Information	Needs Assessments
Family	Family Services	Family Services Information	PIR
Parent/Guardian	Education & Work History	Education & Unemployment	Currently in school
Parent/Guardian	Education & Work History	Education & Unemployment	Date Last Worked
Parent/Guardian	Education & Work History	Education & Unemployment	Employer Address
Parent/Guardian	Education & Work History	Education & Unemployment	Employer Name
Parent/Guardian	Education & Work History	Education & Unemployment	Employer Phone
Parent/Guardian	Education & Work History	Education & Unemployment	Employment Status
Parent/Guardian	Education & Work History	Education & Unemployment	Highest Grade Completed
Parent/Guardian	Education & Work History	Education & Unemployment	Notes
Parent/Guardian	Education & Work History	Education & Unemployment	Occupation
Parent/Guardian	Education & Work	Education &	School Name

<b>Table 3 – ChildPlus Data Dictionary</b>			
<b>Entity</b>	<b>Category</b>	<b>Table</b>	<b>Field</b>
	History	Unemployment	
Parent/Guardian	Education & Work History	Education & Unemployment	Teen Parent Program
Parent/Guardian	Education & Work History	Education & Unemployment	Total Months Worked Past Year
Parent/Guardian	Education & Work History	Training	Job Related Program
Parent/Guardian	Education & Work History	Training	JRP Details
Parent/Guardian	Education & Work History	Training	Other Programs
Parent/Guardian	Education & Work History	Training	School Training
Parent/Guardian	Education & Work History	Training	Skills Training Program
Parent/Guardian	Education & Work History	Training	ST Details
Parent/Guardian	Education & Work History	Training	STP Details
Parent/Guardian	Pregnancy	Pregnancy	Breastfeeding
Parent/Guardian	Pregnancy	Pregnancy	Complications
Parent/Guardian	Pregnancy	Pregnancy	Dental Services
Parent/Guardian	Pregnancy	Pregnancy	Due Date
Parent/Guardian	Pregnancy	Pregnancy	Labor & Delivery Education

**Table 3 – ChildPlus Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table</b>	<b>Field</b>
Parent/Guardian	Pregnancy	Pregnancy	Prenatal Care
Parent/Guardian	Pregnancy	Pregnancy	Substance Abuse Intervention
Parent/Guardian	Pregnancy	Pregnancy	Substance Abuse Prevention
Staff	Personnel	Personnel	Address1
Staff	Personnel	Personnel	Address2
Staff	Personnel	Personnel	CDA Information
Staff	Personnel	Personnel	City
Staff	Personnel	Personnel	Classification
Staff	Personnel	Personnel	Criminal Checks
Staff	Personnel	Personnel	Education Level
Staff	Personnel	Personnel	Employment History
Staff	Personnel	Personnel	Name
Staff	Personnel	Personnel	Physicals
Staff	Personnel	Personnel	Position
Staff	Personnel	Personnel	Professional Credentials
Staff	Personnel	Personnel	Review History
Staff	Personnel	Personnel	State
Staff	Personnel	Personnel	TB Tests
Staff	Personnel	Personnel	Termination Date
Staff	Personnel	Personnel	Title

**Table 3 – ChildPlus Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table</b>	<b>Field</b>
aff	Personnel	Personnel	Wage
Staff	Personnel	Personnel	Zip
Staff	Professional Development	Training	Attendees
Staff	Professional Development	Training	Credit Hours
Staff	Professional Development	Training	Date
Staff	Professional Development	Training	Location
Staff	Professional Development	Training	Topic

## Appendix A: COPA System Data Dictionary

(not available at this time)

<b>Table 3 – COPA System Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>

## Appendix A: Cornerstone Data Dictionary

Table 3 - Cornerstone Data Dictionary	
Table	Field
<b>Actual Service</b> (EI services provided)	ClinicID
	Participant ID
	Date of Service
	Service Type Code
	Employee ID
	Place of Service
	Provider ID
	Primary Diagnosis Code
	Secondary Diagnosis Code
	Other Diagnosis Code
	Transportation Provided indicator
	Comments
	<b>Address</b> (The address of the child receiving services)
ClinicID	
Addr_ID_I (Participant ID)	
Address ID Type Code	
Address Type Code	
Address Line 1	
Address Line 2	
Apartment Number	
City	
State	
Zip Code	
Zip Code Extension	
Contact Name	
Relationship code	
County code	
Phone Number	
Modem Number	
Fax Number	
Email Address	
Comments	
Cell Phone Number	
<b>AuthIFSP</b> (Details for Individual Family Service Plan)	ClinicID
	Participant ID
	Authorization Start Date

<b>Table 3 - Cornerstone Data Dictionary</b>	
<b>Table</b>	<b>Field</b>
	Authorization End Date
	Number of Months Authorized
	Provider ID
	Provider Suffix ID
	Authorization Type
	Service Type
	Procedure Code HIPA
	Modifier One
	Modifier Two
	Modifier Three
	Modifier Four
	Method Type
	IFSP Location
	Natural Environment Indicator
	Frequency
	Frequency Type
	Frequency Intensity
	Authorization Status Code
	Authorization status Date
	Authorization Amount
	Authorization Print Date
	Private Insurance Code
	Authorization Number
	EIPgm Date of Record Entry
	Comments
	Date of Last Update
	Ordering Physician Last Name
	Ordering Physician First Name
Ordering Physician Tax ID	
<b>AuthTrack</b> (Tracks authorizations for IFSPs)	ClinicID
	Authorization Number
	Change Date
	Change Time
	Original Employee ID
	Change Employee ID
Change Status Code	
<b>Case Assignment</b> (Lists	Clinic ID
	Participant ID

<b>Table 3 - Cornerstone Data Dictionary</b>	
<b>Table</b>	<b>Field</b>
employee/participant relationship for a case)	Employee ID
	Program ID Code
	Effective Date
	End Date
<b>Clinic</b> (Clinic operational specifications)	Clinic ID
	Agency ID
	Case Management Agency
	Region
	Clinic Size
	Clinic Name
	Food Center Indicator
	Comments
	Case Management Agency Code
	MetMatch Zip code Assignment Flag
	Clinic Beginning of Day Start Time
	Archive Active Flag
	Archive Monthly Duration
	Archive Run Day
	Archive Day
	Archive Start Time
	Data Move Start Date
	Data Move End Date
	Merge to Clinic Number
	FASD Clinic
	APORS Flag
	Health Department Flag
	Case Management Pilot Site Flag
HBHC Clinic Flag	
FIMR Program Flag	
Case Findings Flag	
EIPgm (EI program information listed by participant)	Clinic ID
	Participant ID
	Date of Record Entry
	Intake Period Begin Date
	Intake Period End Date
	Interim IFSP Begin Date

<b>Table 3 - Cornerstone Data Dictionary</b>	
<b>Table</b>	<b>Field</b>
	Interim IFSP End Date
	Date of Eligibility Determination
	Eligibility Determination Code
	Percent of Delay
	Initial IFSP Begin Date
	IFSP Begin Date
	IFSP End Date
	Last Authorization Print Date
	Next Followup Date
	Followup Reason Code
	Private Insurance Code
	DSCC Eligible Flag
	Record Status Field
	School Region
	School County
	School District
	Delay Reason/Status
	District Type
	County Code
	District Code
<p align="center"><b>EITrack</b> (contains the information relating to transition of children from Early Intervention to Special Education.)</p>	Clinic ID
	Participant ID
	Date Form Sent to LEA
	Parent Declined field
	Date Parent Declined Referral
	Date Transition Packet Sent to LEA
	Date Transition Planning Conference
	Date Special Ed Eligibility Determined
	Parent No Show/Unable to Contact
	Date IEP Completed
	Date IEP Services Begin
	Parent Declined LEA Services Field

<b>Table 3 - Cornerstone Data Dictionary</b>	
<b>Table</b>	<b>Field</b>
	Date Parent Declined LEA Services
	Transition Delayed Field
	Date Transition Delayed
<b>PartEnrl</b> (Participant Enrollment)	Clinic ID
	Participant ID
	Bith Last Name
	Birth First Name
	Birth Middle Initial
	Current Last Name
	Second Last Name
	Current First Name
	Current Middle Initial
	Title
	AKA Last Name
	AKA First Name
	AKA Middle Initial
	Mothers Maiden Name
	Participant Social Security Number
	Medical Risk Indicator
	Date of Birth
	Date of Death
	Education Code
	Employment Status Code
	Race Code 1-6
	Asian Subcategory
	Hispanic Origin
	Occupation
	Sex Code
	Referral Source
	Marital Status
	Household Size
	Household Income
	Pregnant Indicator
Primary Care Provider ID	
Medicaid Assignment Flag	
Registration Date	

<b>Table 3 - Cornerstone Data Dictionary</b>	
<b>Table</b>	<b>Field</b>
	Residential Status Code
	Disability Code 1-3
	Language Code 1-3
	Public Assistance Code 1-5
<p><b>Program</b> (Links an enrolled participant to the program and lists additional household info.)</p>	Clinic ID
	Participant ID
	Program ID Code
	Location Code
	Program Status Code
	Program Status Date
	Initial Contact Date
	Scheduled Termination Date
	Start/Certification Date
	Actual Termination Date
	Category Code
	Household Size
	Household Income
	Type of Income Proof on File
	Ineligibility Reason Code
Termination Reason Code	
Transfer From Clinic	
Transfer From Date	
WIC Priority Number	
<p><b>Referrals</b> (Lists participant referral into EI program from external resources)</p>	Clinic ID
	Participant ID
	Date of Referral
	Provider ID - Referred to
	Referral Appointment Date
	Referral Appointment Time
	Service Type code
	Employee ID - Referred From
Comments	

## Appendix A: DCFS Licensing Data Dictionary

DCFS Licensing System Data Dictionary		
Table Name	Field Name	Description
License Table (000010 05 LIC-SEG)	000020 10 SEG-STAT-CODE PIC X.	
	000030 10 SEG-STAT-DATE USAGE COMP-3	
	000050 10 LIC-TYPE-CODE PIC X(3).	
	000060 10 LIC-STAT-CODE PIC X(2).	
	000070 10 LIC-HR-OPEN-RNG-CODE OCCURS 2.	
	000080 15 LIC-HR-OPEN-FROM-CODE	
	000100 15 LIC-HR-OPEN-TO-CODE PIC XX.	
	000110 10 LIC-DA-CLOS-IND OCCURS 7	
	000130 10 LIC-CLOS-DATE OCCURS 4 USAGE COMP-3	
	000150 10 LIC-LANG-CODE OCCURS 3	
	000170 10 LIC-PUB-RLSE-IND PIC X(1).	
	000180 10 SEG-ENT-DATE USAGE COMP-3	
	000200 10 SEG-CHNG-DATE USAGE COMP-3	
	License Renewal Table (000320 05 LIC-RENEW-SEG)	000330 10 LIC-SEQ-CNT PIC 9(2).
000340 10 LIC-APPL-DATE USAGE COMP-3 PIC 9(8).		
000350 10 LIC-BEGN-DATE USAGE COMP-3 PIC 9(8).		
000360 10 LIC-END-DATE USAGE COMP-3 PIC 9(8).		
000370 10 LIC-PER-CODE PIC X.		
000380 10 LIC-CPTY-CNT OCCURS 2 USAGE COMP-3 PIC 9(3).		
000390 10 LIC-TYPE-CODE PIC X(3).		
000400 10 LIC-STAT-CODE PIC X(2).		
000410 10 LIC-STAT-DATE USAGE COMP-3 PIC 9(8).		
000420 10 LIC-REGN-RCMND-CODE PIC X(2).		
000430 10 LIC-CO-APRV-CODE PIC X(2).		
000440 10 LIC-CO-APRV-DATE USAGE COMP-3 PIC 9(8).		
000450 10 LIC-HOME-SITE-STDY-CMPL-DATE USAGE COMP-3 PIC 9(6).		
000460 10 LIC-ADDR-CHNG-STDY-CMPL-DATE COMP-3 PIC 9(6).		
000470 10 LIC-HLTH-CLRN-RECV-DATE USAGE COMP-3 PIC 9(6).		
000480 10 LIC-REP-ID PIC 9(6).		
000490 10 LIC-CORD-ID PIC 9(6).		

DCFS Licensing System Data Dictionary			
Table Name	Field Name		Description
	000500	10 CO-CMGR-ID PIC 9(6).	
	000510	10 LIC-AGE-RNG-CNT OCCURS 4 PIC 9(2).	
	000520	10 LIC-AREA-USE-NARR PIC X(80).	
	000530	10 LIC-FIRE-CLRN-CK-DATE USAGE COMP-3 PIC 9(6).	
	000540	10 LIC-LOC-ST-ADDR PIC X(2).	
	000550	10 SEG-ENT-DATE USAGE COMP-3 PIC 9(6).	
	000560	10 SEG-CHNG-DATE USAGE COMP-3 PIC 9(6).	
Organization Table (000010 05 LIC-CORP-SEG)	000020	10 LIC-AGCY-CORP-NAME PIC X(40).	
	000030	10 LIC-NON-PRFT-IND PIC X(1).	
	000040	10 LIC-RESP-ORG-NAME PIC X(40).	
	000050	10 LIC-RESP-ORG-ADDR.	
	000060	15 LIC-RESP-ORG-STR-ADDR	
	000080	15 LIC-RESP-ORG-CITY-ADDR	
	000100	15 LIC-RESP-ORG-ST-ADDR	
	000120	15 LIC-RESP-ORG-ZIP-ADDR USAGE COMP-3	
	000140	10 LIC-RESP-PERS-GRP OCCURS 2.	
	000150	15 LIC-RESP-PERS-LAST-NAME	
	000170	15 LIC-RESP-PERS-FRST-NAME	
	000190	15 LIC-RESP-PERS-MI-NAME	
	000210	15 LIC-RESP-PERS-TEL-ID USAGE COMP-3	
	000230	10 SEG-ENT-DATE USAGE COMP-3	
	000250	10 SEG-CHNG-DATE USAGE COMP-3	
	000010 05	LIC-INTRM-ACT-SEG.	
	000020	10 LIC-INTRM-SITE-SCHED-DATE USAGE COMP-3	
	000040	10 LIC-INTRM-SITE-CMPL-DATE USAGE COMP-3	
	000060	10 LIC-INTRM-FIRE-CLRN-SCHED-DATE USAGE COMP-3	
	000080	10 LIC-INTRM-FIRE-CLRN-CMPL-DATE USAGE COMP-3	
000100	10 SEG-ENT-DATE USAGE COMP-3		
000120	10 SEG-CHNG-DATE USAGE COMP-3		
License Detail (000010 05)	000020	10 PRV-ID PIC 9(6).	
	000030	10 LIC-SEQ-CNT PIC 9(2).	
	000040	10 PRV-TYPE-CODE PIC X(3).	

DCFS Licensing System Data Dictionary				
Table Name	Field Name			Description
LIC-RPT- REC-PROD)	000050	10 LIC-TYPE-CODE	PIC X(3).	
	000060	10 PRV-NAME-IND	PIC X.	
	000070	10 FAC-NAME-GRP.		
	000080	15 FAC-NAME	PIC X(40).	
	000090	15 FILLER	PIC X(10).	
	000100	10 PRV-NAME-GRP REDEFINES FAC-NAME-GRP.		
	000110	15 PRV-NAME.		
	000120	20 PRV-LAST-NAME	PIC X(15).	
	000130	20 PRV-FRST-NAME	PIC X(9).	
	000140	20 PRV-MI-NAME	PIC X.	
	000150	15 PRV-AKA-NAME.		
	000160	20 PRV-AKA-LAST-NAME	PIC X(15).	
	000170	20 PRV-AKA-FRST-NAME	PIC X(9).	
	000180	20 PRV-AKA-MI-NAME	PIC X.	
	000190	10 PRV-LOC-ADDR.		
	000200	15 PRV-LOC-STR-ADDR	PIC X(30).	
	000210	15 PRV-LOC-CITY-ADDR	PIC X(20).	
	000220	15 PRV-LOC-ST-ADDR	PIC X(2).	
	000230	15 PRV-LOC-ZIP-ADDR	USAGE COMP-3	
	000250	10 PRV-MAIL-ADDR.		
	000260	15 PRV-MAIL-STR-ADDR	PIC X(30).	
	000270	15 PRV-MAIL-CITY-ADDR	PIC X(20).	
	000280	15 PRV-MAIL-ST-ADDR	PIC X(02).	
	000290	15 PRV-MAIL-ZIP-ADDR	USAGE COMP-3	
	000310	10 PRV-CNTY-CODE	PIC 9(3).	
	000320	10 PRV-RSF-CODE.		
	000330	15 PRV-REGN-CODE	PIC X(2).	
	000340	15 PRV-SITE-CODE	PIC X(2).	
	000350	15 PRV-FLD-CODE	PIC X(2).	
	000360	10 PRV-FEIN-SSN-IND	PIC X(1).	
	000370	10 PRV-FEIN-SSN-ID	USAGE COMP-3	
	000390	10 PRV-PAY-TO-ID	PIC 9(6).	
	000400	10 PRV-SPVS-ID	PIC 9(6).	
000410	10 LIC-APPL-DATE	USAGE COMP-3 PIC 9(6).		
000420	10 LIC-BEGN-DATE	USAGE COMP-3 PIC 9(6).		
000430	10 LIC-END-DATE	USAGE COMP-3 PIC 9(6).		

DCFS Licensing System Data Dictionary		
Table Name	Field Name	Description
	000440 10 LIC-PER-CODE PIC X.	
	000450 10 LIC-STAT-CODE PIC X(2).	
	000460 10 LIC-STAT-DATE USAGE COMP-3 PIC 9(6).	
	000470 10 LIC-DAY-AGE-FROM-RNGE PIC S9(4) COMP-3.	
	000480 10 LIC-DAY-AGE-FROM-IND PIC X(1).	
	000490 10 LIC-DAY-AGE-TO-RNGE PIC S9(4) COMP-3.	
	000500 10 LIC-DAY-AGE-TO-IND PIC X(1).	
	000510 10 LIC-DAY-OPEN-FROM-HOUR PIC S9(4) COMP-3.	
	000520 10 LIC-DAY-OPEN-FROM-MIN PIC S9(4) COMP-3.	
	000530 10 LIC-DAY-OPEN-TO-HOUR PIC S9(4) COMP-3.	
	000540 10 LIC-DAY-OPEN-TO-MIN PIC S9(4) COMP-3.	
	000550 10 LIC-DAY-CAPACITY PIC S9(4) COMP-3.	
	000560 10 LIC-NIGHT-AGE-FROM-RNGE PIC S9(4) COMP-3.	
	000570 10 LIC-NIGHT-AGE-FROM-IND PIC X(1).	
	000580 10 LIC-NIGHT-AGE-TO-RNGE PIC S9(4) COMP-3.	
	000590 10 LIC-NIGHT-AGE-TO-IND PIC X(1).	
	000600 10 LIC-NIGHT-OPEN-FROM-HOUR PIC S9(4) COMP-3.	
	000610 10 LIC-NIGHT-OPEN-FROM-MIN PIC S9(4) COMP-3.	
	000620 10 LIC-NIGHT-OPEN-TO-HOUR PIC S9(4) COMP-3.	
	000630 10 LIC-NIGHT-OPEN-TO-MIN PIC S9(4) COMP-3.	
	000640 10 LIC-NIGHT-CAPACITY PIC S9(4) COMP-3.	
	000650 10 LIC-BA-SCHL-AGE-FROM-RNGE PIC S9(4) COMP-3.	
	000660 10 LIC-BA-SCHL-AGE-FROM-IND PIC X(1).	
	000670 10 LIC-BA-SCHL-AGE-TO-RNGE PIC S9(4) COMP-3.	
	000680 10 LIC-BA-SCHL-AGE-TO-IND PIC X(1).	

DCFS Licensing System Data Dictionary		
Table Name	Field Name	Description
	000690 10 LIC-BA-SCHL-CAPACITY PIC S9(4) COMP-3.	
	000700 10 LIC-AREA-USE-NARR PIC X(80).	
	000710 10 LIC-DA-CLOS-IND OCCURS 7 PIC X.	
	000720 10 LIC-CLOS-DATE OCCURS 4 USAGE COMP-3	
	000740 10 LIC-LANG-CODE OCCURS 3 PIC XX.	
	000750 10 LIC-PUB-RLSE-IND PIC X(1).	
	000760 10 LIC-REGN-RCMND-CODE PIC X(2).	
	000770 10 LIC-REGN-RCMND-DATE USAGE COMP-3	
	000790 10 LIC-REGN-AMEND-DATE USAGE COMP-3	
	000810 10 LIC-CO-APRV-CODE PIC X(2).	
	000820 10 LIC-CO-APRV-DATE USAGE COMP-3	
	000840 10 LIC-CO-AMEND-DATE USAGE COMP-3	
	000860 10 LIC-AGCY-CORP-NAME PIC X(40).	
	000870 10 LIC-NON-PRFT-IND PIC X(1).	
	000880 10 LIC-RESP-ORG-ABBR-NAME PIC X(25).	
	000890 10 LIC-RESP-ORG-ADDR.	
	000900 15 LIC-RESP-ORG-STR-ADDR PIC X(30).	
	000910 15 LIC-RESP-ORG-CITY-ADDR PIC X(20).	
	000920 15 LIC-RESP-ORG-ST-ADDR PIC X(2).	
	000930 15 LIC-RESP-ORG-ZIP-ADDR USAGE COMP-3	
	000950 10 LIC-RESP-PERS-NAME-GRP OCCURS 2.	
	000960 15 LIC-RESP-PERS-LAST-NAME PIC X(15).	
	000970 15 LIC-RESP-PERS-FRST-NAME PIC X(9).	
	000980 15 LIC-RESP-PERS-MI-NAME PIC X(1).	
	000990 10 LIC-REP-ID PIC 9(6).	
	001000 10 LIC-CORD-ID PIC 9(6).	
	001010 10 CO-CMGR-ID PIC 9(6).	
	001020 10 LIC-RPT-DATE USAGE COMP-3 PIC 9(6).	

## Appendix A: eGMS Data Dictionary

Table 3 - eGMS System Data Dictionary		
Table	Field	Description
OrgAgreement	City	
	Contact name	
	County	
	County code	
	District code	
	Organization name	
	Region code	
	Type code	
OrgApplicant	Comments	
	End of extension	
	Extended grant period	
	Have collaborator	
	Have joint agreement	
	Home Language Survey	
	Initial funding year	
	MOU with Head Start	
	Other type of agency	
	Program monitoring	
	Regular grant period	
	Restrict IWAS notices?	
	Type of agency	
OrgCollaboration	Contact name	
	Involvement	
	Organization name	
	Type of organization	
OrgContact	Address line 1	
	Address line 2	
	Alternate extension	
	Alternate phone	
	Budget contact	
	City	
	Email address	
	Extension	
Fax		

<b>Table 3 - eGMS System Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	First name	
	Last name	
	Middle initial	
	Phone	
	State	
	ZIP+4	
OrgSites	City	
	County	
	DCFS license expiration	
	DCFS license number	
	Exempt from licensure	
	Grant includes rent	
	Organization name	
	Start time in AM	
	Start time in PM	
	Street address	
	Total ISBE-funded PFA students in future	
	Total ISBE-funded PFA students on April 1	
	Township	
	ZIP code	
ProgramBudget	Amount	
	Description	
	Function code	
	Object code	
ProgramContribution	Is school district	
	Local and other funds	
	Other costs	
	Salary and benefits cost	
	Supplement program with other funds	
	Total costs	
ProgramPayment	Transportation costs	
	Amount	
	Date	
Program Summary	Description	
	Aligned with IL Early Learning Standard	
	Allotment remaining	

<b>Table 3 - eGMS System Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	Allowable direct costs	
	Annual days for student attendance	
	Are teachers certified	
	Capital outlay costs	
	Case management services	
	Case management services available	
	Development choices	
	Education plan for each child	
	Evidence-based assessment	
	Evidence-based curriculum	
	Free choice full-day minutes	
	FTEs for grant-funded administrators	
	FTEs for grant-funded certified teachers	
	FTEs for grant-funded other staff (first)	
	FTEs for grant-funded other staff (second)	
	FTEs for grant-funded parent coordinators	
	FTEs for grant-funded teaching assistants	
	FTEs for grant-funded administrators	
	FTEs for grant-funded bilingual Parent Educators	
	FTEs for grant-funded classroom assistants	
	FTEs for grant-funded classroom teachers	
	FTEs for grant-funded clerical staff	
	FTEs for grant-funded infant/toddler specialists	
	FTEs for grant-funded other staff (first)	
	FTEs for grant-funded other staff (second)	
	FTEs for grant-funded Parent Educators	
	Full-day session offered	
	Grand total	
	Grant funds used to pay staff	
	Gross motor full-day minutes	
	Gross motor half-day minutes	
	Half-day sessions offered	
	Have procedures for transition to school	
	Hours of service at center per child	
	Identifying and screening	
	Indirect cost rate	

<b>Table 3 - eGMS System Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	Individual Family Service Plan provided	
	Maximum indirect cost	
	Name of other assessment	
	Name of other curriculum	
	Number not priority 1 or 2 on April 1	
	Number of children next year	
	Number of children on April 1	
	Number of children with IEP on April 1	
	Number of families next year	
	Number of families on April 1	
	Number of grant-funded administrators	
	Number of grant-funded bilingual Parent Educators	
	Number of grant-funded certified teachers	
	Number of grant-funded classroom assistants	
	Number of grant-funded classroom teachers	
	Number of grant-funded clerical staff	
	Number of grant-funded infant/toddler specialists	
	Number of grant-funded other staff (first)	
	Number of grant-funded other staff (second)	
	Number of grant-funded parent coordinators	
	Number of grant-funded Parent Educators	
	Number of grant-funded teaching assistants	
	Number of parent groups per week	
	Number of weekly home visits per family	
	Number with academic at risk on April 1	
	Number with income below 4 x FPL on April 1	
	Other case management services	
	Other development choices	
	Other development choices	
	Other program model	
	Outreach strategies for family	
	Plan and evaluation available for review	
	Program model	
	Risk factors	
	Routine full-day minutes	
	Routine half-day minutes	

<b>Table 3 - eGMS System Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	Small group full-day minutes	
	Small group half-day minutes	
	Staff have required training	
	Staff meet model qualifications	
	Title of other staff (first)	
	Title of other staff (second)	
	Total allotment	
	Total direct costs	
	Total enrollment on April 1	
	Total FTEs for all grant-funded staff	
	Total full-day minutes	
	Total half-day minutes	
	Total number of grant-funded staff	
	Transition services offered	
	Whole group full-day minutes	
	Whole group half-day minutes	

## Appendix A: FACTS System Data Dictionary

FACTS System Data Dictionary			
Position	Description	Size	Comments
1-9	ISBE StudentIDCode	9	LLFMMDDYY
10-11	ISBE AccessionCode	2	ISBE useonly–fill withspaces
12-20	SIS Id(Client Entered)	9	Enter the9-digitSIS IdOptionalforthisschoolyear
21-50	Student’s ResidentialAddress Line 1	30	
51-80	Student’s ResidentialAddress Line 2	30	Optional
81-110	Student’sResidentialCity	30	
111-112	Student’sResidentialState	2	
113-117	Student’sResidentialZip Code	5	
118-128	ResidentDistrict(Region CountyDistrictType)	11	MustbeaPublicSchoolDistrict
129-143	ResidentSchoolNumber	15	MustbeaPublicSchoolvalid for the ResidentDistrict–enterthe 15-digitPublicSchoolNumber
144-154	ServingDistrict(Region CountyDistrictType)	11	RCDT ofDistrictproviding services –refertoISBE instructions,variesbased on Fund Code
155-169	Serving School(Region CountyDistrictTypeSchool)	15	RCDTSofSchoolproviding services –refertoISBE instructions,variesbased on Fund Code
170-209	Unlisted Serving Location	40	Optional-IftheServing Schoolisan UnlistedServing Location,enter theServing Location
210-220	PPNPProportionateShareSetasideDistrict(Region CountyDistrictType)	11	Onlyapplicablefor FundsL,P,Nwhen anon-category2 entityis listedas the servingdistrict
221	Fund Code	1	
222-224	PrivateFacility	3	Use 000 ifunknown
225-232	BeginningDate(YYYYMMDD)	8	
233-240	EndingDate(YYYYMMDD)	8	Use 00000000 ifunknown
241-270	StudentLastName	30	
271-300	StudentFirstName	30	
301-330	StudentMiddleName	30	
331	StudentdoesNOT havealegalmiddlename	1	Y=Yes,N=No
332	Gender	1	
333-334	EthnicCode	2	SIS Codes(01-05)
335-336	Disability	2	Max of2 canbe listed

<b>FACTS System Data Dictionary</b>			
<b>Position</b>	<b>Description</b>	<b>Size</b>	<b>Comments</b>
337	LimitedEnglishProficient(LEP)	1	“Y”if true; “N”if falseornot applicable
338-340	Language	3	SIS Codes(000-165)–000=English
341	SeverityofDisability	1	Onlyfor BilingualStudents
342-357	Related and Other Services	16	
358-359	Educational Environment	2	
360-362	Percent Time Inside general education classroom	3	Left fill with 0
363	Room and board payer	1	
364	03 eligibility type	1	
365	03 eligibility placing agent	1	
366	03 eligibility guardianship	1	
367	Term	1	
368-369	Reason for exit	2	
370-374	Distribution code	5	ISBE use only – fill with spaces
375-376	Age as of December 1	2	ISBE use only – fill with spaces
377	Approval Code	1	ISBE use only – fill with spaces
378-383	Record ID	6	NetCheck users – fill with spaces
384-389	Site ID	6	Obtain from Harrisburg Project
390-397	Birth date	8	YYYYMMDD
398-399	Grade level	2	SIS Codes – 01, 02, ... 12; 14 – PreK; 15 – KG: Kindergarten
400-407	Local District ID	8	
408-415	Indicator 11 – Date of initial parent consent to evaluate	8	YYYYMMDD
416-423	Indicator 11 – Date of initial eligibility determination	8	YYYYMMDD
424-434	Evaluating district (Region-county-district-type)	11	RCDT of district evaluating student
435-436	Reason SPP indicator 11 timeline not met	2	Refer to ISBE instructions
437-444	Indicator 11 – extended timeline data	8	Only used with reason SPP indicator 11 not Met code 09
445-446	Reason SPP indicator 11 not applicable	2	Refer to ISBE instructions
447-449	Number of school days to complete	3	Left pad with 0
450-451	Reason for not being served – used with indicator 11 to get students determined ineligible/eligible who are not receiving services.	2	Only for fund codes N & U

<b>FACTS System Data Dictionary</b>			
<b>Position</b>	<b>Description</b>	<b>Size</b>	<b>Comments</b>
452-459	Last evaluation date	8	YYYYMMDD - Only for fund N.
460-477	Post-secondary goals checklist	18	ISBE only – fill with spaces
478-497	Post-secondary goals checklist	20	For ages 14 ½ ad older
498-503	Employment transition services	6	For ages 14 ½ ad older
504-509	Education transition services	6	For ages 14 ½ ad older
510-515	Training transition services	6	For ages 14 ½ ad older
516-521	Independent living transition services	6	For ages 14 ½ ad older
522	Student is dually enrolled	1	Y/N
523-525	Regular days enrolled	3	Required for claim only, left pad with 0
526-528	Summer days enrolled	3	Required for claim only, left pad with 0
529-531	Filler – total days enrolled	3	Required for claim only, left pad with 0
532-534	Regular days in session	3	Required for claim only, left pad with 0
535-537	Summer days in session	3	Required for claim only, left pad with 0
538-540	Filler – total days in session	3	Required for claim only, ISBE use only, fill with 000
541-544	Filler – ADE	4	Required for claim only, ISBE use only, fill with 0000
545-550	1.0 ADE education cost	6	Required for claim only, Whole dollars, fill with 0
551-552	Filler – Decimal for 1.0 ADE education cost	2	Required for claim only, ISBE use only, fill with 00
553-558	Education cost this pupil	6	Required for claim only, Enter whole dollars, left pad with 0
559-560	Filler – Decimal for education cost to this pupil	2	Required for claim only, ISBE use only, fill with 00
561-566	Transportation cost this pupil	6	Required for claim only, Enter whole dollars, left pad with 0
567-568	Filler – Decimal for transportation cost this pupil	2	Required for claim only, ISBE use only, fill with 00
569-571	Percent special ed.	3	Required for claim only, Left fill

<b>FACTS System Data Dictionary</b>			
<b>Position</b>	<b>Description</b>	<b>Size</b>	<b>Comments</b>
			with 0
572-574	Percent FTE	3	Required for claim only, Left fill with 0
575-583	SIS ID (imported from ISBE)	9	ISBE use only
584-613	SIS Last Name	30	ISBE use only
614-643	SIS First Name	30	ISBE use only
644-673	SIS Middle Name	30	ISBE use only
674-681	SIS Date of Birth	8	ISBE use only
682	SIS Gender	1	ISBE use only
683-684	SIS Return Code	2	ISBE use only

## Appendix A: Gateways/DTP Data Dictionary

Table 3 – Gateways/DTP Data Dictionary		
Table	Field	Description
Person	Person ID	
	First Name	
	Middle Initial	
	Last Name	
	First Name Alias	
	Last Name Alias	
	DOB	
	Gender	
	Race	
	Primary Language Spoken	
	Secondary Language Spoken	
	Address Preference	
	Home Address 1	
	Home Address 2	
	Home City	
	Home State	
	Home Zip	
	Home County	
	Home Phone	
	Cell Phone	
	Employer (Program) Name	
	Work Address 1	
	Work Address 2	
	Work City	
	Work State	
	Work Zip	
	Work County	
	Work Phone	
	Work Fax	
	Preferred Email	
	Mother's Maiden Name	
	Birth City	
	Birth State	
Birth Country		
Program	Org ID	
	Program Name	

	Org Alias	
	Org As Person	
	Org Type	
	Physical Address Fields	
	Mailing Address Fields	
	Phone	
	Fax	
	Website	
	SDA	
	Facility Type	
	Type of Care	
	License Status	
	License Number	
	License Start Date	
	License End Date	
	Total Capacity	
	Day Capacity	
	Night Capacity	
	Verification Fields	
	Accreditation Status	
	Accredited By	
	Accreditation Expiration	
	Schedule Fields	
	Age Groups Served	
<b>Person Job</b>	Org ID (Employer)	
	Job Title	
	Job Class Type	
	Worksite Begin Date	
	Worksite End Date	
	Position Begin Date	
	Position End Date	
	Reason for Leaving	
	Hours Worked/Week	
	Weeks Worked/Year	
	Annual Salary	
	Hourly Pay	
	Ages Served	
<b>Person Education</b>	Name of Institution	
	Status	
	Degree Type	

	Major	
	Date Awarded	
	Verification Fields	
	Credit (Semester) Hours	
	ECE Credit Hours	
	Business/Admin Credit Hrs	
	School-Age/Youth Credit Hrs	
<b>Person Credentials and Certs</b>	Name of Institution	
	Status	
	Cred/Cert Type	
	Cred/Cert Level	
	Other Cred/Cert Name	
	Date Awarded	
	Date Expires	
	Verification Fields	
<b>Trainings</b>	Training ID	
<b>Training</b>	Training ID	
	Training Name	
	Description	
	Contact Hours	
	Gateways Content Areas/Hrs	
	CDA Content Areas/Hrs	
	Instructional Setting	
	Language	
	Topic(s)	
	Start Date	
	End Date	
	Start Time	
	End Time	
	Learning Site Location	
	PDR Category	
	Trainer ID	
Sponsor ID		
<b>Trainer</b>	Trainer ID	
	First Name	
	Last Name	
	Address Information	
<b>Sponsor</b>	Sponsor ID	
	Sponsor Name	
	Address Information	

<b>Program</b>	Org ID	
	Program Name	
	Org Alias	
	Org As Person	
	Org Type	
	Physical Address Fields	
	Mailing Address Fields	
	Phone	
	Fax	
	Website	
	SDA	
	Facility Type	
	Type of Care	
	License Status	
	License Number	
	License Start Date	
	License End Date	
	Total Capacity	
	Day Capacity	
	Night Capacity	
	Verification Fields	
	Accreditation Status	
	Accredited By	
	Accreditation Expiration	
Schedule Fields		
Age Groups Served		
<b>QRS</b>	Application ID	
	Various Application Data Elements	
	QRS Rating	
	ERS Score	
	PAS Score	
	BAS Score	

## Appendix A: IECAM Data Dictionary

Table 3 - IECAM Data Dictionary		
Files	Field	Description
<p><b>CCAP File</b></p> <p>Used to provide counts of children by home location, by location of service provider. Also aggregates vendors by vendor location.</p>	ClientNameLast	Parent last name
	ClientNameFirst	parent first name
	CaseID	CCAP Case ID
	ClientDOB	Parent date of birth
	Gender	Parent gender
	ClientSSN	Parent SSN
	ClientCity	Parent City
	ClientStreetAddress	Parent Street Address
	ClientZip	Parent Zip Code
	ClientCnty	Parent County
	Reason	Reason for day care application
	Csld	
	Csld34	
	Lang	Parent primary language
	FamSz	Family size
	EmplInc	Employment income
	ChildSupInc	Supplemental income
	ChildSupPd	Child support payment
	TANF	TANF funds
	OthAsst	Other assistance
	OthInc	Other income
	SelfEmpl	Self employed
	TotalInc	Total income
	CanEffDate	Cancellation effective date
	CanReason	Cancellation reason
	Employer	Employer name
	EmplStreetAddress	Employer street address
	EmplZip	Employer zip code
	PaySchd	Pay schedule
	WklyHrs	Weekly hours
HrlyRate	Hourly rate	
EmplInd	Employment indicator	
Employer2	Employer 2 name	
Empl2StreetAddress	Employer street address2	

**Table 3 - IECAM Data Dictionary**

<b>Files</b>	<b>Field</b>	<b>Description</b>
	Empl2Zip	Employer2 zip code
	PaySchd2	Employer2 Pay schedule
	WklyHrs2	Employer2 Weekly hours
	HrlyRate2	Employer2 Hourly rate
	Empl2Ind	Employer2 Employment indicator
	ChildNameLast	Child last name
	ChildNameFirst	Child first name
	Race	Child race
	ChildDOB	Child DOB
	ChildSSN	Child SSN
	Status	Status
	TypeCare	Type of care
	ProvSSN	Provider SSN
	AdrInd	Address indicator
	ProviderName	Provider name
	ProviderStreetAddress	Provider street address
	ProvCity	Provide city
	ProvSt	Provider state
	ProvZip	Provider zip code
	ProvCnty	Provider county
	ProvPhone	Provider phone
	License	Provider license
	VchAmt	Voucher amount
	CoPay	CoPay Amount
	Rate	Rate
	FDays	Ful time days
	PDays	Part time days
	SDays	
	EdTrng	
	ServDate	Service start date
	BegBenDate	Beginning date
	NumParents	Number of parents
	ClientPhone	Parent phone
	WorkPhone	Parent work phone
	ProvEffDate	Provider effective date
	ProvDOB	Provider DOB
	VoucherNum	Voucher number

<b>Table 3 - IECAM Data Dictionary</b>		
<b>Files</b>	<b>Field</b>	<b>Description</b>
	VoucherDate	Voucher date
<b>INCCRRA File</b>  Provides details on licensed child care and license-exempt child care facilities, and on licensed family child care homes.	ID	unique ID added by IECAM
	County	County
	Type of Care	child care center, preschool, family child care, etc.
	Shift Name	Day (i.e., full), Session 1 (usually part day), etc.
	Business Name	Provider business name
	First Name	Provider first name
	Last Name	Provider last name
	Address	Provider address
	Unit	Provider unit
	City	Provider City
	State	Provider State
	ZIP	Provider zip code
	ZIP4	Provider sip + 4
	Population Age Group	6 wks-14 mos; 15-23 mos; etc.
	Capacity by Age Group	capacity by group noted in N
	Total Capacity	for the entire center, any age
	Regulation Status	licensed or exempt
	Language	eng, span, etc.
	Funding	from PFA or HS
	Duration	full yr, summer only, etc.
	Accepts Children	FT, part time, or both
	NAEYC Accred	accreditation: Y or N
NAA Accred	accreditation: Y or N	
NAC Accred	accreditation: Y or N	
NECPA Accred	accreditation: Y or N	
NAFCC Accred	accreditation: Y or N	
<b>Census Bureau File</b>  Provides population data in various categories	GEOID	
	NAME	of area within geographic region:
	POP	Population at age groups
	POP05	0-5
	POP612	6-12
	POP0	0
	POP1	1
POP2	2	

**Table 3 - IECAM Data Dictionary**

<b>Files</b>	<b>Field</b>	<b>Description</b>
	POP3	3
	POP4	4
	POP5	5
	HH	households and
	LIH_SPA	Spanish speaking household
	LIH_OTH	Other language speaking household
	POV_50	Pop. Of children in families < 50% FPL
	POV_50_0	Pop of children age 0 < 50% FPL
	POV_50_1	Pop of children age 1 < 50% FPL
	POV_50_2	Pop of children age 2 < 50% FPL
	POV_50_3	Pop of children age 3 < 50% FPL
	POV_50_4	Pop of children age 4 < 50% FPL
	POV_50_5	Pop of children age 5 < 50% FPL
	POV_100	Pop. Of children in families < 100% FPL
	POV_100_0	Pop of children age 0 < 100% FPL
	POV_100_1	Pop of children age 1 < 100% FPL
	POV_100_2	Pop of children age 2 < 100% FPL
	POV_100_3	Pop of children age 3 < 100% FPL
	POV_100_4	Pop of children age 4 < 100% FPL
	POV_100_5	Pop of children age 5 < 100% FPL
	POV_130	Pop. Of children in families < 130% FPL
	POV_130_0	Pop of children age 0 < 150% FPL
	POV_130_1	Pop of children age 1 < 150% FPL
	POV_130_2	Pop of children age 2 < 150% FPL
	POV_130_3	Pop of children age 3 < 150% FPL
	POV_130_4	Pop of children age 4 < 150% FPL
	POV_130_5	Pop of children age 5 < 150% FPL
	POV_185	Pop. Of children in families < 185% FPL
	POV_185_0	Pop of children age 0 < 185% FPL
	POV_185_1	Pop of children age 1 < 185% FPL
	POV_185_2	Pop of children age 2 < 185% FPL
	POV_185_3	Pop of children age 3 < 185% FPL
	POV_185_4	Pop of children age 4 < 185% FPL

**Table 3 - IECAM Data Dictionary**

<b>Files</b>	<b>Field</b>	<b>Description</b>
	POV_185_5	Pop of children age 5 < 185% FPL
	POV_200	Pop. Of children in families < 200% FPL
	POV_200_0	Pop of children age 0 < 200% FPL
	POV_200_1	Pop of children age 1 < 200% FPL
	POV_200_2	Pop of children age 2 < 200% FPL
	POV_200_3	Pop of children age 3 < 200% FPL
	POV_200_4	Pop of children age 4 < 200% FPL
	POV_200_5	Pop of children age 5 < 200% FPL
	POV_400	Pop. Of children in families < 400% FPL
	POV_400_0	Pop of children age 0 < 400% FPL
	POV_400_1	Pop of children age 1 < 400% FPL
	POV_400_2	Pop of children age 2 < 400% FPL
	POV_400_3	Pop of children age 3 < 400% FPL
	POV_400_4	Pop of children age 4 < 400% FPL
	POV_400_5	Pop of children age 5 < 400% FPL
	FAM	number of families
	KIDFAM	Number of children living in families
	POP2PAR	Number of children living in families with 2 parents
	POP2PAR_WORK	Number of children living in families with 2 parents working
	POP1PAR	Number of children living in families with 1 parent
	POP1PAR_WORK	Number of children living in families with 1 parent, and the parent is working
	POP1PAR_NOWORK	Number of children living in families with 1 parent, and the parent is not working
<b>Early Intervention File</b>  Reports the total number of children served in the Early intervention program	CFC	Child and Family Connections Site
	CNTY	County ID
	County Name	County Name
	ZIP Code	Zip code
	Associated City	Associated city
	2007 Census	Number of children <1 yr of age in 2007
	2008 Census	Number of children <1 yr of age

<b>Table 3 - IECAM Data Dictionary</b>		
<b>Files</b>	<b>Field</b>	<b>Description</b>
		in 2008
	2009 Census	Number of children <1 yr of age in 2009
	Total	Sum of children <1 yr of age in 2007, 2008, and 2009 (NOTE: These years change depending on the year of the data being processed.)
	Active IFSP under 1	Children <1 yr of age in latest year with an individual family service plan
	Active IFSP 0-3	Children 0, 1, and 2 yrs of age in latest year with an individual family service plan
	Under 1 %	Percent of all children <1 who have an IFSP
	Birth-3 %	Percent of all children 0, 1, 2 who have an IFSP
<b>Head Start Collaboration File</b>  Reports total head start enrollment by site	Grantee Agency/Address	Grantee name
	Address	Grantee address
	City/Zip	Grantee city/zip
	Phone	Grantee phone
	Director	Grantee director
	Email	Grantee email
	ACF Enr	Funded enrollment for grantee
	ServArea	Service area
	Sites/Addresses	Name and address of site; funded enrollment for site
<b>DFSS File</b>  Reports total head start enrollment by site	Agency	Name of delegate agency
	Site	Site name
	#_of_ Classes	Site: number of classes
	Community Area	Site: community area number
	Community Area Name	Site: community area name
	Ward	Site: ward number
	Address	Site address
	Center_Dir	Site director
	Phone	Site phone
	Current_ Enrollment HS	Slot: enrollment...
Current_ Enrollment EHS	Slot: enrollment...	

<b>Table 3 - IECAM Data Dictionary</b>		
<b>Files</b>	<b>Field</b>	<b>Description</b>
	Current_ Enrollment CC	Slot: enrollment...
	Current_ Enrollment Mig	Slot: enrollment...
	Current_ Enrollment LD	Slot: enrollment...
	Funded Slots HS	Slot: funded enrollment...
	Funded Slots EHS	Slot: funded enrollment...
	Funded Slots CC	Slot: funded enrollment...
	Funded Slots Mig	Slot: funded enrollment...
	Funded Slots LD	Slot: funded enrollment...
	Center_Type	Type (HS or EHS)
	Activity_#	Describes types of collaboration
<b>Ounce of Prevention Head Start File</b>	Agency	Agency name
	Delegate / Partner Status	Agency status (OPF, partner, delegate, etc.)
	Site	Site name
	Address	Site address
	City, State, Zip	Site city, state, zip
	State	Site state
	Zip	Site zip
	EHS AARA Slots (out of the TOTAL EHS column, the # that are ARRA)	Number of ARRA slots
	TOTAL EHS after Sept (i.e., FY2011)	Total EHS funded enrollment
	HS (no change fy10-11)	Total HS funded enrollment
	COLLAB # HS (CB)	Center-based HS funded enrollment
	COLLAB # EHS (CB)	Center-based EHS funded enrollment
	COLLAB # HS (HB)	Home-based HS funded enrollment
COLLAB # EHS (HB)	Home-based EHS funded enrollment	
Ounce Notes (as of April 2011)	Miscellaneous notes	
<b>ISBE File</b>	Organization	Name of grantee
	Agency Type	Child care center OR School District OR Regional Office of Education, etc.
	Agency Type Description	subsets of B
	RCDT	Unique ID for grantee

<b>Table 3 - IECAM Data Dictionary</b>		
<b>Files</b>	<b>Field</b>	<b>Description</b>
All program. Also provides site information.	Year	School year
	Site Type	Licensed OR exempt
	Site Name	Site name
	Address	Site address
	City	Site city
	Zip	Site zip
	County	Site county
	Students Served on April 1st	i.e., previous FY
	Students to be Served	next FY
<b>Chicago Public Schools Preschool for All File</b>  Reports student capacity and # served by site in the Preschool for All program.	ID	
	CPS Shortname	Name of school
	School ID	ID of school
	Program	PFA
	Room Number1	Room number in school
	Capacity	Proposed capacity
	Enrollment	Enrollment on given date
	Address	School address
	Address2	School address
<b>Chicago Comm. Partnership File</b>  Reports # of enrolled students by site in the Preschool for All program.	Zipcode	School zip
	ID	Agency ID
	Agency Name	Agency name
	# of Enrolled Students	# of Enrolled Students
	Address	Address
	Address2	Address2
<b>Children and Adolescent Health File</b>  Reports # of children served by age and county in the Parents Too Soon program.	Zipcode	Zipcode
	county	in which service is received
	zero	age of child
	one	age of child
	two	age of child
	three	age of child
	four	age of child
	five	age of child
	women	Number of women served
total	Total number of children and women served	
<b>Ounce of</b>	County	County of service

<b>Table 3 - IECAM Data Dictionary</b>		
<b>Files</b>	<b>Field</b>	<b>Description</b>
<b>Prevention Fund File</b>  Reports # of children served by age and county in the Parents Too Soon program.	# Participants Served	Number of women served (?)
	Total Children Served	Number of children served
	<1 Y.O.	Less than 1 year of age
	1-2 Y.O.	1-2 years of age
	2-3 Y.O.	2-3 years of age
	3-4 Y.O.	3-4 years of age
	4+ Y.O.	4+ years of age
	Number of children served age 0, 1, 2	Number of children 0-2
	Number of children served age 3, 4, 5	Number of children 3-5

## Appendix A: NACCRRAware Provider Database Data Dictionary

Table 3 - NACCRRAware Data Dictionary		
Table	Category	Field
<b>PDRSPECIFICSFCC</b>	PDRUID	Provider Unique ID
	PDRFCCCARESET	Provider Family Care Setting
	PDREARN	Provider Wages
	PDRCONFIG9	?
	PDRCONFIG10	?
	PDRBENEFITS	Provider Benefits
	PDRSPANISH	Is this person Spanish/Hispanic/Latino?
	PDRSPANISH_OTHER	Other - box below above question
	PDRRACE	What is this person's race?
	PDRRACE_OTHER	Other - box below above question
	PDRANCESTRY	What is this person's ancestry or ethnic origin?
	PDRENGLISH_FLG	Does this person speak a language other than English at home?
	PDROTHER_LANGUAG E	What language?
	PDRENGLISH_ABILITY	How well does this person speak English?
	PDRFCCCOMMENTS	Provider FCC Comments
<b>PDRATTRIBUTES</b>	PDRUID	Provider Unique ID
	PDRAGC_KEY	Provider Agency Key
	PDRENV	Provider Environment
	PDRMEALS	Provider Meals
	PDRPHIL	Provider Philosophy
	PDRFINASS	Provider Financial Assistance
	PDRPOLICY	Provider Policies
	PDRSPECCKILLS	Provider Special Skills
	PDRSAFETY	Provider Safety
	PDRSPECNEEDS	Provider Special Needs
	PDRTRAINING	Provider Training (FCC only)
	PDREXP	Provider Experience
	PDREDUC	Provider Education (FCC only)
	PDRACCRED	Provider Accreditation/Credential
	PDRAFFIL	Provider Affiliation
PDRADVOC	Provider Advocacy	

	PDRQUALLND	Provider Quality Indicators
	PDRRESPCARE	Provider Respite Care
	PDRNONPROFIT	Provider Profit/Not for Profit
	PDRLOCAL7	Provider Market Rate
	PDRLOCAL8	Provider Office Use
	PDRLOCAL9	Provider Source
	PDRLOCAL10	Provider FCC Delete Reasons
	PDRATTR_COMM	Provider Attributes Comments
<b>PDR</b>	PDRUID	Provider Unique ID
	PDRAGC_KEY	Provider Agency Key
	PDRINC_ID	?
	PDRFN	Provider First Name
	PDRLN	Provider Last Name
	PDRBUSNAME	Provider Business Name
	PDRCOUNTY	Provider County
	PDRCOUNTRY	Provider Country
	PDRFIPS_CODE	?
	PDRNOSHIFTS	Provider Number of Shifts/Session
	PDRPRIM_PHONE_ARE A_CD	Provider Primary Phone Area Code
	PDRPRIM_PHONE	Provider Primary Phone
	PDRPRIM_EXT	Provider Primary Phone Extension
	PDRSEC_PHONE_AREA _CD	Provider Secondary Phone Area Code
	PDRSEC_PHONE	Provider Secondary Phone
	PDRSEC_EXT	Provider Secondary Phone Extension
	PDRFAX_AREA_CD	Provider Fax Area Code
	PDRFAX	Provider Fax
	PDREMAIL	Provider Email Address
	PDRWEBSITE	Provider Website
	PDRSTATUS	Provider Status
PDRSTATUS_DT	Provider Status Date	
PDRDT_ADDED	Provider Date Added	
PDRTOC	Provider Type of Care	
<b>PDRGENERAL</b>	PDRUID	Provider Unique ID
	PDRAGC_KEY	Provider Agency Key
	PDRREF	Provider Referrals
	PDRWEBREF	Provider Web Referrals
	PDRPRINTRATES	Provider Print Rates
	PDRCONFIG2	Provider Referral Status

	PDRREGUL	Provider Regulation
	PDREIN	Provider EIN/SSN
	PDRLICENSEID	Provider License ID
	PDREXPIRDATE	Provider Expiration Date
	PDRLICTYPE	Provider License Type
	PDR TLC	Provider Total Licensed Capacity
	PDR TDC	Provider Total Desired Capacity
	PDR TV	Provider Total Vacancies
	PDR TVDATE	Provider Total Vacancies Date
	PDR AARFROM	Provider Accepted Age Range From
	PDR AARTO	Provider Accepted Age Range To
	PDRSCHDIST	Provider School District
	PDRLEMSCH	Provider Elementary Schools
	PDRSCHTRANS	Provider School Transportation
	PDRFUNDING	Provider Funding
	PDRTRANS	Provider Transportation
	PDRMEMBERSHIP	Provider CCR&R Membership Amount
	PDRMEMDT	Provider paid through?
	PDRLANG	Provider Languages
	PDRLOCAL1	Provider Transportation
	PDRLOCAL2	Provider Program Information
	PDRGEN_COMM	Provider General Comments
<b>PDRACTIONLOG</b>	PDRID	Provider ID
	PDRUID	Provider Unique ID
	PDRAL_DATE	Provider Action Log Date
	PDRAL_COUNSELOR	Provider Action Log Counselor
	PDRAL_ACTION	Provider Action Log Action
	PDRAL_COMM	Provider Action Log Comments
	PDRID	Provider ID
<b>PDRSPECIFICSCC</b>	PDRUID	Provider Unique ID
	PDRCCCARESET	Provider CCC Care Set
	PDRCCLOCAL1	Provider Center Program Info
	PDRCCLOCAL2	Provider Local 2
	PDRCCLOCAL3	Provider Center Delete Reason
	PDRSTINFOLU	Provider Staffing Information Last Updated
	PDRMEXICAN_NO	No. of persons on staff who are Mexican, Mexican Am., Chicano
	PDRPR_NO	No. of persons on staff who are Puerto Rican

	PDRCUBAN_NO	No. of persons on staff who are Cuban
	PDROther_NO	No. of persons on staff who are Other
	PDROther	Other Spanish/ Hispanic / Latino (print group)
	PDRWHITE_NO	No. of persons on staff who's race is White
	PDRBLACK_NO	No. of persons on staff who's race is Black
	PDRAMERIND_NO	No. of persons on staff who's race is American Indian or Alaska Native
	PDRAMERIND	American Indian or Alaska Native (print tribe)
	PDRASIANIND_NO	No. of persons on staff who's race is Asian Indian
	PDRNATHAW_NO	No. of persons on staff who's race is Native Hawaiian
	PDRCHIN_NO	No. of persons on staff who's race is Chinese
	PDRPHILL_NO	No. of persons on staff who's race is Filipino
	PDRJAPAN_NO	No. of persons on staff who's race is Japanese
	PDRVIETNAM_NO	No. of persons on staff who's race is Vietnamese
	PDROtherASIAN_NO	No. of persons on staff who's race is Other Asian
	PDROtherASAIN	Other Asian (print race)
	PDRGUAM_NO	No. of persons on staff who's race is Guamanian or Chamorro
	PDRSAMOAN_NO	No. of persons on staff who's race is Samoan
	PDROtherPAC_NO	No. of persons on staff who's race is Other Pacific Islander
	PDROtherPAC	Other Pacific Islander (print race)
	PDROtherRACE_NO	No. of persons on staff who's race is Other race
	PDROtherRACE	Other race (print race)
	PDROtherENG_NO	Number of persons on staff who speak a language other than English at home
	PDROtherLANGS	What languages
	PDRENG_ABILITY	How well do the persons speak English?
	PDRCCCOMMENTS	Provider CCC Specifics Comments
<b>PDRADDRESS</b>	PDRUID	Provider Unique ID

	PDRADDRESS_TYPE	Provider Address Type
	PDRAGC_KEY	Provider Agency Key
	PDRADDRESS	Provider Street Address
	PDRUNIT_NO	Provider Unit #
	PDRCITY	Provider City
	PDRSTATE	Provider State
	PDRZIP	Provider ZIP Code
	PDRZIP_PLUS4	Provider ZIP Code + 4
	PDRLAT	Provider Latitude (Geocoding)
	PDRLONG	Provider Longitude (Geocoding)
<b>RTS</b>	RTSPDRUID	Rates Provider Unique ID
	RTSSFTUID	Rates Shift Unique ID
	RTSAGEGROUPTYPEID	Rates Age Group Type ID
	RTSPTHOURLY	Rates Hourly PT
	RTSFTHOURLY	Rates Hourly FT
	RTSPTDAILY	Rates Daily PT
	RTSFTDAILY	Rates Daily FT
	RTSPTWEEKLY	Rates Weekly PT
	RTSFTWEEKLY	Rates Weekly FT
	RTSPTMONTHLY	Rates Monthly PT
	RTSFTMONTHLY	Rates Monthly FT
	RTSPTOTHER	Rates Other PT
	RTSFTOTHER	Rates Other FT
<b>SFT</b>	SFTUID	Shift Unique ID
	SFTPDRUID	Shift Provider Unique ID
	SFTAGC_KEY	Shift Agency Key
	SFTTYPE	Shift Name
	SFTACCEPTS_CHILDREN	Shift Accepts Children
	SFTDURATION	Shift Duration
	SFTDROP_IN	Shift Drop In
	SFTBEF_SCHOOL	Shift Before School
	SFTROTATING	Shift Rotating
	SFTOPEN_HOL	Shift Open Holidays
	SFTTEMP_EMERG	Shift Temp/Emergency
	SFTAFTER_SCHOOL	Shift After School
	SFT24_HOUR	Shift 24-Hour
	SFTNO_FEES	Shift No Fee Charged
SFTCOMM	Shift Comments	
SFTCONFIG1	SFT CFG 1 Text Fld	

	SFTCONFIG2	SFT CFG 2 Date Fld
	SFTCONFIG3	Night Capacity
	SFTCONFIG4	SFT CFG 4 Date Fld
	SFTADD_FEES	Shift Additional Fees
<b>STF</b>	STFUID	Staff Unique ID
	STFPDRUID	Staff Provider Unique ID
	STFSTAFFTITLE	Staff Staff Title
	STFHIGHPAY	Staff High Pay
	STFLOWPAY	Staff Low Pay
	STFBENEFITS	Staff Benefits
<b>DYS</b>	DYS_SFT_UID	Day Shift Unique ID
	DYS_DAY	Day Shift Day (of the week)
	DYS_PDR_UID	Day Shift Provider Unique ID
	DYS_AGC_KEY	Day Shift Agency Key
	DYS_ST_TIME	Day Shift Start Time
	DYS_END_TIME	Day Shift End Time
<b>POP</b>	POPPDRUID	Population Provider Unique ID
	POPSFTUID	Population Shift Unique ID
	POPAGEGROUPTYPEID	Population Age Group Type ID
	POPDESCAP	Population Des Cap
	POP LICCAP	Population Lic Cap
	POPSUBCAP	Population Sub Cap
	POPFTVAC	Population FT Vac
	POPPTVAC	Population PT Vac
	POPVACDATE	Population Vac Date
	POPENROLL	Population Enroll
	POPCARATIO	Population CA Ratio
	POPGROUPSIZE	Population Grp Size
	POPPDRUID	Population Provider Unique ID
<b>CLI</b>	CLIUID	Client Unique ID
	CLIINC_ID	Client ID
	CLIAGC_KEY	Client Agency ID
	CLICALLER_FN	Client Caller First Name
	CLICALLER_LN	Client Caller Last Name
	CLIPARENT_FN	Client Parent First Name
	CLIPARENT_LN	Client Parent Last Name
	CLISTATUS	Client Status
	CLICOUNTY	Client County
	CLICOUNTRY	Client Country
	CLISTATUS_DT	Client Status Date

	CLINOC	Client Number of Children
	CLIWK_PHONE_AREA_CD	Client Work Phone Area Code
	CLIWK_PHONE	Client Work Phone
	CLIWK_PHONE_EXT	Client Phone Extension
	CLIHM_PHONE_AREA_CD	Client Home Phone Area Code
	CLIHM_PHONE	Client Home Phone
	CLICELL_PHONE_ARE A_CD	Client Cell Phone Area Code
	CLICELL_PHONE	Client Cell Phone
	CLIFAX_AREA_CD	Client Fax Area Code
	CLIEMAIL	Client Email
<b>CLISTATS</b>	CLIUID	Client Unique ID
	CLICLIENTAGE	Client's Age
	CLIRTC	Relation to Children
	CLIEMP_STATUS	Employment Status
	CLIINC_CAT	Income Category
	CLISUB_ELIG	Subsidy Eligibility
	CLIELIG_STAT	Eligibility Status
	CLIFAM_SIZE	Family Size
	CLICONFIG7	CLI CFG 7 Text Fld
	CLICONFIG8	CLI CFG 8 Date Fld
	CLICHD_HEAL	Child Health
	CLIREF_BY	Referred By
	CLIRFS	Reason for Seeking
	CLISINGLEPARENTFLA G	Adults
<b>CLIFOLLOW</b>	CLIUID	Client Unique ID
	CLIFU_DT	Client Follow Up Date
	CLICALL_TM	Client Initial Call
	CLIREF_PREP_TM	Client Prepare Referral
	CLICLK_CALL_TM	Client Check-in Call
	CLIADD_CALL_TM	Client Additional Call
	CLIFOL_CALL_TM	Client Follow Up Call
	CLITIME_SAVED	Client Time Saved - Client
	CLIQOO	Client Quality of Options
	CLIQOC	Client Quality of Care Chosen
	CLIQOCS	Client Quality of CCR&R Services
	CLISAT1	Client Follow up Contact
	CLISAT2	Client How Found Care

	CLISAT3	Client Arrangement Chosen
	CLIOUTCOME1	Client Reason Care Chosen
	CLIOUTCOME2	Client Problem Finding Care
	CLIOUTCOME3	Client CCR&R Service 4A&B
	CLIOUTCOME4	Client CCR&R Service 4C&D
	CLIOUTCOME5	Client CCR&R Service 4E&F
	CLIOUTCOME6	Client CCR&R Service cont.
	CLIOUTCOME7	Client Rate & Recommend
	CLIOUTCOME8	Client Special Needs Survey
	CLIOUTCOME9	Client Special Needs cont
<b>CLIGENERAL</b>	CLIUID	Client Unique ID
	CLICONFIG2	CLI CFG 2 Text Fld
	CLICONFIG3	Client Region
	CLICONFIG4	Client Referral Delivery
	CLICONFIG5	CLI CFG 5 Text Fld
	CLICONFIG6	CLI CFG 6 Date Fld
	CLILOCAL1	Client Billing
	CLIGEN_COMM	Client Comments
	CLIEmployer_1	Client Employer
	CLIEmployer_2	Client Other Employer
	CLIEmployer_ID1	Client field next to Employer
	CLIEmployer_ID2	Client field next to Other Employer
	CLICASE_TYPE	Client Case Type
	CLIClient_STATUS	Client Status
	CLIClient_TYPE	Client Type
	CLIFEE_AMOUNT	Client Fee Amount
	CLIPAY_METH	Client Payment Method
	CLIPAY_REC	Client Payment Received
CLIFAC	Client Financial Assistance Client	
<b>CLIREF</b>	CLIID	Client ID
	CLIUID	Client Unique ID
	CLIPDRUID	Client Provider Unique ID
	CLIREFDATE	Client Referral Date
	CLIREFFEREDBY	Client Referred By
	CLIID	Client ID
<b>CLICENSUS</b>	CLIUID	Client Unique ID
	CLISPANISH	Is this person Spanish/Hispanic/Latino?
	CLISPANISH_OTHER	box under above field

	CLIRACE	What is this person's race?
	CLIRACE_OTHER	box under above field
	CLIANCESTRY	What is this person's ancestry or ethnic origin?
	CLIENGLISH_FLG	Does this person speak a language other than English at home?
	CLIOOTHER_LANGUAG E	What language?
	CLIENGLISH_ABILITY	How well does this person speak English?
<b>CLIADDRESS</b>	CLIUID	Client Unique ID
	CLIADDRESS_TYPE	Client Address Type (location or mailing)?
	CLIADDRESS	Client Street Address
	CLIUNIT_NO	Client Unit #
	CLICITY	Client City
	CLISTATE	Client State
	CLIZIP	Client ZIP
	CLIZIP_PLUS4	Client ZIP + 4
	CLILAT	Client Latitude (Geocoding)
	CLILONG	Client Longitude (Geocoding)
<b>CLIACTIONLOG</b>	CLIID	Client ID
	CLIUID	Client Unique ID
	CLIAL_DATE	Client Action Log Date
	CLIAL_COUNSELOR	Client Action Log Counselor
	CLIAL_ACTION	Client Action Log Action
	CLIAL_COMM	Client Action Log Comments
<b>CHD</b>	CHDUID	Child Unique ID
	CHD_CLIUID	Child Client Unique ID
	CHDNAME	Child Name
	CHDDOB	Child Birth Date
	CHDGENDER	Child Gender
	CHDDCN	Child Date Care Needed
	CHDAGE_CN	Child Age Care Needed
	CHDCONFIG1	CHD CFG 1 Text Fld
	CHDCONFIG2	CHD CFG 2 Date Fld
	CHDCARENEEDED	Child Days Care Needed
	CHDYEARSCH	Child Year Schedule
	CHDECS	Child Extra Care Services
	CHDTOC	Child Type of Care
CHDENV	Child Environment	

	CHDLANG	Child Languages
	CHDSPECNEEDS	Child Special Needs
	CHDLOCAL1	Child Transportation
	CHDLOCAL2	Child Program Information
	CHDLOCAL3	Child Local 3
	CHDLOCAL4	Child Subsidy Sought
	CHDLOCAL5	Child Subsidy Status
	CHDELEMSCH	Child Elementary School
	CHDTRANSP	Child Transportation
	CHDCOMM	Child Comments
<b>CND</b>	CNDCHDUID	Care Needed Days Child Unique ID
	CNDDAY	Care Needed Days Day
	CNDSTARTTIME	Care Needed Days Start Time
	CNDENDTIME	Care Needed Days End Time
<b>ENT</b>	ENT_AGC_KEY	Entry Agency Key
	ENT_TYP_ID	Entry Type ID
	ENT_ORDER_SEQ	Entry Order Sequence
	ENT_VALUE	Entry Value
	ENT_END_EFF_DT	Entry End Effective Date
	ENT_SYSTEM_FLG	Entry System Flag
<b>USR</b>	USR_AGC_KEY	User Agency Key
	USR_USERID	User User ID
	USR_FIRST_NAME	User First Name
	USR_LAST_NAME	User Last Name
	USR_SECURITY_LEVEL	User Security Level
	USR_PASSWORD	User Password
	USR_END_EFF_DT	User End Effective Date
	USR_TITLE	User Title
	USR_DATE_HIRED	User Date Hired
	AGC_KEY	Agency Key
<b>AGC</b>	AGC_KEY	Agency Key
	AGC_NAME	Agency Name
	AGC_ADDRESS	Agency Street Address
	AGC_CITY	Agency City
	AGC_STATE	Agency State
	AGC_ZIP	Agency ZIP
	AGC_ZIP_PLUS4	Agency ZIP + 4
	AGC_PHONE1	Agency Phone Number
	AGC_PHONE1_AREA_CODE	Agency Phone Number Area Code

	AGC_PHONE1_EXT	Agency Phone Number Extension
	AGC_PHONE2	Agency Phone Number 2
	AGC_PHONE2_AREA_CD	Agency Phone Number 2 Area Code
	AGC_PHONE2_EXT	Agency Phone Number 2 Extension
	AGC_FAX	Agency Fax Number
	AGC_FAX_AREA_CD	Agency Fax Number Area Code
	AGC_EMAIL	Agency E-Mail
	AGC_WEBSITE	Agency Website URL
	AGC_DISCLAIMER_TEXT	Agency Disclaimer Text
<b>COM</b>	COMUID	Community Unique ID
	COMINC_ID	?
	COMAGC_KEY	Community Agency Key
	COMCALLER_FN	Community Caller First Name
	COMCALLER_LN	Community Caller Last Name
	COMBUSNAME	Community Business Name
	COMDATE_ADDED	Community Date Added
	COMADDRESS	Community Street Address
	COMUNIT_NO	Community Unit #
	COMCITY	Community City
	COMSTATE	Community State
	COMZIP	Community ZIP Code
	COMZIP_PLUS4	Community ZIP Code + 4
	COMCOUNTRY	Community Country
	COMCOUNTY	Community County
	COMPHONE1_AREA_CD	Community Primary Phone Area Code
	COMPHONE1	Community Primary Phone
	COMPHONE1_EXT	Community Primary Phone Extension
	COMPHONE2_AREA_CD	Community Secondary Phone Area Code
	COMPHONE2	Community Secondary Phone
	COMPHONE2_EXT	Community Secondary Phone Extension
	COMFAX_AREA_CD	Community Fax Area Code
	COMFAX	Community Fax
COMEMAIL	Community Email Address	
COMWEBSITE	Community Website	
COMMAILLIST	Community On Mailing List	
<b>COMACTIONLOG</b>	COMID	Community ID

	COMUID	Community Unique ID
	COMAL_DATE	Community Action Log Date
	COMAL_COUNSELOR	Community Action Log Counselor
	COMAL_ACTION	Community Action Log Action
	COMAL_COMM	Community Action Log Comments
<b>COMAGCINFO</b>	COMUID	Community Unique ID
	COMAGECAT	Community Age Category
	COMLOCAL1	Community Local 1
	COMSERVREQ	Community Services Requested
	COMREQINFO	Community Services Requested (Information check box)
	COMREFERREDTO	Community Referred To
	COMNEXTCALL	Community Next Call
	COMDATESCH	Community Dates Scheduled
	COMFEEASSESSED	Community Fee Assessed
	COMPAYMETH	Community Payment Method
	COMPAYREC	Community Payment Received
	COMCOMM	Community Comments

## Appendix A: QRS/DTP Data Dictionary

Table 3 – QRS/DTP Data Dictionary			
Entity	Category	Field	Description
Organization	Program	Org ID	
		Program Name	
		Org Alias	
		Org As Person	
		Org Type	
		Physical Address Fields	
		Mailing Address Fields	
		Phone	
		Fax	
		Website	
		SDA	
		Facility Type	
		Type of Care	
		License Status	
		License Number	
		License Start Date	
		License End Date	
		Total Capacity	
		Day Capacity	
		Night Capacity	
		Verification Fields	
		Accreditation Status	
		Accredited By	
		Accreditation Expiration	
	Schedule Fields		
	Age Groups Served		
	QRS	Application ID	
		Various Application Data Elements	
		QRS Rating	
		ERS Score	
PAS Score			
		BAS Score	

## Appendix A: SACWIS Data Dictionary

Table 3 - SACWIS Data Dictionary				
Entity	Category	Table Name	Column Name	Description
Child	Educational Experiences	ACHIEVMNT_ACTIVITY	cd_achv_act_catg	Achievement activity category distinguishes between academic activities,
Child	Educational Experiences	ACHIEVMNT_ACTIVITY	cd_achv_act_type	Achievement activity type captures the specific activity for a given
Child, organization, staff	Address	ADDRESS	ad_add_instr	the address additional instructions provides additional information about the
Child, organization, staff	Address	ADDRESS	ad_city	The city identifies the city, township, or community within which the address
Child, organization, staff	Address	ADDRESS	ad_str	The street name identifies the street, avenue or road.
Child, organization, staff	Address	ADDRESS	ad_str_std	this column stored cleaned up standardized (according to postal standards)
Child, organization, staff	Address	ADDRESS	cd_addr_type	The type identifies the relationship between the owner of the address and the
Child, organization, staff	Address	ADDRESS	cd_addr_ver	The address verification code captures the code returned from Finalist for
Child, organization, staff	Address	ADDRESS	cd_base_catg_type	The base category type code will be populated by a value indicating whether
Child, organization, staff	Address	ADDRESS	cd_cnty	The county code is a numeric code representing a county location.

**Table 3 - SACWIS Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child, organization, staff	Address	ADDRESS	cd_geo_cens	The Geocode Census is the census track and suffix geocode component. It is a
Child, organization, staff	Address	ADDRESS	cd_st	The state identifies the US state or Canadian province within which the
Child, organization, staff	Address	ADDRESS	cd_zip	The zipcode is the unique 9 digit US post office zipcode assigned to the
Child, organization, staff	Address	ADDRESS	dt_addr_eff	The effective date is the date from which the address is applicable for the
Child, organization, staff	Address	ADDRESS	dt_addr_end	The end date is the final date this address is applicable to the owner of the
Child, organization, staff	Address	ADDRESS	fl_prim	The primary flag identifies the primary address. When a Person is displayed
Child, organization, staff	Address	ADDRESS	id_addr_subseq	The address subsequence identifier will allow or deny multiple addresses
Child, organization, staff	Address	ADDRESS	id_base_catg	The base category identifier will be populated by the identifier of the owner of
Common identifier project	Name History	AKA	cd_AKA_type	The Type describes the relationship between the AKA recordset and the
Common identifier project	Name History	AKA	cd_indv_catg	The individual category type code will be populated by a value indicating
Common identifier project	Name History	AKA	dt_AKA_strt	The effective start date determines from which day forward the AKA will be

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Common identifier project	Name History	AKA	fl_unkwn_nm	unknown name indicator determines whether this AKA record belongs to an
Common identifier project	Name History	AKA	id_indv_catg	The individual category identifier will be populated by the identifier of the
Common identifier project	Name History	AKA	nm_cln_frst	Contains a version of nm_first column where non-alphanumeric values are
Common identifier project	Name History	AKA	nm_cln_last	Contains a version of nm_last column where non-alphanumeric values are
Common identifier project	Name History	AKA	nm_frst	The first name captures the first portion of the AKA name.
Common identifier project	Name History	AKA	nm_last	The last name captures the third portion of the AKA name.
Common identifier project	Name History	AKA	nm_mid	The middle name captures the second portion or middle initial of the AKA
Common identifier project	Name History	AKA	nm_prfx	The prefix captures any portion of the AKA preceding the first name within the
Common identifier project	Name History	AKA	nm_std	column captures the standardized name
Common identifier project	Name History	AKA	nm_suff	The suffix captures any portion of the AKA following the third name within the
Child	Developmental assessments	CANS_ASES_FACTOR	cd_resp	Response code captures the response code for a given cans assessment factor

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Developmental assessments	CANS_ASES_FACTOR	id_cans_ases	the unique system generated identifier for the Cans Assessment, based on the
Child	Developmental assessments	CANS_ASES_FACTOR	id_cans_fctr	unique identifier for the CANS Factor
Child	Developmental assessments	CANS_ASES_FACTOR	tx_resp_narr	Response narrative captures the response narrative written for a given cans
Child	Developmental assessments	CANS_ASES_MEMBER	cd_pers_role	person role code captures the role of the member in the cans assessment
Child	Developmental assessments	CANS_ASES_MEMBER	dt_of_birth	The date of birth captures the month, day and year the cans assessment
Child	Developmental assessments	CANS_ASES_MEMBER	id_cans_ases	the unique system generated identifier for the Cans Assessment, based on the
Child	Developmental assessments	CANS_ASES_MEMBER	nm_frst	The first name captures the first portion of the cans assessment member name.
Child	Developmental assessments	CANS_ASES_MEMBER	nm_last	The last name captures the third portion of the cans assessment member
Child	Developmental assessments	CANS_ASES_MEMBER	nm_mid	The middle name captures the second portion or middle initial of the cans
Child	Developmental assessments	CANS_ASES_MEMBER	nm_prfx	The name prefix captures any portion of the cans assessment member name
Child	Developmental assessments	CANS_ASES_MEMBER	nm_suff	The name suffix captures any portion of the cans assessment member name
Child	Developmental assessments	CANS_ASSES_SMENT	cd_evnt_catg_type	The event category type code will be populated by a code indicating whether

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Developmental assessments	CANS_ASSESSMENT	dt_ases	Assessment date captures the date the assessment is performed. This is a user
Child	Developmental assessments	CANS_ASSESSMENT	id_cans_ases	the unique system generated identifier for the Cans Assessment, based on the
Child	Developmental assessments	CANS_ASSESSMENT	id_evnt_catg	The event category identifier will be populated by the identifier of the event,
Child	Developmental assessments	CANS_ASSESSMENT	id_fam_grp	the unique system generated identifier for the Family Group, based on the
Child	Developmental assessments	DEV_SCREEN_FACTOR	cd_ases_fctr_seq	Assesment factor sequence number allows multi select values to be stored in
Child	Developmental assessments	DEV_SCREEN_FACTOR	cd_num_resp	numeric response code captures the numeric response to a development
Child	Developmental assessments	DEV_SCREEN_FACTOR	dt_resp	date response code captures the date response to a development screening
Child	Developmental assessments	DEV_SCREEN_FACTOR	fl_resp	Response flag captures the response to an development screening question.
Child	Developmental assessments	DEV_SCREEN_FACTOR	id_ases_fctr	unique identifier of an development screening factor.
Child	Developmental assessments	DEV_SCREEN_FACTOR	id_resp_narr	response narrative id captures unique id of the overflowing text in the text
Child	Developmental assessments	DEV_SCREEN_FACTOR	tx_resp_narr	response narrative captures the response to an development screening

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Developmental assessments	DEVELOPMENT_SCREEN	cd_deter	Determination code holds the code for determining why a developmental
Child	Developmental assessments	DEVELOPMENT_SCREEN	cd_type	Type code captures the type of the developmental screening performed. two
Child	Developmental assessments	DEVELOPMENT_SCREEN	dt_dev_scr	development screening date captures the date the development screening was
Child	Developmental assessments	DEVELOPMENT_SCREEN	dt_next_deter	next determination date captures the date next development screening
Child	Developmental assessments	DEVELOPMENT_SCREEN	fl_cmpl	Completed flag indicates the status for the developmental screening
Child	Developmental assessments	DEVELOPMENT_SCREEN	fl_deter	Determination flag represents the decision point. It captures whether a
Child	Developmental assessments	DEVELOPMENT_SCREEN	fl_deter_req	Determination required flag indicates whether a future developmental
Child	Developmental assessments	DEVELOPMENT_SCREEN	tx_deter_narr	Determination narrative text column captures the narrative about the
Child	Developmental assessments	DISABILITY	cd_dsbl	The type describes the nature of the disability. The range of valid values for
Child	Developmental assessments	DISABILITY	cd_dsbl_ver	The verification code describes a particular disability was verified by an
Child	Developmental assessments	DISABILITY	cd_indv_catg	The individual category type code will be populated by a value indicating
Child	Developmental assessments	DISABILITY	id_indv_catg	The individual category identifier will be populated by the identifier

**Table 3 - SACWIS Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
				of the
Child	Developmental assessments	EVALUATION	cd_base_catg_type	The base category type code will be populated by a code indicating whether
Child	Developmental assessments	EVALUATION	cd_eval_prgs	evaluation progress code column captures the progress towards completion.
Child	Developmental assessments	EVALUATION	dt_eval	evaluation date captures the date the evaluation takes place.
Child	Developmental assessments	EVALUATION	id_base_catg	The base category identifier will be populated by the identifier of the owner of
Child	Developmental assessments	EVALUATION	tx_eval	evaluation narrative captures the description for the evaluation.
Child	Developmental assessments	EVALUATION	tx_eval_span	spanish evaluation narrative captures the description for the evaluation in
Organization	Organization Information	FACILITY	cd_fac_stat	The status indicates whether the facility is active or inactive.
Organization	Organization Information	FACILITY	cd_fac_type	A code that designates the type of facility. Valid values for cd_fac_type can be
Organization	Organization Information	FACILITY	cd_srch_stat	The search status indicates whether a worker has searched the system for the
Organization	Organization Information	FACILITY	fl_prv_ver	The provider verified indicator records whether the provider ID entered has

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Organization	Organization Information	FACILITY	id_MARS_pr v	The MARS ID captures the ID assigned to the provider within the MARS system.
Organization	Organization Information	FACILITY	nm_cln_fac	Contains a version of nm_fac column where non-alphanumeric values are
Organization	Organization Information	FACILITY	nm_cntc_frst	The contact first name captures the first name of DCFS contact with the facility.
Organization	Organization Information	FACILITY	nm_cntc_last	The contact last name captures the last name of DCFS contact with the facility.
Organization	Organization Information	FACILITY	nm_fac	The facility name captures the name of the facility.
Child	Health information	HEALTH_EV ENT	cd_hlth_evnt _catg	health event category code captures the health event / service code such as
Child	Health information	HEALTH_EV ENT	cd_hlth_evnt _subty	Health event subtype code column captures the health event subtype based on
Child	Health information	HEALTH_EV ENT	cd_hlth_evnt _type	Health event type code column captures the health event type based on the
Child	Health information	HEALTH_EV ENT	dt_cfs_rev_ med_use	the date DCFS reviewed medicine usage
Child	Health information	HEALTH_EV ENT	dt_hlth_evnt _end	Health event service date captures the date the health event service ended.
Child	Health information	HEALTH_EV ENT	dt_hlth_evnt _strt	Health event service date captures the date of service started.
Child	Health information	HEALTH_EV ENT	dt_last_md_v isit	Last physician visit date

**Table 3 - SACWIS Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Health information	HEALTH_EV ENT	dt_next_md_ visit	next physician visit date
Child	Health information	HEALTH_EV ENT	fl_asth_act_p lan	Asthma action plan indicator
Child	Health information	HEALTH_EV ENT	fl_cfs_rev_m ed_use	DCFS reviewed medicine usage indicator
Child	Health information	HEALTH_EV ENT	fl_peak_flow _mtr	Peak flow meter indicator
Child	Health information	HEALTH_EV ENT	fl_rsrc_prim _md	Resource is the primary physician indicator
Child	Health information	HEALTH_EV ENT	id_cfs_rev_n arr	DCFS review narrative id column captures the pointer id for text extender.
Child	Health information	HEALTH_EV ENT	id_hlth_evnt _narr	Health event narrative id column captures the pointer id for text extender.
Child	Health information	HEALTH_EV ENT	nm_hlth_evnt _rsrc	Name of the resource for this health event
Child	Health information	HEALTH_EV ENT	qt_med_dosg	medicine dosage column captures the dosage of the medicine.
Child	Health information	HEALTH_EV ENT	tx_hlth_evnt _narr	Health event narrative column captures a description about the health event.
Child	Health information	HEALTH_EV ENT	tx_hlth_evnt _scor	Health event score column captures the score of health tests such as
Child	Health information	HEALTH_EV ENT	tx_med_freq	medicine frequency column captures the frequency of the medicine.
Child	Health information	HEALTH_EV ENT	tx_med_purp	medicine purpose column captures the purpose of the medicine.
Child	Health information	IA_MBR_HE ALTH_EVNT	cd_hlth_evnt _catg	health event category code captures the health event / service code such as

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Health information	IA_MBR_HEALTH_EVNT	cd_hlth_evt_type	Health event type code column captures the health event type based on the
Child	Health information	IA_MBR_HEALTH_EVNT	dt_hlth_evt_end	Health event service date captures the date the health event service ended.
Child	Health information	IA_MBR_HEALTH_EVNT	dt_hlth_evt_strt	Health event service date captures the date of service started.
Child	Developmental Assessments	INTAKE_EVALUATION	cd_disp	Disposition code column captures the disposition code for an Intake
Child	Developmental Assessments	INTAKE_EVALUATION	cd_intk_eval_stat	Intake Evaluation status code captures the status of the Intake Evaluation.
Child	Developmental Assessments	INTAKE_EVALUATION	cd_intk_eval_type	Populates from the Intake. Displays the Intake Type from the Intake (CWS or
Child	Developmental Assessments	INTAKE_EVALUATION	cd_prefer_lang	The preferred language code is the preferred language spoken
Child	Developmental Assessments	INTAKE_EVALUATION	cd_resp	The response code captures the urgency of situation based upon the selected
Child	Developmental Assessments	INTAKE_EVALUATION	dt_disp	Disposition date captures the disposition date for an Intake Evaluation.
Child	Developmental Assessments	INTAKE_EVALUATION	dt_ext_due	Extension Due Date column captures the date the intake evaluation extension
Child	Developmental Assessments	INTAKE_EVALUATION	dt_ext_req	Extension request date column captures the date the intake evaluation

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Developmental Assessments	INTAKE_EVALUATION	dt_incndt	The incident date is the date the reported incident occurred. (from Intake)
Child	Developmental Assessments	INTAKE_EVALUATION	dt_intk_eval_due	The date due is the date the Intake evaluation is due for completion.
Child	Developmental Assessments	INTAKE_EVALUATION	dt_intk_eval_strt	Intake evaluation start date captures the date the Intake Evaluation started.
Child	Developmental Assessments	INTAKE_EVALUATION	fl_chld_undr_5	The child under five indicator indicates if any intake evaluation participant
Child	Developmental Assessments	INTAKE_EVALUATION	fl_cnfd	The confidential indicator records whether this intake evaluation contains
Child	Developmental Assessments	INTAKE_EVALUATION	fl_DCFS_empl	The DCFS employee indicator records whether a DCFS worker is involved in
Child	Developmental Assessments	INTAKE_EVALUATION	fl_interp_needed	The interpreter required field indicates whether an interpreter is required to
Child	Developmental Assessments	INTAKE_EVALUATION	fl_med_high_profl	The possible media field indicates whether the Intake evaluation might draw
Child	Developmental Assessments	INTAKE_EVALUATION	id_case_epsd	the unique system generated identifier for the case episode, based on the next
Child	Developmental Assessments	INTAKE_EVALUATION	id_disp_narr	The intake evaluation disposition narrative identifier is a unique system
Child	Developmental Assessments	INTAKE_EVALUATION	id_ext_narr	extension narrative column captures the justification for the extension written

**Table 3 - SACWIS Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Developmental Assessments	INTAKE_EVALUATION	id_wkr_req_ext	Extension requesting worker id column captures the id of the worker that
Child	Developmental Assessments	INTAKE_EVALUATION	nm_cln_intk_eval_frst	Contains a version of nm_intk_eval_first column where non-alphanumeric
Child	Developmental Assessments	INTAKE_EVALUATION	nm_cln_intk_eval_last	Contains a version of nm_intk_eval_last column where non-alphanumeric
Child	Developmental Assessments	INTAKE_EVALUATION	nm_intk_eval_frst	The intake evaluation first name captures the first portion of the name
Child	Developmental Assessments	INTAKE_EVALUATION	nm_intk_eval_last	The intake evaluation last name captures the second portion of the name
Child	Developmental Assessments	INTAKE_EVALUATION	tm_incdt	The incident time is the date the reported incident occurred. (from Intake)
Child	Developmental assessments	INTAKE_EVENT	cd_cntc_method	The contact method identifies the way in which the reporter contacted the
Child	Developmental assessments	INTAKE_EVENT	cd_intk_stat	The status field is system derived and determines the completeness of the
Child	Developmental assessments	INTAKE_EVENT	cd_intk_type	The intake type records the worker's decision about the determination of the
Child	Developmental assessments	INTAKE_EVENT	cd_org_rol	The organization role code captures the identifying role for the worker
Child	Developmental assessments	INTAKE_EVENT	cd_prefer_lang	The preferred language captures a single language spoken by the intake

**Table 3 - SACWIS Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Developmental assessments	INTAKE_EVENT	cd_prim_addr_catg	The primary address category code will capture which owner's identifier is
Child	Developmental assessments	INTAKE_EVENT	cd_prim_addr_type	The type identifies the relationship between the owner of the address and the
Child	Developmental assessments	INTAKE_EVENT	cd_resp	The response code captures the urgency of situation based upon the selected
Child	Developmental assessments	INTAKE_EVENT	cd_SOR_IOR_RI	The SOR IOR RI Code captures whether the Intake became an Initial Oral
Child	Developmental assessments	INTAKE_EVENT	cd_sor_seq	subsequent oral report sequence code
Child	Developmental assessments	INTAKE_EVENT	dt_cntc_stop	The date contact stop captures the date the reporter ends contact with DCFS.
Child	Developmental assessments	INTAKE_EVENT	dt_cntc_strt	The date contact start captures the date the reporter originally contacted
Child	Developmental assessments	INTAKE_EVENT	dt_incdt	The incident date is the date the reported incident occurred.
Child	Developmental assessments	INTAKE_EVENT	dt_intk_ovrid	this column is populated when the user decides to override the system
Child	Developmental assessments	INTAKE_EVENT	fl_aprv_req	The approval required indicator determines whether the intake will be
Child	Developmental assessments	INTAKE_EVENT	fl_chld_undr_5	The child under five indicator indicates if any intake participant within this
Child	Developmental assessments	INTAKE_EVENT	fl_cnfd	The confidential indicator records whether this intake contains sensitive

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Developmental assessments	INTAKE_EVENT	fl_CPD_sent	The CPD sent verifies whether a notification has been sent to the Chicago
Child	Developmental assessments	INTAKE_EVENT	fl_DCFS_employee	The DCFS employee indicator records whether a DCFS worker is involved in
Child	Developmental assessments	INTAKE_EVENT	fl_DCFS_ward_ind	The DCFS Ward Indicator indicates if the person is a ward of the Department
Child	Developmental assessments	INTAKE_EVENT	fl_diff_resp_qual	Differential Response qualified flag captures whether the given intake was
Child	Developmental assessments	INTAKE_EVENT	fl_fac	The facility indicator captures whether the intake involves a facility or no
Child	Developmental assessments	INTAKE_EVENT	fl_intk_cmpl	The intake completed flag is checked by the call floor worker once the intake is
Child	Developmental assessments	INTAKE_EVENT	fl_intk_summary_sent	The intake summary sent indicator records whether the intake summary report
Child	Developmental assessments	INTAKE_EVENT	fl_intrp_need	The interpreter needed field indicates whether an interpreter is required to
Child	Developmental assessments	INTAKE_EVENT	fl_med_high_profl	The Possible Media field indicates whether the Intake Event might draw media
Child	Developmental assessments	INTAKE_EVENT	fl_spvs_aprv	The supervisor approval required indicator is checked whenever an Intake
Child	Developmental assessments	INTAKE_EVENT	fl_st_read_ind	The statement read indicator captures whether the worker recording the intake

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Developmental assessments	INTAKE_EVENT	id_case_epsd	the unique system generated identifier for the case episode, based on the next
Child	Developmental assessments	INTAKE_EVENT	id_intk_evnt_narr	The intake event narrative identifier is a unique system generated identifier
Child	Developmental assessments	INTAKE_EVENT	id_invst_sor_seq	investigation subsequent oral report sequence number for a given investigation
Child	Developmental assessments	INTAKE_EVENT	id_prim_addr_catg	The primary address category identifier will be populated by the identifier of
Child	Developmental assessments	INTAKE_EVENT	id_prim_addr_ss	The address subsequence identifier will allow or deny multiple addresses
Child	Developmental assessments	INTAKE_EVENT	nm_cln_rpt_frst	Contains a version of nm_rpt_frst column where non-alphanumeric values are
Child	Developmental assessments	INTAKE_EVENT	nm_cln_rpt_last	Contains a version of nm_rpt_last column where non-alphanumeric values are
Child	Developmental assessments	INTAKE_EVENT	nm_rpt_frst	The report first name captures the first name of a key participant in the intake
Child	Developmental assessments	INTAKE_EVENT	nm_rpt_last	The report last name captures the last name of a key participant in the intake
Child	Developmental assessments	INTAKE_EVENT	tm_cntc_stop	The time contact stop captures the time the call between the CFW and intake

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Developmental assessments	INTAKE_EVENT	tm_cntc_strt	The time contact start captures the time the call between the CFW and intake
Child	Developmental assessments	INTAKE_EVENT	tm_incldt	The incident time is the date the reported incident occurred.
Child	Developmental assessments	INTAKE_EVENT	tm_intk_ovrid	this column is populated when the user decides to override the system
Child	Developmental assessments	INTAKE_EVENT	tx_intk_evnt_narr	The narrative field enables the worker to capture information specifically about
Organization	Organization Information	INTAKE_FACILITY	cd_fac_type	The type code designates the type of facility, such as 1 (Church), 2 (Child Care)
Organization	Organization Information	INTAKE_FACILITY	cd_intk_fac_stat	The status indicates whether the intake facility is active or inactive.
Organization	Organization Information	INTAKE_FACILITY	cd_srch_stat	The search status indicates whether a worker has searched the system for the
Organization	Organization Information	INTAKE_FACILITY	id_MARS_prov	The MARS ID captures the ID assigned to the provider within the MARS system.
Organization	Organization Information	INTAKE_FACILITY	nm_cln_intk_fac	Contains a version of nm_intk_fac column where non-alphanumeric values are
Organization	Organization Information	INTAKE_FACILITY	nm_cntc_frst	The contact first name captures the first name of DCFS contact with the facility.
Organization	Organization Information	INTAKE_FACILITY	nm_cntc_last	The contact last name captures the last name of DCFS contact with the facility.

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Organization	Organization Information	INTAKE_FACILITY	nm_intk_fac	The name of the facility.
Child	Developmental assessments	INTEGRATE_D_ASES	cd_case_type_open	Case type open reason code captures the reason for opening the case
Child	Developmental assessments	INTEGRATE_D_ASES	cd_evnt_catg_type	code event category type column captures the event type from which the
Child	Developmental assessments	INTEGRATE_D_ASES	fl_apvd	approved flag indicates whether the integrated assessment has been approved
Child	Developmental assessments	INTEGRATE_D_ASES	fl_clin_invlv	clinical involvement flag designates an integrated assessment as "Integrated
Child	Developmental assessments	INTEGRATE_D_ASES	id_evnt_catg	code event category id column captures the event id from which the integrated
Child	Developmental assessments	INTEGRATE_D_ASES	id_fam_grp	the unique system generated identifier for the Family Group, based on the
Child	Language	LANGUAGE	cd_lang	The language code identifies the language description
Child	Language	LANGUAGE	fl_lang_prim	The type indicates whether the language is the person's primary language
Parent/Guardian	Identity	LEGAL_PARENT	cd_lang	The language field captures the primary language spoken by the Legal
Parent/Guardian	Identity	LEGAL_PARENT	cd_par_type	The type field captures whether the legal parent is a Custodial Legal Parent or
Parent/Guardian	Identity	LEGAL_PARENT	id_lgl_par	The legal parent identifier is a unique system

**Table 3 - SACWIS Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
				generated identifier for legal
Parent/Guardian	Identity	LEGAL_PARENT	nm_frst	The first name captures the first portion of the Legal Parent name.
Parent/Guardian	Identity	LEGAL_PARENT	nm_last	he last name captures the third portion of the Legal Parent name.
Parent/Guardian	Identity	LEGAL_PARENT	nm_mid	The middle name captures the second portion or middle initial of the Legal
Parent/Guardian	Identity	LEGAL_PARENT	nm_prfx	The prefix captures any portion of the legal parent's name preceding the first
Parent/Guardian	Identity	LEGAL_PARENT	nm_suff	The suffix captures any portion of the legal parent's name following the last
Organization	Organization Information	LOCATION	cd_stat	The status indicates the status of the location. eg. Active or Inactive.
Organization	Organization Information	LOCATION	dt_loc_eff	The date effective start is the date the location was created.
Organization	Organization Information	LOCATION	dt_loc_end	The location date end is the date the location was set to inactive.
Organization	Organization Information	LOCATION	nm_cln_loc	Contains a version of nm_loc column where non-alphanumeric values are
Organization	Organization Information	LOCATION	nm_loc	The location name captures the name assigned to the location.
Orgaization	Organization Information	ORG_ENTITY	cd_agcy	The agency code captures a code to identify the specific agency the worker
Orgaization	Organization Information	ORG_ENTITY	cd_org_ent_catg	The category of the organization.

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Orgaization	Organization Information	ORG_ENTITY	cd_org_ent_t ype	The type is the type of the Organizational entity. Eg. Site, Team
Orgaization	Organization Information	ORG_ENTITY	cd_regn	The region code associated with an organization.
Orgaization	Organization Information	ORG_ENTITY	dt_org_ent_e ff	The org unit date start captures the date the team was initially activated.
Orgaization	Organization Information	ORG_ENTITY	dt_org_ent_e nd	The org unit date end captures the date a team was inactivated.
Orgaization	Organization Information	ORG_ENTITY	id_RSf	The RSF field is a text area which captures the Region/Site/Field code.
Orgaization	Organization Information	ORG_ENTITY	id_RTO	The RTO field is a text area which captures the Region/Team/Office code.
Orgaization	Organization Information	ORG_ENTITY	nm_cln_org_ ent	Contains a version of nm_org_ent column where non-alphanumeric values are
Orgaization	Organization Information	ORG_ENTITY	nm_org_ent	The organizational unit name captures the name of the Organizational Unit.
Staff	Employment	ORG_ROLE	cd_dsktp	desktop code captures the type of desktop for a given organizational role
Staff	Employment	ORG_ROLE	cd_org_rol	The organization role code captures the identifying role for the worker
Staff	Employment	ORG_ROLE	fl_act	active flag captures whether the organizational role is active
Staff	Employment	ORG_ROLE	fl_dsgn	designee flag captures whether the role is a designee role
Staff	Employment	ORG_ROLE	fl_spvs	supervisor flag captures whether the role is

**Table 3 - SACWIS Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
				supervisor role
Staff	Employment	ORG_ROLE	tx_desc	description text captures the org role description
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_birth_county	code birth county captures the county code in which person was born
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_birth_ver	code birth verification captures Birth verification code for the person.
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_citzn_ver	Citizenship verified code column captures the verification method of the
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_ethnc	The ethnicity field has the following values: Unknown, No, Hispanic.
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_gndr	The gender identifies whether the person is male, female, or unknown.
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_intrp_needed	The interpreter needed code records whether the person requires an
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_lgl_outcome	The code for the description of the legal outcome from a Protective Custody.
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_lgl_stat	The legal status is system derived based on the legal outcome maintained by
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_marr_stat	The marital status captures whether a person is married, divorced or single.
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_marr_stat_ver	Marrital Status verified code column captures the verification method of the

**Table 3 - SACWIS Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_milt_fam_mem	The military family member code indicates that a person is a military family
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_natl_orgn	The national origin field captures whether a subject is or isn't a Mexican
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_pers_stat	The person status code indicates whether the person is active or not.
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_preg_par_ward	this column captures pregnant parent ward code
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_relg	Religion code column captures the person's religion.
Child, parent/guardian, staff	Contact, Demographic	PERSON	cd_US_ctzn	The US Citizen field indicates whether the person is a US Citizen or their
Child, parent/guardian, staff	Contact, Demographic	PERSON	dt_lgl_outcome	The date for the legal outcome from a Protective Custody.
Child, parent/guardian, staff	Contact, Demographic	PERSON	dt_lgl_stat	The date the legal status was last updated.
Child, parent/guardian, staff	Contact, Demographic	PERSON	dt_mrg	Captures the date the merge was performed.
Child, parent/guardian, staff	Contact, Demographic	PERSON	dt_of_birth	The date of birth captures the month, day and year the person was born. If a
Child, parent/guardian, staff	Contact, Demographic	PERSON	dt_ssn_appl	Date SSN applied column captures the date the SSN application was made for

**Table 3 - SACWIS Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child, parent/guardian, staff	Contact, Demographic	PERSON	fl_ajud_delq	Adjudicated Delinquent indicator
Child, parent/guardian, staff	Contact, Demographic	PERSON	fl_cfs_has_lg1	This flag is maintained in CYCIS database. This dataelement is pushed to
Child, parent/guardian, staff	Contact, Demographic	PERSON	fl_cnsl_ntfy	consulate notification indicator captures whether the consulate notification
Child, parent/guardian, staff	Contact, Demographic	PERSON	fl_dcsd_ind	The deceased indicator records if the victim has deceased.
Child, parent/guardian, staff	Contact, Demographic	PERSON	fl_DOB_est	The date of birth estimated indicator captures whether the date of birth is
Child, parent/guardian, staff	Contact, Demographic	PERSON	fl_dob_ver	date of birth verified flag captures whether the birthdate is verified.
Child, parent/guardian, staff	Contact, Demographic	PERSON	fl_il_res	The illinois residency indicator captures whether the person is an official
Child, parent/guardian, staff	Contact, Demographic	PERSON	fl_mrg	The merged flag indicates whether the person is retained from a person merge
Child, parent/guardian, staff	Contact, Demographic	PERSON	fl_no_dob_age	no date of birth/age flag indicates that the subject's date of birth / age were
Child, parent/guardian, staff	Contact, Demographic	PERSON	fl_perp_fam_mbr	The perpetrator family member indicator captures whether the person is part of
Child, parent/guardian, staff	Contact, Demographic	PERSON	fl_srch	The searchable field indicates whether the person will appear within searches.

**Table 3 - SACWIS Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child, parent/guardian, staff	Contact, Demographic	PERSON	fl_unkwn_nm	The unknown name indicator is set to true when the call floor worker or child
Child, parent/guardian, staff	Contact, Demographic	PERSON	fl_wkr	The worker field is an indicator whether the particular person is a worker.
Child, parent/guardian, staff	Contact, Demographic	PERSON	id_rin	RIN is the Recipient identification number.
Child, parent/guardian, staff	Contact, Demographic	PERSON	nm_cln_frst	Contains a version of nm_frst column where non-alphanumeric values are
Child, parent/guardian, staff	Contact, Demographic	PERSON	nm_cln_last	Contains a version of nm_last column where non-alphanumeric values are
Child, parent/guardian, staff	Contact, Demographic	PERSON	nm_frst	The first name captures the first portion of the person's name.
Child, parent/guardian, staff	Contact, Demographic	PERSON	nm_last	The last name captures the third portion of the person's name.
Child, parent/guardian, staff	Contact, Demographic	PERSON	nm_mid	The middle name captures the second portion of the person's name.
Child, parent/guardian, staff	Contact, Demographic	PERSON	nm_prfx	The prefix captures any portion of the individual's name preceding the first
Child, parent/guardian, staff	Contact, Demographic	PERSON	nm_std	column captures the standardized name
Child, parent/guardian, staff	Contact, Demographic	PERSON	nm_suff	The suffix captures any portion of the individual's name following the third

**Table 3 - SACWIS Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child, parent/guardian, staff	Contact, Demographic	PERSON	tx_birth_city	The city of birth captures the name of the city the person was born in.
Child, parent/guardian, staff	Contact, Demographic	PERSON	tx_birth_cntry	The country of birth captures the name of the country the person was born in.
Child, parent/guardian, staff	Contact, Demographic	PERSON	tx_birth_plac	The birthplace field is a narrative that captures the city and state where the
Child	Educational Experiences	PERSON_ED UC_PROG	ad_ed_surr_city	Educational surrogate city (address)
Child	Educational Experiences	PERSON_ED UC_PROG	ad_ed_surr_ext	Educational Surrogate contact phone extension column captures the contact
Child	Educational Experiences	PERSON_ED UC_PROG	ad_ed_surr_phon	Educational Surrogate contact phone column captures the contact information
Child	Educational Experiences	PERSON_ED UC_PROG	ad_ed_surr_street	Educational surrogate street address
Child	Educational Experiences	PERSON_ED UC_PROG	ad_ed_surr_zip	Educational surrogate zip (address)
Child	Educational Experiences	PERSON_ED UC_PROG	cd_ed_surr_state	Educational surrogate state (address)
Child	Educational Experiences	PERSON_ED UC_PROG	cd_last_known_grd	captures the last known grade entered by the worker
Child	Educational Experiences	PERSON_ED UC_PROG	cd_sec_ed_verification_meth	Captures secondary education verification method such as DPA 541
Child	Educational Experiences	PERSON_ED UC_PROG	dt_ed_surr_requested	Date educational surrogate requested column captures the date an
Child	Educational Experiences	PERSON_ED UC_PROG	dt_sec_expct_completion	Secondary education (or vocational training) expected completion date

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Educational Experiences	PERSON_ED UC_PROG	fl_earl_chld_serv	Early childhood services flag indicates if the child receives early childhood
Child	Educational Experiences	PERSON_ED UC_PROG	fl_med_admn_sch	Medicine administered in school flag indicates if the child has medications
Child	Educational Experiences	PERSON_ED UC_PROG	fl_sec_ed_cmpl	Secondary education completed flag indicates if the person has completed
Child	Educational Experiences	PERSON_ED UC_PROG	id_acad_achv	Current academic achievements identification field provides the ability to
Child	Educational Experiences	PERSON_ED UC_PROG	id_med_admn_sch	Medicine administered in school narrative captures relevant information about
Child	Educational Experiences	PERSON_ED UC_PROG	id_spl_perf_achv	Current special performance achievements identification field provides the
Child	Educational Experiences	PERSON_ED UC_PROG	id_xtr_curr_act	Current extracurricular activities identification field provides the ability to
Child	Educational Experiences	PERSON_ED UC_PROG	nm_ed_surr_frst	Educational surrogate first name
Child	Educational Experiences	PERSON_ED UC_PROG	nm_ed_surr_last	Educational surrogate last name
Child	Educational Experiences	PERSON_ED UC_PROG	nm_ed_surr_mid	Educational surrogate middle name
CIP	CIPChild	PERSON_SSN	cd_SSN_ver	The SSN verified code indicates whether the SSN is verified or not
CIP	CIPChild	PERSON_SSN	fl_SSN_prim	The SSN primary flag indicates that this SSN is regarded as the primary SSN
CIP	CIPChild	PERSON_SSN	id_SSN	The SSN captures the federal social security

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
				number of the person.
Organization	Organization Information	PROVIDER	ad_prv_city	The city field captures the city where the provider is located.
Organization	Organization Information	PROVIDER	ad_prv_phon	The phone captures the contact phone number of the provider.
Organization	Organization Information	PROVIDER	ad_prv_str	The street address captures the street number, street name, and suite or
Organization	Organization Information	PROVIDER	cd_lic_stat	License status is a read only data element from the licensing system.
Organization	Organization Information	PROVIDER	cd_lic_type	License type is a read only data element from the licensing system. It is
Organization	Organization Information	PROVIDER	cd_prv_cnty	The county field captures the county where the provider is located.
Organization	Organization Information	PROVIDER	cd_prv_st	The state field captures the state where the provider is located.
Organization	Organization Information	PROVIDER	cd_prv_type	A code that designates the type of facility/resource. provider type is a read only
Organization	Organization Information	PROVIDER	cd_prv_zip	The zipcode field captures the zipcode where the provider is located.
Organization	Organization Information	PROVIDER	id_lic_seq	License sequence id is a read only data element from the licensing system.
Organization	Organization Information	PROVIDER	id_MARS_pr v	The MARS ID captures the ID assigned to the provider within the MARS system.

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Organization	Organization Information	PROVIDER	id_spvs_agcy	supervising agency id is a read only data element from the licensing system.
Organization	Organization Information	PROVIDER	id_ssn_prv_a	provider A ssn number is a read only data element from the provider system.
Organization	Organization Information	PROVIDER	id_ssn_prv_b	provider B ssn number is a read only data element from the provider system.
Organization	Organization Information	PROVIDER	nm_prv	The name of the facility or resource.
Organization	Organization Information	PROVIDER	nm_prv_frst	The first name captures the first part of the provider name if the provider is a
Organization	Organization Information	PROVIDER	nm_prv_last	The last name captures the last part of the provider name if the provider is a
Organization	Organization Information	PROVIDER	nm_prv_mid	The middle initial captures the middle initial of the provider name if the
Staff	Identity	PROVIDER_MEMBER	id_MARS_prv	The MARS ID captures the ID assigned to the provider within the MARS system.
Staff	Identity	PROVIDER_MEMBER	id_prv_mbr	unique provider member record identifier; stored in next_num table.
Child	Demographic	RACE	cd_indv_catg	The individual category type code will be populated by a code indicating
Child	Demographic	RACE	cd_race	The code designates the race associated with a Person or Event Participant.
Child	Demographic	RACE	fl_race_prim	The primary indicator identifies which Race should be used whenever SACWIS

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Demographic	RACE	id_indv_catg	The individual category identifier will be populated by the identifier of the
Child	Developmental assessments	RISK_ASES_FACTOR	cd_ases_fctr_seq	Assesment factor sequence number allows multi select values to be stored in
Child	Developmental assessments	RISK_ASES_FACTOR	cd_num_resp	numeric response code captures the numeric response to an assessment
Child	Developmental assessments	RISK_ASES_FACTOR	fl_resp	response flag captures the response to an assessment question. (possible
Child	Developmental assessments	RISK_ASES_FACTOR	id_ases_fctr	unique identifier of an Assessment factor.
Child	Developmental assessments	RISK_ASES_FACTOR	id_resp_narr	response narrative id captures unique id of the overflowing text in the text
Child	Developmental assessments	RISK_ASES_FACTOR	tx_resp_narr	response narrative captures the response to an assessment question in narrative
Child	Developmental assessments	RISK_ASES_MEMBER	cd_pers_rol	Person role code detemines the role of the person in the risk assessment. Value
Child	Developmental assessments	RISK_ASES_MEMBER	dt_of_birth	The date of birth captures the month, day and year the person was born. If a
Child	Developmental assessments	RISK_ASES_MEMBER	nm_frst	The first name captures the first portion of the person's name.
Child	Developmental assessments	RISK_ASES_MEMBER	nm_last	The last name captures the third portion of the person's name.
Child	Developmental assessments	RISK_ASES_MEMBER	nm_mid	The middle name captures the second portion of the person's name.

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Developmental assessments	RISK_ASES_MEMBER	nm_prfx	The prefix captures any portion of the individual's name preceding the first
Child	Developmental assessments	RISK_ASES_MEMBER	nm_suff	The suffix captures any portion of the individual's name following the third
Child	Developmental assessments	RISK_ASSESSMENT	cd_evnt_catg_type	The event category type code will be populated by a code indicating whether
Child	Developmental assessments	RISK_ASSESSMENT	cd_unqual_rsn	this column designates whether the risk assessment is unqualified or cancelled
Child	Developmental assessments	RISK_ASSESSMENT	dt_ases	Assessment date captures the date the assessment is performed. This is a user
Child	Developmental assessments	RISK_ASSESSMENT	fl_apvd	The approved field indicates whether a Risk Assessment has been approved by
Child	Developmental assessments	RISK_ASSESSMENT	fl_chld_case	Child case flag indicates that the risk assessment was created from a child case.
Child	Developmental assessments	RISK_ASSESSMENT	id_evnt_catg	The event category identifier will be populated by the identifier of the event,
Child	Developmental assessments	RISK_ASSESSMENT	id_fam_grp	the unique system generated identifier for the Family Group, based on the
Organization	Organization Information	SCHOOL	cd_catg	category code
Organization	Organization Information	SCHOOL	cd_cnty	county of the school
Organization	Organization Information	SCHOOL	cd_dist	school district code

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Organization	Organization Information	SCHOOL	cd_fed_cng	federal change code?
Organization	Organization Information	SCHOOL	cd_inst_type	institution type code
Organization	Organization Information	SCHOOL	cd_isbe_type	isbe type code
Organization	Organization Information	SCHOOL	cd_reg	region code
Organization	Organization Information	SCHOOL	cd_stat_rep	not used
Organization	Organization Information	SCHOOL	cd_stat_snt	not used
Organization	Organization Information	SCHOOL	fl_act_ind	active indicator
Organization	Organization Information	SCHOOL	fl_out_stat	out of state flag
Organization	Organization Information	SCHOOL	fl_rcnz	recognized flag?
Organization	Organization Information	SCHOOL	fl_rgst	registered flag?
Organization	Organization Information	SCHOOL	grd_srvd	grades served?
Organization	Organization Information	SCHOOL	id_prv	provider id?
Organization	Organization Information	SCHOOL	nm_cntc_full	full contact name
Organization	Organization Information	SCHOOL	nm_sch	name of the school
Organization	Organization Information	SCHOOL	nm_sch_dist	school district name
Organization	Organization Information	SCHOOL	no_of_tchr	number of teachers
Organization	Organization Information	SCHOOL	no_sch_dist	school district number
Organization	Organization Information	SCHOOL	sch_num	school number

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Organization	Organization Information	SCHOOL	stdn_enrl	number of students enrolled?
Child	Educational experiences	SCHOOL_ENROLLMENT	ad_cntc_phone	Contact information for the school the person enrolled in - captures the contact
Child	Educational experiences	SCHOOL_ENROLLMENT	ad_cntc_phone_ext	Contact information for the school the person enrolled in - captures the contact
Child	Educational experiences	SCHOOL_ENROLLMENT	cd_sch_type	captures school type code for the school the person is enrolled in
Child	Educational experiences	SCHOOL_ENROLLMENT	cd_who_dec_sch_chg	captures the party that made the decision to change school, possible values
Child	Educational experiences	SCHOOL_ENROLLMENT	dt_enrl	Captures the date the person was enrolled in the school.
Child	Educational experiences	SCHOOL_ENROLLMENT	dt_wthdr	Captures the date the person was withdrawn from the school.
Child	Educational experiences	SCHOOL_ENROLLMENT	fl_hom_sch	home school flag?
Child	Educational experiences	SCHOOL_ENROLLMENT	nm_cntc_frst	Contact information for the school the person enrolled in - captures the contact
Child	Educational experiences	SCHOOL_ENROLLMENT	nm_cntc_last	Contact information for the school the person enrolled in - captures the contact
Child	Educational experiences	SCHOOL_ENROLLMENT	nm_cntc_mid	Contact information for the school the person enrolled in - captures the contact
Child	Educational experiences	SCHOOL_ENROLLMENT	nm_sch	This column captures school name

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Educational experiences	SCHOOL_ENROLLMENT	nm_sch_dst	Captures the school district name
Child	Educational experiences	SCHOOL_ENROLLMENT	tx_out_of_state	out of state narrative?
Child	Educational experiences	SCHOOL_ENROLLMENT	tx_sch_chg_dec	captures thenarrative for the decision to change school.
Child	Educational experiences	SCHOOL_ENROLLMENT	tx_sch_dst_number	Captures the school district number of the school the person is enrolled
Child	Educational experiences	SCHOOL_PROGRAM_TYPE	cd_prog_type	Program type code captures the school program type code
Child	Educational experiences	SERV_PLAN_FACTOR	cd_num_resp	numeric response code captures the numeric response to an assessment
Child	Educational experiences	SERV_PLAN_FACTOR	dt_resp	date response code captures the date response to an assessment question .
Child	Educational experiences	SERV_PLAN_FACTOR	fl_resp	Response flag captures the response to an service plan question. possible
Child	Educational experiences	SERV_PLAN_FACTOR	id_resp_narr	response narrative id captures unique id of the overflowing text in the text
Child	Educational experiences	SERV_PLAN_FACTOR	tx_resp_narr	response narrative captures the response to an assessment question in narrative
Child	Educational experiences	SERV_PLAN_MEMBER	cd_no_sight_rsn	no signature reason code column captures the reason why the service plan
Child	Educational experiences	SERV_PLAN_MEMBER	dt_of_birth	The date of birth captures the month, day and year the person was born. If a

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Educational experiences	SERV_PLAN_MEMBER	dt_sigt	signature date column captures the date the signature was obtained from the
Child	Educational experiences	SERV_PLAN_MEMBER	nm_frst	The first name captures the first portion of the person's name.
Child	Educational experiences	SERV_PLAN_MEMBER	nm_last	The last name captures the third portion of the person's name.
Child	Educational experiences	SERV_PLAN_MEMBER	tx_no_oth_sigt	other reason for not signing column captures the text description when reason
Child	Educational experiences	SERV_PLAN_OUTCOME	cd_oth_domn	Other domain code cloumn captures the other (user entered) domain value for
Child	Educational experiences	SERV_PLAN_OUTCOME	cd_sprt_plan_type	supported plan type code captures whether the outcome supports the
Child	Educational experiences	SERV_PLAN_OUTCOME	dt_estab	date established column captures the date the outcome was established.
Child	Educational experiences	SERV_PLAN_OUTCOME	dt_expct_achv	expected achievement date captures the planned achievement date for the
Child	Educational experiences	SERV_PLAN_OUTCOME	dt_remv	date remove column captures the date the outcome was removed.
Child	Educational experiences	SERV_PLAN_OUTCOME	fl_new	new row indicator is used as part of copy-forward functionality and creation of
Child	Educational experiences	SERV_PLAN_OUTCOME	id_wkr_remv	id worker removed column captures the worker id that removed the outcome.
Child	Educational experiences	SERV_PLAN_OUTCOME	tx_desr_rslt_desc	desired result column captures the description for the desired result (IN ORDER

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Educational experiences	SERV_PLAN_OUTCOME	tx_oth_fctr	Other factor text column captures the other factor text for a given outcome.
Child	Educational experiences	SERV_PLAN_OUTCOME	tx_remv_rsn	remove reason text captures the reason why the outcome was removed.
Child	Educational experiences	SERV_PLAN_OUTCOME	tx_resp_prty	responsible party text description captures the description for the responsible
Child	Educational experiences	SERV_PLAN_OUTCOME	tx_strh_desc	strengths column captures the description for the strengths to help achieve the
Child	Educational experiences	SERV_PLAN_OUTCOME	tx_task_desc	task description captures the description for the task (NEEDS TO DO WHAT?)
Child	Educational experiences	SERVICE_PL AN	cd_case_invl v_rsn	case involvement reason code captures the code for case involvement reason
Child	Educational experiences	SERVICE_PL AN	cd_plan_type	plan type code captures the service plan type code
Child	Educational experiences	SERVICE_PL AN	cd_prefer_lan g	The preferred language captures a single language spoken by the case type
Child	Educational experiences	SERVICE_PL AN	dt_crte	Create date column captures the date the service plan was created. This is a
Child	Educational experiences	SERVICE_PL AN	fl_apvd	approved flag indicates whether the service plan has been approved
Child	Educational experiences	SERVICE_PL AN	id_disqual_pl an	disqualified plan narrative captures the narrative explanation for disqualifying

**Table 3 - SACWIS Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Child	Educational experiences	SERVICE_PL AN	id_fam_grp	the unique system generated identifier for the Family Group, based on the
Child	Educational experiences	SERVICE_PL AN	tx_cmnc_mode_desc	communication mode description column captures family's primary means of
Child	Educational experiences	TEST_SCORE	cd_test_type	Test type code captures the name of the test that was taken. possible values
Child	Educational experiences	TEST_SCORE	dt_test_give	Test given date captures the date the test was given.
Child	Educational experiences	TEST_SCORE	id_oth_test_rslt	Other test result id column captures the extra text that was larger than 200
Child	Educational experiences	TEST_SCORE	nm_oth_test	Other test name column captures the test name that are not in the test name
Child	Educational experiences	TEST_SCORE	tx_math_scor	Math score column captures the math score for a given test.
Child	Educational experiences	TEST_SCORE	tx_oth_test_rslt	Other test score column captures the test score other than reading or math.
Child	Educational experiences	TEST_SCORE	tx_read_scor	Reading score column captures the reading score for a given test.
Staff	Identity, Contact, Demographic	WORKER	cd_act	The active code will contain a Reference Code value of 1,2 or 3 for values:
Staff	Identity, Contact, Demographic	WORKER	cd_cerap_cert	The cerap certification flag indicates that the worker is certified for cerap

<b>Table 3 - SACWIS Data Dictionary</b>				
<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Staff	Identity, Contact, Demographic	WORKER	cd_cwk_lic	The casework certification flag indicates that the worker is licensed and
Staff	Identity, Contact, Demographic	WORKER	cd_dr_train	code dr trained captures whether the worker has received differential response
Staff	Identity, Contact, Demographic	WORKER	cd_leads_cert	The leads certification flag indicates that the worker is certified in leads check
Staff	Identity, Contact, Demographic	WORKER	fl_proba	The probationary flag is an indicator whether a particular worker requires
Staff	Identity, Contact, Demographic	WORKER	nm_cln_frst	Contains a version of nm_frst column where non-alphanumeric values are
Staff	Identity, Contact, Demographic	WORKER	nm_cln_last	Contains a version of nm_last column where non-alphanumeric values are
Staff	Identity, Contact, Demographic	WORKER	nm_frst	the worker first name
Staff	Identity, Contact, Demographic	WORKER	nm_last	the worker last name
Staff	Identity, Contact, Demographic	WORKER	nm_mid	the worker middle name
Staff	Identity, Contact, Demographic	WORKER	nm_prfx	the worker prefix name
Staff	Identity, Contact, Demographic	WORKER	nm_std	column captures the standardized name

**Table 3 - SACWIS Data Dictionary**

<b>Entity</b>	<b>Category</b>	<b>Table Name</b>	<b>Column Name</b>	<b>Description</b>
Staff	Identity, Contact, Demographic	WORKER	nm_suff	the worker suffix name
Staff	Employment	WORKER_ORG_ROLE	cd_org_rol	The organization role code captures the identifying role for the worker
Staff	Employment	WORKER_ORG_ROLE	dt_wkr_org_rol_eff	The date effective start is the date the worker org role was activated.
Staff	Employment	WORKER_ORG_ROLE	dt_wkr_org_rol_end	The date effective end is the date the worker org role was deactivated.
Staff	Employment	WORKER_ORG_ROLE	fl_dflt	flag default captures designates a given worker org role as the default for a

## Appendix A: SIS Data Dictionary

Table 3 – SIS Data Dictionary		
File	Field	Description
SIS Birth to 3	Student ID	
	SAP ID	
	Legal Last Name	
	Legal First Name	
	Birth Date	
	RCDTS Home School	
	RCDTS Serving School	
	EI Number	
	Program Model	
	Service Location (modality) for Prevention Initiative programs	
	Screening for Eligibility Tool	
	Total Number of Home Visits During the Year	
	Total Number of Parent Groups/Sessions Attended During the Year	
	Total number of Hours of Services for Student Per Week. (Center Based Setting)	
	Student born with a Low Birth Weight	
	Is Student living in a Foster Home	
	Was parent married at time of student’s birth	
	Biological Mother’s Date of Birth	
	Student’s Family is receiving Child support	
	Student’s Family is receiving TANF	
	Student’s Family is receiving WIC	
	Student’s Family is receiving Food Stamps	
Student’s Family is receiving Housing Subsidy		
Caregiver	Student ID	
	SAP ID	
	Student Last Name	
	Student First Name	
	Student Birth Date	
	RCDTS for Home School	
	RCDTS for Serving School	
	Caregiver SID (Optional)	

<b>Table 3 – SIS Data Dictionary</b>		
<b>File</b>	<b>Field</b>	<b>Description</b>
	Caregiver Last Name (Optional)	
	Caregiver First Name (Optional)	
	Birth Date of Caregiver	
	Caregiver's Relationship to Child	
	Caregiver's Race	
	Educational Background of Caregiver	
	Current Employment Status of Caregiver	
Early Childhood	Student ID	
	Local SAP ID	
	Legal Last Name	
	Legal First Name	
	Birth Date	
	Home School RCDTS Code	
	Placeholder1	
	Preschool for All	
	Head Start	
	Pre-K Title I	
	Local/Other Funding	
	Early Head Start (Birth to 3)	
	Prevention Initiative (Birth to 3)	
	Early Intervention (Birth to 3)	
	Referral by CFC	
	EI Number	
	Eligibility Determination Date	
	Reason for Delay in Transition	
	IEP Completion Date	
	Date Services Began	
	Meets At-Risk Criteria	
	Meets PFA Household Income Criteria	
	Family Structure	
Result Code		
Result Messages		
Early Childhood Outcomes	Student ID	
	SAP ID	
	Legal Last Name	
	Legal First Name	

<b>Table 3 – SIS Data Dictionary</b>		
<b>File</b>	<b>Field</b>	<b>Description</b>
	Birth Date	
	Entry Rating - Home RCDTS	
	Entry Rating Date	
	Entry Rating – Positive Social Relationships	
	Entry Rating – Acquire Use and Knowledge Skills	
	Entry Rating – Take Appropriate Action to Meet Own Needs	
	Entry Rating - How was Parent Involved in the Ratings?	
	Entry Rating – Did a Coordinator, LEA Representative or Administrator Participate in the Ratings?	
	Entry Rating – Did an Early Childhood Teacher Participate in the Ratings?	
	Entry Rating – Did a Psychologist or Social Worker Participate in the Ratings?	
	Entry Rating – Did a Speech/ Language Pathologist Participate in the Ratings?	
	Entry Rating – Did another Related Service Provider (e.g. OT/PT) Participate in the Ratings?	
	Exit Rating – Home RCDTS	
	Exit Rating Date	
	Exit Rating – Positive Social Relationships	
	Exit Rating – Made Progress Positive Social Relationships	
	Exit Rating – Acquire Use and Knowledge Skills	
	Exit Rating – Made Progress Acquire use and Knowledge Skills	
	Exit Rating – Take Appropriate Action to Meet Own Needs	
	Exit Rating - Made Progress Take Appropriate Action to Meet Own Needs	
	Exit Rating – Primary Assessment	
	Exit Rating – How was Parent Involved in Ratings	
	Exit Rating – Did a Coordinator, LEA Representative or Administrator Participate in the Ratings?	
	Exit Rating – Did the Child’s Teacher Participate in the Ratings?	
	Exit Rating – Did a Psychologist or Social Worker Participate in the Ratings?	

**Table 3 – SIS Data Dictionary**

<b>File</b>	<b>Field</b>	<b>Description</b>
	Exit Rating – Did a Speech/ Language Pathologist Participate in the Ratings?	
	Exit Rating – Did another Related Service Provider (e.g. OT/PT) Participate in the Ratings?	
PreK Follow up	Student ID	
	SAP ID	
	Legal Last Name	
	Legal First Name	
	Birth Date	
	RCDTS Home School	
	RCDTS Serving School	
	Grade Level	
	School Year	
	Reading Activities	
	Mathematics Activities	
	Language Activities	
	Blank	
	Local Teacher ID	
	Teacher Last Name	
	Teacher First Name	
	Teacher Birth Date	
	School Year	
	Teacher Serving Location RCDTS	
	Employer RCDTS	
	Term (Semester)	
	State Course Code	
	Local Course ID	
	Local Course Title	
	Section Number	
	Teacher Course Start Date	
Role of Professional		
Teacher Course Assignments	IEIN	
	Local Teacher ID	
	Teacher Last Name	
	Teacher First Name	
	Teacher Birth Date	

<b>Table 3 – SIS Data Dictionary</b>		
<b>File</b>	<b>Field</b>	<b>Description</b>
	School Year	
	Teacher Serving Location RCDTS	
	Employer RCDTS	
	Term (Semester)	
	State Course Code	
	Local Course ID	
	Local Course Title	
	Section Number	
	Teacher Course Start Date	
	Role of Professional	
	Teacher Commitment	
	Student Demographics	Student ID
SAP ID		
Legal Last Name		
Legal First Name		
Legal Middle Name		
Lineage Code		
Mother's Maiden Name		
Race Code		
Gender Code		
Birth Date		
Birth Place Name		
Reading 1st Indicator		
Reading Improvement Block Grant Indicator		
Title 1 Indicator		
Eligible for Immigrant Education Program		
Home Language		
Native Language		
Homeless Indicator		
Migrant Indicator		
Private School Student		
Place Holder 9		
SES Indicator		
LEP Indicator		
IEP Indicator		
Place Holder 7		

<b>Table 3 – SIS Data Dictionary</b>		
<b>File</b>	<b>Field</b>	<b>Description</b>
	Place Holder 8	
	FRL/Low Income Indicator	
	21st Century Indicator	
	Enrollment Type	
	Enrollment Date	
	RCDTS for Home School	
	RCDTS for Serving School	
	Entry/Grade Level	
	School Year	
	Full time Equivalent (FTE) Decimal	
ELL Student Data	Student ID (State)	
	SAP ID (Local)	
	Legal Last Name	
	Legal First Name	
	Birth Date	
	RCDTS for Home School	
	Date First Enrolled in District/LEA	
	New Arrival to U.S.	
	ELL Placement- Entry Status	
	Placeholder 1	
	Placeholder 2	
	Placeholder 3	
	Placeholder 4	
	Placeholder 5	
	Placeholder 6	
	Date Student Enrolled or Re-entered to Receive ELL Services	
	Date ELL Services Ended	
	Reason for Ending ELL Services	
	Class periods provided per week	
	Title III Status	
	Placeholder 7	
	504 Accommodation Indicator	
	Placeholder 8	
	Developmental Bilingual Education	
Dual Language & Two-Way Immersion		
Placeholder 9		

<b>Table 3 – SIS Data Dictionary</b>		
<b>File</b>	<b>Field</b>	<b>Description</b>
	Sheltered English Instruction	
	Transitional Bilingual	
	English as a Second Language (ESL)	
	Push-In Services	
	Placeholder 10	
	Placeholder 11	
	Pull-out Services	
	Self-Contained	
ELL Screener	Student ID	
	SAP ID	
	Legal Last Name	
	Legal First Name	
	Birth Date	
	Home RCDTS	
	Grade Level At Time Of Screener	
	Semester	
	ELL Screener Test Taken	
	Date ELL Screener Test Taken	
	Placeholder 1	
	Placeholder 2	
	Placeholder 3	
	Placeholder 4	
	Listening - Raw Score / Level	
	Listening - Proficiency Level	
	Speaking - Raw Score / Level	
	Speaking - Proficiency Level	
	Reading - Raw Score / Level	
	Reading - Proficiency Level	
	Writing - Raw Score / Level	
	Writing - Proficiency Level	
	Literacy Proficiency Level	
Oral Proficiency Level		
Overall or Composite Proficiency Level		
Final Determination of LEP status		
Homeless	Student ID	
	SAP ID	

<b>Table 3 – SIS Data Dictionary</b>		
<b>File</b>	<b>Field</b>	<b>Description</b>
	Legal Last Name	
	Legal First Name	
	Birth Date	
	RCDTS for Home School	
	RCDTS for Serving School	
	Unaccompanied Youth Status	
	Primary Night Time Residence	
	Tutoring and Other Instructional Support	
	Expedited Evaluations	
	Staff Professionals Development and Awareness	
	Referrals for Medical Dental and other Health Services	
	Early Childhood Programs	
	Assistance with Participation in School Programs	
	Before-School After-School Mentoring Summer Programs	
	Obtaining or Transferring Records Necessary for Enrollment	
	Parent Education Related to Rights and Resources for Children	
	Coordination between Schools and Agencies	
	Counseling	
	Addressing Needs Related to Domestic Violence	
	Clothing to Meet a School Requirement	
	School Supplies	
	Referral to Other Programs and Services	
	Emergency Assistance Related to School Attendance	
	Other (Services and Activities Provided by the McKinney-Vento Subgrant Program)	
	Eligibility for Homeless Services	
	School Selection	
	Transportation	
	School Records	
	Immunizations or Other Medical Records	
	Other (Barriers to the Education of Homeless Children and Youths)	
Exit Enrollment	Student ID	
	SAP ID	
	Legal Last Name	

<b>Table 3 – SIS Data Dictionary</b>		
<b>File</b>	<b>Field</b>	<b>Description</b>
	Legal First Name	
	Birth Date	
	RCDTS for Home School	
	RCDTS for Serving School	
	Enrollment Exit Date	
	Enrollment Exit Status	
	Enrollment Exit / Withdrawal Type	

## Appendix A: Statewide Provider Database Data Dictionary

Table 3 - Statewide Provider Database Data Dictionary		
Tables	Fields	Description
agencies	source_agency_id smallint(6)	
	`name` varchar(40)	
	short_name varchar(40)	
	head_person_id smallint(6)	
	head_person_title varchar(40)	
	contact_person_id smallint(6)	
	contact_person_title varchar(40)	
	phone_number varchar(40)	
	phone_extension varchar(40)	
	web_address varchar(40)	
	web_address_updated_on date	
	number_of_locations smallint(6)	
	services_cook_county tinyint(1)	
	updated_at timestamp NOT NULL default CURRENT_TIMESTAMP,	
	other_accreditation varchar(40)	
	web_address_update_date_known tinyint(1) NOT NULL default '1',	
dcfs_contract_number varchar(40)		
has_dcfs_contract tinyint(1) NOT NULL default '0',		
agencies_program_types	program_type_id smallint(6) NOT NULL,	
	updated_by int(11) NOT NULL DEFAULT 0,	
	updated_at timestamp NOT NULL default CURRENT_TIMESTAMP,	
agency_accreditations	agency_id smallint(6) NOT NULL,	
	accreditation_type_id smallint(6) NOT NULL,	
	accreditation_level_id int(11) NOT NULL,	
agency_infos	agency_id int(11) NOT NULL,	
	web_address_update_date_known tinyint(1)	
	has_dcfs_contract tinyint(1)	
	dcfs_contract_number varchar(40)	
	number_of_locations smallint(6)	
	source_agency_id smallint(6)	

**Table 3 - Statewide Provider Database Data Dictionary**

<b>Tables</b>	<b>Fields</b>	<b>Description</b>
	other_accreditation varchar(40)	
agency_location_infos	is_clinical tinyint(1)	
	is_administrative tinyint(1)	
	geocoded_location_id smallint(6)	
	phone_number varchar(40)	
	source_agency_id smallint(6)	
	source_location_id smallint(6)	
	agency_location_id int(11) NOT NULL,	
agency_locations	geocoded_location_id smallint(6) NOT NULL,	
	agency_id smallint(6) NOT NULL,	
	`name` varchar(40)	
	address varchar(40)	
	city varchar(40)	
	state varchar(40)	
	zip varchar(40)	
	head_person_id smallint(6) NOT NULL,	
	head_person_title varchar(40)	
	source_agency_id smallint(6)	
	source_location_id smallint(6)	
	phone_number varchar(40)	
	is_clinical tinyint(1)	
	is_administrative tinyint(1)	
agency_personnel	agency_id smallint(6)	
	first_name varchar(40)	
	last_name varchar(40)	
	effective_date datetime	
	phone_number varchar(40)	
	phone_extension varchar(40)	
agency_programs	source_program_id smallint(6)	
	notes varchar(40)	
	department_name varchar(40)	
	DCFS_contract_number varchar(40)	
	head_person_id smallint(6) NOT NULL,	
	head_person_title varchar(40)	
	contact_person_id smallint(6)	

**Table 3 - Statewide Provider Database Data Dictionary**

Tables	Fields	Description
	phone_number varchar(40)	
	phone_extension varchar(40)	
	start_date date	
	submit_docs_at_once tinyint(1)	
	offered_in_other_languages tinyint(1) default '0',	
	special_security_exists tinyint(1)	
	is_free tinyint(1)	
	reduced_sliding_fee_flg tinyint(4)	
	is_seasonal tinyint(1)	
	seasonal_description varchar(40)	
	has_24hr_access tinyint(1) default '0',	
	helps_with_allkids tinyint(1) default '0',	
	provides_services_pending_allkids tinyint(1) default '0',	
	hotline_number varchar(40)	
	intake_determination_method varchar(40)	
	other_accreditation varchar(40)	
	other_referral_source varchar(40)	
	agency_program_stub_id smallint(6)	
	accepts_dcfs_wards tinyint(1)	
	accepts_children_on_probation tinyint(1)	
	intake_person_id smallint(6)	
	cta_access varchar(255)	
	parking varchar(255)	
	board_certifications varchar(40)	
	capacity decimal(10,0)	
	specific_eligibility_requirements varchar(40)	
	accepting_new_clients tinyint(1) NOT NULL default '0',	
	waitlist varchar(40)	
	cost decimal(10,0)	
	serves_chicago tinyint(1) default '0',	
	serves_cook_county tinyint(1) default '0',	
	serves_il tinyint(1) default '0',	
	dcfs_region_id smallint(6)	
program_accreditations	agency_program_id smallint(6) NOT NULL,	

**Table 3 - Statewide Provider Database Data Dictionary**

<b>Tables</b>	<b>Fields</b>	<b>Description</b>
	accreditation_type_id smallint(6) NOT NULL,	
	updated_by int(11) NOT NULL DEFAULT 0,	
	updated_at timestamp NOT NULL default CURRENT_TIMESTAMP,	
	accreditation_level_id int(11) NOT NULL,	
program_demographics	agency_program_id smallint(6) NOT NULL,	
	minimum_age smallint(6)	
	maximum_age smallint(6)	
	notes varchar(40)	
	program_gender_id smallint(6) NOT NULL,	
	updated_by int(11) NOT NULL DEFAULT 0,	
	updated_at timestamp NOT NULL default CURRENT_TIMESTAMP,	
program_ebps	ebp_type_id smallint(6) NOT NULL,	
	agency_program_id smallint(6) NOT NULL,	
	trained_staff_count smallint(6) default '0',	
	certified_staff_count smallint(6) default '0',	
	documentation tinyint(1)	
	fidelity_check_type_id smallint(6)	
program_eligibilities	agency_program_id smallint(6) NOT NULL,	
	eligibility_type_id smallint(6) NOT NULL,	
	`comment` varchar(40)	
program_hours	agency_program_id smallint(6) NOT NULL,	
	monday_from varchar(40)	
	monday_to varchar(40)	
	tuesday_from varchar(40)	
	tuesday_to varchar(40)	
	wednesday_from varchar(40)	
	wednesday_to varchar(40)	
	thursday_from varchar(40)	
	thursday_to varchar(40)	
	friday_from varchar(40)	
	friday_to varchar(40)	
	saturday_from varchar(40)	
	saturday_to varchar(40)	
sunday_from varchar(40)		

**Table 3 - Statewide Provider Database Data Dictionary**

<b>Tables</b>	<b>Fields</b>	<b>Description</b>
	sunday_to varchar(40)	
	open_24h tinyint(1)	
program_services	agency_program_id smallint(6) NOT NULL,	
	program_service_offering_id varchar(40)	
	is_free tinyint(1)	
	is_stand_alone tinyint(1)	
	eligibility_requirements varchar(40)	
program_staff_statistics	agency_program_id smallint(6) NOT NULL,	
	notes varchar(40)	
	updated_by int(11) NOT NULL DEFAULT 0,	
	updated_at timestamp NOT NULL default CURRENT_TIMESTAMP,	
	direct_clinical_staff_count smallint(6)	
	volunteer_supervision_frequency_id varchar(40) NOT NULL,	
	volunteer_training_hours smallint(6)	
	other_staff_type varchar(40)	
	staff_additional_certificates varchar(40)	
	JJ_or_CP_experience tinyint(1) default '0',	
	interpreted_languages varchar(80)	
	cultural_competency_training tinyint(1) NOT NULL default '0',	
programs	source_program_id smallint(6)	
	program_type_id smallint(6) NOT NULL,	
	type_description varchar(40)	
	`name` varchar(40)	
	level_of_care_type_id smallint(6) NOT NULL,	
	start_date date	
	updated_by int(11)	
	updated_at timestamp NOT NULL default CURRENT_TIMESTAMP,	
	target_population_id smallint(6) NOT NULL,	
	other_target_population varchar(40)	
	other_program_type varchar(40)	
service_client_populations	id smallint(6) NOT NULL auto_increment,	
	service_id varchar(40) NOT NULL,	
	other_modification_type varchar(40)	

**Table 3 - Statewide Provider Database Data Dictionary**

<b>Tables</b>	<b>Fields</b>	<b>Description</b>
	examples varchar(40)	
	population_type_id varchar(40)	
	description varchar(40)	
service_demographics	minimum_age smallint(6)	
	maximum_age smallint(6)	
	age_notes varchar(40)	
	service_gender_id smallint(6)	
	updated_by int(11) NOT NULL DEFAULT 0,	
	boys_minimum_age varchar(40)	
	boys_maximum_age varchar(40)	
	girls_minimum_age varchar(40)	
girls_maximum_age varchar(40)		
service_hours	monday_from smallint(6)	
	monday_to smallint(6)	
	tuesday_from smallint(6)	
	tuesday_to smallint(6)	
	wednesday_from smallint(6)	
	wednesday_to smallint(6)	
	thursday_from smallint(6)	
	thursday_to smallint(6)	
	friday_from smallint(6)	
	friday_to smallint(6)	
	saturday_from smallint(6)	
	saturday_to smallint(6)	
	sunday_from smallint(6)	
	sunday_to smallint(6)	
	service_open_24hr tinyint(1)	
service_hours_vary tinyint(1)		
service_school	service_id smallint(6) NOT NULL,	
	provided_in_all_schools tinyint(1) NOT NULL,	
	notes varchar(40)	
	service_school_circumstances varchar(40)	
	school_list varchar(200)	
services	id smallint(6) NOT NULL auto_increment,	
	source_service_id smallint(6)	

**Table 3 - Statewide Provider Database Data Dictionary**

Tables	Fields	Description
	`name` varchar(40)	
	curriculum_name varchar(40)	
	curriculum_length int(11)	
	unit_of_measurement_type_id smallint(6)	
	service_required_frequency_type_id smallint(6) NOT NULL,	
	service_frequency_type_id smallint(6)	
	drug_test tinyint(1)	
	has_child_care tinyint(1)	
	has_supervised_visits tinyint(1)	
	offered_in_home tinyint(1)	
	in_home_circumstances varchar(40)	
	offered_in_school tinyint(1) default '0',	
	in_school_circumstances varchar(40)	
	serves_all_clients_schools tinyint(1)	
	school_list varchar(200)	
	expiration_date date	
	attendance_required tinyint(1)	
	updated_by int(11) NOT NULL DEFAULT 0,	
	updated_at timestamp NOT NULL default CURRENT_TIMESTAMP,	
	program_service_id smallint(6)	
	dcfs_wards_eligible tinyint(1)	
	diagnosis_required tinyint(1) default '0',	
	diagnoses_treated varchar(100)	
	eligibility_requirements varchar(100)	
	transportation_assistance varchar(100)	
	other_security_type varchar(40)	
	other_skill_type varchar(40)	

## Appendix A: TCIS/TSR Data Dictionary

TCIS/TSR System Data Dictionary		
Table	Field	Description
tb_tcs_tsr_data	fy	fiscal year
	ssn#	educator's social security number
	rcdt	region-county-district-type code of educator's employer
	sch_num	school code of educator's employer
	emply_type	educator's employment type code (full-time, part-time, etc.)
	location_cd	educator's employment location code (one school, multiple schools, etc.)
	status_cd	educator's employment status code (active, on leave, etc.)
	months_employed	number of months per year this educator is employed in this position
	pct_emp	weekly percentage of full-time that this position represents
	fte	full time equivalent percentage; weekly percentage of full-time that this position would represent if the months employed was 9 or more
	dist_exp	number of years employed with this district (including this year)
	state_exp	number of years employed at any Illinois public school (including this year)
	out_of_state_exp	number of years employed at an out of state school
	bacc_coll	institution code for the college at which educator received his or her baccalaureate degree
	high_degre_cd	degree code denoting the highest degree currently held by educator
	adv_coll	institution code for the college at which educator received his or her advanced degree
pos_cd	position code for the position in which the educator is currently employed	

<b>TCIS/TSR System Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
	low_grade	grade code for the lowest grade level of students taught by educator in this position
	high_grade	grade code for the highest grade level of students taught by educator in this position
	assignment_1	assignment code for the first of the educator's assignments
	classes_1	the number of classes taught for assignment_1
	assignment_2	assignment code for the second of the educator's assignments
	classes_2	the number of classes taught for assignment_2
	assignment_3	assignment code for the third of the educator's assignments
	classes_3	the number of classes taught for assignment_3
	assignment_4	assignment code for the fourth of the educator's assignments
	classes_4	the number of classes taught for assignment_4
	assignment_5	assignment code for the fifth of the educator's assignments
	classes_5	the number of classes taught for assignment_5
	assignment_6	assignment code for the sixth of the educator's assignments
	classes_6	the number of classes taught for assignment_6
	assignment_7	assignment code for the seventh of the educator's assignments
	classes_7	the number of classes taught for assignment_7
	is_titleI	is educator paid at least in part from Title I funds?
	pct_admin	percentage of time educator spends in an administrative role

<b>TCIS/TSR System Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
tb_tcis_root	iein	Illinois Educator Identification Number; arbitrarily generated educator identifier used within ISBE certification systems
	ssn#	educator's social security number
	last_name	educator's last name
	first_name	educator's first name
	mid_init	educator's middle initial
	citzn	flag denoting educator's U.S. citizenship status
	sex	educator's gender
	dob#	educator's date of birth
	race_cd	flag denoting educator's ethnic background
tb_tcis_cert	ssn#	educator's social security number
	cert_num	arbitrarily generated individual certificate identification number
	cert_stat	status code of certificate
	cert_code	certificate type code
	cert_level	certificate level code
	entitle_eval	flag denoting whether certificate was issued via entitlement or evaluation
	entitle_st	state code of entitling institution
	entitle_instut	three letter alphabetic institution code of entitling institution
	issue_date	date of initial issuance of certificate
	renew_fy	fiscal year when certificate will need to be renewed (not used for all certificate types)
tb_tcis_cert_code	cert_code	certificate type code
	cert_level	certificate level code
	cert_type	certificate type description
	grd_lvl_desc	description of certificate type grade level
	beg_grd	beginning grade for certificate type
	end_grd	end grade for certificate type
	num_yr_valid	number of years certificate type is valid
	renew_sw	flag denoting whether certificate type is renewable
num_renew_periods	number of times certificate type may be	

<b>TCIS/TSR System Data Dictionary</b>		
<b>Table</b>	<b>Field</b>	<b>Description</b>
		renewed
	num_renew_yr_valid	number of years certificate type is valid per renewal period
tb_tcis_edrs	cert_num	arbitrarily generated individual certificate identification number
	endrs_code	endorsement type code
	grd_lvl	endorsement grade level
	endrs_stat	endorsement status code
	date_issue	date of issuance of endorsement
tb_tcis_endrs_grd_lvl_desc	grd_lvl	grade level code
	grd_lvl_desc	grade level code description
	beg_grd	beginning grade for grade level
	end_grd	end grade for grade level
tb_tcis_tst	ssn#	educator's social security number
	tst_code	test type code
	tst_date	date that test was taken
	grd	indicates grade of test taken
tb_tcis_degre	ssn#	educator's social security number
	st	state code for degree issuing institutions
	instut	three letter alphabetic code of issuing institution
	degre_type	degree type code
	major_cd	major type code
tb_tcis_reg_hist	ssn#	educator's social security number
	cert_num	certificate number to be registered
	fy	fiscal year of registration
	reg	region of registration



# Illinois Unified System Planning Project

**Deliverable #3:** Review relevant systems used by other states, in particular Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) and report best practices to the OECD and DREC.

Prepared for:

**Governor's Office  
Of  
Early Childhood Development**

*August 31st, 2012*

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# I. Arkansas Early Childhood Data System(s) Review

## System(s):

- KIDCare
- Child Outcome Planning and Administration (COPA)
- Traveling Arkansas' Professional Pathways (TAPP) Registry
- Arkansas Child Care Search
- Enterprise Data Warehouse (EDW)

**Agency:** Division of Child Care and Early Childhood Education, Department of Human Services

**Funding:** Arkansas Department of Human Services Division of Early Childhood Education through the Child Care Development Fund

**Costs:** Not available

**System Summary:** KIDCare is used to manage federally subsidized child care services in the state. It performs the following functions:

- Facilitates screening and determines eligibility, and authorization for child care services (e.g., child care subsidy/vouchers)
- Maintains waiting lists
- Case management to document referrals, individual applications, authorizations, and re-evaluations,
- Enables provider billing for authorized care; and
- Tracks fraud, disqualifications, overpayments, and recoupment of overpayments.

Arkansas Better Chance (ABC) is a program for state-subsidized child care, from a legislative appropriation for the Department of Education which, in turns contracts with the Division of Child Care and Early Childhood Education to administer the program. Child Outcome Planning and Administration (COPA) is a web-based information technology system used to capture and maintain data for all children and families enrolled in ABC. This system tracks:

- Enrollment and eligibility
- Program information, and
- Child attendance

The TAPP Registry is a professional development system for providers who care for and educate children, youth, and families in Arkansas. It is used for managing licensing and accreditation of providers and programs; enables provider access to online transcript of credentials and training completions; and offers a searchable catalog of professional development opportunities for professionals. Professional development opportunities can be searched by:

- Training title
- Geography
- Topic (e.g., Pre-K Framework Handbook,
- Training key content area
- Intended Level: Foundation, Intermediate, Advanced
- Conference Offerings
- Online Courses
- Correspondence Courses

The Arkansas Child Care Search is a resource for parents which provides online search capabilities for finding child care programs by:

- Facility identifiers (name and/or license number)
- Geography: city, county, zip code
- Scheduling choices: Open after 7PM, open on weekends
- Child age: 0-36 months, 30-72 months, 60-156 months
- Program attributes: Offer sick care, voucher participant, Head Start programs

The Enterprise Data Warehouse (EDW) was launched in early 2012 by the Arkansas Department of Human Services. The goal is to load data from all data sources within DHS. This system will allow a more efficient review of data across divisions. Broadly, use of the EDW is available for both individual investigation and case management, as well as reporting and analytics across populations of individuals represented in the system. For population reporting, pre-aggregated data summaries are loaded into “analytic cubes,” that enable rapid reporting in response to requests.

**Interfaces & Data Exchanges:** KIDCare, COPA, TAPP and Arkansas Childcare Search systems provide unidirectional data feeds to the Enterprise Data Warehouse, which is used for reporting and other management functions. Additionally, KidCare interfaces with:

- Division of Child and Family Services' (DCFS) Children's Reporting Information System (CHRIS)
- County offices that offer foods stamps, Medicaid for children, and other programs, through the Division of County Operation's (DCO) Arkansas Networked System for Welfare, Eligibility, and Reporting (ANSWER) application for Department of Workforce Services' (DWS) programs for Temporary Employment Assistance (TEA) and Extended Support Services (ESS);
- Child Care Licensing and Accreditation System (CCLAS) to import actively licensed and accredited providers and their current billing rates
- Billing and account payable systems
- Foster care system

**System Access:** Access to systems is via web portals and access to functionality and data are role-based. The Division of Child Care and Early Childhood Education delegates access to users as needed. One example of differential access to systems is that KidCare has caseworkers who work in selected geographical areas, such as counties. They can see data only on children in the specific geographies. Their supervisors, however, may cover multiple geographies and can have access to data throughout their geographic region. Some roles have view-only access to data, while others have write/update access.

**Data Standards:** None were identified as being in use.

**Planned System Initiatives:** The Division is evaluating plans to build a new system for collecting outcome information from the various child care programs. The new system would integrate contracts and training related activity in order to assess the value of the quality improvement and training offerings that are paid for by the State.

**Policy, Legal Statutes, Governance:** HIPAA (Health Insurance Portability and Administration Act) governs health data contained in the systems. By legislative rule, all systems must be accessible to visually-impaired individuals. The Division controls their own systems/networks. This helps them be productive in the development and ongoing performance of the systems.

**Best Practices Identified:** Arkansas has made some good progress in their efforts to develop coordinated and integrated data systems. Specifically, the recently launched EDW will integrate data from all data sources within the Arkansas Department of Human Services providing reporting and analytics across populations captured in the system, including early childhood. The following best practices were identified:

- Several data systems provide unidirectional data feeds into a data warehouse. For example, several of Arkansas’ early childhood programs feed data into the EDW, which is used to facilitate reporting and other management functions.
- Access to systems is via web portals and access to functionality and data are role-based; facilitating both user-friendly, but secure access.

**Reference Materials:**

Description	Electronic File Name	URL/Link
Child Care Search	N/A	<a href="https://dhs.arkansas.gov/dccece/cclas/FacilitySearch.aspx">https://dhs.arkansas.gov/dccece/cclas/FacilitySearch.aspx</a>
Division of Child Care and Early Childhood Education	N/A	<a href="http://humanservices.arkansas.gov/dccece/Pages/default.aspx">http://humanservices.arkansas.gov/dccece/Pages/default.aspx</a>
Arkansas Early Childhood Comprehensive Systems Initiative	N/A	<a href="http://humanservices.arkansas.gov/dccece/Pages/ArkansasEarlyChildhoodComprehensiveSystems.aspx">http://humanservices.arkansas.gov/dccece/Pages/ArkansasEarlyChildhoodComprehensiveSystems.aspx</a>

## II. Colorado Early Childhood Data Systems Review

### Systems:

- Results Matter (RM)
- Education Data Warehouse (EDW)

**Agency:** Colorado Department of Education (CDE)

**Funding:** RM is funded through Individuals with Disabilities Education Act (IDEA) Part B funds. EDW is funded by CDE.

**Cost:** The RISE system project (a planned system) is being supported by a \$17.4 million Federal grant, which was awarded to the state of Colorado for a funding period of 7/2009 – 6/2013.

**System Summaries:** The Results Matter system uses child assessment data, family outcome survey data, and program quality data to inform early childhood practices and policy. For example, data obtained through the RM system is used to describe child progress and school readiness across specific developmental and educational domains. Additionally, RM data are used for program evaluation of state supported preschool programs, Title 1 children, Head Start programs, center-based programs, and some family child care. On-line assessment tools are available to teachers to facilitate program evaluations. Furthermore, the on-line assessments feed into an online reporting module. The reporting module enables reporting at multiple levels, including the state, programs, individual sites, teachers, classrooms, or individual children within classrooms.

Components of the RM system include:

- Early Child Assessment
- Longitudinal Analysis (Child assessment results are analyzed over time to study the long term benefits of participating in early care and education opportunities.)
- Family Outcomes (via family surveys)
- Service and Program Quality Measures (Child outcomes data are linked with existing program quality information such as Qualistar Ratings, NAEYC accreditation, and environmental rating scale results.)

- Professional Development (A system of direct training and training-for-trainers)

An Education Data Warehouse (EDW) was created in 2001 and, due to its flexible design, has been expanded yearly. In 2002, a statewide student identifier was implemented and CDE began collecting identifiable student-level data. In 2005, CDE developed the Colorado Education Data Analysis Reporting tool (CEDAR). The CEDAR tool is the Department's window into the data warehouse. CEDAR is a Cognos-based reporting tool that sits on top of the CDE data warehouse and allows users to access data from the warehouse in a variety of formats.

**Interfaces & Data Exchanges:** None identified

**System Access:** RM access is role-based, depending on privileges and scope of the user. The EDW is accessed and used by CDE and school district staff. Access by policymakers and researchers continues to be limited due to CDE's restrictive interpretation of the federal law governing privacy of education data (FERPA).

**Data Standards:** The publishers of the assessment tools used within the RM system have their own data standards which they comply with. The state is in the planning phase of extracting/transforming/loading their early childhood assessment data into the Department's EDW. The warehouse follows some data standards, notably the Schools Interoperability Framework. They also follow very closely the work of the Data Quality Campaign. Perhaps the greatest outside influence on their data collection and analysis has come from the Early Childhood Outcomes Center, which provides technical assistance to virtually all states on their child outcomes measurement systems.

**Planned System Initiatives:**

- Plans are in place to link Results Matter child outcomes data with the State's K-12 data system in order to study longitudinal results for children served through Colorado's early childhood system. An estimated \$5.3 million is needed to implement the three phases for scaling the Results Matter Assessment system for infants, toddlers, and Pre-K. This includes all assessment costs including training and technical support.
- Relevant Information to Strengthen Education (RISE) is a planned system that will offer a secure network providing immediate information about students, educators, and schools to support student success from preschool to career. For students, this may include educational history, including early educational background, learning strengths, areas needing more attention, test scores, grades, and achievements. For educators, this may

include educator characteristics, preparation, and development. RISE will be developed through two major projects, the first focusing on capturing data and the second focusing on linking data:

- Data Pipeline (Formerly the Automated Data Exchange): A streamlined approach to efficiently move required education information from school districts to CDE. Data Pipeline will take the CDE from nineteen point-in-time collections to six transactional interchanges and two periodic data collections. The interchanges are focused on student, staff, organization, special education and discipline profiles. These interchanges are intended to be transactional in nature thereby allowing Local Education Agencies to submit data regularly to CDE and clean the data as they go.
- Teacher Student Data Link: Links educators to students, thus enabling reporting on educator effectiveness.
- Educator Identifier Project: An educator identifier system that includes linking teacher level data to student level data. This linked data will enable schools, districts, the state and other interested persons to better understand the characteristics of effective classrooms. It is not clear from research, if this covers the 0-5 age group. Status of phases is as follows:
  - Phase I: (Completed) Generation and dissemination of unique identifiers
  - Phase II: (Completed) Integration of identifiers into existing CDE data systems as well as data systems outside of CDE, such as Department of Higher Education.
  - Phase III: (In Progress) Linking educator ID's with student ID's into such systems as the Growth Model and other agencies, providing reports based on their data, access to data that allow districts or other identified entities to perform analysis.

**Policy, Legal Statutes, Governance:** The Government Data Advisory Board governs a great deal of the activity of the RISE and EDW systems. Specific to early childhood, the Early Childhood Leadership Commission was established by state statute authorized to establish and coordinate early childhood policy in the state. The Commission is authorized to function until 2013. The goals are to align coordinate, and improve the efficiency of programs and services. Among other responsibilities, The Commission coordinates a network of 30 local early childhood councils, serving 55 of 64 Colorado counties.

**Best Practices Identified:** Colorado has begun efforts to address the issue of siloed and un-linked data systems by planning and building coordinated and integrated early childhood or early childhood-related data systems. The RM system collects child data and outcome data; RM uses

child assessment data, family outcome survey data, and program quality data to inform early childhood practices and policy. The EDW collects student information, uses a unique statewide student identifier, and has incorporated an easy-to-use reporting tool to facilitate access and reporting of data in the warehouse. Furthermore, plans are in place to link child outcomes data from the RM system with the State’s K-12 data system, enabling a longitudinal view of children/students from early childhood through grade 12. Considering Colorado’s efforts and strides made in integrating systems and linking data, the following best practices were identified:

- Colorado’s Results Matter system integrates child-level data, family-level data, provider-level data, outcome data, and program quality data to inform early childhood program quality improvement, practice, and policy.
- Colorado’s Education Data Warehouse uses unique child/student identifiers.
- Colorado has in place several planned system initiatives to link data vertically and horizontally. For example, plans to expand the RM system will link early childhood outcomes data with K–12 student data. The RISE system will link teacher/educator data to student data.
- Colorado’s Education Data Warehouse reporting tool, CEDARS, allows users to access data from the warehouse in a variety of formats, ensuring data can be accessed, analyzed and used, and communicated to stakeholders.
- Access to systems is via web portals and access to functionality and data are role-based; facilitating both user-friendly, but secure access.
- A governance structure is in place to guide data collection, sharing and use for the RISE system and Education Data Warehouse.

**Reference Documents:**

<b>Document Description</b>	<b>Electronic File Name</b>	<b>URL/Link</b>
RISE (Relevant Information to Strengthen Education) system short summary	RISE_Quick_Reference_Guide_FIN AL.pdf	N/A; document was emailed by Colorado staff
RISE Fact Sheets directed to educational program staff	RISE_FAQs_2012 0522.pdf	N/A; document was emailed by Colorado staff
Results Matter short summary	2011_RM_Information_Brief.pdf	N/A; document was emailed by Colorado staff

Results Matter description of 9 point scale used for early childhood	Child Outcomes 9 Point Rating Scale CO FINAL 2.28.12.pdf	N/A; document was emailed by Colorado staff
Data Pipeline Project		<a href="http://www.cde.state.co.us/rise/ADEReplacement.asp">http://www.cde.state.co.us/rise/ADEReplacement.asp</a>
Teacher/Student Data Link		<a href="http://www.cde.state.co.us/edidproject/DataLink.asp">http://www.cde.state.co.us/edidproject/DataLink.asp</a>
Educator Identifier Project		<a href="http://www.cde.state.co.us/edidproject/index.asp">http://www.cde.state.co.us/edidproject/index.asp</a>

### III. Maryland Early Childhood Data Systems Review

**Systems:**

- Maryland Model for School Readiness (MMSR)
- Child Care Automated Tracking System (CCATS)

**Agency:** Maryland Department of Education

**Funding:** Maryland Department of Education

**Cost:** Not available

**System Summaries:** MMSR focuses on school readiness. It collects individual-level information about:

- Kindergartners, including family demographics and type of care received before kindergarten (e.g., Head Start, family child care)
- Kindergarten readiness status in seven areas of development including physical development and health, language, math and social development
- A unique child identifier links information in the data system and the state's K-12 database.

CCATS focuses on the state's licensed programs serving children ages 0 to 5, including child care centers, family child care, Head Start, and state funded nursery schools. The system incorporates licensing and registration, child care subsidy, and program rating scores. The system includes information on:

- Program licensing requirements and activities
- Child care program capacity
- Number of subsidy vouchers provided
- Number of children served by a program
- Complaints and enforcement
- Early childhood workforce, including: credentials, training, education, professional development

- Workforce wages and bonuses

**Interfaces & Data Exchanges:** Currently, neither provider nor program identifier information from CCATS is linked to information on children in the MMSR database. Data in CCATS and MMSR have been linked for research studies on a study-by-study basis. CCATS links with the child protective services database within Child Information Services (CIS) to help with abuse and neglect investigations and to screen current and potential childcare providers. CCATS has a public portal for:

- General inquiries related to licensing, credentialing, and subsidized care.
- Secure electronic transmission and processing of provider and customer applications, case updates, service vouchers and invoices, and related information.

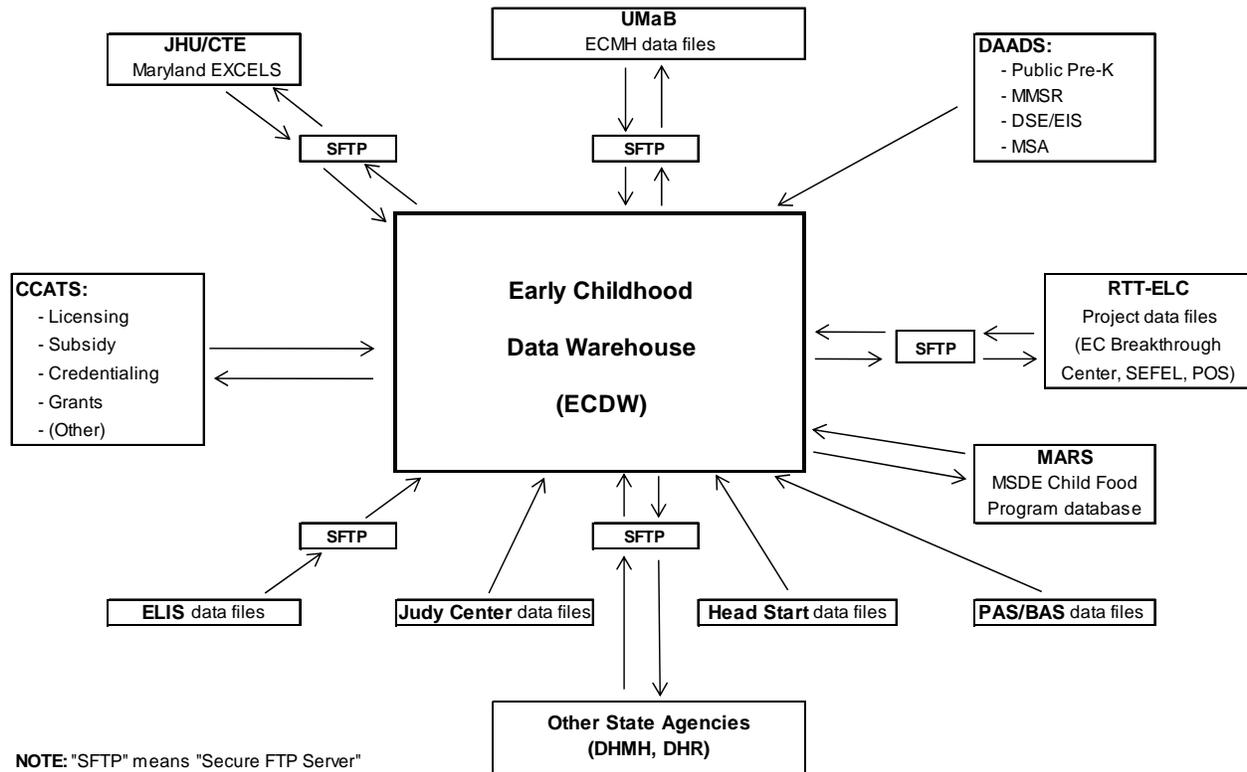
**System Access:** Access to both MMSR and CCATS is role-based, depending on privileges and scope of work of the user.

**Data Standards:** Maryland uses the Common Education Data Standards (CEDs) model as their data standards specification for the Early Childhood Data Warehouse project (see below).

**Planned System Initiatives:**

- The state is currently developing a next-generation data system, the Enhanced CCATS or e-CCATS, scheduled to be completed in 2015. The new system will be an upgrade to CCATS and will improve data collection, streamline data flow and data entry, and provide faster and more flexible reporting, including publically available reports. The estimated total project cost is approximately \$16 M (according to Maryland’s Race to the Top – Early Learning Challenge application).
- Development of an Early Childhood Data Warehouse is in process. The following diagram provides an indication of planned system linkages to and from the warehouse.

## MSDE Division of Early Childhood Development - ECDW Data Sources and Relationships



As indicated above, linkages are planned between various early childhood systems and the ECDW. A common unique student identifier will be established to maintain data integrity at the student level. Plans are to track information on state fund utilization, linked to provider and child information, in order to provide additional information to the state about how investments to improve program quality impact children's academic progress. Goals are to provide:

- Progress and transition data about an individual's and aggregated group's education-work life-cycles, and
- Analytics to help policy makers improve decisions on education initiatives, curriculum alignments, and workforce programs.

Of note, this system is experiencing challenges that prevent them from reaching full potential including:

- Gaps in data collections
- Complexity in blending disparate data from multiple agencies
- Presenting research that shows the value of this data system in decision making; and
- Training of key policy makers, such as state legislators, on how to use the data

**Policy, Legal Statutes, Governance:** Maryland Department of Education (DOE) governs all early care and education programs in the state, public prekindergarten and child care. A Project Advisory Council provides guidance on the development and implementation of improvements to the early childhood data systems. As a federal program, Head Start is not governed by the Maryland DOE. However, the Head Start program in Maryland collaborates with the DOE on sharing data and some Head Start data is integrated into the MMSR and the ECDW, as noted above.

**Best Practices Identified:** The MMSR is currently the main component of the state’s early childhood data system and is used to evaluate and promote children’s school readiness and later academic success. The information in the MMSR focuses on school readiness, but information is also used to improve programs, conduct research, do interagency planning and conduct policy analysis. The following best practices were identified:

- The MMSR has the ability to link child-level data with K–12 student data.
- The MMSR uses unique child identifiers.
- Maryland uses the CEDS model as their data standards specification for the Early Childhood Data Warehouse project that is in process.
- Access to systems is and data are role-based; facilitating both user-friendly, but secure access.
- A governance structure is in place to guide data collection, sharing and use for the state’s early childhood data systems. Furthermore, Head Start programs in Maryland collaborate with the DOE on sharing data and some Head Start data is integrated into the MMSR and the ECDW.

**Reference Documents:**

<b>Document Description</b>	<b>Electronic File Name</b>	<b>URL/Link</b>
eCCATS Functional Requirements	Appendix_B_Requirements_050410.pdf	N/A; document was emailed by Maryland staff
CCATS Network Diagram and Technical Environments	Appendix_C_Network and Equipment_050410.pdf	N/A; document was emailed by Maryland staff

CCATS equipment list	Appendix_D_Development+Equipment_050410.pdf	N/A; document was emailed by Maryland staff
A Look at Maryland's Early Childhood Data System		<a href="http://www.dataqualitycampaign.org/files/Maryland%20report.pdf">http://www.dataqualitycampaign.org/files/Maryland%20report.pdf</a>

## IV. Pennsylvania Early Childhood Data System(s) Review

### System(s):

- Pennsylvania’s Enterprise to Link Information for Children Across Networks (PELICAN)
- Early Learning Network (ELN)

**Agency:** Department of Education and Department Public Welfare

**Funding:** U.S. Department of Education’s Office of Special Education Programs, Individuals with Disability Education Act; Department of Education; several foundations including the William Penn Foundation.

### Costs:

- PELICAN Development Costs

PELICAN IT Vendor Costs	
FY 2006-07	\$7,124,853.00
FY 2007-08	\$18,410,071.00
FY 2008-09	\$16,047,689.00
FY 2009-10	\$18,343,781.00
FY 2010-11	\$13,081,651.00
FY 2011-12 (July – December)*	\$3,328,109.00

\*Amount represents only the invoices received and expenditures made through December, 2011

PELICAN Support and Maintenance: \$15-\$20million per year.

- Development Costs for ELN: The Office of Child Development and Early Learning and the Commonwealth of Pennsylvania partnered with several foundations, including the William Penn Foundation, to develop ELN. These foundations invested \$3.5 - \$4 million to develop and implement the system. OCDEL hired the consulting firm Deloitte Consulting LLP (Deloitte) to design and build the data system.

**System Summary:** PELICAN is the Office of Child Development and Early Learning’s (OCDEL) information management system that includes all child care services information, including payment, monitoring, and accountability. PELICAN is being updated to enable the ELN. The ELN is a comprehensive, unified data system for assessing individual-level child outcomes across multiple programs. The system is a web-based network that leverages existing data sources and new linkages to enable centralized collection and data sharing of child-based information, assessment, and early learning quality indicators. The goals of the system are to improve the effectiveness and availability of state early childhood programs and to provide longitudinal data about teachers and staff associated with those programs. The ELN is designed to integrate financial, program, teacher, family, and child information. ELN tracks outcomes on children participating in OCDEL programs, which are funded with federal and state dollars. It provides OCDEL the ability to report information in the aggregate in order to make data-driven decisions and also allows for information sharing with teachers to inform their instruction and parent engagement on child progress.

System data related to the children (i.e., program participants) include:

- Unique child identifier
- Family demographics
- Health information
- Service referrals
- Attendance and enrollment details

System data related to professional staff include:

- Unique provider identifier
- Qualifications
- Benefits
- Turnover rates
- Classroom quality rating scores
- Credentials

System data related to programs are:

- Contact/classroom hours
- Nature of services

**Interfaces & Data Exchanges:** There are two identified data exchange capabilities between PELICAN and other systems in Pennsylvania. These include:

- Pennsylvania Information Management System (PIMS), which contains a K-12 education data warehouse
- Teacher Information Management System (TIMS), a teacher data warehouse covering professional staff serving children birth through grade 12.

**System Access:** Access to system resources is role-based and follows a principle of being granted access only to the smallest scope of data, as per staff role and need for data access. For example, a teacher in a child care center can see data only on the children in his or her classroom, while a State official with responsibility for monitoring programs in a region can see data on all programs in that region only. System access is generally governed by the privacy and confidentiality provisions of the federal Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA). PELICAN data is protected by the same security protocols as other programs, such as Medical Assistance and Income Maintenance. These protocols require secure and encrypted servers that are tested for vulnerabilities, unique user names with strong passwords, and user roles that are assigned specific security levels and access. In addition, publicly released data is only reported at an aggregate level so that families and children are never recognized. ELN data will not track child disciplinary issues or be made available in any manner that would jeopardize insurance coverage.

**Data Standards:** No information available at this time

**Planned System Initiatives:** Based on documentation dated 2010, Pennsylvania intends to exchange data between the PELICAN/ELN and the following other information systems serving young children:

- Temporary Assistance for Needy Families (TANF)
- Medicaid
- Child welfare
- Juvenile justice
- Head Start

Of note, Pennsylvania would like the federal government to ensure accessibility to federal Head Start data in order to better understand the host of services available for various children and how these combined supports enable optimal child development and progress within the State.

Within PELICAN, Head Start data is collected as part of the PA Pre-K Counts (PKC) portion. Data is collected from Pennsylvania's child care subsidy program, at-risk preschool program as well as Head Start. The data are used for ensuring eligibility of families participating in these programs and that proper payments are made to providers in order to limit fraud, waste and abuse.

**Policy, Legal Statutes, Governance:** The Office of Child Development and Early Learning (OCDEL) is responsible for developing and maintaining the PELICAN and ELN systems. There are structured collaborations with other state government entities. The Early Learning Council, consisting of a broad set of early childhood stakeholders, convened pursuant to an executive order, and appointed by the governor, is an advisory body. The Council's committees include an Early Learning Network advisory committee consisting of nearly 100 early childhood education program stakeholders, researchers and others. Within this committee, subgroups work on several issues including communications, research, infrastructure and technology.

**Best Practices Identified:** Pennsylvania's one state leading the way in developing a unified early childhood data system. The ELN/PELICAN system is a unified data system is designed to integrate financial, program, teacher, family, and child information. The system collects information about children, teachers, and programs overseen by OCDEL; the data is used for tracking and assessing outcomes on children participating in OCDEL programs. Considering Pennsylvania's efforts to develop a unified data system, the following best practices were identified:

- Pennsylvania's ELN/PELICAN system integrates child-level data, family-level data, provider-level data, outcome data, and program quality data to inform early childhood program quality improvement, practice, and policy.
- Unique child identifiers and unique provider identifiers are used.
- Pennsylvania has student and teacher data repositories in place, PIMS and TIMS, which are expected to have data exchange capabilities with PELICAN and other systems in Pennsylvania.
- Access to systems is via web portals and access to functionality and data are role-based; facilitating both user-friendly, but secure access.
- A governance structure is in place to guide data collection, sharing and use for the ELN/PELICAN system.

**Reference Documents:**

<b>Document Description</b>	<b>Electronic File Name</b>	<b>URL/Link</b>
PELICAN data element list	Act_24_PIMS-PELICAN-Data_Collection_Report_02-01-12.pdf	<a href="http://www.portal.state.pa.us/portal/http://www.portal.state.pa.us;80/portal/server.pt/gateway/PTARGS_0_2_1222303_0_0_18/Act_24_PIMS-PELICAN-Data_Collection_Report_02-01-12.pdf">http://www.portal.state.pa.us/portal/http://www.portal.state.pa.us;80/portal/server.pt/gateway/PTARGS_0_2_1222303_0_0_18/Act_24_PIMS-PELICAN-Data_Collection_Report_02-01-12.pdf</a>
Early Intervention data element list	EI_11-02_02-PELICAN_Act_24.pdf	<a href="http://www.portal.state.pa.us/portal/http://www.portal.state.pa.us;80/portal/server.pt/gateway/PTARGS_0_2_1235855_0_0_18/EI%2011-02%20Attachment%20-%20PELICAN%20EI%20Requested%20Data%20Elements.pdf">http://www.portal.state.pa.us/portal/http://www.portal.state.pa.us;80/portal/server.pt/gateway/PTARGS_0_2_1235855_0_0_18/EI%2011-02%20Attachment%20-%20PELICAN%20EI%20Requested%20Data%20Elements.pdf</a>
Evaluation of the Early Learning Network Implementation Phase II Report		<a href="http://www.omgcenter.org/sites/default/files/ELN%20II%20Final%20Report%20rev.%2010.26.pdf">http://www.omgcenter.org/sites/default/files/ELN%20II%20Final%20Report%20rev.%2010.26.pdf</a>

## V. Vermont Early Childhood Data System Review

### **System:**

- Bright Futures Information System (BFIS)

**Agency:** Child Development Division, Vermont Department for Children and Families; and the Building Bright Futures Council

**Funding:** Child Care and Development Fund administered by Child Development Division, Vermont Department for Children and Families

**Costs:** Not available

**System Summary:** Implemented in 2005, BFIS is an integrated statewide, web-based and real-time care and education information system with unique child, family, program and educator identifiers that has the capacity to expand and link with other data systems.

### Applications For Parents:

- Search for child care options/providers online. Search by name, locality, program type, and age group. For example:
  - Registered home care provider
  - Licensed center
  - School age care program
- Information and application for state child care benefits:
  - Information on benefits and eligibility
  - Includes ability to apply online for state benefits and track status of application
  - Includes ability to manage account information online

### Applications For Providers:

- Apply online to become a licensed child care provider
- Account information for:
  - Managing attendance information

- Tracking payment information
- Provider web portal:
  - Bill electronically for services to families receiving a child care subsidy (used by 91% of child care programs)
  - Professional development registry for individual child care and education providers to log and track their professional credentials and continuing education (used by an estimated 30% of individual providers)

**Interfaces & Data Exchanges:** BFIS interfaces with other benefit programs such as:

- Temporary Assistance for Needy Families (TANF/Reach-Up)
- State Nutritional Assistance Programs (SNAP/3 Squares VT)
- The Child and Adult Care Food Program (CACFP)
- Vermont Immunization Registry (IMR) (allows providers to query child immunization history)

**System Access:** Web portal and role based

**Data Standards:** None were identified as being in use

**Planned System Initiatives:** Vermont has extensive plans to link multiple systems in order to enable reporting “horizontally” across multiple aspects of early childhood (e.g., learning, program utilization, health) and “vertically” across a child’s life span. Plans are tentative and have only been proposed. Proposed systems for linking include the following:

- Birth Registry
- Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
- Department of Vermont Health Access, Management and Information System (MMIS): Medicaid eligibility and claims data for analysis of health care eligibility, utilization patterns, and third party health care coverage.
- Vermont Department for Mental Health Monthly Service Reports: Types of services young children receive including service planning and coordination, individual therapy and consultation

- Head Start Program Information Reporting (PIR): Enrollment, type of service and some health measures data
- Department of Education (DOE) warehouse:
  - PreK, Part B of 619 and school enrollment and assessment data for early grades by student type, over time
  - Student demographic data (e.g., race, gender)
  - Licensed educators information
- Vermont Information Technology Leaders (VITL) Vermont Health Information Technology/Exchange (HIT/E): A Health Information Exchange (HIE) system that connects the electronic health information systems of different health care providers, enabling them to share clinical, payment and demographic data of their patients.

**Policy, Legal Statutes, Governance:** The Bright Futures Child Care Information System is run by the Vermont Department for Children and Families, together with the Building Bright Futures Council. The Council was established in Vermont statute in 2010 through Act 104.

**Best Practices Identified:** Vermont’s Bright Futures Information System is the state’s primary effort in integrating early childhood related data. The following best practices were identified:

- BFIS incorporates the use of unique child identifiers, and unique family, program, and educator identifiers.
- Access to BFIS is via web portals and access to functionality and data are role-based; facilitating both user-friendly, but secure access.
- A governance structure is in place to guide data collection, sharing and use for the BFIS.

**Reference Materials:**

Description	Electronic File Name	URL/Link
Two-page summary on strategy to create early childhood reporting systems	execsumm_key_to_goodpolicy_jan_15_2012final.pdf	<a href="http://www.buildingbrightfutures.org/images/stories/pdfs/execsumm_key_to_goodpolicy_jan_15_2012final.pdf">http://www.buildingbrightfutures.org/images/stories/pdfs/execsumm_key_to_goodpolicy_jan_15_2012final.pdf</a>
General strategy to	key_to_good_	<a href="http://www.buildingbrightfutures.org/images/stories/pdfs">http://www.buildingbrightfutures.org/images/stories/pdfs</a>

create early childhood reporting systems	policy_finalreportjan2012final.pdf	<a href="#">/key to good policy finalreportjan2012final.pdf</a>
Bright Futures Child Care Information System (portal)	N/A	<a href="http://www.brightfutures.def.state.vt.us/vtcc/process.do?0Mmr3gjumkz13-SgYEjWekr3%3dxguw3YEa.aU7zaju.xnn.xGOSG-OD-6S%2bOq%256USO%256Uh6.Oh0gwEkeUs3peYY.wjRszYgwUVm31mLUjsegsUWVjUVm3mWgwkmpwUVm31mLUjsegkz13S60d0SS0h6Ohh_O">http://www.brightfutures.def.state.vt.us/vtcc/process.do?0Mmr3gjumkz13-SgYEjWekr3%3dxguw3YEa.aU7zaju.xnn.xGOSG-OD-6S%2bOq%256USO%256Uh6.Oh0gwEkeUs3peYY.wjRszYgwUVm31mLUjsegsUWVjUVm3mWgwkmpwUVm31mLUjsegkz13S60d0SS0h6Ohh_O</a>