May 1, 2017

Dear Project Director and/or Primary SLDS Contact:

The National Center for Education Statistics (NCES) has initiated a data collection effort to help inform ongoing evaluation and targeted technical assistance efforts to enrich the quality of the Statewide Longitudinal Data System (SLDS) Program's support to States regarding system development, enhancement, and use.

This project is a formalized expansion of the SLDS Program's Interim Progress Report (IPR), which was intended to provide NCES with insight on State and U.S. territory SLDS capacity for automated linking of K-12, teacher, postsecondary, workforce, career and technical education (CTE), adult education, and early childhood data.

To ensure the success of the SLDS Survey, we need your help. Attached to this email, you will find the SLDS Survey and completion instructions. **We will accept completed surveys via email until the deadline of June 30, 2016.**

By providing NCES with information regarding the capacity of your State's SLDS, NCES will be able to provide a publically-accessible set of metrics and use cases showing data-linking and use capacity by State, which will enable interested users to quickly ascertain which States have capacity to link data across sectors. For example, which States can link K12, postsecondary, and workforce data, and how they are using these data to inform policy and practice. We also will use the data collected from the Survey to respond to questions from internal and external stakeholders regarding SLDS capacity in the States, and to inform future grant rounds and technical assistance planning.

The cooperation of your State is important to the success of this national survey of SLDS capacity. NCES will not sell these data and will notify you when the public metrics and use cases become available. The Survey data will be collected on an annual basis. SLDS system capacity changes frequently (ex. Infrastructure enhancements, evolving P20W agency collaborations, State legislation impacts, etc.), so collecting data less often would make the information too obsolete to be useful for targeted technical assistance planning.

If you have questions about the SLDS Survey, please contact Kristen King at Kristen.king@ed.gov.

Sincerely,

Ross Santy
Associate Commissioner, Administrative Data Division
National Center for Education Statistics
Institute of Education Sciences

U.S. Department of Education
State-wide Longitudinal Data System (SLDS)
Survey Cover Sheet

Based on ED 524B OMB No. 1850-0933 Exp. 02/29/2020

Reporting Period   From:_____To: _____

General Information

1. PR/Award# (if applicable):_____

2. Agency Name

3. Agency Address

City:

State:

Zip:

4. Respondent Name: _____

Title:

Phone #:   Ext.:

Email:

5. Stakeholder Agencies
   Consulted to Complete the
   SLDS Survey

*If applicable, list the agencies
with which you consulted to
complete this survey. For
example, Dept of Secondary
Education; State Institute of
Higher Ed; etc.*

6. How many hours did you and others from your or your stakeholders' offices spend on responding to this
   survey? Your office:_____hours   Other offices:_hours

SLDS Survey 2017-2019

Instructions:

Please fill out the form below based on the current status of each specified element or capability in your SLDS, not the status of elements or capabilities of systems that are not linked to your SLDS. While we recognize there are various levels of linking, when we use the term "link", we are referring to an established technology solution that allows for data to be brought together in a replicable and useful way.

If your state has or is in the process of building more than one SLDS (e.g., K12 and P20W), your responses should reflect the cumulative status and attributes encompassing both systems**.** A P20W system encompasses information across multiple sectors. It is inclusive of not only K12 data, but could include early learning, postsecondary, and/or workforce data. **Therefore, you may have to consult other state agency or department counterparts to complete this survey in its entirety (early learning, postsecondary, workforce, etc.) The data that are collected inform our on-going evaluation and technical assistance efforts, and might be used to assess state needs to guide future grant round agendas**. Thank you for completing this survey with accurate responses.

The feature status options are:
- **Not Planned** - The state is currently not planning to include that element/capability in its SLDS. "Not Planned" should also be marked for items that are not applicable to your state SLDS at this time (legislative prohibitions, "unadopted" interest, etc.);
- **Planned** - The state intends to include this element/capability in its SLDS and has a documented plan and funding source to implement, but implementation work has not begun;
- **In Progress** - The state is currently building or implementing this element/capability as part of its SLDS, but it is not yet fully operational; and
- **Operational** - This element/capability is fully functional and available for its intended users.

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
State Agency K12 Data					
1) Are K12 student data included in the SLDS? *(If No, skip to 6)*	☐ Yes	☐ No			
2) If so, what types of K12 student data are included?					
a) Demographics	☐	☐	☐	☐	
b) Migrant status	☐	☐	☐	☐	
c) Homelessness status	☐	☐	☐	☐	
d) Attendance	☐	☐	☐	☐	
e) Discipline	☐	☐	☐	☐	
f) Grade level	☐	☐	☐	☐	
g) Diploma/certificate	☐	☐	☐	☐	
h) Assessments:					
i) Kindergarten entry	☐	☐	☐	☐	
ii) Statewide summative/end of course	☐	☐	☐	☐	
iii) Statewide benchmark or interim	☐	☐	☐	☐	
iv) Local benchmark or interim	☐	☐	☐	☐	
v) AP scores	☐	☐	☐	☐	
vi) Information on students not tested by grade and subject	☐	☐	☐	☐	
vii) College-readiness test scores (SAT, PSAT)	☐	☐	☐	☐	
i) School enrollment & completion	☐	☐	☐	☐	
j) Course enrollment	☐	☐	☐	☐	
k) Course completion	☐	☐	☐	☐	
l) Virtual school/learning enrollment or participation	☐	☐	☐	☐	
m) Other program participation[1]	☐	☐	☐	☐	
n) Drop out history	☐	☐	☐	☐	
o) Transfer in/out	☐	☐	☐	☐	
p) In-state postsecondary/dual enrollment	☐	☐	☐	☐	
q) Out-of-state postsecondary/dual enrollment	☐	☐	☐	☐	
r) Instructional methods used in the classroom	☐	☐	☐	☐	

[1] *Programs include free & reduced price lunch or other SES indicator, Title I, English language learners, special education, Section 5.*

Selecting the CLEAR button will reset all answers for Question 2	CLEAR Q2

Feature	Status				Comments
	Not Planned	**Planned**	**In Progress**	**Operational**	
3) Is there a comprehensive data dictionary for K12 student data elements that contains metadata such as a definition, option sets, type or field length? *(If Not Planned, skip to 4)*	☐	☐	☐	☐	
a) Is the data dictionary published publicly?	☐	☐	☐	☐	
i) If so, please provide data dictionary website address:					
b) Are K12 student data elements Common Education Data Standards (CEDS) aligned?	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 3					CLEAR Q3
4) How are K12 student data from the SLDS used?	☐	*(If Not Planned, skip to 6)*			
a) Instructional support (e.g. dashboards for teachers)	☐	☐	☐	☐	
b) Resources for public, parents, and community members (e.g. dashboards, scorecards)	☐	☐	☐	☐	
c) Early warning systems	☐	☐	☐	☐	
d) Feedback reports on:					
i) Elementary schools	☐	☐	☐	☐	
ii) Middle schools	☐	☐	☐	☐	
iii) High school (e.g. graduation rates, SAT scores)	☐	☐	☐	☐	
iv) K12 access/equity	☐	☐	☐	☐	
v) Remediation rates by high school upon college entry	☐	☐	☐	☐	
vi) Other (please list in the comments)	☐	☐	☐	☐	
e) State reports for/on:					
i) Governor/legislature	☐	☐	☐	☐	
ii) Board/agency goals/priorities	☐	☐	☐	☐	
iii) Research/policy agenda/strategic plans	☐	☐	☐	☐	
iv) Law/policy requirements	☐	☐	☐	☐	
f) Policy updates/changes	☐	☐	☐	☐	
g) Curriculum decisions/materials	☐	☐	☐	☐	
h) State-level collected courses aligned in School Courses for the Exchange of Data (SCED)	☐	☐	☐	☐	
i) Horizontal and vertical alignment planning	☐	☐	☐	☐	
j) Program/intervention needs	☐	☐	☐	☐	
k) Educator placements/transfers	☐	☐	☐	☐	

Feature	Status				Comments
	Not Planned	**Planned**	**In Progress**	**Operational**	
l) Professional learning needs for staff	☐	☐	☐	☐	
m) Community/partnership collaboration	☐	☐	☐	☐	
n) Data skills & use training for educators	☐	☐	☐	☐	
o) Direct certification for participation in the National Student Lunch Program	☐	☐	☐	☐	
p) Educator preparation program feedback	☐	☐	☐	☐	
q) Funding decisions	☐	☐	☐	☐	
r) Other (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 4					CLEAR Q4
5) Are K12 student data linked to finance data?	☐	☐	☐	☐	
K12 Teacher Data					
6) Where are K12 teacher data housed? ☐ *(If Not Planned, skip to 11)*					
a) SLDS	☐	☐	☐	☐	
b) P20W SLDS	☐	☐	☐	☐	
c) A separate, central teacher data system	☐	☐	☐	☐	
d) Separate, multiple teacher data systems or source files	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 6					CLEAR Q6
7) Is there automated infrastructure in place to link K12 teacher data with K12 student data in the SLDS? *(If Not planned, skip to 10)*	☐	☐	☐	☐	
8) How are K12 teacher and K12 student data directly linked?					
a) Course assignment	☐	☐	☐	☐	
b) Statewide unique teacher IDs	☐	☐	☐	☐	
c) Roster verification process	☐	☐	☐	☐	
d) Other method (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 8					CLEAR Q8
9) What type of K12 teacher data are directly linked with K12 student data?					
a) Certificate type	☐	☐	☐	☐	
b) Certification path (traditional v. alt-cert)	☐	☐	☐	☐	
c) Postsecondary program/major	☐	☐	☐	☐	
d) Highly qualified status	☐	☐	☐	☐	
e) Preparation program/institution name	☐	☐	☐	☐	
f) Years of experience	☐	☐	☐	☐	
g) Salary	☐	☐	☐	☐	

Feature	Status				Comments
	Not Planned	**Planned**	**In Progress**	**Operational**	
h) Assessment results (e.g., Praxis)	☐	☐	☐	☐	
i) Course assignments	☐	☐	☐	☐	
j) Teacher/administrator evaluation data	☐	☐	☐	☐	
k) Instructional methods used in the classroom	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 9					CLEAR Q9
10) For which of the following are K12 teacher data available for use?	☐	*(If Not Planned, skip to 12)*			
a) Feedback reports on:					
i) Teacher preparation programs	☐	☐	☐	☐	
ii) Professional learning	☐	☐	☐	☐	
iii) Educator effectiveness	☐	☐	☐	☐	
iv) Other (please explain in comments)	☐	☐	☐	☐	
b) State reports for/on:					
i) Governor/legislature	☐	☐	☐	☐	
ii) Board/agency goals/priorities	☐	☐	☐	☐	
iii) Research/policy agenda/strategic plans	☐	☐	☐	☐	
iv) Law/policy requirements	☐	☐	☐	☐	
c) Federal reports:					
i) ED*Facts*	☐	☐	☐	☐	
ii) Other federal reports	☐	☐	☐	☐	
d) Retention/transfer/promotion	☐	☐	☐	☐	
e) Merit pay	☐	☐	☐	☐	
f) Curriculum decisions/materials	☐	☐	☐	☐	
g) Horizontal and vertical alignment planning	☐	☐	☐	☐	
h) Policy updates/changes	☐	☐	☐	☐	
i) Talent management	☐	☐	☐	☐	
j) Human resources	☐	☐	☐	☐	
k) Funding decisions	☐	☐	☐	☐	
l) Other (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 10					CLEAR Q10
11) Are K12 teacher data linked to finance data?	☐	☐	☐	☐	
Postsecondary Data					
12) Where are postsecondary data housed?	*(If Not Planned, skip to 19)*				
a) P20W SLDS	☐	☐	☐	☐	
b) A separate, central postsecondary data system	☐	☐	☐	☐	

Feature	Status				Comments
	Not Planned	**Planned**	**In Progress**	**Operational**	
c) Separate, multiple postsecondary data systems or source files	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 12					CLEAR Q12
13) Is there automated infrastructure in place to link postsecondary data with K12 student data in the SLDS? *(If Not planned, skip to 17)*	☐	☐	☐	☐	
14) Who provides postsecondary data for the SLDS?					
a) State 4-year public institutions	☐	☐	☐	☐	
b) State 2-year public institutions	☐	☐	☐	☐	
c) State tribal institutions	☐	☐	☐	☐	
d) State private non-profit institutions	☐	☐	☐	☐	
e) State for-profit/proprietary institutions	☐	☐	☐	☐	
f) National Student Clearinghouse	☐	☐	☐	☐	
g) Out of state postsecondary institutions	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 14					CLEAR Q14
15) How are postsecondary and K12 student data directly linked?					
a) An assigned unique identifier	☐	☐	☐	☐	
b) Social Security number	☐	☐	☐	☐	
c) An element match process	☐	☐	☐	☐	
d) Other method (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 15					CLEAR Q15
16) What type of postsecondary data are directly linked with K12 student data?					
a) Demographics	☐	☐	☐	☐	
b) Course remediation	☐	☐	☐	☐	
c) Prior postsecondary institutions attended	☐	☐	☐	☐	
d) Program/major upon completion	☐	☐	☐	☐	
e) Recognized postsecondary credential	☐	☐	☐	☐	
f) Period of enrollment	☐	☐	☐	☐	
g) Progress towards completing program or degree	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 16					CLEAR Q16
17) Is there a comprehensive data dictionary for postsecondary data elements that contains metadata such as a definition, option sets, type or field length? *(If Not Planned, skip to 18)*	☐	☐	☐	☐	

Feature	Status				Comments
	Not Planned	**Planned**	**In Progress**	**Operational**	
a) Is the data dictionary published publicly?	☐	☐	☐	☐	
i) If so, please provide data dictionary website address:					
b) Are postsecondary data elements CEDS aligned?	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 17					CLEAR Q17
18) How are postsecondary data used? ☐ *(If Not Planned, skip to 19)*					
a) Feedback reports on:					
i) High schools	☐	☐	☐	☐	
ii) Community college outcomes (e.g. degree attained, graduation rates)	☐	☐	☐	☐	
iii) 4-year postsecondary institution outcomes	☐	☐	☐	☐	
iv) Employment	☐	☐	☐	☐	
b) Instructional support (e.g. dashboards for professors/administrators)	☐	☐	☐	☐	
c) Resources for public, parents, and community members (e.g. dashboards, scorecards)	☐	☐	☐	☐	
d) Professional learning needs for staff	☐	☐	☐	☐	
e) Data skills & use training for staff	☐	☐	☐	☐	
f) Curriculum decisions/materials	☐	☐	☐	☐	
g) Horizontal and vertical alignment planning	☐	☐	☐	☐	
h) Talent management	☐	☐	☐	☐	
i) Human resources	☐	☐	☐	☐	
j) Policy updates/changes	☐	☐	☐	☐	
k) Cross-sector collaboration/partnerships	☐	☐	☐	☐	
l) State reports for/on:					
i) Governor/legislature	☐	☐	☐	☐	
ii) Board/agency goals/priorities	☐	☐	☐	☐	
iii) Research/policy agenda/strategic plans	☐	☐	☐	☐	
iv) Law/policy requirements	☐	☐	☐	☐	
m) Federal reports					
i) Integrated Postsecondary Education Data System (IPEDS)	☐	☐	☐	☐	
ii) Perkins CTE (non-ED*Facts*)	☐	☐	☐	☐	
iii) Other federal reports	☐	☐	☐	☐	
n) Funding decisions	☐	☐	☐	☐	
o) Other (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 18					CLEAR Q18
Workforce Data (Employment/Wage and Unemployment Data)					

Feature	Status				Comments
	Not Planned	**Planned**	**In Progress**	**Operational**	
19) Where are workforce data housed?	☐ *(If Not Planned, skip to 25)*				
a) P20W SLDS	☐	☐	☐	☐	
b) A separate, central workforce data system	☐	☐	☐	☐	
c) Separate, multiple workforce data systems or source files	☐	☐	☐	☐	
d) Other (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 19					CLEAR Q19
20) Is there automated infrastructure in place to link workforce data or other employment data with K12 data? *(If Not planned, skip to 21)*	☐	☐	☐	☐	
a) How are workforce data directly linked with K12 student data?					
i) An assigned unique identifier	☐	☐	☐	☐	
ii) An element match process	☐	☐	☐	☐	
iii) Social Security number	☐	☐	☐	☐	
iv) Another state agency	☐	☐	☐	☐	
v) Other method (please explain in comments)	☐	☐	☐	☐	
b) What type of workforce data are directly linked with K12 student data?					
i) Occupation code	☐	☐	☐	☐	
ii) Current earnings	☐	☐	☐	☐	
iii) Historical earning records	☐	☐	☐	☐	
iv) Employer ID	☐	☐	☐	☐	
v) Employer county	☐	☐	☐	☐	
vi) Unemployment insurance	☐	☐	☐	☐	
vii) Unemployment compensation	☐	☐	☐	☐	
viii) Workforce Investment Act Standardized Record Data	☐	☐	☐	☐	
ix) Wagner-Peyser	☐	☐	☐	☐	
x) Trade adjustment assistance	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 20					CLEAR Q20
21) Is there automated infrastructure in place to link workforce data or other employment data with postsecondary data? *(If Not planned, skip to 22)*	☐	☐	☐	☐	
a) How are workforce data directly linked with postsecondary data?					
i) An assigned unique identifier	☐	☐	☐	☐	
ii) An element match process	☐	☐	☐	☐	
iii) Social Security number	☐	☐	☐	☐	
iv) Another state agency	☐	☐	☐	☐	

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
v) Other method (please explain in comments)	☐	☐	☐	☐	
b) What type of workforce data are directly linked with postsecondary data?					
i) Occupation code	☐	☐	☐	☐	
ii) Current earnings	☐	☐	☐	☐	
iii) Historical earning records	☐	☐	☐	☐	
iv) Employer ID	☐	☐	☐	☐	
v) Employer county	☐	☐	☐	☐	
vi) Unemployment insurance	☐	☐	☐	☐	
vii) Unemployment compensation	☐	☐	☐	☐	
viii) Workforce Investment Act Standardized Record Data	☐	☐	☐	☐	
ix) Wagner-Peyser	☐	☐	☐	☐	
x) Trade adjustment assistance	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 21					CLEAR Q21
22) Is there automated infrastructure in place to link workforce data or other employment data with adult education and career/ technical education (Perkins CTE) data? *(If Not planned, skip to 23)*	☐	☐	☐	☐	
a) How are workforce data directly linked with adult education and Perkins CTE data?					
i) An assigned unique identifier	☐	☐	☐	☐	
ii) An element match process	☐	☐	☐	☐	
iii) Social Security number	☐	☐	☐	☐	
iv) Another state agency	☐	☐	☐	☐	
v) Other method (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 22					CLEAR Q22
23) Is there a comprehensive data dictionary for workforce data elements that contains metadata such as a definition, option sets, type or field length? *(If Not Planned, skip to 24)*	☐	☐	☐	☐	
a) Is the data dictionary published publicly?	☐	☐	☐	☐	
i) If so, please provide data dictionary website address:					
b) Are workforce data elements CEDS aligned?	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 23					CLEAR Q23
24) How are workforce data used?	☐	*(If Not Planned, skip to 25)*			
a) Feedback reports on:					
i) District-level, college-going and employment outcomes	☐	☐	☐	☐	
ii) Regional-level, college-going and employment outcomes	☐	☐	☐	☐	
iii) Adult education programs, college-going and employment outcomes	☐	☐	☐	☐	

Feature	Status				Comments
	Not Planned	**Planned**	**In Progress**	**Operational**	
iv) Community colleges, transfer and employment outcomes	☐	☐	☐	☐	
v) 4-year postsecondary institutions, transfer or continuing education and employment outcomes	☐	☐	☐	☐	
vi) Perkins CTE programs	☐	☐	☐	☐	
vii) Industry need/saturation	☐	☐	☐	☐	
b) State reports for/on:					
i) Governor/legislature	☐	☐	☐	☐	
ii) Board/agency goals/priorities	☐	☐	☐	☐	
iii) Research/policy agenda/strategic plans	☐	☐	☐	☐	
iv) Law/policy requirements	☐	☐	☐	☐	
v) Workforce/economic development programs	☐	☐	☐	☐	
c) Federal reports	☐	☐	☐	☐	
d) Resources for public and community members (e.g. dashboards, scorecards)	☐	☐	☐	☐	
e) Policy updates/changes	☐	☐	☐	☐	
f) Cross-sector collaboration/discussion	☐	☐	☐	☐	
g) Funding decisions	☐	☐	☐	☐	
h) Other (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 24					CLEAR Q24

Perkins Career/Technical Education (CTE) and Adult Education (Vocational Education and Workforce Training Data)

Feature	Not Planned	Planned	In Progress	Operational	Comments
25) Where are Perkins CTE data housed?	*(If Not Planned, skip to 31)* ☐				
a) SLDS	☐	☐	☐	☐	
b) P20W SLDS	☐	☐	☐	☐	
c) A separate, central Perkins CTE data system	☐	☐	☐	☐	
d) Separate, multiple Perkins CTE data systems or source files	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 25					CLEAR Q25
26) Is there automated infrastructure in place to link Perkins CTE data with K12 student data in the SLDS? *(If Not planned, skip to 29)*	☐	☐	☐	☐	
27) How are Perkins CTE and K12 student data directly linked?					
a) An assigned unique identifier	☐	☐	☐	☐	
b) An element match process	☐	☐	☐	☐	
c) Social Security number	☐	☐	☐	☐	
d) Another state agency	☐	☐	☐	☐	
e) Other method (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 27					CLEAR Q27

Feature	Status				Comments
	Not Planned	**Planned**	**In Progress**	**Operational**	
28) What type of Perkins CTE data are directly linked with K12 student data?					
a) Program area/program of study	☐	☐	☐	☐	
b) Participation	☐	☐	☐	☐	
c) Placement (after leaving program)	☐	☐	☐	☐	
d) Certificates	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 28					CLEAR Q28
29) Is there a comprehensive data dictionary for Perkins CTE data elements that contains metadata such as a definition, option sets, type or field length? *(If Not Planned, skip to 30)*	☐	☐	☐	☐	
a) Is the data dictionary published publicly?	☐	☐	☐	☐	
i) If so, please provide data dictionary website address:					
b) Are Perkins CTE data elements CEDS aligned?	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 29					CLEAR Q29
30) How are Perkins CTE data used? ☐ *(If Not Planned, skip to 31)*					
a) Feedback reports on:					
i) High schools	☐	☐	☐	☐	
ii) Completers	☐	☐	☐	☐	
iii) Postsecondary institutions	☐	☐	☐	☐	
iv) Training programs	☐	☐	☐	☐	
v) Employment	☐	☐	☐	☐	
b) Program placements	☐	☐	☐	☐	
c) Instructional support (e.g. dashboards for teachers)	☐	☐	☐	☐	
d) Resources for public, parents, and community members (e.g. dashboards, scorecards)	☐	☐	☐	☐	
e) State Reports for/on:					
i) Governor/legislature	☐	☐	☐	☐	
ii) Board/agency goals/priorities	☐	☐	☐	☐	
iii) Research/policy agenda/strategic plans	☐	☐	☐	☐	
iv) Law/policy requirements	☐	☐	☐	☐	
f) Federal reports					
i) Perkins CTE (Non-ED*Facts*)	☐	☐	☐	☐	
ii) Other federal reports	☐	☐	☐	☐	
g) Workforce readiness reports by career cluster/industry	☐	☐	☐	☐	
h) Professional learning needs for staff	☐	☐	☐	☐	

Feature	Status				Comments
	Not Planned	**Planned**	**In Progress**	**Operational**	
i) Data skills & use training for educators	☐	☐	☐	☐	
j) Curriculum decisions/materials	☐	☐	☐	☐	
k) Horizontal and vertical alignment planning	☐	☐	☐	☐	
l) Talent management	☐	☐	☐	☐	
m) Human resources	☐	☐	☐	☐	
n) Policy updates/changes	☐	☐	☐	☐	
o) Cross-sector collaboration	☐	☐	☐	☐	
p) Funding decisions	☐	☐	☐	☐	
q) Other (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 30					CLEAR Q30
31) From which programs are adult education participation data directly linked with K12 student data? ☐	*(If Not Planned, skip to 32)*				
a) Adult Basic Education (ABE)	☐	☐	☐	☐	
b) Adult Secondary Education (ASE)	☐	☐	☐	☐	
c) English for Speakers of Other Languages (ESOL)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 31					CLEAR Q31

Early Childhood Data

Feature	Not Planned	Planned	In Progress	Operational	Comments
32) Where are early childhood data housed? ☐	*(If Not Planned, skip to 39)*				
a) P20W SLDS	☐	☐	☐	☐	
b) A separate, central early childhood data system	☐	☐	☐	☐	
c) Separate, multiple early childhood data systems or source files	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 32					CLEAR Q32
33) Is there automated infrastructure in place to link early childhood data with K12 student data in the SLDS? *(If Not planned, skip to 37)*	☐	☐	☐	☐	
34) How are early childhood and K12 student data directly linked?					
a) An assigned unique identifier	☐	☐	☐	☐	
b) An element match process	☐	☐	☐	☐	
c) Social Security number	☐	☐	☐	☐	
d) Another state agency	☐	☐	☐	☐	
e) Other method (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 34					CLEAR Q34

Feature	Status				Comments
	Not Planned	**Planned**	**In Progress**	**Operational**	
35) From which programs are early childhood participation data directly linked with K12 student data?					
a) Head Start	☐	☐	☐	☐	
b) Early Head Start	☐	☐	☐	☐	
c) Publicly funded Pre-K	☐	☐	☐	☐	
d) Private Pre-K	☐	☐	☐	☐	
e) Child care	☐	☐	☐	☐	
f) Special Educ., Part B of IDEA (619)	☐	☐	☐	☐	
g) Early Intervention, Part C of IDEA	☐	☐	☐	☐	
h) Other programs/services	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 35					CLEAR Q35
36) What type of early childhood data are directly linked with K12 student data?					
a) Demographics	☐	☐	☐	☐	
b) Assessment data	☐	☐	☐	☐	
c) Provider data:					
i) Licensure	☐	☐	☐	☐	
ii) Certification	☐	☐	☐	☐	
iii) Training/PD	☐	☐	☐	☐	
iv) Other	☐	☐	☐	☐	
d) Program data:					
i) Provider/center	☐	☐	☐	☐	
ii) Program attributes	☐	☐	☐	☐	
iii) Quality ratings	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 36					CLEAR Q36
37) Is there a comprehensive data dictionary for early childhood data elements that contains metadata such as a definition, option sets, type or field length? *(If Not Planned, skip to 38)*	☐	☐	☐	☐	
a) Is the data dictionary published publicly?	☐	☐	☐	☐	
i) If so, please provide data dictionary website address:					
b) Are early childhood data elements CEDS aligned?	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 37					CLEAR Q37
38) How are early childhood data used? *(If Not Planned, skip to 39)*					
a) Early childhood programs/outcomes/interventions	☐	☐	☐	☐	
b) Program/intervention placements	☐	☐	☐	☐	

Feature	Status				Comments
	Not Planned	**Planned**	**In Progress**	**Operational**	
c) Instructional support (e.g. dashboards for teachers)	☐	☐	☐	☐	
d) Resources for public, parents, and community members (e.g. dashboards, scorecards)	☐	☐	☐	☐	
e) Professional learning needs for staff	☐	☐	☐	☐	
f) Curriculum decisions/materials	☐	☐	☐	☐	
g) Data skills & use training for educators	☐	☐	☐	☐	
h) Policy updates/changes	☐	☐	☐	☐	
i) Talent management	☐	☐	☐	☐	
j) Human resources	☐	☐	☐	☐	
k) Community/partnership collaboration	☐	☐	☐	☐	
l) Horizontal and vertical alignment planning	☐	☐	☐	☐	
m) State reports for/on:					
i) Governor/legislature	☐	☐	☐	☐	
ii) Board/agency goals/priorities	☐	☐	☐	☐	
iii) Research/policy agenda/strategic plans	☐	☐	☐	☐	
iv) Law/policy requirements	☐	☐	☐	☐	
n) Federal reports					
i) Special education (Non-ED*Facts*)	☐	☐	☐	☐	
ii) Other federal reports	☐	☐	☐	☐	
o) Funding decisions	☐	☐	☐	☐	
p) Other (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 38					CLEAR Q38

Interoperability (The ability for different systems to communicate, exchange data and use information that has been exchanged.)

39) Through a replicable, automated process does student-level data move:

Feature	Not Planned	Planned	In Progress	Operational	Comments
a) Across LEAs in the state through Student Records Exchange (SRE or SREx)	☐	☐	☐	☐	
b) From LEAs to the state through Student Records Exchange (SRE or SREx)	☐	☐	☐	☐	
c) From K12 to postsecondary institutions in state through E-transcripts	☐	☐	☐	☐	
d) To other states' SEAs via Student Records Exchange (SRE or SREx)	☐	☐	☐	☐	
e) To other states' postsecondary entities via e-transcripts	☐	☐	☐	☐	
f) Cross-state data-sharing (e.g. SEED, MEIC, WRIS, WRIS 2)	☐	☐	☐	☐	

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
g) Other (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 39					CLEAR Q39

Data Matching *(The task of identifying, matching and merging records that correspond to the same entities from multiple systems.)*

40) When data are collected across agencies into a P20W environment, the model used is best described as: *(Please select one.)*

Centralized	Federated	Hybrid	N/A

41) Based on the individuals identified as postsecondary students in the SLDS, what percentage of postsecondary students is matched to former in-state K12 students? *(Please select one.)*

Less than 50%	50-75%	75-90%	Greater than 90%	N/A

42) Based on the individuals identified as employed within the state in the SLDS, what percentage of individuals who are employed is matched to former in-state K12 students? *(Please select one.)*

Less than 50%	50-75%	75-90%	Greater than 90%	N/A

43) Based on the individuals identified as employed within the state in the SLDS, what percentage of individuals who are employed is matched to former in-state postsecondary students? *(Please select one.)*

Less than 50%	50-75%	75-90%	Greater than 90%	N/A

Feature Status	Not Planned	Planned	In Progress	Operational	Comments

Data Use and Research Capacity

44) Additional federal and state reports produced by the SLDS include:	Not Planned	Planned	In Progress	Operational	Comments
☐	*(If no additional federal and state reports are planned, skip to 45)*				
a) Statewide assessment non-participation report by type/category (opt out, absent, medical emergency, etc.)	☐	☐	☐	☐	
b) Data quality reports (timeliness of submissions/certifications, error correction rate prior to certification, etc.)	☐	☐	☐	☐	
c) Usage statistics by user role (teachers, administrators, SEA, public, etc.)	☐	☐	☐	☐	
d) Agency/board goal/initiative/policy attainment	☐	☐	☐	☐	
e) Research/policy agenda/strategic plans	☐	☐	☐	☐	
f) Governor/legislature	☐	☐	☐	☐	
g) Other (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 44					CLEAR Q44

45) How does the state find out how critical stakeholders and stakeholder groups are using the SLDS dashboards/ reports/tools[2]?

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
a) Large-scale surveys	☐	☐	☐	☐	
b) Post-training evaluations	☐	☐	☐	☐	
c) Focus groups	☐	☐	☐	☐	
d) Interviews	☐	☐	☐	☐	
e) Observations	☐	☐	☐	☐	
f) Ad hoc feedback	☐	☐	☐	☐	
g) Web-based analytics	☐	☐	☐	☐	
h) Other (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 45					CLEAR Q45

[2] *Critical stakeholders and stakeholder groups, sometimes referred to as user roles, are identified by and unique to each State. They include individuals and groups ranging from the public to the State's senior government officials, and often depend on the data sources included within the State's SLDS, investment in SLDS initiatives and programs, and overall State objectives and priorities.*

46) If CEDS is being used to support data use, how is it being used?

Feature	Not Planned	Planned	In Progress	Operational	Comments
a) Data governance	☐	☐	☐	☐	
b) GENERATE	☐	☐	☐	☐	
c) Data integration	☐	☐	☐	☐	
d) Normalized Data Schema (NDS)/Elements	☐	☐	☐	☐	
e) Other (please explain in comments)	☐	☐	☐	☐	
Selecting the CLEAR button will reset all answers for Question 46					CLEAR Q46

47) Are all current policy questions being met?	**Yes** ☐	**No** ☐	
a) If no, please explain:			
48) Is there a research agenda in place? *(If No, skip to end)*	**Yes** ☐	**No** ☐	
a) Is the research agenda published publicly?	**Yes** ☐	**No** ☐	
i) Research agenda website address:			
b) What topics are covered in the research agenda?			
c) Do research efforts require assistance from outside researchers?	**Yes** ☐	**No** ☐	
i) If yes, please explain:			
Selecting the CLEAR button will reset all answers for Question 48			CLEAR Q48

Additional Comments:

Definitions:

Adult Education: A program providing basic education and literacy services to adults over the age of 16 who are not currently enrolled in school and lack a high school diploma or the basic skills to function effectively in the workplace and in their daily lives.

AP (Advanced Placement): A curriculum sponsored by the College Board that offers standardized college-level courses and aligned summative assessments to high school students.

Benchmark or interim assessment: An assessment administered throughout the school year that a) evaluates student knowledge and skills relative to a specific set of academic goals, usually within a limited period of time, and b) is designed to give educators immediate, formative feedback on how students are performing and inform decisions at the classroom and school or district level.

CCD (Common Core of Data): A program of the U.S. Department of Education's National Center for Education Statistics that annually collects fiscal and non-fiscal data about all public schools, public school districts and state education agencies in the United States.

CEDS (Common Education Data Standards): The Common Education Data Standards (CEDS) project is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across P20W institutions and sectors.

Demographics: Characteristics of individual students, including date of birth, gender, race/ethnicity, and disability status.

Diploma/certificate: The credential earned by a completer or graduate, including high school diploma, special education diploma, modified diploma, certificate of attendance, and GED.

Discipline: Information about student infractions of rules, including type of incident, type of disciplinary action, duration of disciplinary action, etc.

ED*Facts*: ED*Facts* is a U. S. Department of Education initiative to centralize performance data supplied by K-12 state education agencies (SEAs) with other data assets, such as financial grant information, within the Department to enable better analysis and use in policy development, planning and management.

ESOL (English for Speakers of Other Languages)

Highly Qualified Status (HQ): teacher who meets all of the following criteria: (1) Holds at least a bachelor degree from a four-year institution. (2) Fully certificated or licensed by the state. (3) Demonstrates competence in each core academic subject area in which the teacher teaches.

IDEA (Individuals with Disabilities Education Act): The program in which children ages 3 through 5 attend and in which these children receive special education and related services.

IPEDS (Integrated Postsecondary Education Data System): A system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES).

Kindergarten entry assessment: An assessment used to determine children's skills and abilities at the time they enter kindergarten. The assessment informs instruction and services in the early elementary grades.

Match process: The protocol or series of steps used to analyze all the information relating to individuals and/or entities from multiple sources of data to determine whether the same individual or entity exists in more than one database. May include use of SSN.

NSC (National Student Clearinghouse): A national repository of postsecondary enrollment data.

Occupation code: Permitted values within the Standard Occupational Classification (SOC) system used by federal statistical agencies

Perkins: The Federal Perkins Loan Program provides low-interest loans to help needy students finance the costs of postsecondary education.

Perkins Career/Technical Education (CTE): The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE) provides federal support for CTE programs in all 50 states, the District of Columbia, and the territories. The law focuses on the academic and technical achievement of CTE students, strengthening the connections between secondary and postsecondary education, and improving accountability.

Pre-K: An early childhood education program serving students before kindergarten.

Program/major: Program/major is defined as the program or major that a student completed when they earned a degree.

Recognized Postsecondary Credential: Credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or by the Federal Government, or an associate or baccalaureate degree.

Remediation: Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

SNAP (The Supplemental Nutrition Assistance Program): As of Oct. 1, 2008, Supplemental Nutrition Assistance Program (SNAP) is the new name for the federal Food Stamp Program.

Special Education, Part B of IDEA (Section 619): A specially designed instruction provided to preschool children ages 3-5 with disabilities as defined in IDEA

SRE (Student Record Exchange): A system and process for exchanging electronic versions of students' academic records among education agencies to facilitate the registration, course placement, and provision of services when students transfer.

Summative/end of course assessment: An assessment given at the end of a unit of time (such as a semester or school year) to evaluate students' performance

Trade Adjustment Assistance: Program is a federal entitlement program that assists U.S. workers who have lost or may lose their jobs as a result of foreign trade. This program seeks to provide adversely affected workers with opportunities to obtain the skills, credentials, resources, and support necessary to become reemployed. (DOL).

UC (Unemployment Compensation): The Unemployment Compensation for Federal Employees program provides benefits for eligible unemployed former civilian federal employees.

UI (Unemployment Insurance): The Department of Labor's Unemployment Insurance (UI) programs provide unemployment benefits to eligible workers who become unemployed through no fault of their own, and meet certain other eligibility requirements.

Wagner-Peyser: The Wagner-Peyser Act of 1933 established a nationwide system of public employment offices known as the Employment Service. The system provides universal access to an integrated array of labor exchange services so that workers, job seekers and businesses can find the services they need in one stop and frequently under one roof in easy-to-find locations.

WIA (Workforce Investment Act): WIA reforms federal job training programs and creates a new, comprehensive workforce investment system. The reformed system is intended to be customer-focused, to help Americans access the tools they need to manage their careers through information and high quality services, and to help U.S. companies find skilled workers.

*If you would like to provide any feedback or suggestions to the SLDS Survey, please contact Kristen King (Kristen.king@ed.gov).