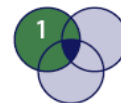


# STATE ACTIONS TO CHANGE THE CULTURE AROUND DATA - FROM BUILDING TO USING DATA

## State Action 3: Data Governance\*



### *Establishing Data Governance Structures to Guide Data Collection, Sharing, and Use*

Data governance is one of the most underdeveloped but critical aspects of state -level data management. Through data governance, organizations define the roles and responsibilities needed to institutionalize their commitment to data quality and use. Without a data governance strategy, there is no clear ownership of the data, no clear business processes for collecting and reporting data, and no accountability for data quality.

The Data Quality Campaign has highlighted the importance of governance by listing it in our 10 State Actions to Ensure Effective Data Use as Action 3 – Develop governance structures to guide data collection, sharing, and use. There are two aspects of governance that need to be addressed to ensure that data is first collected/reported/used properly *within the state education agency* (intra-agency data governance) and then linked and exchanged properly *with other state agencies* (inter-agency data governance).

#### Highlights

This policy brief includes examples of how some states are addressing the issue of intra-agency and inter-agency data governance.

#### *Intra-agency data governance*

- Kansas
- Tennessee

#### *Inter-agency data governance*

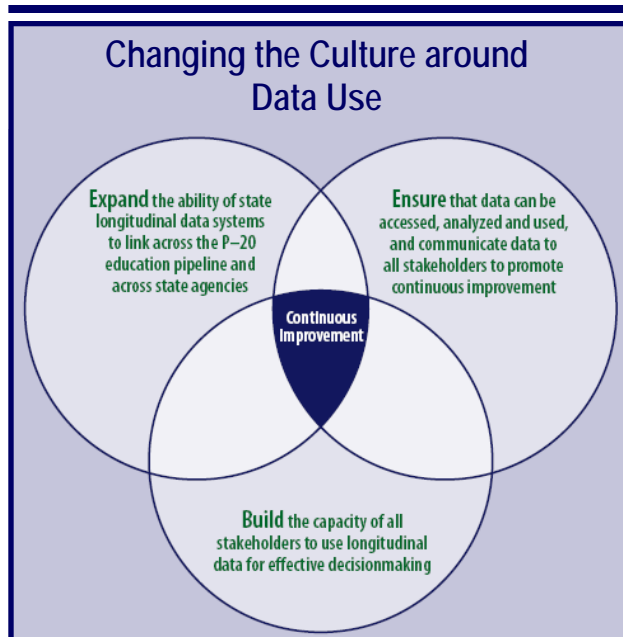
- Washington
- New Mexico
- Florida
- Connecticut
- Kentucky

### INTRA-AGENCY DATA GOVERNANCE

Building and deploying a longitudinal data system is not solely an information technology (IT) project. It is, rather, an agency-wide endeavor that should involve stakeholders throughout the education system. As such, it underscores the importance of developing a data governance strategy and a consistent network of data infrastructure and business processes that address data ownership, accountability, quality, access and security. Although data governance requires creating a unified IT plan, it is equally important to ensure that the people and processes involved are effectively coordinated.

**Kansas** has a governance model comprised of two branches that report to its Data Governance Board. The Governance Board is responsible for reporting data and ensures that all new measures regarding data collection and reporting are communicated to the necessary parties and enforced throughout the state. One branch that reports to the Governance Board is the Data Request Review Board, which is directly responsible for gathering, prioritizing, and assigning requests for data. The other branch, the Data Steward Group, is primarily responsible for maintaining data quality. The Data Steward group oversees the Kansas Individual Data on Students (KIDS) and the Enterprise Data System and also works to expand the data quality certification program. For more information: <http://www.dataqualitycampaign.org/resources/99> and <http://www.dataqualitycampaign.org/resources/524> and <http://www.dataqualitycampaign.org/resources/107>.

**Tennessee** established a Data Management Committee comprised of 22 data managers from across the agency. The Committee meets monthly (enforced by the state's Commissioner) to discuss all issues pertaining to data quality (e.g., definitions, reporting requirements, etc.). For more information: <http://www.dataqualitycampaign.org/resources/98> and <http://www.dataqualitycampaign.org/resources/96>.



## INTER-AGENCY DATA GOVERNANCE

States receiving State Fiscal Stabilization Funds under the American Recovery and Reinvestment Act are required to build data systems able to link across the P-20 pipeline and to workforce data. According to the 2008 DQC survey, 28 states report being able to connect P-12 and postsecondary data systems and 23 the ability to link P-12 with workforce data. As a result, there is a growing focus on the need for policies to govern this cross-agency data sharing process.

Not only is it important for states to build the governance policies that determine how data is technically shared, stored, linked, and protected, it is also an equally important to deal with the political issues involved in collaborating across multiple agencies or organizations.

### Technical

- Establishing Memoranda of Understanding outlining what data are shared and how; where they will be stored; how often they will be updated; who will conduct analyses; how privacy will be protected, etc.
- Creating a data sharing committee with representatives from all state agencies that meets regularly to oversee the governance policy and structure.
- Developing common standards (e.g., ensuring “retention” means the same thing in P-12 as in postsecondary, establishing interoperability standards and specifications, etc.).

***Intra-Agency Data Governance:*** Structures and processes that are developed and implemented to ensure that data is first collected/reported/used properly *within the state education agency*.

***Inter-Agency Data Governance:*** Structures and processes that are developed and implemented to ensure that data is linked and exchanged properly *across state agencies*.

### Political

- Creating a common vision for the state’s longitudinal data system and how it will support the state’s human capital development systems.
- Engaging support from state-level policymakers to share data across agencies and using the bully pulpit to highlight the value of sharing/linking data and building the political will and capacity to do so.
- Passing legislation or issuing executive orders to codify P-20/workforce data systems.

Washington’s legislature created the Education Data and Research Center (ERDC) to “conduct collaborative analyses of early learning, K-12, and higher education programs and education issues across the P-20 system.” The ERDC, jointly managed by the Office of Financial Management and the Legislative and Education Accountability Program (LEAP) within the legislature, provides a forum in which agencies can collaboratively work toward sharing information. To strengthen governance processes within K-12, the Governor recently signed into law a bill establishing a data governance group within the Office of the Superintendent of Public Instruction to assist in the design and implementation of a K-12 education data

improvement system for financial, student, and educator data. It is the intent that the data system will specifically serve the requirements of teachers, parents, superintendents, school boards, the Office of the Superintendent of Public Instruction, the legislature, and the public. For more information: <http://www.erdc.wa.gov/> and <http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/House%20Passed%20Legislature/2261-S.PL.pdf>

**New Mexico's** Governor signed an Executive Order which establishes the New Mexico Data Warehouse Council after the legislature failed to pass language which would have codified the state's P-20 data system and provided funding to further build the data warehouse. For more information: <http://www.dataqualitycampaign.org/resources/509>.

**Florida** is a leading state in data sharing agreements. The mission of the Florida K-20 Education Data Warehouse (EDW) is to provide stakeholders in public education including administrators, educators, parents, students, state leadership, and professional organizations, with the capability of receiving timely, efficient, consistent responses to inquiries into Florida's Kindergarten through University education. For more information: <http://edwapp.doe.state.fl.us/index.htm> and <http://www.dataqualitycampaign.org/resources/search> (Select "MOU" under "Resource Type to see the variety of state MOUs in the DQC Resource Library.)

**Connecticut** is striving to develop interoperability among agencies to improve data-driven and cross-agency decision-making. The Early Childhood Education Cabinet is required by the Connecticut General Assembly to propose data interoperability recommendations for 2009. Work is under way on an Early Childhood Information System (ECIS) based on unique child and program identifiers. In addition, the departments of Labor, Higher Education and K-12 Education have worked together to ensure data on postsecondary education, training and employment can be exchanged, matched and linked to better serve individuals, provide state policymakers with key information on education and labor market outcomes, and improve programs and services throughout the education pipeline. For more information: [http://www.ctearlychildhood.org/images/customer-files/ecdatasystemsupdate3\\_09.pdf](http://www.ctearlychildhood.org/images/customer-files/ecdatasystemsupdate3_09.pdf)

**Kentucky's** legislature enacted legislation to develop the first piece of a P-20 data governance strategy to establish clear ownership over the collection, quality and analysis of postsecondary data. In addition, the Kentucky Education Network's (KEN) P-20 Data Warehouse Working Group is charged with "[...] review[ing] the issues surrounding the development of a data warehouse that is composed of data from the KEN partners and other relevant agencies for policy and research purposes." For more information: <http://www.dataqualitycampaign.org/resources/278> and <http://ken.ky.gov/>

#### **Contact the DQC**

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\* This is one in a series of briefs on the DQC Ten State Actions to Ensure Effective Data Use. For more information go to [www.dataqualitycampaign.org/files/NextStep.pdf](http://www.dataqualitycampaign.org/files/NextStep.pdf).