

**NATIONAL CENTER FOR EDUCATION STATISTICS  
(NCES)**

**Statewide Longitudinal Data System (SLDS) Survey  
2020 –2022**

**OMB# 1850-0933 v.8**

**Appendix E – SLDS 2020 Instrument**

January 2020

## APPENDIX E – Sample Online Google Form Platform and Flat File Instrument

[https://docs.google.com/forms/d/e/1FAIpQLSdT0\\_ghbK7iv-WaT\\_7smc3X0lzDv-yvLhRz21-PRqfE8fzuLw/viewform?fbzx=-643560529780376193](https://docs.google.com/forms/d/e/1FAIpQLSdT0_ghbK7iv-WaT_7smc3X0lzDv-yvLhRz21-PRqfE8fzuLw/viewform?fbzx=-643560529780376193)

The online Survey platform is still in development. All questions proposed for the 2020 Survey collection are included in the Word version of the instrument, found below the preliminary online Survey form screenshots below. The following timeline is proposed to facilitate the shift from the instrument in flat file (below) to an online Survey form. An updated version of Appendix E, complete with new screenshots of the finalized instrument as well as a cleaner version of the instrument that will be distributed to respondents who are unable to complete the Google Form, will be included in the post-clearance change request, estimated for late Spring 2020.

<b>Activity</b>	<b>Expected Completion Date</b>
Draft survey in Google Forms	March 1, 2020
QA survey and skip logic	March 15, 2020
Revise survey and finalize	April 1, 2020

*\*Online Survey development takes place in tandem with Statistics in Brief development and ultimate release, currently utilizing the same staff for both processes. The release of the 2018 and 2019 collection Statistics in Brief documents have been prioritized as our commitment to release information and analysis back to the field as soon as possible.*

# U.S. Department of Education Statewide Longitudinal Data System (SLDS) Survey

The National Center for Education Statistics (NCES), in the U.S. Department of Education's Institute for Education Sciences, is authorized to conduct the SLDS survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850 -0933. The time required to complete this information collection is estimated to average 2 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission of this form, please write to: Statewide Longitudinal Data Systems (SLDS), National Center for Education Statistics, 550 12th St., SW, 4th floor, Washington, DC 20202.

## 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.

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.

[Next](#)

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# U.S. Department of Education Statewide Longitudinal Data System (SLDS) Survey

\* Required

## General Information

PR/Award # \*

Your answer \_\_\_\_\_

Grantee Name \*

Your answer \_\_\_\_\_

Agency Name \*

Your answer \_\_\_\_\_

Agency Address \*

Your answer \_\_\_\_\_

Agency City \*

Your answer \_\_\_\_\_

Agency State \*

Your answer \_\_\_\_\_

Agency Zip Code \*

Your answer

Project Director Name \*

Your answer

Title \*

Your answer

Phone number \*

Your answer

Email \*

Your answer

Stakeholders Consulted to Complete the SLDS Survey (If applicable, list stakeholders and their agencies. For example, Jane Dean, State Department of Secondary Education; John Mills, State Institute of Higher Education; etc.) \*

Your answer

Is the respondent different from the Project Director? \*

Yes

No

Back

Next

(Beginning of flat file instrument)



U.S. DEPARTMENT OF EDUCATION  
INSTITUTE OF EDUCATION SCIENCES  
NATIONAL CENTER FOR EDUCATION STATISTICS

October 1, 2020

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. Included in this package you will find the SLDS Survey and completion instructions. We encourage all respondents to complete the online version to ease both completion and analysis time. Should you have issues accessing or completing the online version of the Survey, please do not hesitate to contact us. **We will accept completed surveys via email until the deadline of: November 15, 2020.**

By providing NCES with information regarding the capacity of your State's SLDS, NCES will be able to provide a publicly-accessible set of metrics and use cases showing data-linking and use capacity by State in the form of a Statistics in Brief, 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, in the form of an IES Statistics in Brief. 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](mailto: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#: \_\_\_\_\_

2. Grantee Name \_\_\_\_\_

3. Agency Name \_\_\_\_\_

4. Agency Address \_\_\_\_\_

City: \_\_\_\_\_

State:  Zip: \_\_\_\_\_

5. Project Director Name: \_\_\_\_\_

Title: \_\_\_\_\_

Phone #: \_\_\_\_\_ Ext.: \_\_\_\_\_

Email: \_\_\_\_\_

6. Respondent Name: \_\_\_\_\_  
*(if different from the Project Director)*

Title: \_\_\_\_\_

Phone #: \_\_\_\_\_ Ext.: \_\_\_\_\_

Email: \_\_\_\_\_

7. Stakeholders Consulted to  
Complete the SLDS Survey

*If applicable, list stakeholders  
and their agencies. For example,  
Jane Dean, State Dept of  
Secondary Education; John  
Mills, State Institute of Higher  
Ed; etc.*

\_\_\_\_\_

## 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	
<b>State Agency K12 Data</b>					
<b>1) Are K12 student data included in the SLDS? (If No, skip to 6)</b>			<b>Ye s</b>	<b>N o</b>	
<b>2) What types of K12 student data are included in the SLDS?</b>					
a) Demographics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Migrant status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Homelessness status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) English language learner status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Special education status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Other program participation (e.g., free & reduced-price lunch or other SES indicator, Title I, and Section 504)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h) Assessments:					
i) Kindergarten entry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Statewide summative/end of course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Statewide benchmark or interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
iv) Local benchmark or interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
v) Advanced Placement (AP) scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
vi) Information on students not tested by grade and subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
vii) College-readiness test scores (SAT, PSAT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
i) School enrollment & completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
j) Course enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
k) Course completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
l) Virtual school/learning enrollment or participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
m) Diploma or certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
n) Drop out history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
o) Transfer in/out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
p) In-state postsecondary/dual enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
q) Out-of-state postsecondary/dual enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
r) Instructional methods used in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 2</b>					CLEAR Q2

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
<b>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?</b> <i>(If Not Planned, skip to 4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a) Is the data dictionary published publicly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i) If so, please provide data dictionary website address:					
b) Are K12 student data elements Common Education Data Standards (CEDS) aligned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Are state collected courses aligned with School Courses for the Exchange of Data (SCED)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 3</b>					CLEAR Q3
<b>4) How are K12 student data from the SLDS used?</b> <i>(If Not Planned, skip to 6)</i>					
a) State reports for or on: <ul style="list-style-type: none"> <li>a. Governor and legislature</li> <li>b. Board or agency goals and priorities</li> <li>c. Research or policy agenda and strategic plans</li> <li>d. Legislative, policy, or regulatory requirements</li> </ul> b) Feedback reports about: <ul style="list-style-type: none"> <li>a. Elementary schools</li> <li>b. Middle schools</li> <li>c. High schools</li> <li>d. Educator preparation programs</li> </ul> c) Federal reports about: <ul style="list-style-type: none"> <li>a. EDFacts</li> <li>b. OSEP/special education (Non-EDFacts)</li> <li>c. Perkins CTE (Non-EDFacts)</li> <li>d. Other federal reports</li> </ul> d) Instructional support (e.g. dashboards for teachers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Curriculum decisions					
f) Data skills and use training					
g) Early warning systems (and other predictive systems)					
h) Budget allocations (e.g. implementing state funding formula)					
i) Funding decisions					

j) Program/intervention needs or placements					
k) Talent management (e.g., evaluating educator/administrator performance, supporting continuous improvement)					
l) Human resources (e.g., compliance-related hiring, placement)					
m) Cross-sector collaboration					
n) Resources for public, parents, and community members (e.g. dashboards, scorecards)					
o) Direct certification for participation in the National Student Lunch Program					
p) Other (please explain in comments)					

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
<b>Selecting the CLEAR button will reset all answers for Question 4</b>					CLEAR Q4
<b>5) At what level(s) are K12 expenditure data reported?</b> a) Student level b) School level c) District level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>K12 Teacher Data</b>					
<b>6) Where are K12 teacher data stored and managed?</b>	<i>(If Not Planned, skip to 12)</i>				
a) Single sector SLDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) P20W SLDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) A separate, central teacher data system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Separate, multiple teacher data systems or source files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 6</b>					CLEAR Q6
<b>7) Is there automated infrastructure in place to link K12 teacher data with K12 student data in the SLDS?</b> Note: Any system that links in a standard, repeatable process should be considered for this response. Ad hoc linking should not be considered for this response. <i>(If Not planned, skip to 10)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>8) How are K12 teacher and K12 student data directly linked?</b>					
a) Course assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Statewide unique teacher IDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Roster verification process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Other method (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 8</b>					CLEAR Q8
<b>9) What type of K12 teacher data are directly linked with K12 student data?</b>					
a) Demographics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Attendance					
Certificate type					
b) Certification path (traditional v. alt-cert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
c) Postsecondary program or major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Preparation program or institution name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Years of experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h) Assessment results (e.g., Praxis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i) Course assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
j) Teacher or administrator evaluation data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
k) Instructional methods used in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 9</b>					CLEAR Q9
<b>10) How are K12 teacher data from the SLDS used?</b>	<i>(If Not Planned, skip to 12)</i>				
a) State reports for or on: <ul style="list-style-type: none"> <li>a. Governor and legislature</li> <li>b. Board or agency goals and priorities</li> <li>c. Research or policy agenda and strategic plans</li> <li>d. Legislative, policy, or regulatory requirements</li> </ul> b) Feedback reports about: <ul style="list-style-type: none"> <li>a. Educator preparation programs</li> <li>b. Professional learning</li> <li>c. Educator effectiveness</li> </ul> c) Federal reports about: <ul style="list-style-type: none"> <li>a. EDFacts</li> <li>b. OSEP/special education (Non-EDFacts)</li> <li>c. Perkins CTE (Non-EDFacts)</li> <li>d. Other federal reports</li> </ul> d) Instructional support (e.g. dashboards for teachers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Curriculum decisions f) Data skills and use training g) Budget allocations (e.g. implementing state funding formula) h) Funding decisions i) Merit pay j) Talent management (e.g., evaluating educator/administrator performance, supporting continuous improvement) k) Human resources (e.g., compliance-related hiring, placement) l) Cross-sector collaboration m) Resources for public, parents, and					

community members (e.g. dashboards, scorecards)					
n) Other (please explain in comments)					
<b>Selecting the CLEAR button will reset all answers for Question 10</b>					CLEAR Q10

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
11) Are K12 teacher data linked to finance data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Postsecondary Data</b>					
12) Where are postsecondary data stored and managed?	<i>(If Not Planned, skip to 19)</i>				
a) Single sector SLDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) P20W SLDS					
b) A separate, central postsecondary data system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Separate, multiple postsecondary data systems or source files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 12</b>					CLEAR Q12
13) Is there automated infrastructure in place to link postsecondary data with K12 student data in the SLDS? Note: Any system that links in a standard, repeatable process should be considered for this response. Ad hoc linking should not be considered for this response.  <i>(If Not planned, skip to 17)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>14) Who provides postsecondary data for the SLDS?</b>					
a) State 4-year public institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) State 2-year public institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) State tribal institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) State private non-profit institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) State for-profit/proprietary institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) National Student Clearinghouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) Out of state postsecondary institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 14</b>					CLEAR Q14
<b>15) How are postsecondary and K12 student data directly linked?</b>					
a) An assigned unique identifier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) An element match process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Social Security number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Other method (please explain in comments)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 15</b>					CLEAR Q15
<b>16) What type of postsecondary data are directly linked with K12 student data?</b>					
a) Demographics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

b) Course remediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Prior postsecondary institutions attended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Program/major upon completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
e) Recognized postsecondary credential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Period of enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) Progress towards completing program or degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h) Financial aid					
<b>Selecting the CLEAR button will reset all answers for Question 16</b>					CLEAR Q16
<b>17) Is there a comprehensive data dictionary for postsecondary data elements that contains metadata such as a definition, option sets, type or field length?</b> <i>(If Not Planned, skip to 18)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a) Is the data dictionary published publicly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i) If so, please provide data dictionary website address:					
b) Are postsecondary data elements CEDS aligned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 17</b>					CLEAR Q17
<b>18) How are postsecondary data from the SLDS used?</b>	<i>(If Not Planned, skip to 19)</i>				
a) State reports for or on: <ul style="list-style-type: none"> <li>a. Governor and legislature</li> <li>b. Board or agency goals and priorities</li> <li>c. Research or policy agenda and strategic plans</li> <li>d. Legislative, policy, or regulatory requirements</li> </ul> b) Feedback reports about: <ul style="list-style-type: none"> <li>a. High schools (e.g. postsecondary enrollment, preparedness, persistence)</li> <li>b. Community college outcomes (e.g. degree attained, transfer, retention rates)</li> <li>c. 4-year postsecondary institution outcomes (e.g. degree attained, transfer, retention rates)</li> <li>d. Employment</li> </ul> c) Federal reports about: <ul style="list-style-type: none"> <li>a. Integrated Postsecondary Education Data System (IPEDS)</li> <li>b. ED<b>Facts</b></li> <li>c. Perkins CTE (Non-ED<b>Facts</b>)</li> <li>d. Other federal reports (e.g.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>WIOA)</p> <ul style="list-style-type: none"> <li>d) Instructional support (e.g. dashboards for professor or administrators)</li> <li>e) Curriculum decisions</li> <li>f) Data skills and use training</li> <li>g) Early warning systems (and other predictive systems)</li> <li>h) Policy updates or changes</li> <li>i) Funding decisions</li> <li>j) Talent management (e.g., evaluating educator/administrator performance, supporting continuous improvement)</li> <li>k) Human resources (e.g., compliance-related hiring, placement)</li> <li>l) Cross-sector collaboration</li> <li>m) Resources for public, parents, and community members (e.g. dashboards, scorecards)</li> <li>n) Other (please explain in comments)</li> </ul>					
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Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
<b>Selecting the CLEAR button will reset all answers for Question 18</b>					CLEAR Q18
<b>Workforce Data (Employment/Wage and Unemployment Data)</b>					
<b>19) Where are workforce data stored and managed?</b>	<i>(If Not Planned, skip to 25)</i>				
a) Single sector SLDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) P20W SLDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) A separate, central workforce data system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Separate, multiple workforce data systems or source files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 19</b>					CLEAR Q19
<b>20) Is there automated infrastructure in place to link workforce data with K12 student data in the SLDS?</b> Note: Any system that links in a standard, repeatable process should be considered for this response. Ad hoc linking should not be considered for this response. <i>(If Not planned, skip to 21)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a) How are workforce data directly linked with K12 student data?					
i) An assigned unique identifier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) An element match process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Social Security number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv) Another external organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v) Other method (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) What type of workforce data are directly linked with K12 student data?					
i) Occupation code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Current earnings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Historical earning records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv) Employer ID	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v) Employer county	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
vi) Unemployment insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vii) Unemployment compensation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
viii) Workforce Investment Act Standardized Record Data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ix) Wagner-Peyser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
x) Trade adjustment assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 20</b>					CLEAR Q20
<b>21) Is there automated infrastructure in place to link workforce data with postsecondary data?</b> Note: Any system that links in a standard, repeatable process should be considered for this response. Ad hoc linking should not be considered for this response. <i>(If Not planned, skip to 22)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a) How are workforce data directly linked with postsecondary data?					
i) An assigned unique identifier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) An element match process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Social Security number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv) Another state agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v) Other method (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) What type of workforce data are directly linked with postsecondary data?					
i) Occupation code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Current earnings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Historical earning records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv) Employer ID	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v) Employer county	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vi) Unemployment insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vii) Unemployment compensation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
viii) Workforce Investment Act Standardized Record Data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ix) Wagner-Peyser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
x) Trade adjustment assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 21</b>					CLEAR Q21
<b>22) Is there automated infrastructure in place to link workforce data with adult education and career/ technical education (Perkins CTE) data?</b> Note: Any system that links in a standard, repeatable process should be considered for this response. Ad hoc linking should not be considered for this response. <i>(If Not planned, skip to 23)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

a) How are workforce data directly linked with adult education and Perkins CTE data?

i) An assigned unique identifier

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
ii) An element match process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Social Security number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv) Another external organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v) Other method (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 22</b>					CLEAR Q22
<b>23) Is there a comprehensive data dictionary for workforce data elements that contains metadata such as a definition, option sets, type or field length?</b> <i>(If Not Planned, skip to 24)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a) Is the data dictionary published publicly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i) If so, please provide data dictionary website address:					
b) Are workforce data elements CEDS aligned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 23</b>					CLEAR Q23
<b>24) How are workforce data from the SLDS used?</b>	<i>(If Not Planned, skip to 25)</i>				
a) State reports for or on: a. Governor and legislature b. Board or agency goals and priorities c. Research or policy agenda and strategic plans d. Legislative, policy, or regulatory requirements b) Feedback reports about: a. Districts (employment outcomes) b. Regions (employment outcomes) c. Adult education programs (employment outcomes) d. Community colleges (transfer and employment outcomes) e. 4-year postsecondary institutions (employment outcomes) f. Perkins CTE programs (employment outcomes) g. Workforce/industry supply and demand c) Federal reports (e.g., WIOA) d) Curriculum decisions e) Data skills and use training f) Funding decisions g) Cross-sector collaboration h) Resources for public, parents and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

community members (e.g. dashboards, scorecards)					
i) Other (please explain in comments)					

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
<b>Selecting the CLEAR button will reset all answers for Question 24</b>					CLEAR Q24
<b>Perkins Career/Technical Education (CTE) and Adult Education (Vocational Education and Workforce Training Data)</b>					
<b>25) Where are Perkins CTE data stored and managed?</b>	<i>(If Not Planned, skip to 31)</i>				
a) SLDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) P20W SLDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) A separate, central Perkins CTE data system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Separate, multiple Perkins CTE data systems or source files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 25</b>					CLEAR Q25
<b>26) Is there automated infrastructure in place to link Perkins CTE data with K12 student data in the SLDS?</b> Note: Any system that links in a standard, repeatable process should be considered for this response. Ad hoc linking should not be considered for this response. <i>(If Not planned, skip to 29)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>27) How are Perkins CTE and K12 student data directly linked?</b>					
a) An assigned unique identifier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) An element match process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Social Security number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Another external organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Other method (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 27</b>					CLEAR Q27
<b>28) What type of Perkins CTE data are directly linked with K12 student data?</b>					
a) Program area or program of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Placement (after leaving program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Certificates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 28</b>					CLEAR Q28





Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
<b>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?</b> <i>(If Not Planned, skip to 30)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a) Is the data dictionary published publicly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i) If so, please provide data dictionary website address:					
b) Are Perkins CTE data elements CEDS aligned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 29</b>					CLEAR Q29
<b>30) How are Perkins CTE data from the SLDS used?</b> <i>(If Not Planned, skip to 31)</i>					
a) State reports for or on: <ul style="list-style-type: none"> <li>a. Governor and legislature</li> <li>b. Board or agency goals and priorities</li> <li>c. Research or policy agenda and strategic plans</li> <li>d. Legislative, policy, or regulatory requirements</li> </ul> b) Feedback reports about: <ul style="list-style-type: none"> <li>a. High schools</li> <li>b. Postsecondary institutions</li> <li>c. Training programs</li> <li>d. Workforce readiness by career cluster/industry</li> </ul> c) Federal reports about: <ul style="list-style-type: none"> <li>a. EDFacts</li> <li>b. Perkins CTE (Non-EDFacts)</li> <li>c. Other federal reports</li> </ul> d) Instructional support (e.g. dashboards for teachers) <ul style="list-style-type: none"> <li>e) Curriculum decisions</li> <li>f) Data skills and use training</li> <li>g) Budget allocations (e.g. implementing state funding formula)</li> <li>h) Funding decisions</li> <li>i) Program/intervention needs or placements</li> <li>j) Talent management (e.g., evaluating educator/administrator performance, supporting continuous improvement)</li> <li>k) Human resources (e.g., compliance-</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

related hiring, placement) l) Cross-sector collaboration m) Resources for public, parents, and community members (e.g. dashboards, scorecards) n) Workforce readiness reports by career cluster/industry o) Other (please explain in comments)					
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Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
<b>Selecting the CLEAR button will reset all answers for Question 30</b>					CLEAR Q30
<b>31) From which programs are adult education participation data directly linked with K12 student data?</b>	<input type="checkbox"/> <i>(If Not Planned, skip to 32)</i>				
a) Adult Basic Education (ABE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Adult Secondary Education (ASE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
j) English for Speakers of Other Languages (ESOL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
k) Workforce training programs					
l) Certification programs					
<b>Selecting the CLEAR button will reset all answers for Question 31</b>					CLEAR Q31
<b>Early Childhood Data</b>					
<b>32) Where are early childhood data stored and managed?</b>	<input type="checkbox"/> <i>(If Not Planned, skip to 39)</i>				
a) PK-12 SLDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) P20W SLDS					
b) A separate, central early childhood data system (e.g. Early Childhood Integrated Data System (ECIDS))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Separate, multiple early childhood data systems or source files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 32</b>					CLEAR Q32
<b>33) Is there automated infrastructure in place to link early childhood data with K12 student data in the SLDS? Note: Any system that links in a standard, repeatable process should be considered for this response. Ad hoc linking should not be considered for this response.</b> <i>(If Not planned, skip to 37)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>34) How are early childhood and K12 student data directly linked?</b>					
a) An assigned unique identifier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) An element match process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Social Security number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Another external organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Other method (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 34</b>					CLEAR Q34
<b>35) From which programs are early childhood participation data directly linked with K12 student data?</b>					



Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
a) Head Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Early Head Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Publicly funded Pre-K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Private Pre-K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Special Education, Part B of IDEA (619)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) Early Intervention, Part C of IDEA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h) Other programs or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 35</b>					CLEAR Q35
<b>36) What type of early childhood data are directly linked with K12 student data?</b>					
a) Demographics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Assessment data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Provider data:					
i) Licensure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Training or Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Program data:					
i) Provider or center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Program attributes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Quality ratings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enrollment dosage (e.g., amount of time in program)					
Health data (e.g., birth weight, hearing screen results)					
<b>Selecting the CLEAR button will reset all answers for Question 36</b>					CLEAR Q36
<b>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)</b>					
a) Is the data dictionary published publicly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i) If so, please provide data dictionary website address:					
b) Are early childhood data elements CEDS aligned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 37</b>					CLEAR Q37

38) How are early childhood data from the SLDS used?	<i>(If Not Planned, skip to 39)</i>				
<ul style="list-style-type: none"> <li>a) State reports for or on:               <ul style="list-style-type: none"> <li>a. Governor and legislature</li> <li>b. Board or agency goals and priorities</li> <li>c. Research or policy agenda and strategic plans</li> <li>d. Legislative, policy, or regulatory requirements</li> </ul> </li> <li>b) Federal reports about:               <ul style="list-style-type: none"> <li>a. EDFacts</li> <li>b. OSEP/Special education (Non-EDFacts)</li> <li>c. Other federal reports</li> </ul> </li> <li>c) Instructional support (e.g. dashboards for teachers)</li> <li>d) Curriculum decisions</li> <li>e) Data skills and use training</li> <li>f) Early warning systems (and other predictive systems)</li> <li>g) Budget allocations (e.g. implementing state funding formula)</li> <li>h) Funding decisions</li> <li>i) Program/intervention needs or placements</li> <li>j) Talent management (e.g., evaluating educator/administrator performance, supporting continuous improvement)</li> <li>k) Human resources (e.g., compliance-related hiring, placement)</li> <li>l) Cross-sector collaboration</li> <li>m) Resources for public, parents, and community members (e.g. dashboards, scorecards)</li> <li>n) Other (please explain in comments)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
<b>Selecting the CLEAR button will reset all answers for Question 38</b>					CLEAR Q38
<b>Interoperability</b> (The ability for different systems to communicate, exchange data and use information that has been exchanged.)					
<b>39) Through a replicable, automated process does student-level data move:</b>					
a) Across Local Education Agencies (LEAs) in the state through Student Records Exchange (SRE or SREx)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) From LEAs to the state through Student Records Exchange (SRE or SREx)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) From K12 to postsecondary institutions in state through E-transcripts (including electronic PDFs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) To other states' State Education Agencies (SEAs) via Student Records Exchange (SRE or SREx)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) To other states' postsecondary entities via e-transcripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Cross-state data-sharing (e.g. SEED, MEIC, WRIS, WRIS 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
g) Other (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 39</b>					CLEAR Q39

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

**40) When data is 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
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**Data Use and Research Capacity**

**44) Additional federal and state reports produced by the SLDS include:** (If no additional federal and state reports are planned, skip to 45)

a) Statewide assessment non-participation report by type or category (e.g., opt out, absent, medical emergency, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Data quality reports (e.g., timeliness of submissions or certifications, error correction rate prior to certification, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Usage statistics by user role (e.g., Teachers, Administrators, SEA, Public, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



d) Agency or board goals, initiatives, and policy attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Research or policy agenda and strategic plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
f) Governor or legislature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) Other (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 44</b>					CLEAR Q44
<b>45) How does the state find out how critical stakeholders and stakeholder groups are using the SLDS dashboards/ reports/tools?</b> <i>(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.)</i>					
a) Large-scale surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Post-training evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Ad hoc feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) Web-based analytics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h) Other (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 45</b>					CLEAR Q45
<b>46) If CEDS is being used to support data use, how is it being used?</b>					
a) Data governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Generate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Data integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Integrated Data Store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Other (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Selecting the CLEAR button will reset all answers for Question 46</b>					CLEAR Q46
<b>47) Are all current policy questions being met?</b>			<b>Yes</b>	<b>No</b>	
a) If no, please explain:			<input type="checkbox"/>		
<b>48) Is there a research agenda in place? <i>(If No, skip to the end)</i></b>			<b>Yes</b>	<b>No</b>	
a) Is the research agenda published publicly?			<input type="checkbox"/> <b>Yes</b>	<b>No</b>	
i) Research agenda website address:			<input type="checkbox"/>		
b) What topics are covered in the research agenda?					
c) Do research efforts require assistance from outside researchers?			<b>Yes</b>	<b>No</b>	
i) If yes, please explain:			<input type="checkbox"/>		
<b>Selecting the CLEAR button will reset all answers for Question 48</b>					CLEAR Q48

**Additional Comments:**

**Definitions (TO BE EMBEDDED IN QUESTIONS):**

**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.

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

**Automated Infrastructure:** A hands-off technological solution that does not require manual configuration to complete.

**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.

**Common Education Data Standards (CEDs):** 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.

**Data Governance:** Data governance refers to the overall management of SLDS data, including its availability, usability, integrity, quality, and security.

**Data Integration:** The process of integrating data into a statewide longitudinal data system (SLDS) or other general education data system not only provides SEAs with more complete data, but also helps SEAs improve accuracy of federal reporting, increase the quality of and access to data within and across data systems, and make better informed policy decisions related to students with disabilities.

**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.

**EDFacts:** EDFacts 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.

**Generate:** Generate is a software application that improves data quality and automates reporting for state education agencies (SEAs) through standardization.

[Type here]

**Highly Qualified (HQ) Status:** 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.

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

**Integrated Data Store:** The Common Education Data Standards (CEDS) Integrated Data Store (IDS) factors the complete set of CEDS elements, entities and attributes with standard technical syntax and 3rd normal form database normalization. The IDS Model provides a standard framework for integration of P-20W data systems through a well-normalized operational data store. It can be used for transactional education data systems, to perform near real-time reporting, and as a standard staging area to load the CEDS Data Warehouse.

**Integrated Postsecondary Education Data System (IPEDS):** 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.

**Link:** an established technology solution that allows for data to be brought together in a replicable and useful way

**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 Social Security Number (SSN).

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

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

**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.

[Type here]

**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

**Student Record Exchange (SRE or SREx):** 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.

**Unemployment Compensation (UC):** Unemployment Compensation (UC) provides benefits for eligible unemployed former employees.

**Unemployment Insurance (UI):** 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.

**Workforce Innovation and Opportunity Act (WIOA):** The Workforce Innovation and Opportunity Act was signed into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.

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