NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)

Statewide Longitudinal Data System (SLDS) Survey 2021 –2023

OMB# 1850-0933 v.10

Appendix E – SLDS 2021 Instrument

May 2021 revised September 2021

APPENDIX E, Section 1 – Screenshots of Qualtrics Information Collection Tool

https://aemcorp.qualtrics.com/jfe/form/SV_8qebIpidSVZrFeC?

Q_CHL=gl&Q_DL=EMD_cqYVotic3NdfXKV_8qebIpidSVZrFeC_CGC_0efdfaHjMymnKzh



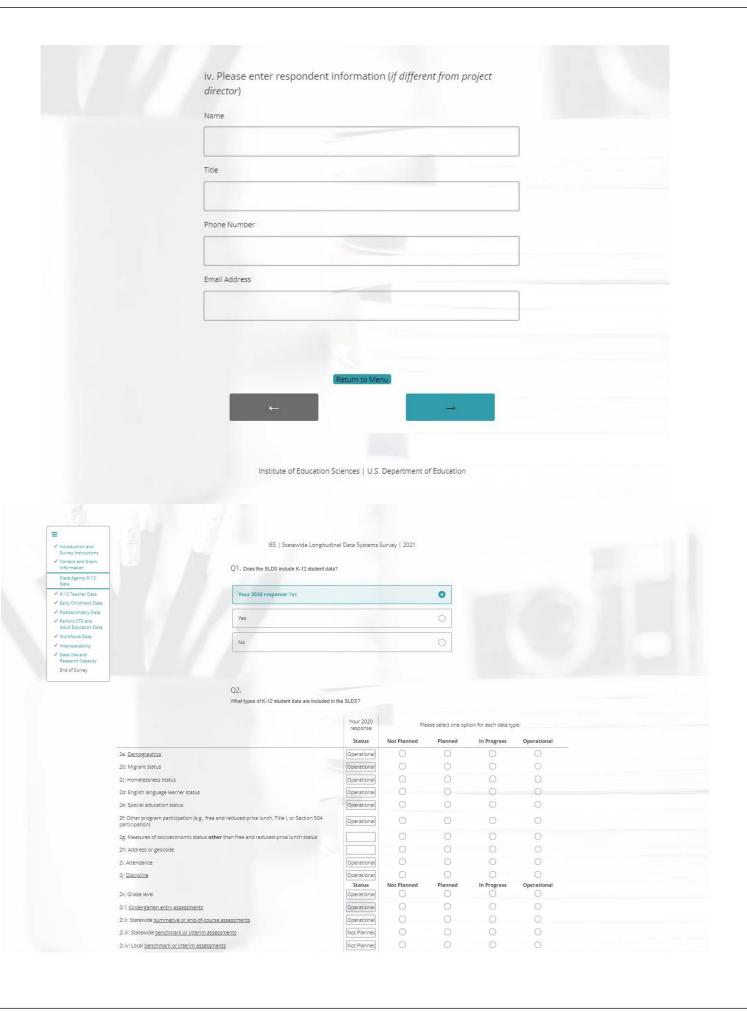
- Not Planned. Your state or territory is not currently planning to include this element or capability
 in its SLDS. You should also choose "Not Planned" for items that do not apply to your SLDS at
 this time due to legislative prohibitions, lack of interest, or other factors.
- Planned. Your state or territory intends to include this element or capability in its SLDS and has
 a documented plan and funding source to implement it, but implementation work has not begun.
- In Progress. Your state or territory is building or implementing this element or capability as part
 of its SLDS, but it is not yet fully operational.
- Operational. This element or capability is fully functional and available for its intended users.

Many of the questions ask about linking different types of data together. For the purpose of this survey, data are considered "linked" when the SLDS has an established technology solution to identify and join data records for the same individual from multiple source data systems in a replicable and useful way. Additional terms used in the survey are defined at the end of document. Defined terms are underlined throughout the survey and definitions may also be accessed by hovering over underlined terms.

If your state has or is building more than one SLDS—for example, a K-12 SLDS and a P-20W+ SLDS—please answer the questions based on the status of the element or capability in both systems. A P-20W+ system encompasses information across multiple sectors, such as K-12, early childhood, K-12 education, postsecondary education, and workforce data. You may need to consult other state agency or department representatives to complete questions about data linking and use in those sectors.

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✓ Introduction and Survey Instructions	IES Statewide Longitudinal Data Systems Survey 2021	
Contact and Grant - Information	i. Please enter the reporting period	
✓ State Agency K-12 Data		
✓ K-12 Teacher Data	*	
✓ Early Childhood Data		
✓ Postsecondary Data		
✓ Perkins CTE and Adult Education Data		
✓ Workforce Data ✓ Interoperability	ii. Please enter award information	
✓ Data Use and Research Capacity	PR/Award Number	
End of Survey		
	Grantee Name	
	districtionic	
	Agency Name	
	Agency Address	
	Agency City	
	Agency State	
	Agency Zip	

Project Director Title	
Project Director Phone Number	
Project Director Email	
iii. 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.)	
list stakeholders and their agencies. For example, Jane Dean, State Department of Secondary Education; John Mills, State Institute of Higher	
list stakeholders and their agencies. For example, Jane Dean, State Department of Secondary Education; John Mills, State Institute of Higher	
list stakeholders and their agencies. For example, Jane Dean, State Department of Secondary Education; John Mills, State Institute of Higher	
list stakeholders and their agencies. For example, Jane Dean, State Department of Secondary Education; John Mills, State Institute of Higher	
list stakeholders and their agencies. For example, Jane Dean, State Department of Secondary Education; John Mills, State Institute of Higher Education; etc.) iv. Please enter respondent information (if different from project	
list stakeholders and their agencies. For example, Jane Dean, State Department of Secondary Education; John Mills, State Institute of Higher Education; etc.) iv. Please enter respondent information (if different from project director)	
list stakeholders and their agencies. For example, Jane Dean, State Department of Secondary Education; John Mills, State Institute of Higher Education; etc.) iv. Please enter respondent information (if different from project director)	



						0
2l.iv: Local <u>benchmark or interim</u>	assessments	Not Pla	nned O	0	0	O
21.v: Advanced Placement (AP) sco	ores .	Not Pla	nnec	0	0	0
2i.vi: Reporting on students not te	ested by grade or subject	Not Pla	nnec O	0	0	0
21.vii: College-readiness test score	es (SAT, PSAT)	Not Pla	nnec	0	0	0
2m: School enrollment and comp	eletion			0	0	0
2n: Course enrollment		Operati	ional	0	0	0
		Stati			In Progress	Operational
o: Course completion		Not Pla		0	0	0
2p: Virtual school/learning enrollr	ment or participation	Operati		0	0	0
2q: <u>Diploma or certificate</u>		Operati	ional	0	0	0
2r: Drop-out history		Operati	ional	0	0	0
2s: Transfer in/out		Operati	ional	0	0	0
2t: In-state postsecondary/dual e	nrollment	Operati	ional	0	0	0
	lual enrollment	Not Pla	nnec	0	0	0
u: Out-or-state postsecondary/o						
				0	0 =	0
2u: Out-of-state postsecondary/d 2v: Type of instruction received (II	n-person, hybrid, online)	Stati	us Not Plan	ned Planned	In Progress	Operational
	Q3. Is there a comprehen such as a definition, option	State	us Not Plan	ned Planned	0	
	Q3. Is there a comprehen such as a definition, option Your 2020 response: Operational Q3a. Is the data dictional	nsive data dictionary for K-12 stude sets, type, and field length? Not Planned Planned	Not Plans	ned Planned t contains metadata	0	

		7				
	Q3b. Are K-12 student data elements aligned to	the Common Education Dat	a Standards (CEDS)?			
	response: Not Planned Planned O	Planned In Pro	ogress Operation	nal		
	Q4. Are course-related data collected by Exchange of Data (SCED)?	the state aligned with the <u>Sc</u>	chool Courses for the			
	Your 2020 response: Operational O	Planned In Pro	Operatio	nal		
	response: Operational Not Planned	0 (
	response: Operational Planned	Your response last year	t Pie	ase select one op	otion for each data u	
i' Reports for governor or state legislature.	response: Operational Planned	Your response last year Status	t Ple	ase select one op Planned	In Progress	Operational
.li: Reports for governor or state legislature	response: Operational Planned	Your response last year	t Pie	ase select one op		
.ii: Reports for state boards or agencies	response: Operational O Q5. How are K-12 student data used?	Your response last year Status Operational Operational	t Ple Not Planned	ase select one op Planned	In Progress	Operational
ii: Reports for state boards or agencies iii: Reports on statewide research or policy a	response: Operational O Q5. How are K-12 student data used?	Your response last year Status Operational	t Ple Not Planned	ase select one op	In Progress	Operational
iii: Reports for state boards or agencies iiii: Reports on statewide research or policy a iv: Reports for state legislative, policy, or reg	response: Operational O Q5. How are K-12 student data used?	Your response last year Status Operational Operational	Not Planned	asse select one op	In Progress	Operational
iii: Reports for state boards or agencies iii: Reports on statewide research or policy a iv: Reports for state legislative, policy, or reg i: Feedback reports about elementary schoo	response: Operational O Q5. How are K-12 student data used?	Your response last year Status Operational Operational Operational Operational	Not Planned	ase select one op Planned	In Progress	Operational
iii: Reports for state boards or agencies iii: Reports on statewide research or policy a iv: Reports for state legislative, policy, or reg ii: Feedback reports about elementary schoo iii: Feedback reports about middle schools	response: Operational O Q5. How are K-12 student data used?	Your response last year Status Operational Operational Operational Operational Operational	Not Planned	Planned	In Progress	Operational
ii: Reports for state boards or agencies	Planned Planned Q5. How are K-12 student data used? Q5. How are K-12 student data used? In the planned plan	Your response last year Status Operational Operational Operational Operational	t Ple Not Planned	Planned	In Progress	Operational

Operational				
	0	0	0	0
Operational	0	0		0
Operational	0	0	0	0
Operational	0	0	0	0
Not Planned	0	0	0	0
Operational	0	0	0	0
Operational	0	0	0	0
Operational	0	0	0	0
Operational		0	0	0
Status	Not Planned	Planned	In Progress	Operational
Operational	0	0	0	0
Operational	0	0	0	0
Not Planned	0	0	0	0
Operational	0	0	0	0
Operational	0	0	0	0
Operational	0	0	0	0
	0	0	0	0
Status	Not Planned	20 0		900 100 00
		Planned	In Progress	Operational
	Not Planned	Planned	In Progress	Operational
orted? Your response last			In Progress	Operational
orted? Your response last year	Plea	ase select one op	tion for each level:	
orted? Your response last year Status	Plea Not Planned	ase select one op Planned	tion for each level: In Progress	Operational
orled? Your response last year Status Not Plannec	Plea Not Planned	ase select one op Planned	tion for each level:	Operational
orted? Your response last year Status Not Plannec Operational	Not Planned	ese select one op Planned O	tion for each level: In Progress	Operational
orled? Your response last year Status Not Plannec	Plea Not Planned	ase select one op Planned	tion for each level:	Operational
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orted? Your response last year Status Not Plannec Operational Operational	Not Planned	ese select one op Planned O	tion for each level: In Progress	Operational
orted? Your response last year Status Not Plannec Operational Operational	Not Planned	ese select one op Planned O	tion for each level: In Progress	Operational
	Operational Not Plannec Operational	Operational Not Plannec Operational	Operational Not Plannec Operational	Operational O

orvey Instructions ontact and Grant				tudinal Data Systems Sur	vey 2021				
formation		Q7, Where are K 4	2 teacher data manag	ed and stored?					
tate Agency K-12		A v v vinere are V-1	uonor Jata mallay						
-12 Teacher Data				Your 2020 response	Please sele	ct one option for each	system type:		
erly Childhood Data					Not Planned Pl	anned In Pro	gress Operation	ıl	
erkins CTE and dult Education Data	7a: Single-sector SLDS			Operational	0	0 0			
orkforce Data	7b: P-20W+ SLDS			Not Planned		0 0			
teroperability ata Use and	7c: A separate, central teacher data system			Not Planned		0 0			
esearch Capacity nd of Survey	7d: Multiple separate teacher data systems	or source files		Operational	O	0 (0		
		Q8. Does the SLDS system?		lent data and K-12 teacher da	ata through an automated				
		response: Operational	Not Planned	Planned In Pro	gress Operationa				
		0		0 0					
	Q9.	How are K-12 teach	er and K-12 stude	nt data <u>linked</u> ? Your response last year	Pleas	e select ane optio	n for each linking me	thod:	
				Status	Not Planned	Planned	In Progress	Operational	
9a: Course as	signment			Operational	0	0	0	0	
9b; Statewide	unique teacher IDs			Operational	0	0	0	0	
9c: Roster ver	rification process			Operational	0	0	0	0	
								0	
					0	0	0	U	
	ELA		10		0	0	0	0	
	Q10).	2		0	Q	0	0	
			er data are <u>linked</u> u	with K-12 student data? Your 2020 response			Cition for each data ty		
			er data are <u>linked</u> v	Your 2020					
10a: Demogra	Wha		er data are <u>linked</u> s	Your 2020 response	PI	ease select one op	tion for each data ty	oe:	
10a: <u>Demogra</u> 10b: Attendar	Wha aphics		er data are <u>linked</u> s	Your 2020 response Status	P).	ease select one op Planned	tion for each data ty In Progress	oe: Operational	
	What a <u>phics</u> nice		er data are <u>linked</u> u	Your 2020 response Status Operational	Not Planned	ease select one op Planned	tion for each data ty In Progress	oe: Operational	
10b: Attendar 10c: Certificat	What a <u>phics</u> nice		er data are <u>linked</u> u	Your 2020 response Status Operational Not Plannec	Not Planned	ease select one op Planned	tion for each data ty In Progress	Operational	
10b: Attendar 10c: Certificat 10d: Certificat	What applies nice te type		er data are <u>linked</u> u	Your 2020 response Status Operational Not Planned Operational	Not Planned	ease select one op Planned	In Progress	Operational	
10b: Attendar 10c: Certificat 10d: Certifical 10e: Postseco	what aphics nice to type tion path (e.g., traditional v. alt-cert) ondary program or major		er data are <u>linked</u> t	Your 2020 response Status Operational Not Plannec Operational Operational	Not Planned	ease select one op Planned	In Progress	Operational	
10b: Attendar 10c: Certificat 10d: Certifical 10e: Postseco	What aphics nice te type tion path (e.g., traditional v. alt-cert)		er data are <u>linked</u> u	Your 2020 response Status Operational Not Planned Operational	Not Planned O O O O Not Planned	Planned Planned Planned	In Progress	Operational O O O O Operational	
10b: Attendar 10c: Certificat 10d: Certifical 10e: Postseco	What aphics nice te type tion path (e.g., traditional v. alt-cert) ondary program or major ion program or institution name		er data are <u>linked</u> t	Your 2020 response Status Operational Not Plannec Operational Operational Operational Operational	Not Planned	ease select one op Planned O O O	In Progress	Operational O O O Operational O Operational	
10b: Attendar 10c: Certificat 10d: Certifical 10e: Postseco 10f: Preparati	What aphics nice te type tion path (e.g., traditional v. alt-cert) ondary program or major ion program or institution name		er data are <u>linked</u> v	Your 2020 response Status Operational Not Planned Operational Operational Operational Operational Status	Not Planned O O O O Not Planned	Planned	In Progress	Operational O O O O Operational	
10b: Attendar 10c: Certificat 10d: Certificat 10e: Postseco 10f: Preparati 10g: Years of 10h: Salary	What aphics nice te type tion path (e.g., traditional v. alt-cert) ondary program or major ion program or institution name		er data are <u>linked</u> v	Your 2020 response Status Operational Not Plannec Operational Operational Operational Operational Status Operational	Not Planned O O O O Not Planned	ease select one op Planned O Planned Planned	In Progress	Operational O O O Operational O Operational	
10b: Attendar 10c: Certificat 10d: Certificat 10e: Postseco 10f: Preparati 10g: Years of 10h: Salary	aphics nice te type tion path (e.g., traditional v. alt-cert) andary program or major ion program or institution name experience ent results (e.g., Praxis)		er data are <u>linked</u> v	Your 2020 response Status Operational Not Plannec Operational Operational Operational Status Operational Operational	Not Planned O O O O O Not Planned O O O O O O O O O O O O O O O O O O O	ease select one op Planned O Planned O Planned O O O O O O O O O O O O O	In Progress In Progress In Progress	Operational Operational Operational Operational	

Not Planned	Planned	In Progress	Operational
0	0	0	0
011-			
Q11a. Is the data diction	onary published publicly	A.	
Not Planned	Planned	In Progress	Operational
	0	0	0
Q11b. Are K-12 teache (CEDS)?	r data elements aligned t	o the <u>Common Education</u>	n Data Standards
Not Planned	Planned	In Progress	Operational

Please select one option for each data use: Status Not Planned Planned In Progress Operational 12a.i: Reports for governor or state legislature Operational 12.ii: Reports for state boards or agencies Operational 12a.iii: Reports on statewide research or policy agenda and strategic plans Operational 12a.iv: Reports for state legislative, policy, or regulatory requirements Operational 12b.i: Feedback reports about educator preparation programs Operational 12b.ii: Feedback reports about professional learning Operational 12b.iii: Feedback reports about educator effectiveness Operational 12c.i: Federal EDFacts reports Operational Not Planned Planned In Progress Status Operational 12c.ii: Federal OSEP/special education (non-EDFacts) reports Operational 12c.iii: Federal <u>Perkins CTE</u> (non-<u>EDFacts</u>) reports Operational 12c.iv: Other federal reports Operational 12d: Instructional support (e.g., dashboards for teachers) Operational 12e: Curriculum decisions Not Planned 12f: Data skills and use training Not Planned 12g: Budget allocations (e.g., implementing a state funding formula) Operational 12h: Funding decisions Not Planned Status Not Planned Planned In Progress Operational 12i: Merit pay Not Plannet $12j; Talent \ management \ (e.g., evaluating \ educator \ or \ administrator \ performance, supporting \ continuous \ improvement)$ Not Planned 12k: Human resources (e.g., compliance-related hiring, placement) Not Planned 12l: Cross-sector collaboration Operational 0 12m: Resources for public, parents, and community members (e.g., dashboards, scorecards) Operational 12n: Other (please explain below) Status Not Planned Planned Operational In Progress Q13. Are K-12 teacher data linked to finance data? Your 2020 Planned In Progress Operational response: Operational Planned 0 Institute of Education Sciences | U.S. Department of Education

Q12. How are K-12 teacher data from the SLDS used?

roduction and	IES Statewide Long	gitudinal Data System	is Survey 2021			
rvey Instructions ntact and Grant						
ormation te Agency K-12	Q14. Where are early childhood data s	tored and managed?				
za 2 Teacher Data		Your 2020		V. 2	8	
ly Childhood Data		response			for each system type:	
tsecondary Data		Status	Not Planned	Planned		perational
kins CTE and of Education Data	14a: P-12 (early childhood through K-12) SLDS			0	0	0
rkforce Data eroperability	14b: Multi-sector SLDS (P-20W+)	Operational		0	0	0
a Use and	14c: ECIDS (A separate, central early childhood data system, birth-2nd) (e.g., an early childhintegrated data system, or ECIDS)	Operational	0	0	0	0
earch Capacity of Survey	14d: Multiple separate early childhood data systems or source files	Not Planned		0	0	0
		Status	Not Planned	Planned	In Progress C	perational
	Q15. Does your SLDS mostly link early automated system? Your 2020 Not					
	response: Operational O	Planned I	- 15 A	ational		
	016	2004/2007 22				
	Q16. How are early childhood and K-12 studi	ent data <u>linked</u> ?				
		Your 2020	Diaze	re relect one ontio	n for each linking me	thod:
		response:				
		Status	Not Planned	Planned	In Progress	Operational
	d unique identifier	Operational	0	0	0	0
16b: Element	match process	Not Planned	0	0	0	0
16c: Social Se	ecurity number	Not Planned	0	0	0	0
16d: Another	external organization	Not Planned	0	0	0	0
16e: Other m	nethod (please explain below)					
			77240	_		
			0	0	0	0
		Status	Not Planned	Planned	In Progress	Operational
		Status	AOC FIGHIEU	Fiullicu	III I I Oği ess	Speradonar
	Q17. From which programs are early childh	Your 2020		lease select one op	ption for each progra	
		response			In Progress	Operational
		Status	Not Planned	Planned		
17a: Head St	art		0	0	ō	0
17a: Head Sti 17b: Early He		Status	0			
	ead Start:	Status	0	0	ō	0
17b: Early He	ed Start funded Pre-K	Status Operational Operational	0	0	0	0
17b: Early He 17c: Publicly 17d: Private F	ead Start funded Pre-K Pre-K	Operational Operational Operational Operational Planned Status	O O O Not Planned	O	O O O O O O O O O O O O O O O O O O O	Operational
17b: Early He 17c: Publicly 17d: Private F	ead Start funded Pre-K Pre-K	Operational Operational Operational Planned Status Operational	O O O Not Planned	O	In Progress	Operational
17b: Early He 17c: Publicly 17d: Private F 17e: Child ca	ed Start funded Pre-K Pre-K re iducation, Part B of IDEA (619)	Operational Operational Operational Operational Planned Status Operational Operational	O O O Not Planned	O O Planned O O	In Progress	Operational
17b: Early He 17c: Publicly 17d: Private F 17e: Child ca	ead Start funded Pre-K Pre-K	Operational Operational Operational Planned Status Operational	Not Planned	Planned	In Progress	Operational
17b: Early He 17c: Publicly 17d: Private F 17e: Child ca 17f: Special E 17g: Early Int	ed Start funded Pre-K Pre-K re iducation, Part B of IDEA (619)	Operational Operational Operational Operational Planned Status Operational Operational	O O O Not Planned	Planned	In Progress	Operational

	What types of K-12 to	eacher data are direc	tly linked with K-12	! student data?				
			Your 2		Please select o	one option for each data t	type:	
			Stat	tus Not Plan	nned Planne	ed In Progress	Operational	
a: <u>Demographics</u>			Operat	tional	0	0	0	
b: Assessment data			Operat	tional	0	0	0	
c.i: Provider licensure			Operat	tional	0	0	0	
c.ii: Provider certification			Operat	tional	0	0	0	
c.iii: Provider training or professional dev	velopment		In Prog	gress O	0	0	0	
c.iv: Other provider data			Operat		0	0	0	
			Stat		nned Planne	ed In Progress	Operational	
d.i: Program provider or center			Operat	tional	0	0	0	
d.ii: Program attributes			Operat	tional	0	0	0	
d.iii: Program quality ratings			Operat	tional	-0	0	0	
e: Enrollment dosage (e.g., amount of tin	ne in program)		Operat	tional	0	0	0	
f. Health data (e.g., birth weight, hearing	screening results)		Not Pla	annec	0	0	0	
			Stat	tus Not Plan	nned Planne	ed In Progress	Operational	
	Q19. Is there a con	mprehensive data dic			ts that contains			
	metadata such as a							
	Your 2020 response:	Not Planned	Planned	In Progress	Operational			
	Your 2020	Not Planned	Planned	In Progress	Operational			

		Your 2020 response	P	lease select one op	tion for each data us	e:
		Status	Not Planned	Planned	In Progress	Operational
20a.i; Reports for governor or state legislature		Operational	0	0	0	0
20a,ii: Reports for state boards or agencies		Operational	0	0	0	0
20a.iii: Reports on statewide research or policy agenda and	d strategic plans	Operational	0	0	0	0
20a,rv: Reports for state legislative, policy, or regulatory re	quirements	Operational	0	0	0	0
20b.i: Federal <u>EDFocts</u> reports		Not Plannet	0	0	0	0
20b.ir. Federal OSEP/special education (non <u>EDFocts</u>) repor	ts.	Operational	0	0	0	0
20b.iii: Other federal reports		Operational	0	0	0	0
20c: Instructional support (e.g., dashboards for teachers)		Not Planned	0	0	0	0
20d: Curriculum decisions		Not Planned	0	0	0	0
20e: Data skills and use training		In Progress	0	0	0	0
20f: Early warning systems and other predictive systems		Status Not Plannec	Not Planned	Planned	In Progress	Operational
20g. Budget allocations (e.g., implementing a state funding	(formula)	Not Plannet	0	0	0	0
20h: Funding decisions		Operational	0	0	0	0
20i: Program or intervention needs or placements		Operational	0	0	0	0
20j: Talent management (e.g., evaluating educator or admicontinuous improvement)	inistrator performance, supporting	Operational	0	0	0	0
20k: Human resources (e.g., compliance-related hiring, pla	cement)	Operational	0	0	0	0
20t: Cross-sector collaboration		Operational	0	0	0	0
20m: Resources for public, parents, and community memb	sers (e.g., dashboards, scorecards)	Operational	0	0	0	0
20n: Other (please explain below)						
			0	0	0	0

Institute of Education Sciences | U.S. Department of Education

Introduction and Survey Instructions		IES	Statewide Longi	tudinal Data :	Systems :	Survey 2021			
✓ Contact and Grant Information		Q21. Where are p	ostsecondary data sto	red and manage	ed?				
✓ State Agency K-12 Data ✓ K-12 Teacher Data				You	r 2020				
 ✓ K-32 Teacher Data ✓ Early Childhood Data 				res	ponse	Ple	ase select one opti	on for each system t	ype:
Postsecondary Data				St	atus	Not Planned	Planned	In Progress	Operational
✓ Perkins CTE and	21a: Single-sector SLDS					0	0	0	0
Adult Education Data Workforce Data	21b: P-20W+ SLDS			Ope	rational	0	0	0	0
✓ Interoperability	21c: A separate, central postsecondary data syst	rem.		Not	Planned	0	0	0	0
✓ Data Use and Research Capacity	21d: Multiple separate postsecondary data syste				rational	0	0	0	0
End of Survey	210. Waldpie separate posisecoridary data syste	ins or source mes		-	atus	Not Planned	Planned	In Progress	Operational
		Your 2020 response:	Not Planned	Planned	In F	Progress Op	erational		
		response: Operational		a are in the SLD	057	Progress Op	erational		
		response: Operational	Planned	are in the SLD		0	0	tion for each data ty	pe.
		response: Operational	Planned	You res	DS?	0	0	tion for each data ty In Progress	pe: Operational
	23a: In-state 4-year public institutions	response: Operational	Planned	You res	05? or 2020 ponse	0	lease select one op		
		response: Operational	Planned	You res	DS? or 2020 ponse tatus	F Not Planned	lease select one op	In Progress	Operational
	23a: In-state 4-year public institutions	response: Operational	Planned	You res	DS? Ir 2020 ponse catus	Not Planned	lease select one op	In Progress	Operational
	23a: In-state 4-year public institutions 23b: In-state 2-year public institutions	response: Operational	Planned	You res St. Ope	os? ir 2020 ponse iatus rational	Not Planned	lease select one op	In Progress	Operational
	23a: In-state 4-year public institutions 23b: In-state 2-year public institutions 23c: In-state tribal institutions	response: Operational	Planned	You res St. Open Not !	os? ir 2020 ponse rational rational Plannec	Not Planned	planned Planned Planned	In Progress	Operational Operational
	23a: In-state 4-year public institutions 23b: In-state 2-year public institutions 23c: In-state tribal institutions	response: Operational	Planned	You res St Open Not Not St St	os? ir 2020 ponse rational rational Plannec	Not Planned	lease select one op Planned	In Progress	Operational
	23a: In-state 4-year public institutions 23b: In-state 2-year public institutions 23c: In-state tribal institutions 23d: In-state private, nonprofit institutions	response: Operational	Planned	You res St Qpe Qpe Not I	os? ir 2020 ponse iatus rational rational Plannec Plannec iatus	Not Planned	planned Planned Planned	In Progress	Operational Operational
	23a: In-state 4-year public institutions 23b: In-state 2-year public institutions 23c: In-state tribal institutions 23d: In-state private, nonprofit institutions 23e: In-state for-profit or proprietary institutions	response: Operational	Planned	You res St Qpee Qpee Not I Not I Qpee Qpee Qpee Qpee Qpee Qpee Qpee Qp	ir 2020 ponse atus rational rational Plannec atus Plannec	Not Planned O Not Planned	Planned Planned Planned Planned	In Progress O O In Progress	Operational Operational

	Your 2020 response	Pleas	e select one option	n for each linking me	thod:
	Status	Not Planned	Planned	In Progress	Operational
24a: Assigned unique identifier	Operational	0	0	0	0
24b: Element match process	Not Plannec	0	0	0	0
24c: Social Security number	Not Planned	0	0	0	0
24d: Other method (please explain below)					
		0	0	0	0
Q25. What types of posts	secondary data are <u>linked</u> to K-12 student	data?			
Q25. What types of posts	Your 2020		sase select one one	rion for each data N	ne:
Q25. What types of posts	Your 2020 response	Pie		tion for each data ty	
	Your 2020 response Status	Ple Not Planned	Planned	In Progress	Operational
25a: <u>Demographics</u>	Your 2020 response Status Operational	Not Planned	Planned	In Progress	Operational
25a: <u>Demographics</u> 25b: Course remediation	Your 2020 response Status Operational Operational	Not Planned	Planned	In Progress	Operational
i5a: <u>Demographics</u> i5b: Course remediation i5c: Prior postsecondary institutions attended	Your 2020 response Status Operational Operational In Progress	Not Planned	Planned	In Progress	Operational
25a: <u>Demographics</u> 25b: Course remediation 25c: Prior postsecondary institutions attended	Your 2020 response Status Operational Operational In Progress In Progress	Not Planned	Planned	In Progress	Operational
	Your 2020 response Status Operational Operational In Progress	Not Planned	Planned	In Progress	Operational
25a: <u>Demographics</u> 25b: Course remediation 25c: Prior postsecondary institutions attended 25d: Program/major upon completion	Your 2020 response Status Operational Operational In Progress In Progress Status	Not Planned O O O Not Planned	Planned	In Progress	Operational O O O O O Operational
25a: <u>Demographics</u> 25b: Course remediation 25c: Prior postsecondary institutions attended 25d: Program/major upon completion 25e: Recognized postsecondary credential 25f: Period of enrollment	Your 2020 response Status Operational Operational In Progress Status In Progress In Progress	Not Planned O O O O Not Planned	Planned	In Progress	Operational O O O O Operational
25a: <u>Demographics</u> 25b: Course remediation 25c: Prior postsecondary institutions attended 25d: Program/major upon completion 25e: Recognized postsecondary credential	Your 2020 response Status Operational Operational In Progress In Progress Status In Progress	Not Planned O Not Planned O Not Planned	Planned	In Progress	Operational O O O O Operational

	Q26a. Is the data dictionary p	ublished publicly?						
	Your 2020 response: Planni Operational		d In F	Progress O)perational			
	0 0			0	0			
	Q26b. Are postsecondary data	a elements aligned	to the <u>Commo</u>	on Education Data	a Standards			
	Your 2020 response: Not Not Planned		d In F	Progress O	perational			
	Platified	0		0	0			
	Q27. How are postsecondary of	ata from the SLDS u	sed?					
			Your 2020 response		Please select one op	otion for each data u	se:	
				Not Planned		otion for each data u	se: Operational	
27a.i: Reports for governor or stat	e legislature		response					
27a.i: Reports for governor or state 27a.ii: Reports for state boards or	AS		response Status	Not Planned	Planned	In Progress	Operational	
27a.ii: Reports for state boards or	AS		Status Operational	Not Planned	Planned	In Progress	Operational	
27a.ii: Reports for state boards or 27a.iii: Reports on statewide research	agencies	[6]	Status Operational Operational	Not Planned	Planned	In Progress	Operational	
27a.ii: Reports for state boards or 27a.iii: Reports on statewide resec 27a.iv: Reports for state legislative	agencies rch or policy agenda and strategic plans	[c]	Status Operational Operational Operational	Not Planned	Planned	In Progress	Operational	

Not Planned
Operational

27b.iii: Feedback reports about 4-year postsecondary institution outcomes (e.g., degree attained, transfer, retention rates)

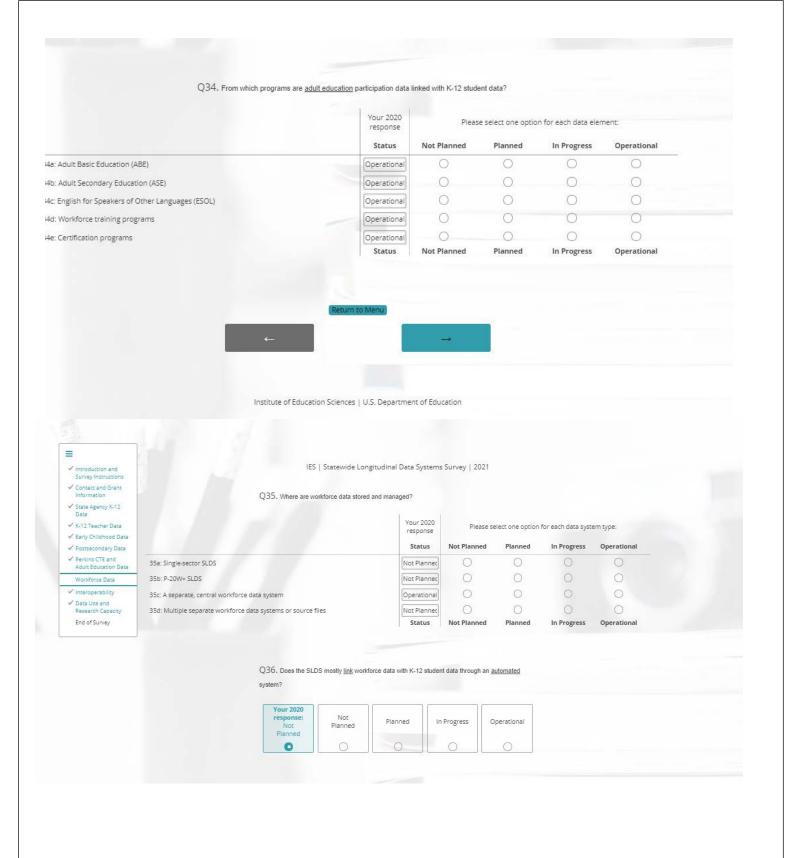
27b.iv: Feedback reports about employment

27c.iii: Federal EDFacts reports 27c.iii: Federal Perkins CTE (non-EDFacts) reports 27c.iv: Other federal reports (e.g., Workforce Innovation and Opportunity Act (WIOA)) 27d: Instructional support (e.g., dashboards for professors or administrators) No. 27d: Curriculum decisions 27f: Data skills and use training 27g: Early warning systems and other predictive systems	perational of Planned	0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0	0 0 0 0 0 0
27c.iii: Federal Perkins CTE (non-EDFocts) reports 27c.iv: Other federal reports (e.g., Workforce Innovation and Opportunity Act (WIOA)) 27d: Instructional support (e.g., dashboards for professors or administrators) 27e: Curriculum decisions 27f: Data skills and use training 27g: Early warning systems and other predictive systems	ot Plannec ot Plannec ot Plannec ot Plannec	0	0 0 0	0 0 0	0
27c.iv: Other federal reports (e.g., Workforce Innovation and Opportunity Act (WIOA)) 27d: Instructional support (e.g., dashboards for professors or administrators) 27e: Curriculum decisions 27f: Data skills and use training 27g: Early warning systems and other predictive systems	ot Planned ot Planned ot Planned ot Planned	0	0 0	0	0
27d: Instructional support (e.g., dashboards for professors or administrators) 27e: Curriculum decisions 27f: Data skills and use training 27g: Early warning systems and other predictive systems	ot Planned ot Planned ot Planned	0	0	0	ō.
27e: Curriculum decisions 27f: Data skills and use training 27g: Early warning systems and other predictive systems	ot Plannec ot Plannec	0 0	0	0	
27f: Data skills and use training 27g: Early warning systems and other predictive systems	ot Plannec	0		-	0
27g: Early warning systems and other predictive systems		0	0		
	ot Dianner			0	0
	Of Figurities	0	0	0	0
CONTRACTOR AND ADDRESS OF THE PROPERTY OF THE	Status	Not Planned	Planned	In Progress	Operational
27h: Policy updates or changes	perational	0	0	0	0
27i: Funding decisions	ot Plannec	0	0	0	0
27j: Talent management (e.g., evaluating educator or administrator performance, supporting continuous improvement)	ot Plannec	0	0	0	0
27k: Human resources (e.g., compliance-related hiring, placement)	ot Plannec	0	0	0	0
27l: Cross-sector collaboration	perational	0	0	0	0
27m: Resources for public, parents, and community members (e.g., dashboards, scorecards)	perational	0	0	0	0
		0	0	0	0
	Status	Not Planned	Planned	In Progress	Operational

Introduction and Survey Instructions Contact and Grant	IES Statewide Lor	ngitudinal Data Systems :	Survey 2021				
Information State Agency K-12	Q28. Where are Perkins CTE data sto	ored and managed?					
Data K-12 Teacher Data		Your 2020 response	Plea	se select one opti	on for each system t	ype:	
Early Childhood Data Postsecondary Data		Status	Not Planned	Planned	In Progress	Operational	
Perkins CTE and Adult Education Data	28a: Single-sector SLDS	Operational	0	0	0	0	
Workforce Data	28b: P-20W+ SLDS	Not Planner	0	0	0	0	
Interoperability	28c: A separate, central <u>Perkins CTE</u> data system	Not Planned	0	0	0	0	
Data Use and Research Capacity	28d: Multiple separate <u>Perkins CTE</u> data systems or source files	Operational	0	0	0	0	
End of Survey		Status	Not Planned	Planned	In Progress	Operational	
	Your 2020 Not response:	20 30 00 00		64 10			
	Operational Planned Q30. How are <u>Perkins CTE</u> and K-12	0	0	erational			
	Operational Platfilled	0	?	0	n for each linking me	xthod:	
	Operational Platfilled	student data directly <u>linked</u>	?	0	o for each linking me In Progress	thod: Operational	
	Operational Platfilled	student data directly <u>linked</u> Your 2020 response	?	e select one option	_		
	Q30. How are <u>Perkins CTE</u> and K-12	student data directly <u>linked</u> Your 2020 response Status	? Pleas Not Planned	e select one option	In Progress		
	Q30. How are <u>Perkins CTE</u> and K-12 30a: Assigned unique identifier	student data directly <u>linked</u> Your 2020 response Status Operational	? Pleas Not Planned	e select one option	In Progress		
	Q30. How are <u>Perkins CTE</u> and K-12 30a: Assigned unique identifier 50b: Element match process	student data directly <u>linked</u> Your 2020 response Status Operational Planned	? Pleas Not Planned	e select one option Planned	In Progress		
	Q30. How are Perkins CTE and K-12 30a: Assigned unique identifier 50b: Element match process 50c: Social Security number	Student data directly <u>linked</u> Your 2020 response Status Operational Planned [Not Planned]	Pleas Not Planned	e select one option Planned	In Progress	Operational	
	Q30. How are Perkins CTE and K-12 30a: Assigned unique identifier 50b: Element match process 30c: Social Security number 30d: Another external organization	Student data directly <u>linked</u> Your 2020 response Status Operational Planned [Not Planned]	Pleas Not Planned	e select one option Planned	In Progress	Operational	

			Your 2020 response		Please select one o	ption for each data ty	pe:
			Status	Not Planne	ed Planned	In Progress	Operational
31a: Program area or program of study			Operationa	0	0	0	0
31b: Participation			Operationa	0	0	0	0
31c: Placement after leaving program			Operationa	0	0	0	0
31d: Certificates			Operationa	0	0	0	0
			Status	Not Planne	ed Planned	In Progress	Operational
				-0			
		Planned	Planned	n Progress	Operational		
	response: Operational	rianneu					
		O	0	0	0		
	Q32b. Are Perkins	0	s aligned to the <u>Comm</u>		s Standards		
	Q32b. Are Perkins	s CTE data element	s aligned to the <u>Comm</u>	n Education Date			

Status Not Planned Planned In Progress Operational Ope		Your 2020	1500000			
ii: Reports for governor or state legislature Operational Operation			Pleas	e select one option	on for each data elen	nent
ili: Reports for state boards or agencies Coperational Comparison Coperational Coperati		Status	Not Planned	Planned	In Progress	Operational
iii: Reports for statewide research or policy agenda and strategic plans iiv: Reports for state legislative, policy, or regulatory requirements iii: Peadback reports about high schools iii: Feedback reports about postsecondary institutions iii: Feedback reports about postsecondary institutions iii: Feedback reports about varialing programs iii: Feedback reports about varialing programs iii: Peedback reports about area CTE Centers iii: Peedback reports about area CTE Centers iii: Geteral EDEacts reports iii: Other feedral EDEacts reports iii: Other feedral	Reports for governor or state legislature	Operational	0	0	0	0
iv: Reports for state legislative, policy, or regulatory requirements Derational Derational Departional D	Reports for state boards or agencies	Operational	0	0	0	0
ii: Feedback reports about high schools iii: Feedback reports about postsecondary institutions iii: Feedback reports about postsecondary institutions iii: Feedback reports about training programs iv: Feedback reports about training programs iv: Feedback reports about workforce readiness by career cluster or industry iv: Feedback reports about area CTE Centers iv: Feedback reports about reining about area CTE Centers iv: Feedback reports about reining about area CTE Centers iv: Feedback reports about reining about reining about area CTE Centers iv: Feedback reports about reining about reining about area CTE Centers iv: Feedback reports about reining about reining about area CTE Centers iv: Feedback reports about reining about reining about area CTE Centers iv: Feedback reports about reining about reining about area CTE Centers iv: Feedback reports about reining about reining about area CTE Centers iv: Feedback reports about reining about reining about area CTE Centers iv: Feedback reports about reining about reining about area CTE Centers iv: Feedback reports about are	Reports for statewide research or policy agenda and strategic plans	Planned	0	0	0	0
iii: Feedback reports about postsecondary institutions Not Plannet O	Reports for state legislative, policy, or regulatory requirements	Operational	0	0	0	0
ili: Feedback reports about training programs iv: Feedback reports about workforce readiness by career cluster or industry Status v: Feedback reports about area CTE Centers Not Planned v: Feedback reports about area CTE Centers v:	Feedback reports about high schools	Operational	0	0	0	0
iv: Feedback reports about workforce readiness by career cluster or industry Not Planned Status Not Planned Not Planned In Progress Operational Operational	Feedback reports about postsecondary institutions	Operational	0	0	0	0
Status Not Planned In Progress Operative	: Feedback reports about training programs	Not Planned	0	0	0	0
Not Planned O O O O O O O O O O O O O O O O O O	Feedback reports about workforce readiness by career cluster or industry	Not Planned	0	0	0	0
it: Federal EDFacts reports it: Federal Perkins CTE (non-EDFacts) reports it: Cher federal reports Instructional support (e.g., dashboards for teachers) Curriculum decisions Data skills and use training Budget allocations (e.g., implementing a state funding formula) Program or intervention needs or placements Talent management (e.g., evaluating educator or administrator performance, supporting inuous improvement) Human resources (e.g., compliance-related hiring, placement) Cross-sector collaboration CResources for public, parents, and community members (e.g., dashboards, scorecards) Operational Operational Operational Operational Operational Operational Operational Not Planned Not Planned Operational Not Planned Operational		Status	Not Planned	Planned	In Progress	Operational
ii: Federal Perkins CTE (non- EDFacts) reports Not Plannee	Feedback reports about area CTE Centers	Not Planned	O	0	0	0
iii: Other federal reports Instructional support (e.g., dashboards for teachers) Operational Operatio	Federal <u>EDFocts</u> reports	Operational	0	0	0	0
Instructional support (e.g., dashboards for teachers) Curriculum decisions Data skills and use training Budget allocations (e.g., implementing a state funding formula) Not Planned Funding decisions Program or intervention needs or placements Talent management (e.g., evaluating educator or administrator performance, supporting inuous improvement) Human resources (e.g., compliance-related hiring, placement) Cross-sector collaboration Resources for public, parents, and community members (e.g., dashboards, scorecards) Operational Operational Operational Operational Not Planned Not Planned Operational	Federal <u>Perkins CTE</u> (non- <u>EDFacts</u>) reports	Operational	0	0	0	0
Curriculum decisions Data skills and use training Budget allocations (e.g., implementing a state funding formula) Not Planned Status Not Planned Operational Operational Operational Not Planned Funding decisions Program or intervention needs or placements Talent management (e.g., evaluating educator or administrator performance, supporting invous improvement) Not Planned Not Planned Operational	Other federal reports	Not Planned	0	0	0	0
Data skills and use training Budget allocations (e.g., implementing a state funding formula) Funding decisions Funding decisions Operational	nstructional support (e.g., dashboards for teachers)	Operational	0	0	0	0
Budget allocations (e.g., implementing a state funding formula) Not Plannec Status Operational Operational Operational Operational Not Planned In Progress Operational Operational Operational Not Planned Operational Operational Not Planned Operational Operational Not Planned Operational Operational Operational Operational Operational	urriculum decisions	Operational	0	0	0	
Funding decisions Program or intervention needs or placements Talent management (e.g., evaluating educator or administrator performance, supporting inuous improvement) Human resources (e.g., compliance-related hiring, placement) Cross-sector collaboration Resources for public, parents, and community members (e.g., dashboards, scorecards) Not Planned Not Planned Operational Not Planned Operational	ata skills and use training	Operational	0	0	0	0
Funding decisions Operational Not Planned Operational	Judget allocations (e.g., implementing a state funding formula)	Not Planner	0	0	0	0
Program or intervention needs or placements [Allent management (e.g., evaluating educator or administrator performance, supporting inuous improvement) [Not Planned] [Not Planned] [Not Planned] [Not Planned] [Not Planned] [Not Planned] [Operational] [Op		Status	Not Planned	Planned	In Progress	Operational
Talent management (e.g., evaluating educator or administrator performance, supporting inuous improvement) Not Plannec Not Plannec Cross-sector collaboration Resources for public, parents, and community members (e.g., dashboards, scorecards) Operational	unding decisions	Operational	.0	0	0	0
Human resources (e.g., compliance-related hiring, placement) Not Plannet Not Plannet O O Resources for public, parents, and community members (e.g., dashboards, scorecards)	rogram or intervention needs or placements	Operational	0	0	0	0
Cross-sector collaboration Not Planned O O C : Resources for public, parents, and community members (e.g., dashboards, scorecards) Operational O O		Not Planned	0	0	0	0
: Resources for public, parents, and community members (e.g., dashboards, scorecards)	luman resources (e.g., compliance-related hiring, placement)	Not Planned	0	0	0	0
	ross-sector collaboration	Not Planned	0	0	0	0
Other (please explain below)	Resources for public, parents, and community members (e.g., dashboards, scorecards)	Operational	0	0	0	0
			0	0	0	0
Status Not Planned Planned In Progress Operati						



	Your 2020 response	Please s	select one option	n for each linking r	nethod:
	Status	Not Planned	Planned	In Progress	Operationa
il: Assigned unique identifier	Not Plannec	0	0	0	0
.ii: Element match process	Not Plannec	0	0	0	0
a.iii: Social Security number	Not Planned	0	0	0	0
a.iv: Another external organization (e.g., DMV)	Not Plannec	0	0	0	0
other method (please explain below)					
		0	0	0	0
	1				
	Status	Not Planned	Planned	In Progress	Operationa
Q38. What types of workforce dat	a are <u>linked</u> to K-12 student dat	a?			
Q38. What types of workforce dat	a are <u>linked</u> to K-12 student dat Your 2020 response		se select one op	tion for each data	type:
Q38. What types of workforce dat	Your 2020		se select one op Planned	tion for each data In Progress	type: Operationa
	Your 2020 response	Pleas			(3.619)
occupation code	Your 2020 response Status	Pleas		In Progress	(3.619)
Occupation code Current earnings	Your 2020 response Status	Not Planned	Planned	In Progress	(3.619)
Occupation code Current earnings Historical earnings	Your 2020 response Status Not Plannec Not Plannec	Not Planned	Planned	In Progress	Operationa
ccupation code urrent earnings istorical earnings mployer ID	Your 2020 response Status Not Plannec Not Plannec	Not Planned	Planned	In Progress	Operationa
Occupation code Current earnings Historical earnings Employer ID	Your 2020 response Status Not Plannec Not Plannec Not Plannec Not Plannec	Not Planned	Planned O O O O Planned	In Progress	Operationa
Occupation code Eurrent earnings Historical earnings Employer ID Employer county	Your 2020 response Status Not Plannec Not Plannec Not Plannec Not Plannec Not Plannec	Not Planned O O O O O O O O O O O O O O O O O O	Planned	In Progress	Operational
Occupation code furrent earnings listorical earnings imployer ID imployer county nemployment insurance	Your 2020 response Status Not Plannec Not Plannec Not Plannec Not Plannec Not Plannec Status	Not Planned O O O O O O O O O O O O O O O O O O	Planned O O O O Planned	In Progress	Operational
Occupation code furrent earnings listorical earnings imployer ID imployer county nemployment insurance Inemployment compensation	Your 2020 response Status Not Plannec	Not Planned O O O O O O O O O O O O O O O O O O	Planned O O O O Planned	In Progress O O O In Progress	Operational
Decupation code Furrent earnings Sistorical earnings Simployer ID Imployer county Inemployment insurance Journal of the standardized Record Data	Your 2020 response Status Not Plannec Not Plannec	Not Planned O O O O Not Planned O O O O O O O O O O O O O O O O O O O	Planned O O O O Planned O O O O O O O O O O O O O O O O O O O	In Progress O O O In Progress O O O O O O O O O O O O O O O O O O	Operationa O Operationa O Operationa O
Q38. What types of workforce data Q38. What types of workforce large and Q38. What types of workforce data Q	Your 2020 response Status Not Plannec Not Plannec	Not Planned O O O O Not Planned O O O O O O O O O O O O O O O O O O O	Planned O O O O Planned O O O O O O O O O O O O O O O O O O O	In Progress O In Progress O O O O O O O O O O O O O O O O O O	Operationa O Operationa O Operationa O

response: Not Planned	Not Planned	Planned	In Progress	Operation	nal			
Q40. How are w	workforce data <u>linked</u> (Your 20 respon	020 nse			h linking method:	tional	
40a: Assigned unique identifier		Not Plan	nnec O)	0 0		
10b: Element match process		Not Plan	nnec O)	0 0		
40c: Social Security number		Not Plan	nnec O)	0 (
40d: Another external organization		Not Plan	nnec)	0 0		
)	0, 0)	
Q41. What t	ypes of workforce da	Statu ata are directly <u>linked</u>	with postsecond		nned In P	rogress Opera	tional	
Q41. What t	ypes of workforce da	ata are directly <u>linked</u>		ary data?		rogress Opera		
Q41. What t	ypes of workforce da	ata are directly <u>linked</u> Yi	with postsecond our 2020 esponse	ary data?				
9 9 4	ypes of workforce da	ata are directly <u>linked</u>	with postsecond our 2020 esponse	lary data? Pleas	e select one op	tion for each data	type:	
1a: Occupation code	ypes of workforce da	ata are directly <u>linked</u>	our 2020 esponse	ary data? Pleas of Planned	e select one op Planned	tion for each data In Progress	type:	
1a: Occupation code 1b: Current earnings	ypes of workforce da	y Yinked	with postsecond our 2020 esponse Status N	Pleas	e select one op Planned	ion for each data In Progress	type:	
Ha: Occupation code Hb: Current earnings Hc: Historical earnings	ypes of workforce da	sta are directly <u>linked</u> Yi	with postsecond our 2020 esponse Status N ot Plannec ot Plannec	Pleas	e select one op Planned	In Progress	type: Operational	
Ha: Occupation code Hb: Current earnings Hc: Historical earnings Hd: Employer ID	ypes of workforce da	y in No.	our 2020 esponse Status N ot Plannec ot Plannec ot Plannec	Pleas	e select one op Planned	in Progress	type: Operational	
i1a: Occupation code i1b: Current earnings i1c: Historical earnings i1d: Employer ID i1e: Employer county	ypes of workforce da	y in No.	with postsecond our 2020 esponse Status N ot Planned ot Planned ot Planned ot Planned Status N N N	Pleas Pleas ot Planned	e select one op Planned	In Progress	type: Operational	
ila: Occupation code ilb: Current earnings ilc: Historical earnings ild: Employer ID ile: Employer county	ypes of workforce da	y inked	with postsecond our 2020 esponse Status N ot Plannec	Pleas of Planned O O O O O O O O O O O O O O O O O O	e select one op Planned O O O Planned O	In Progress	type: Operational	
1a: Occupation code 1b: Current earnings 1c: Historical earnings 1d: Employer ID 1e: Employer county 1f: Unemployment insurance 1g: Unemployment compensation		nta are directly linked You No No No No No No No No No	with postsecond our 2020 esponse Status N ot Plannec	Pleas Pleas O O O	e select one op Planned O O O Planned O O O O O O O O O O O O O O O O O O	In Progress In Progress In Progress	type: Operational	
Ta: Occupation code This Current earnings This Employer ID The Employer county This Unemployment insurance This Unemployment compensation This Workforce Investment Act Standardized Record		No.	our 2020 esponse Status N ot Plannec	Pleas of Planned O O O O O O O O O O O O O O O O O O	e select one op Planned O O O Planned O O O O O O O O O O O O O O O O O O	In Progress In Progress In Progress In Progress	type: Operational	
Fla: Occupation code Flb: Current earnings Flc: Historical earnings Fld: Employer ID Fle: Employer county Flf: Unemployment insurance Flg: Unemployment compensation Flh: Workforce Investment Act Standardized Record		Ata are directly linked You No No No No No No No No No	with postsecond our 2020 esponse Status N ot Plannec	Pleas of Planned O O O O O O O O O O O O O O O O O O	e select one op Planned O O O Planned O O O O O O O O O O O O O O O O O O	In Progress In Progress In Progress	type: Operational	
Q41. What to 41a: Occupation code 41b: Current earnings 41c: Historical earnings 41d: Employer ID 41e: Employer county 41f: Unemployment insurance 41g: Unemployment compensation 41h: Workforce Investment Act Standardized Record 41i: Wagner-Peyser 41j: Trade Adjustment Assistance		No.	with postsecond our 2020 esponse Status N ot Plannec	Pleas of Planned O O O O O O O O O O O O O O O O O O	e select one op Planned O O O Planned O O O O O O O O O O O O O O O O O O	In Progress In Progress In Progress In Progress	type: Operational	

In Progress

Operational

Planned

Your 2020 response: Not Planned

0

Not Planned

s: Assigned unique identifier b: Element match process t: Social Security number			1100	e select one option	n for each linking r	method:
b: Element match process		Status	Not Planned	Planned	In Progress	Operational
		Not Planne	ec O	0	0	0
:: Social Security number		Not Planne	ec O	0	0	0
/		Not Planne	ec 0	0	0	0
d: Another external organization		Not Planne		0	0	0
e: Other method (please explain below)		,				
			7 0	0	0	0
		7				
	,					
		Status	Not Planned	Planned	In Progress	Operational
Q44. Is there a compret such as a definition, option		field length?				
Your 2020 response:		Planned	In Progress	Operational		
Your 2020 response: Operational	Planned	Planned	In Progress	Operational		

Q45. How are workforce data from the SLDS used?

	Your 2020 response	Plea	se select one op	tion for each data	use;
	Status	Not Planned	Planned	In Progress	Operational
Sa.z. Reports for governor or state legislature	Operational	0	0	0	0
Sauli: Reports for state boards or agencies	Operational	0	0	0	0
Sa.iii: Reports on statewide research or policy agenda and strategic plans	Operational	0	0	0	0
Sa.iv. Reports for state legislative, policy, or regulatory requirements	Operational	0	0	0	0
b.i: Feedback reports about district employment outcomes	Operational	0	0	0	0
5b.ii: Feedback reports about regional employment outcomes	Operational	0	0	0	0
5b.iii: Feedback reports about adult education program employment outcomes	Operational	0	0	0	0
5b.iv: Feedback reports about community college transfers and employment atcomes	Not Planner	0	0	0	0
b.v: Feedback reports about 4-year postsecondary institution transfers and ployment outcomes	Not Plannet	0	0	0	0
	Status	Not Planned	Planned	In Progress	Operational
b.vi. Feedback reports about <u>Perkins CTE</u> program employment outcomes	Operational	0	0	0	0
.vii: Workforce/industry supply and demand	Operational	0	0	0	0
c: Federal reports (e.g., <u>WIOA</u>)	Operational	0	0	0	0
d: Curriculum decisions	Not Planned	0	0	0	0
e: Data skills and use training	Not Planner	0	0	0	0
F. Funding decisions	Operational	0	0	0	0
g: Cross-sector collaboration	Operational	0	0	0	0
h: Resources for public, parents, and community members (e.g., dashboards, precards)	Operational	0	0	0	0
ii: Other (please explain below)					
		0	0	0	0
	Status	Not Planned	Planned	In Progress	Operational

Return to Menu

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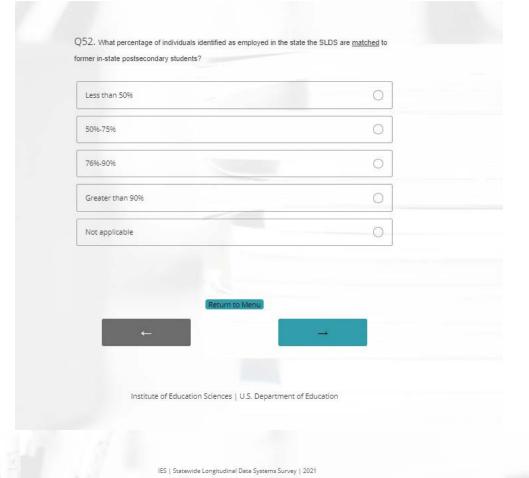
4

Institute of Education Sciences | U.S. Department of Education

troduction and urvey Instructions	IES Statewide Longitudinal	i Data Systems	Survey 202					
ontact and Grant formation	Q46. In what ways do student-level data move	e between data s	systems through	replicable,				
ate Agency K-12 ata	automated processes?			mar pur em hi i i i i i i i i i i i i i i i i i i				
12 Teacher Data arly Childhood Data		Your 2020						
ostsecondary Data		response	F	lease select one	option for e	ach data p	oath:	
erkins CTE and dult Education Data		Status	Not Planned	Planned	I In Pr	ogress	Operational	
orkforce Data	46a: Across local education agencies (LEAs) in the state through a student records exchange (<u>SRE or SREx</u>)	In Progress	0	0	- 69	0	0	
ata Use and	46b: From LEAs to the state education agency (SEA) through an <u>SRE or SREx</u>	Not Planned	0	0	7	0	0	
esearch Capacity nd of Survey	46c: From K-12 to in-state postsecondary institutions through e-transcripts (including electronic PDFs)	Operational	0	0		0	0	
	46d: To other SEAs through an <u>SRE or SREx</u>	Not Planned	0	0	- 1	0	0	
	46e: To out-of-state postsecondary institutions through e-transcripts	Status Not Planned	Not Planned	Planned		ogress	Operational	
	46f: Interstate (e.g., through SEED, SWIS , or data-sharing agreements between states)	Not Planned	0	0		0	0	
	46g: Other (please explain below)							
		8						
			0	0		0	0	
	li di							
		Status	Not Planned	Planned	I In Pr	ogress	Operational	
	Q47. Is the SLDS used to conduct cross-state of	data sharing with	n another state(5)?				
			Please select	one option for	each data ele	ment:		
		Not Pla			Progress	Opera	tional	
	47a: Early childhood data	C		0	0			
	47b: K-12 data	C)	0	0)	
	47c: Postsecondary data	C		0	0			
	47d: Workforce data	C		0	0		50	
		Not Pla	anned Pl	anned In	Progress	Opera	tional	

		Please	select one optic	in for each data ele	ement:	
		Not Planned	Planned	In Progress	Operational	
a: Early childhood data		0	0	0	0	
b: K-12 data		0	0	0	0	
c: Postsecondary data		0	0	0	0	
d: Workforce data		0	0	0	0	
		Not Planned	Planned	In Progress	Operational	
	Q49. Which model best describes the factor of the factor o	2-20W+ SLDS that collects data ac	cross agencies?	•		
		2-20W+ SLDS that collects data ac	cross agencies?	0		
	Your 2020 response: Federated	2-20W+ SLDS that collects data ac	cross agencies?			
	Your 2020 response: Federated <u>Centralized</u>	2-20W+ SLDS that collects data ac	cross agencies?	0		
	Your 2020 response: Federated Centralized Federated	P-20W+ SLDS that collects data at	cross agencies?	0		
	Your 2020 response: Federated Centralized Federated Hybrid	2-20W+ SLDS that collects data at	cross agencies?			

Less than 50%	0
50%-75%	0
76%-90%	0
Greater than 90%	0
Not applicable	0
251. What percentage of individuals identified as empression in the state K-12 students?	oloyed in the state the SLDS are <u>matched</u> to
	oloyed in the state the SLDS are <u>matched</u> to
rmer in-state K-12 students?	oloyed in the state the SLDS are <u>matched</u> to
rmer in-state K-12 students? Less than 50%	oloyed in the state the SLDS are <u>matched</u> to
Less than 50%	0
Less than 50% 50%-75% 76%-90%	0



=

 ✓ Introduction and Survey Instructions
 ✓ Contact and Grant Information

✓ State Agency K-12 Data ✓ K-12 Teacher Data ✓ Early Childhood Data

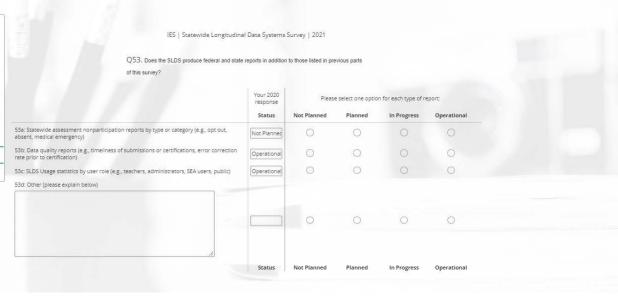
✓ Postsecondary Data

✓ Workforce Data

✓ Interoperability

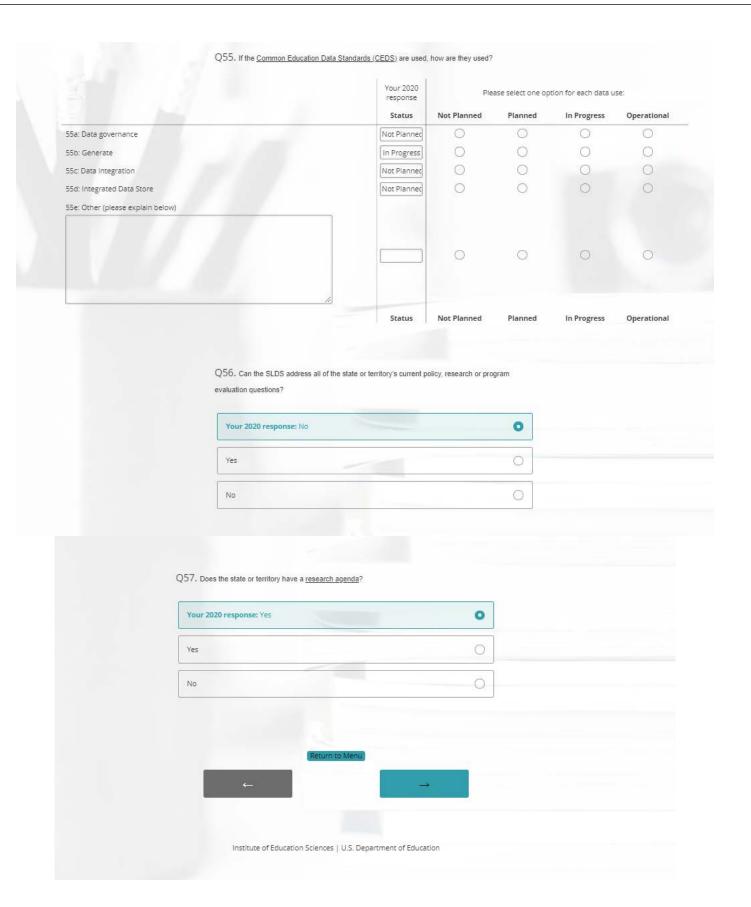
End of Survey

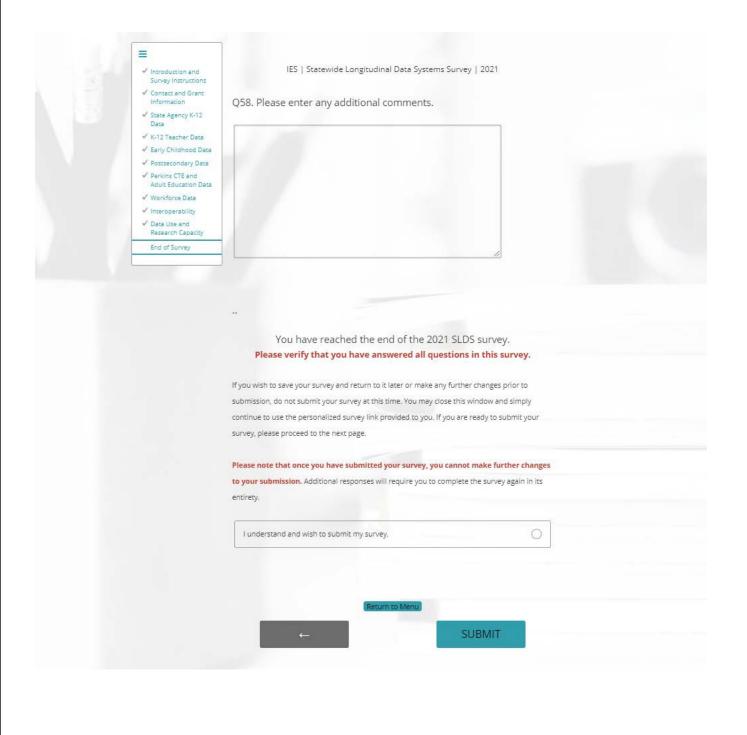
Data Use and Research Capacity

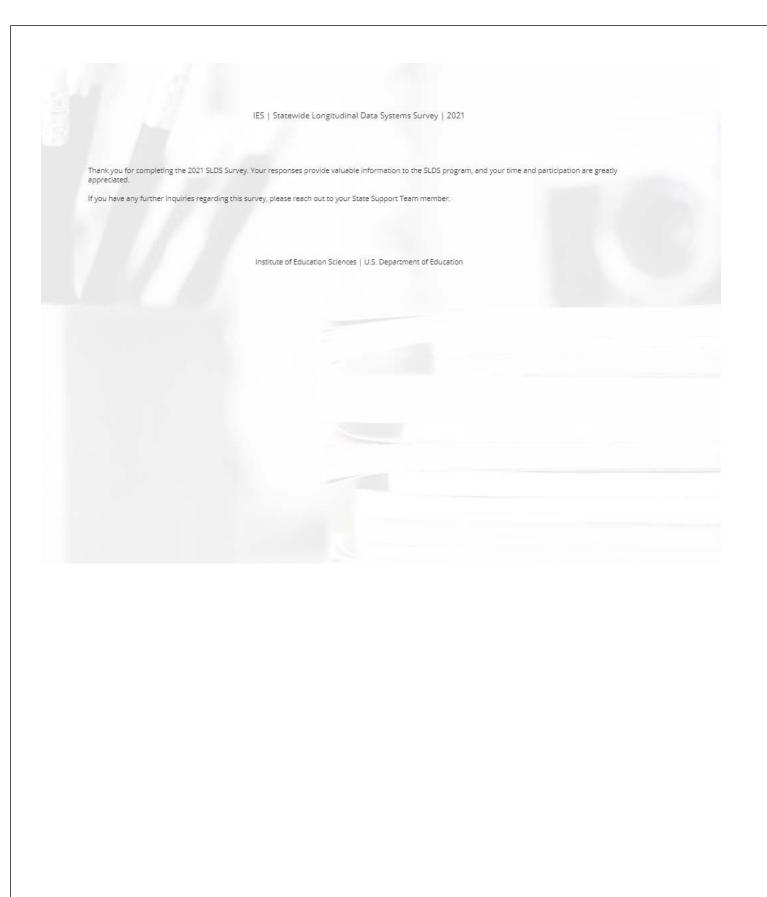


	Your 2020 response	Please select one option for each method:			
	Status	Not Planned	Planned	In Progress	Operational
54a: Large-scale surveys	Not Planned	0	0	0	0
54b: Post-training evaluations	Operational	0	0	0	0
54c: Focus groups	Operational	0	0	0	0
54d: Interviews	Not Planned	0	0	0	0
54e: Observations	Status Not Planned	Not Planned	Planned	In Progress	Operational
54f. Ad hoc feedback	Operational	0	0	0	0
54g: Online analytics	Operational	0	0	0	0
54h: Other (please explain below)					
		0	0	0	0
	4				
	Status	Not Planned	Planned	In Progress	Operational

Q54. How does the state find out how critical stakeholders and stakeholder groups use SLDS dashboards, reports, or tools? (Critical stakeholders and stakeholder groups, sometimes referred to as user roles, are identified by and unique to each state or territory. They can range from senior state government officials to the public depending on the data sources included in







APPENDIX E, Section 2 – Microsoft Word (Paper Copy) Instrument



U.S. Department of Education Statewide Longitudinal Data Systems (SLDS) State Data Capacity Survey - 2021



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

Reporting Period F	rom:	_To:	
General Informatio	n		
PR/Award#:			_
Grantee Name			
Agency Name			
Agency Address			
C	ity:		
Sta	te:		Zip:
Project Director Name:			
Title:			
Phone number:			
Email:			
Stakeholders Consulted Jane <u>Dean, State Depar</u>	I to Complete the SLD rtment of Secondary E	S Survey (If applicable, list Education; John Mills, State	stakeholders and their agencies. For example Institute of Higher Education; etc.)
Respondent Name: (if different from the Projection)	ect Director)		
Title:			
Phone number:			_
Email address:			

U.S. Department of Education Statewide Longitudinal Data Systems (SLDS) State Data Capacity Survey - 2021

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.

The National Center for Education Statistics (NCES) conducts this annual data collection effort because statewide longitudinal data systems (SLDSs) capacity can change quickly as a result of infrastructure enhancements, evolving P20W agency collaborations, state legislation impacts, and other factors. Your responses to this survey will inform the field, SLDS Grant Program's ongoing evaluation and technical assistance efforts, and they may guide the goals for future grant rounds. Thank you for completing this survey accurately.

Instructions:

Please answer the following questions about the current status of data elements and capabilities in your SLDS. Do not answer based on the status of elements or capabilities in systems that are not linked to your SLDS.

Most questions ask you to identify the status of an SLDS feature with the following options:

- **Not Planned.** Your state or territory is not currently planning to include this element or capability in its SLDS. You should also choose "Not Planned" for items that do not apply to your SLDS at this time due to legislative prohibitions, lack of interest, or other factors.
- **Planned.** Your state or territory intends to include this element or capability in its SLDS and has a documented plan and funding source to implement it, but implementation work has not begun.
- **In Progress.** Your state or territory is building or implementing this element or capability as part of its SLDS, but it is not yet fully operational.
- Operational. This element or capability is fully functional and available for its intended users.

Many of the questions ask about linking different types of data together. For the purpose of this survey, data are considered "linked" when the SLDS has an established technology solution to identify and join data records for the same individual from multiple source data systems in a replicable and useful way. Additional terms used in the survey are defined at the end of this document. If your state has or is building more than one SLDS—for example, a K-12 SLDS and a P-20W+ SLDSplease answer the questions based on the status of the element or capability in both systems. A P-20W+ system encompasses information across multiple sectors, such as K-12early childhood, K-12 education, postsecondary education, and workforce data. You may need to consult other state agency or department representatives to complete questions about data linking and use in those sectors. If you have any questions on this survey, please feel free to contact your State Support Team member for help completing the survey.

	Status					
Feature	Not Planned	Planned	In Progress	Operational		
State Agency K-12 Data						
1) Does the SLDS include K-12 student data? (If no, s))	Yes	No			
2) What types of K-12 student data are included in the SLDS? Mark only one status per row.	Not Planned	Planned	In Progress	Operational		
2a) <u>Demographics</u> ¹						
2b) Migrant status						
2c) Homelessness status						
2d) English language learner status						
2e) Special education status						
2f) Other program participation (e.g., free and reduced-price lunch, Title I, or Section 504 participation) 2g) (NEW ITEM) Other measures of socioeconomic status other than free and reduced-price lunch status 2h) (NEW ITEM) Addresses or geocodes						
2i) Attendance						
2j) <u>Discipline</u>						
2k) Grade level						
2l.i) Kindergarten entry assessments						
2l.ii) <u>Statewide summative or end-of-course</u> <u>ssessments</u>						
2l.iii) Statewide <u>benchmark or interim assessments</u>						
2l.iv) Local <u>benchmark or interim assessments</u>						
2l.v) Advanced Placement (AP) scores						
2l.vi) Reporting on students not tested by grade or subject		X				
2l.vii) College-readiness test scores (e.g., SAT, PSAT)						
2m) School enrollment and completion						
2n) Course enrollment						
2o) Course completion						
2p) Virtual school/learning enrollment or participation						
2q) Diploma or certificate						
2r) Drop-out history						
2s) Transfer in or out						
2t) In-state postsecondary or dual enrollment						
2u) Out-of-state postsecondary or dual enrollment						

¹ Underlined terms are defined at the end of this document.
Form Date: November 2021 Page 1 of 26

2v) (NEW ITEM) Type of instruction received (Inperson, hybrid, online)			
--	--	--	--

	Status				
Feature	Not Planned	Planned	In Progress	Operational	
3) Is there a comprehensive data dictionary for K- 12 student data elements that contains metadata such as a definition, option sets, type, and field length? (If Not Planned, skip to Question 4)					
3a) Is the data dictionary published publicly?					
3a.i) If so, please provide data dictionary website address					
3b) Are K-12 student data elements aligned to the Common Education Data Standards (CEDS)?					
4) Are course-related data collected by the state aligned with the School Courses for the Exchange of Data (SCED)?					
5) How do are K-12 student data from the SLDS used?	Not Planned	Planned	In Progress	Operational	
5a.i) Reports for governor or state legislature					
5a.ii) Reports for state boards or agencies					
5a.iii) Reports on statewide research or policy agenda and strategic plans					
5a.iv) Reports for state legislative, policy, or regulatory requirements					
5b.i) Feedback reports about elementary schools					
5b.ii) Feedback reports about middle schools					
5b.iii) Feedback reports about high schools					
5b.iv) Feedback reports about educator preparation programs					
5c.i) Federal <u>EDFacts reports</u>					
5c.ii) Federal OSEP/special education (non- EDFacts) reports					
5c.iii) Federal <u>Perkins CTE</u> (non- <u>EDFacts</u>) reports					
5c.iv) Other federal reports					
5d) Instructional support (e.g., dashboards for teachers)					
5e) Curriculum decisions					
			Status		

Feature	Not Planned	Planned	In Progress	Operational	
5f) Data skills and use training					
5g) Early warning systems and other predictive systems					
5h) Budget allocations (e.g., implementing a state funding formula)					
5i) Funding decisions					
5j) Program or intervention needs or placements					
5k) Talent management (e.g., evaluating educator or administrator performance, supporting continuous improvement)					
5l) Human resources (e.g., compliance-related hiring, placement)					
5m) Cross-sector collaboration					
5n) Resources for public, parents, and community members (e.g., dashboards, scorecards)					
5o) Direct certification for participation in the National Student Lunch Program					
5p) Other (please explain below)					
		04-	.		
Feature	Status				
	Not Planned	Planned	In Progress	Operational	
6) At what level(s) are K-12 expenditure data reported?					
6a) Student level					
6b) School level					
6c) District level					
K-12 Teacher Data					
7) Where are K-12 teacher data managed and store	d?				
7a) Single-sector SLDS					
7b) P-20W+ SLDS					
7c) A separate, central teacher data system					
7d) Multiple separate teacher data systems or source files					
8) Does the SLDS mostly link K-12 student data and K-12 teacher data through an automated system? (If Not Planned, skip to Question 13)					
9) How are K-12 teacher and K-12 student data <u>linl</u>	ked?				
9a) Course assignment					
9b) Statewide unique teacher IDs					

9c) Roster verification process		
9d) Other method (please explain below)		

	Status					
Feature	Not Planned	Planned	In Progress	Operational		
10) What types of K-12 teacher data are linked with	K-12 student da	ata?				
10a) <u>Demographics</u>						
10b) Attendance						
10c) Certificate type						
10d) Certification path (e.g., traditional v. alt-cert)						
10e) Postsecondary <u>program or major</u>						
10f) Preparation program or institution name						
10g) Years of experience						
10h) Salary						
10i) Assessment results (e.g., Praxis)						
10j) Course assignments						
10k) Teacher or administrator evaluation data						
11) Is there a comprehensive data dictionary for						
K-12 teacher data elements that contains metadata such as a definition, option sets,	П	П	П			
type, and field length? (If Not Planned, skip to Question 4)						
11a) Is the data dictionary published publicly?						
11a.i) If so, please provide data dictionary website address						
11b) Are K-12 teacher data elements aligned to the Common Education Data Standards (CEDS)?						
12 How are K-12 teacher data from the SLDS used? (If Not Planned, skip to Question 15)						
12a.i) Reports for governor or state legislature						
12a.ii) Reports for state boards or agencies						
12a.iii) Reports on statewide research or policy agenda and strategic plans						
12a.iv) Reports for state legislative, policy, or regulatory requirements						
12b.i) Feedback reports about educator preparation programs						
12b.ii) Feedback reports about professional learning						
12b.iii) Feedback reports about educator effectiveness						
12c.i) Federal <u>EDFacts reports</u>						
12c.ii) Federal OSEP/special education (Non- EDFacts) reports						
12c.iii) Federal <u>Perkins CTE</u> (Non- <u>EDFacts</u>) reports						
12c.iv) Other federal reports						
12d) Instructional support (e.g., dashboards for teachers)						

12e) Curriculum decisions				
12f) Data skills and use training				
Early Childhood Data	T U			
14) When are early childhood data stored and mana	ged?			
		_	Status □	
14b) Multi-sector SLDS (P-20W+)	Not Planned	Planned	In Progress	Operational
14c) ECIDS (A separate, central early childhood data system, birth-2nd) (e.g., an early 12l Merit bay Childhood integrated data system, or ECIDS)	Hot Flamed		Hiriogiess	
+ childhood integrated data system, or ECIDS)		Sta	atus	
Feature			1	T.
	Not Planned	Planned	In Progress	Operational
14d) Multiple separate early childhood data 12ly Stepas aestor collaboration	<u> </u>	B		
,	П	П	П	П
15) Boes the Stress for publicable arents child community members (e.g. dashboards, scorecards) data with K-12 student data through an				
autromateursystemp: explain below) 13) f Arter Kid 20 reaction tragulestion 10) finance	<u> </u>			Ф
data?				
16) How are early childhood and K-12 student data <u>li</u>	nked?			
16a) Assigned unique identifier				
16b) Element match process				
16c) Social Security number				
16d) Another external organization 16e) Other method (please explain below)				П
10e) Other method (please explain below)				
17) From which programs are early childhood partici	pation data <u>link</u>	ed with K-12 st	udent data?	
17a) Head Start				
17b) Early Head Start				
17c) Publicly funded prekindergarten				
17d) Private <u>prekindergarten</u>				
17e) Child care				
17f) Special Education (IDEA Part B Section 619)				
17g) Early Intervention (IDEA Part C)				
17h) Other programs or services				
Form Date: November 2021 18) What types of early childhood data are <u>linked</u> wit	h K $^{ ext{Page}}_{ ext{-12}}$ student (data?		

_	Status							
Feature	1				Sta	itus		
18a) De Feature		No	t Planned	ı	Planned	In Progress	Oper	ratior
18b) As sessment data 20f) Early warning systems and other pr	edictive		П					П
18C.I) Provideistyseemsisre								
18c.ii) Provide 20g) Budget allocations (e.g., implement funding formula)	ting a st a te							
18c.iii) Provider training or professional development								
18c.iv) Other provider data 201) Program or intervention needs or pl	acements							
18d.i) Program provider or center management (e.g., evaluatin	$\Box g$							_
18d.ii) Program ducator/administrator performance, sup	porting_							
18d.iii) Program (2011) Human resources (e.g., compliance	-related						Г	
18e) En <mark>rollmehtringsadeറുലുള</mark> ്ള mount of time in								
program) 20I) Cross-sector collaboration							[
18f) Health data (e.g. birth weight hearing screening results) members (e.g., dashboards, scorecards	l community							
19) Is there a comprehensive data dictionary for early childhood data elements that contains w								
metadata such as definition, option sets, type, and								
field length? (If no, skip to Question 46)								
19a) Is the data dictionary published publicly?								
19a.i) If so, please provide the data dictionary web	site address	i:						
19b) Are early childhood data elements aligned to the Common Education Data Standards (CEDS)?								
20) How are early childhood data from the SLDS used?								
20a.i) Reports for governor or state legislature								
20a.ii) Reports state boards or agencies								
20a.iii) Reports on statewide research or policy agenda and strategic plans								
20a.iv) Reports for state legislative, policy, or regulatory requirements								
20b.i) Federal <u>EDFacts reports</u>								
20b.ii) Federal OSEP/Special education (Non-EDFacts) reports								
20b.iii) Other federal reports								
20c) Instructional support (e.g. dashboards for teachers)								
20d) Curriculum decisions								
20e) Data skills and use training								

Postsecondary Data 21) Where are postsecondary data stored and managed? 21a) Single-sector SLDS П П П П 21b) P-20W+ SLDS 21c) A separate, central postsecondary data П П П system 21d) Multiple separate postsecondary data systems or source files 22) Does the SLDS mostly link postsecondary data П П with K-12 student data through an automated system? (If Not Planned, skip to Question 26) 23) What types of postsecondary data are in the П SLDS? П П П П 23a) In-state 4-year public institutions 23b In-state 2-year public institutions 23c) In-state tribal institutions 23d) In-state private, nonprofit institutions **Status Feature Not Planned Planned** In Progress Operational П П П П 23e) In-state for-profit or proprietary institutions 23f) National Student Clearinghouse 23g) Out-of-state postsecondary institutions 24) How are postsecondary and K-12 student data linked? 24a) Assigned unique identifier 24b) Element match process П П П П 24c) Social Security number 24d) Other method (please explain below) **25)** What types of postsecondary data are linked to K-12 student data? П П П 25a) Demographics 25b) Course remediation 25c) Prior postsecondary institutions attended П П 25d) Program or major upon completion П П 25e) Recognized postsecondary credential П 25f) Period of enrollment 25g) Progress toward completing program or degree 25h) Financial aid

26) Is there a comprehensive data dictionary for postsecondary data elements that contains metadata such as a definition, option sets, type, and field length? (If Not Planned, skip to Question 27)					
26a) Is the data dictionary published publicly?					
26a.i) If so, please provide data dictionary website a	address:				
26b) Are postsecondary data elements aligned to the Common Education Data Standards (CEDS)?					
Feature	Status				
	Not Planned	Planned	In Progress	Operational	
27) How are postsecondary data from the SLDS used? (If Not Planned, skip to Question 23)					
27a.i) Reports for governor or state legislature					
27a.ii) Reports for state boards or agencies					
27a.iii) Reports on statewide research or policy agenda and strategic plans					
27a.iv) Reports for state legislative, policy, or regulatory requirements					
27b.i Feedback reports about high schools (e.g., postsecondary enrollment, preparedness, persistence)					
27b.ii Feedback reports about community college outcomes (e.g., degree attained, transfer, retention rates)					
27b.iii Feedback reports about 4-year postsecondary institution outcomes (e.g., degree attained, transfer, retention rates)					
27b.iv) Feedback reports about employment					
27c.i) Federal <u>Integrated Postsecondary Education</u> <u>Data System (IPEDS) reports</u>					
27c.ii) Federal EDFacts reports					
27c.iii) Federal Perkins CTE (Non-EDFacts) reports					
27c.iv) Other federal reports (e.g., <u>Workforce</u> <u>Innovation and Opportunity Act (WIOA)</u>)					
27d) Instructional support (e.g., dashboards for professors or administrators)					
27e) Curriculum decisions					
27f) Data skills and use training					
27g) Early warning systems and other predictive systems					
27h) Policy updates or changes					
27i) Funding decisions					

27j) Talent management (e.g., evaluating educator or administrator performance, supporting continuous improvement)		
27k) Human resources (e.g., compliance-related hiring, placement)		
27l) Cross-sector collaboration		
27m) Resources for public, parents, and community members (e.g., dashboards, scorecards)		
27n) Other (please explain below)		

Perkins CTE and Adult Education Data				
28) Where are <u>Perkins CTE</u> data stored and managed?	Not Planned	Planned	In Progress	Operational
28a) Single-sector SLDS				
28b) P-20W+ SLDS				
28c) A separate, central Perkins CTE data system				
28d) Multiple separate Perkins CTE data systems or source files				
SUMAE MES		Sta	tus	
Feature	Not Planned	Planned	In Progress	Operational
30e) Other method (please explain below) 30) How are Perkins CTE and K-12 student data linked?				
31) What types of Perkins CTE data are linked with K 30a) Assigned unique identifier	-12 student dat	a?		
30b) Element <u>match process</u>				
31a) Programarea or program of study				
330) Participatienternal organization				<u> </u>
31c) Placement after leaving program				
31d) Certificates				
32) Is there a comprehensive data dictionary for Perkins CTE data elements that contains metadata such as a definition, option sets, type, and field length? (If Not Planned, skip to Question 36)				
32a) Is the data dictionary published?				
32a.i) If so, please provide data dictionary website a	ddress:			
32b) Are <u>Perkins CTE</u> data elements aligned to the Common Education Data Standards (<u>CEDS</u>)?				
33) How are Perkins CTE data from the SLDS used? (If Not Planned, skip to Question 34)				
33a.i) Reports for governor or state legislature				
33a.ii) Reports for state boards or agencies				
33a.iii) Reports for statewide research or policy agenda and strategic plans				
33a.iv) Reports for state legislative, policy, or regulatory requirements				
33b.i) Feedback reports about high schools				
33b.ii) Feedback reports about postsecondary institutions				
33b.iii) Feedback reports about training programs				
33b.iv) Feedback reports about workforce readiness by career cluster or industry				
33b.v) Feedback reports about area CTE Centers				
33c.i) Federal <u>EDFacts reports</u>				
33c.ii) Federal <u>Perkins CTE</u> (non- <u>EDFacts</u>) reports				
Form Date: November 2021 33c.iii) Other federal reports	Page 12 of 26			

			St		atus	
Feature_	r50}; What percentage of individuals identified as postsecondary students in the SLDS are matched to former in-state K-12	Not Planned	□Planned	In Progress	Operational	
	43 s)tidents? (Mikals esetessone.)		St	atus		
33d) Ins	, , ,	Not Planned	Planned	In Progress	Operational	
33e) Ct	rricuss) Where are worksorce data stored and					
Interope	rability					
46) ³ [4), [8]	d 52) What he we had been as a supplier of the state of the supplier of	ems through re	plicable, autom	ated processes	<u> </u>	
46a)	Actions that the secondary of the secondary of the secondary		Status _			
Feature	through State NEW TENT MERE OF BURE OF					
46b)	Data Use and Research Capacity					
3915120		Status				
3315 11	Feature	Not Planned	Planned	In Progress	Operational	
131)64	53) Does the SLDS produce federal and state				•	
33499	reports in addition to those listed in previous parts of this survey? (If Not Planned, skip to					
mehripe	question 54)					
331660 shari 46g)	53a) Statewide assessment nonparticipation reports by type or category (e.g., opt out, absent, medical emergency)					
34) From 4(53b) Data quality reports (e.g., timeliness of					
34a) Ac	prior to certification)				Ш	
	53c) SLDS Usage statistics by user role (e.g., teachers, administrators, SEA users, public)					
34d) W	53d) Other <i>(please explain below)</i>					
sta sta		Status				
34e) <u>G</u>	- Feature	Not Planned	Planned	In Progress	Operational	
4.	54) How does the state find out how critical stakeholders and stakeholder groups use SLDS dashboards,					
41	by and unique to each state or territory. They can ra on the data sources included in the SLDS, investme	? (Critical stakeholders and stakeholder groups, sometimes referred to as user roles, are identified each state or territory. They can range from senior state government officials to the public depending es included in the SLDS, investment in SLDS initiatives and programs, and the state's overall orities.)				
4	54a) Large-scale surveys					
R	54b) Post-training evaluations					
41	54c) Focus groups					
4	54d) Interviews					
42) Doe	54e) Observations					
adult educa	54f) Ad hoc feedback					
autom	54g) Online analytics					
Questi	54h) Other (please explain below)					
43) H	55) If the Common Education Data Standards (CEDS) are used, how are they used?					
educa	55a) <u>Data governance</u>					
	55b) <u>Generate</u>					
43a)	55c) <u>Data integration</u>					

Research Agenda					
57) Does the state or territory have a <u>research agenda</u>? (If no, skip to Question 58)	Yes □	No □			
57a) Is the <u>research agenda</u> published publicly?	Yes □	No □			
57a.i) If so, please provide the <u>research agenda</u> website address:					
57b) What topics does the <u>research agenda</u> cover?					
57c) Does the state require assistance from outside researchers to address its research priorities?	Yes □	No □			
57c.i) If yes, please explain:					
58) Please enter any additional comments.					

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Definitions:

Adult Education: A program providing basic education and literacy services to individuals 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 system: A technological solution that requires minimal manual configuration to complete. Any system that links data in a standard, repeatable process should be considered for this response. Ad hoc data linking should not be considered for this response.

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.

Centralized data model: A data model in which all participating source systems periodically copy their data to a single, centrally located data repository where they are organized, integrated, and stored using a common data standard. Users can query the system to access the data that they have been authorized to view and use.

Common Education Data Standards (CEDS): 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 P-20W+ institutions and sectors.

Data governance: The overall management of SLDS data, including its availability, usability, integrity, quality, and security.

Data integration: The process of integrating data into an SLDS or other general education data system that provides state education agencies with more complete data and helps them improve the accuracy of federal reporting, increase the quality of and access to data within and across data systems, and make better informed policy decisions.

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, or GED.

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

Early Intervention, IDEA Part C: The Program for Infants and Toddlers with Disabilities (Part C of IDEA) is a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, ages birth through age 2 years, and their families.

EDFacts: A U.S. Department of Education initiative to centralize performance data supplied by K-12 state education agencies with other data assets, such as financial grant information, within the department to enable better analysis and use in policy development, planning, and management.

Federated data model: A data model in which individual source systems maintain control over their own data but agree to share some or all of this information with other participating systems upon request. System users submit queries via a shared intermediary interface that then searches the independent source systems. Data are queried from source systems, and records are matched to fulfill a data requestor's information needs. The linked data are not stored by the system, but rather are removed once cached and delivered.

Generate: A software application that improves data quality and automates reporting for state education agencies through standardization.

Hybrid data model: A data model that combines features of the centralized and federated models. For example, hybrid models may establish and maintain data linkages through common identifiers such as Social Security number, name, date of birth, and student identifier, while data such as enrollment, attainment, and assessment information to be shared with researchers or other data recipients are kept separate.

Individuals with Disabilities Education Act (IDEA): Federal legislation that makes available a free, appropriate public education to eligible children with disabilities and ensures special education and related services to those children. Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.

Integrated Data Store: The CEDS Integrated Data Store (IDS) includes the complete set of CEDS elements, entities, and attributes with standard technical syntax and third-normal-form database normalization. The IDS model provides a standard framework for integrating 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 of Education's National Center for Education Statistics (NCES).

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

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. The process may use Social Security numbers (SSN) as an example.

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

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

Perkins Career and 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.

Prekindergarten: An early childhood education program serving students before kindergarten.

Program/major: The program or major that a student completed when they earned a degree.

Recognized postsecondary credential: A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state 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.

Research agenda: A research plan that focuses on issues and ideas that are of greatest current interest or need. A research agenda is shaped around challenges of practice, policy, and implementation; helps orient internal staff and stakeholders toward short- and long-term goals; guides priority areas, research project selection, and reporting needs; and changes over time as interests, priorities, and needs shift, and as knowledge grows and as new research questions emerge.

School Courses for the Exchange of Data (SCED): A voluntary, common classification system for prior-to-secondary and secondary school courses. It can be used to compare course information, maintain longitudinal data about student coursework, and efficiently exchange coursetaking records. SCED is based on a 5-digit course code that provides a basic structure for classifying course content. Additional SCED elements and attributes provide descriptive information about each course.

Special Education, IDEA Part B Section 619: Specially designed instruction provided to preschool children ages 3-5 with disabilities as defined in IDEA.

Student records 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 or 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: 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): A program that provides benefits for eligible unemployed former employees.

Unemployment Insurance (UI): A program that provides 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 that 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 that 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.

To provide feedback or suggestions about the SLDS Survey, please contact Kristen King (Kristen.King@ed.gov).

APPENDIX E, Section 3 – Explanation of SLDS Survey Changes by Question

Please see accompanying Excel spreadsheet, "2021 SLDS Survey Edits by Question".