

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

**Statewide Longitudinal Data System (SLDS)
Survey 2021 –2023**

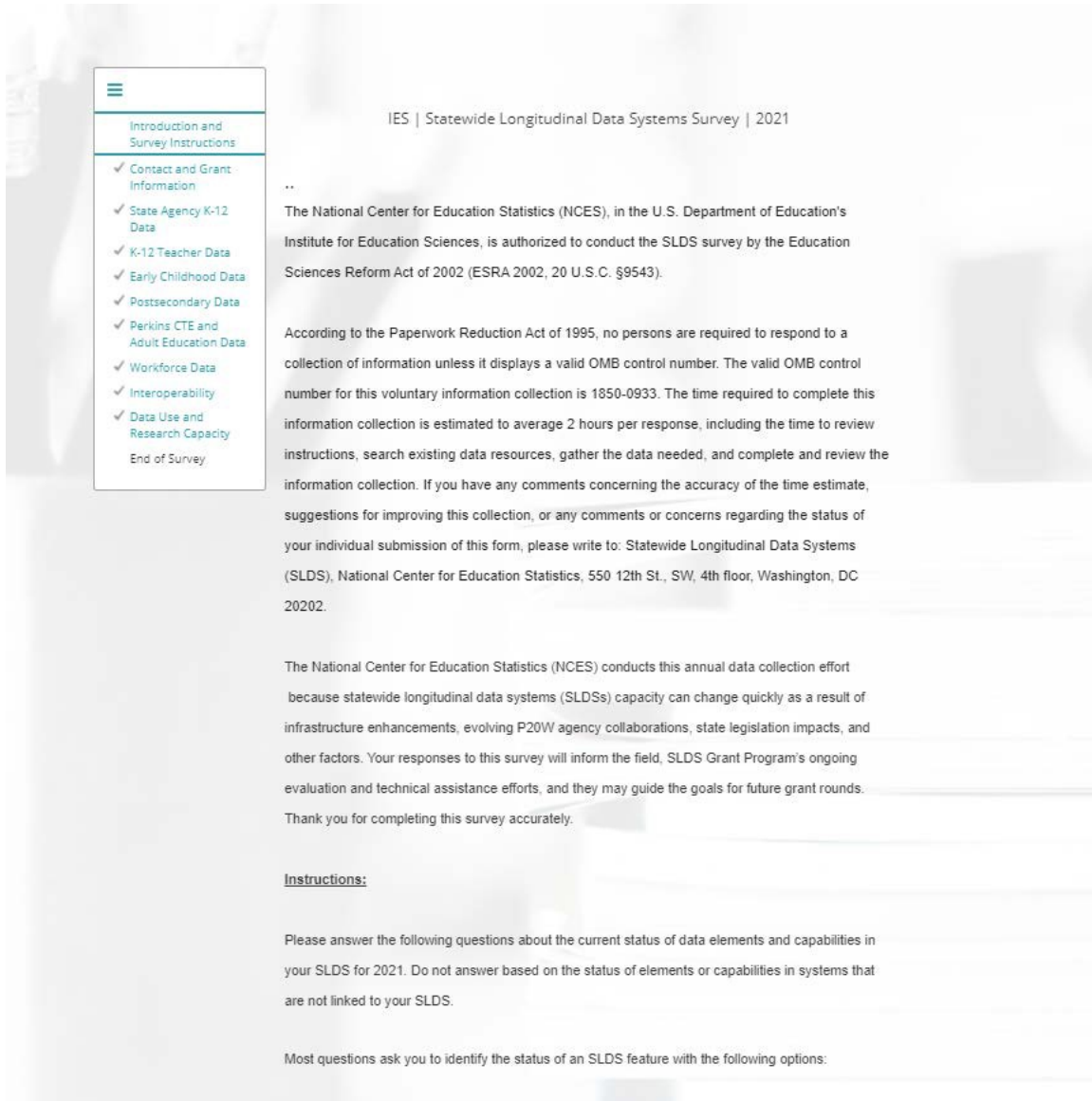
OMB# 1850-0933 v.10

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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- Contact and Grant Information
- State Agency K-12 Data
- K-12 Teacher Data
- Early Childhood Data
- Postsecondary Data
- Perkins CTE and Adult Education Data
- Workforce Data
- Interoperability
- Data Use and Research Capacity
- End of Survey

i. Please enter the reporting period

ii. Please enter award information

PR/Award Number

Grantee Name

Agency Name

Agency Address

Agency City

Agency State

Agency Zip

Project Director Name

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.)*

iv. Please enter respondent information *(if different from project director)*

Name

Title

iv. Please enter respondent information (if different from project director)

Name

Title

Phone Number

Email Address

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

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IES | Statewide Longitudinal Data Systems Survey | 2021

Q1. Does the SLDS include K-12 student data?

Your 2020 response: Yes

Yes

No

Q2.

What types of K-12 student data are included in the SLDS?

| | Your 2020 response | Please select one option for each data type: | | | |
|---|----------------------|--|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 2a: Demographics | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2b: Migrant status | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2c: Homelessness status | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2d: English language learner status | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2e: Special education status | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2f: Other program participation (e.g., free and reduced-price lunch, Title I, or Section 504 participation) | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2g: Measures of socioeconomic status other than free and reduced-price lunch status | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2h: Address or geocode | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2i: Attendance | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2j: Discipline | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2k: Grade level | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2l.i: Kindergarten entry assessments | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2l.ii: Statewide summative or end-of-course assessments | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2l.iii: Statewide benchmark or interim assessments | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2l.iv: Local benchmark or interim assessments | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|--|---------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 2l.iv: Local <u>benchmark or interim assessments</u> | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2l.v: <u>Advanced Placement (AP) scores</u> | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2l.vi: Reporting on students not tested by grade or subject | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2l.vii: College-readiness test scores (SAT, PSAT) | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2m: School enrollment and completion | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2n: Course enrollment | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |
| 2o: Course completion | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2p: Virtual school/learning enrollment or participation | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2q: <u>Diploma or certificate</u> | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2r: Drop-out history | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2s: Transfer in/out | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2t: In-state postsecondary/dual enrollment | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2u: Out-of-state postsecondary/dual enrollment | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2v: Type of instruction received (In-person, hybrid, online) | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q3. 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?

| | | | | |
|------------------------------------|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Your 2020 response: Operational | Not Planned <input type="radio"/> | Planned <input type="radio"/> | In Progress <input type="radio"/> | Operational <input type="radio"/> |
|------------------------------------|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|

Q3a. Is the data dictionary published publicly?

| | | | | |
|------------------------------------|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Your 2020 response: Operational | Not Planned <input type="radio"/> | Planned <input type="radio"/> | In Progress <input type="radio"/> | Operational <input type="radio"/> |
|------------------------------------|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|

Q3a.i. If so, please provide data dictionary website address.

Q3b.

Are K-12 student data elements aligned to the [Common Education Data Standards \(CEDS\)](#)?

| | | | | |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your 2020 response: Not Planned | Not Planned | Planned | In Progress | Operational |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q4. Are course-related data collected by the state aligned with the [School Courses for the Exchange of Data \(SCED\)](#)?

| | | | | |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your 2020 response: Operational | Not Planned | Planned | In Progress | Operational |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q5. How are K-12 student data used?

| | Your response last year | Please select one option for each data use: | | | |
|--|-------------------------|---|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 5a.i: Reports for governor or state legislature | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5a.ii: Reports for state boards or agencies | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5a.iii: Reports on statewide research or policy agenda and strategic plans | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5a.iv: Reports for state legislative, policy, or regulatory requirements | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5b.i: Feedback reports about elementary schools | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5b.ii: Feedback reports about middle schools | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5b.iii: Feedback reports about high schools | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5b.iv: Feedback reports about educator preparation programs | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5c.i: Federal EDFacts reports | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 5c.ii: Federal OSEP/special education (non-EDFacts) reports
- 5c.iii: Federal Perkins CTE (non-EDFacts) reports
- 5c.iv: Other federal reports
- 5d: Instructional support (e.g., dashboards for teachers)
- 5e: Curriculum decisions
- 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)

| Status | Not Planned | Planned | In Progress | Operational |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Status | Not Planned | Planned | In Progress | Operational |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Status | Not Planned | Planned | In Progress | Operational |

Q6. At what level(s) are K-12 expenditure data reported?

| | Your response last year | Please select one option for each level: | | | |
|--------------------|-------------------------|--|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 6a: Student level | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6b: School level | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6c: District level | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Q7. Where are K-12 teacher data managed and stored?

| | Your 2020 response | Please select one option for each system type: | | | |
|--|--------------------|--|-----------------------|-----------------------|-----------------------|
| | | Status | Not Planned | Planned | In Progress |
| 7a: Single-sector SLDS | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7b: P-20W+ SLDS | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7c: A separate, central teacher data system | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7d: Multiple separate teacher data systems or source files | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q8. Does the SLDS mostly link K-12 student data and K-12 teacher data through an automated system?

Your 2020 response: Operational

Not Planned Planned In Progress Operational

Q9. How are K-12 teacher and K-12 student data linked?

| | Your response last year | Please select one option for each linking method: | | | |
|---|-------------------------|---|-----------------------|-----------------------|-----------------------|
| | | Status | Not Planned | Planned | In Progress |
| 9a: Course assignment | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9b: Statewide unique teacher IDs | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9c: Roster verification process | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9d: Other method (please explain below) | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q10.

What types of K-12 teacher data are linked with K-12 student data?

| | Your 2020 response | Please select one option for each data type: | | | |
|---|--------------------|--|-----------------------|-----------------------|-----------------------|
| | | Status | Not Planned | Planned | In Progress |
| 10a: Demographics | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10b: Attendance | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10c: Certificate type | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10d: Certification path (e.g., traditional v. alt-cert) | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10e: Postsecondary program or major | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10f: Preparation program or institution name | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10g: Years of experience | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10h: Salary | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10i: Assessment results (e.g., Praxis) | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10j: Course assignments | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10k: Teacher or administrator evaluation data | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q11. Is there a comprehensive data dictionary for K-12 teacher data elements that contains metadata such as a definition, option sets, type, and field length?

| | | | |
|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Not Planned <input type="radio"/> | Planned <input type="radio"/> | In Progress <input type="radio"/> | Operational <input type="radio"/> |
|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|

Q11 a. Is the data dictionary published publicly?

| | | | |
|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Not Planned <input type="radio"/> | Planned <input type="radio"/> | In Progress <input type="radio"/> | Operational <input type="radio"/> |
|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|

Q11 a.i. If so, please provide data dictionary website address:

Q11 b. Are K-12 teacher data elements aligned to the Common Education Data Standards (CEDS)?

| | | | |
|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Not Planned <input type="radio"/> | Planned <input type="radio"/> | In Progress <input type="radio"/> | Operational <input type="radio"/> |
|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|

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

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

Q13. Are K-12 teacher data linked to finance data?

| | | | | |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your 2020 response: Operational | Not Planned | Planned | In Progress | Operational |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Q14. Where are early childhood data stored and managed?

| | Your 2020 response | Please select one option for each system type: | | | |
|---|--|--|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 14a: P-12 (early childhood through K-12) SLDS | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14b: Multi-sector SLDS (P-20W+) | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14c: ECIDS (A separate, central early childhood data system, birth-2nd) (e.g., an early childhood integrated data system, or ECIDS) | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14d: Multiple separate early childhood data systems or source files | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q15. Does your SLDS mostly link early childhood data with K-12 student data through an automated system?

| | | | | |
|---------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your 2020 response: Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not Planned | Planned | In Progress | Operational | |

Q16. How are early childhood and K-12 student data linked?

| | Your 2020 response: | Please select one option for each linking method: | | | |
|--|--|---|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 16a: Assigned unique identifier | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16b: Element match process | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16c: Social Security number | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16d: Another external organization | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16e: Other method (please explain below) | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q17. From which programs are early childhood and K-12 student data linked?

| | Your 2020 response | Please select one option for each program: | | | |
|--|--|--|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 17a: Head Start | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17b: Early Head Start | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17c: Publicly funded Pre-K | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17d: Private Pre-K | <input type="text" value="Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |
| 17e: Child care | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17f: Special Education, Part B of IDEA (619) | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17g: Early Intervention, Part C of IDEA | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17h: Other programs or services | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q18.

What types of K-12 teacher data are directly linked with K-12 student data?

| | Your 2020 response | Please select one option for each data type: | | | |
|--|--------------------|--|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 18a: Demographics | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18b: Assessment data | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18c.i: Provider licensure | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18c.ii: Provider certification | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18c.iii: Provider training or professional development | In Progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18c.iv: Other provider data | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |
| 18d.i: Program provider or center | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18d.ii: Program attributes | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18d.iii: Program quality ratings | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18e: Enrollment dosage (e.g., amount of time in program) | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18f: Health data (e.g., birth weight, hearing screening results) | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q19. Is there a comprehensive data dictionary for early childhood data elements that contains metadata such as a definition, option sets, type, and field length?

| | | | | |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your 2020 response: Operational | Not Planned | Planned | In Progress | Operational |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q19b. Are early childhood data elements aligned to the Common Education Data Standards (CEDS)?

| | | | | |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your 2020 response: Planned | Not Planned | Planned | In Progress | Operational |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | |
|--|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Your 2020 response: Planned <input checked="checked" type="radio"/> | Not Planned <input type="radio"/> | Planned <input type="radio"/> | In Progress <input type="radio"/> | Operational <input type="radio"/> |
|--|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|

Q20. How are early childhood data from the SLDS used?

| Your 2020 response | Please select one option for each data use: | | | | |
|--|---|-----------------------|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 20a.i: Reports for governor or state legislature | <input type="radio"/> Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20a.ii: Reports for state boards or agencies | <input type="radio"/> Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20a.iii: Reports on statewide research or policy agenda and strategic plans | <input type="radio"/> Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20a.iv: Reports for state legislative, policy, or regulatory requirements | <input type="radio"/> Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20b.i: Federal EDFacts reports | <input type="radio"/> Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20b.ii: Federal OSCP/special education (non EDFacts) reports | <input type="radio"/> Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20b.iii: Other federal reports | <input type="radio"/> Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20c: Instructional support (e.g., dashboards for teachers) | <input type="radio"/> Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20d: Curriculum decisions | <input type="radio"/> Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20e: Data skills and use training | <input type="radio"/> In Progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20f: Early warning systems and other predictive systems | <input type="radio"/> Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20g: Budget allocations (e.g., implementing a state funding formula) | <input type="radio"/> Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20h: Funding decisions | <input type="radio"/> Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20i: Program or intervention needs or placements | <input type="radio"/> Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20j: Talent management (e.g., evaluating educator or administrator performance, supporting continuous improvement) | <input type="radio"/> Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20k: Human resources (e.g., compliance-related hiring, placements) | <input type="radio"/> Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20l: Cross-sector collaboration | <input type="radio"/> Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20m: Resources for public, parents, and community members (e.g., dashboards, scorecards) | <input type="radio"/> Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20n: Other (please explain below) | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <div style="border: 1px solid #ccc; height: 50px; width: 100%;"></div> | | | | | |
| Status | Not Planned | Planned | In Progress | Operational | |

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Q21. Where are postsecondary data stored and managed?

| | Your 2020 response | Please select one option for each system type: | | | |
|---|--|--|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 21a: Single-sector SLDS | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21b: P-20W+ SLDS | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21c: A separate, central postsecondary data system | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21d: Multiple separate postsecondary data systems or source files | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q22. Does the SLDS mostly link postsecondary data with K-12 student data through an automated system?

| | | | | |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your 2020 response: Operational | Not Planned | Planned | In Progress | Operational |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q23. What types of postsecondary data are in the SLDS?

| | Your 2020 response | Please select one option for each data type: | | | |
|--|--|--|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 23a: In-state 4-year public institutions | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23b: In-state 2-year public institutions | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23c: In-state tribal institutions | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23d: In-state private, nonprofit institutions | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23e: In-state for-profit or proprietary institutions | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23f: National Student Clearinghouse | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23g: Out-of-state postsecondary institutions | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q24. How are postsecondary and K-12 student data linked?

| | Your 2020 response | Please select one option for each linking method: | | | |
|--|--|---|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 24a: Assigned unique identifier | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24b: Element match process | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24c: Social Security number | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24d: Other method (please explain below) | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q25. What types of postsecondary data are linked to K-12 student data?

| | Your 2020 response | Please select one option for each data type: | | | |
|---|--|--|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 25a: <u>Demographics</u> | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25b: Course remediation | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25c: Prior postsecondary institutions attended | <input type="text" value="In Progress"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25d: Program/major upon completion | <input type="text" value="In Progress"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |
| 25e: Recognized postsecondary credential | <input type="text" value="In Progress"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25f: Period of enrollment | <input type="text" value="In Progress"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25g: Progress toward completing program or degree | <input type="text" value="In Progress"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25h: Financial aid | <input type="text" value="In Progress"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q26a. Is the data dictionary published publicly?

| | | | | |
|--|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Your 2020 response: Operational <input checked="" type="radio"/> | Not Planned <input type="radio"/> | Planned <input type="radio"/> | In Progress <input type="radio"/> | Operational <input type="radio"/> |
|--|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|

Q26b. Are postsecondary data elements aligned to the [Common Education Data Standards \(CEDs\)](#)?

| | | | | |
|--|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Your 2020 response: Not Planned <input checked="" type="radio"/> | Not Planned <input type="radio"/> | Planned <input type="radio"/> | In Progress <input type="radio"/> | Operational <input type="radio"/> |
|--|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|

Q27. How are postsecondary data from the SLDS used?

| | Your 2020 response | Please select one option for each data use: | | | |
|--|--------------------|---|-----------------------|-----------------------|-----------------------|
| | | Status | Not Planned | Planned | In Progress |
| 27a.i: Reports for governor or state legislature | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27a.ii: Reports for state boards or agencies | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27a.iii: Reports on statewide research or policy agenda and strategic plans | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27a.iv: Reports for state legislative, policy, or regulatory requirements | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27b.i: Feedback reports about high schools (e.g., postsecondary enrollment, preparedness, persistence) | Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27b.ii: Feedback reports about community college outcomes (e.g., degree attained, transfer, retention rates) | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27b.iii: Feedback reports about 4-year postsecondary institution outcomes (e.g., degree attained, transfer, retention rates) | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27b.iv: Feedback reports about employment | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 27c.i: Federal [Integrated Postsecondary Education Data System \(IPEDS\)](#) reports
- 27c.ii: 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)
- 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)

| Status | Not Planned | Planned | In Progress | Operational |
|-------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Status | Not Planned | Planned | In Progress | Operational |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Status | Not Planned | Planned | In Progress | Operational |

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Q28. Where are Perkins CTE data stored and managed?

| | Your 2020 response | Please select one option for each system type: | | | |
|---|--------------------|--|-----------------------|-----------------------|-----------------------|
| | | Status | Not Planned | Planned | In Progress |
| 28a: Single-sector SLDS | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28b: P-20W+ SLDS | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28c: A separate, central Perkins CTE data system | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28d: Multiple separate Perkins CTE data systems or source files | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q29. Does your SLDS mostly link Perkins CTE data with K-12 student data through an automated system?

| | | | | |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your 2020 response: Operational | Not Planned | Planned | In Progress | Operational |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q30. How are Perkins CTE and K-12 student data directly linked?

| | Your 2020 response | Please select one option for each linking method: | | | |
|--|--------------------|---|-----------------------|-----------------------|-----------------------|
| | | Status | Not Planned | Planned | In Progress |
| 30a: Assigned unique identifier | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30b: Element match process | Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30c: Social Security number | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30d: Another external organization | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30e: Other method (please explain below) | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q31. What types of Perkins CTE are directly linked to K-12 student data?

| | Your 2020 response | Please select one option for each data type: | | | |
|---------------------------------------|--------------------|--|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 31a: Program area or program of study | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31b: Participation | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31c: Placement after leaving program | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31d: Certificates | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q32. Is there a comprehensive data dictionary for Perkins CTE data elements that contains metadata such as a definition, option sets, type, and field length?

| | | | | |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your 2020 response: Operational | Not Planned | Planned | In Progress | Operational |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q32b. Are Perkins CTE data elements aligned to the Common Education Data Standards (CEDS)?

| | | | | |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your 2020 response: Operational | Not Planned | Planned | In Progress | Operational |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q33. How are Perkins CTE data used from the SLDS?

| | Your 2020 response | Please select one option for each data element: | | | |
|--|---|---|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 33a.i: Reports for governor or state legislature | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33a.ii: Reports for state boards or agencies | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33a.iii: Reports for statewide research or policy agenda and strategic plans | <input type="text" value="Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33a.iv: Reports for state legislative, policy, or regulatory requirements | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33b.i: Feedback reports about high schools | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33b.ii: Feedback reports about postsecondary institutions | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33b.iii: Feedback reports about training programs | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33b.iv: Feedback reports about workforce readiness by career cluster or industry | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |
| 33b.v: Feedback reports about area CTE Centers | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33c.i: Federal <u>EDFacts</u> reports | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33c.ii: Federal <u>Perkins CTE</u> (non- <u>EDFacts</u>) reports | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33c.iii: Other federal reports | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33d: Instructional support (e.g., dashboards for teachers) | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33e: Curriculum decisions | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33f: Data skills and use training | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33g: Budget allocations (e.g., implementing a state funding formula) | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |
| 33h: Funding decisions | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33i: Program or intervention needs or placements | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33j: Talent management (e.g., evaluating educator or administrator performance, supporting continuous improvement) | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33k: Human resources (e.g., compliance-related hiring, placement) | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33l: Cross-sector collaboration | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33m: Resources for public, parents, and community members (e.g., dashboards, scorecards) | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33n: Other (please explain below) | <div style="border: 1px solid black; height: 50px; width: 100%;"></div> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q34. From which programs are adult education participation data linked with K-12 student data?

| | Your 2020 response | Please select one option for each data element: | | | |
|--|--------------------|---|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 4a: Adult Basic Education (ABE) | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4b: Adult Secondary Education (ASE) | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4c: English for Speakers of Other Languages (ESOL) | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4d: Workforce training programs | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4e: Certification programs | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

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Q35. Where are workforce data stored and managed?

- ✓ Introduction and Survey Instructions
- ✓ Contact and Grant Information
- ✓ State Agency K-12 Data
- ✓ K-12 Teacher Data
- ✓ Early Childhood Data
- ✓ Postsecondary Data
- ✓ Perkins CTE and Adult Education Data
- Workforce Data
- ✓ Interoperability
- ✓ Data Use and Research Capacity
- End of Survey

| | Your 2020 response | Please select one option for each data system type: | | | |
|---|--------------------|---|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 35a: Single-sector SLDS | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35b: P-20W+ SLDS | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35c: A separate, central workforce data system | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35d: Multiple separate workforce data systems or source files | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q36. Does the SLDS mostly link workforce data with K-12 student data through an automated system?

Your 2020 response:
Not Planned

Not Planned

Planned

In Progress

Operational

Q43. How are workforce data linked with adult education and Perkins CTE data?

| | Your 2020 response | Please select one option for each linking method: | | | |
|--|----------------------|---|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 43a: Assigned unique identifier | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43b: Element match process | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43c: Social Security number | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43d: Another external organization | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43e: Other method (please explain below) | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q44. Is there a comprehensive data dictionary for workforce data elements that contains metadata such as a definition, option sets, type, and field length?

| | | | | |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your 2020 response: Operational | Not Planned | Planned | In Progress | Operational |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q44b. Are workforce data elements aligned to the Common Education Data Standards (CEDS)?

| | | | | |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your 2020 response: Operational | Not Planned | Planned | In Progress | Operational |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- ✓ Introduction and Survey Instructions
- ✓ Contact and Grant Information
- ✓ State Agency K-12 Data
- ✓ K-12 Teacher Data
- ✓ Early Childhood Data
- ✓ Postsecondary Data
- ✓ Perkins CTE and Adult Education Data
- ✓ Workforce Data
- Interoperability
- ✓ Data Use and Research Capacity End of Survey

Q46. In what ways do student-level data move between data systems through replicable, automated processes?

| | Your 2020 response | Please select one option for each data path: | | | |
|---|--------------------|--|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 46a: Across local education agencies (LEAs) in the state through a student records exchange (SRE or SREx) | In Progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46b: From LEAs to the state education agency (SEA) through an SRE or SREx | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46c: From K-12 to in-state postsecondary institutions through e-transcripts (including electronic PDFs) | Operational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46d: To other SEAs through an SRE or SREx | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |
| 46e: To out-of-state postsecondary institutions through e-transcripts | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46f: Interstate (e.g., through SEED, SWIS, or data-sharing agreements between states) | Not Planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46g: Other (please explain below) | | | | | |
| <div style="border: 1px solid gray; height: 60px; width: 100%;"></div> | | | | | |
| | Status | Not Planned | Planned | In Progress | Operational |

Q47. Is the SLDS used to conduct cross-state data sharing with another state(s)?

| | Please select one option for each data element: | | | |
|---------------------------|---|-----------------------|-----------------------|-----------------------|
| | Not Planned | Planned | In Progress | Operational |
| 47a: Early childhood data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47b: K-12 data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47c: Postsecondary data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47d: Workforce data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Not Planned | Planned | In Progress | Operational |

Q48. Is the SLDS used to conduct cross-state data sharing as part of a multi-state collaboration?

Please select one option for each data element:

| | Not Planned | Planned | In Progress | Operational |
|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 48a: Early childhood data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48b: K-12 data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48c: Postsecondary data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48d: Workforce data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Not Planned | Planned | In Progress | Operational |

Q49. Which model best describes the P-20W+ SLDS that collects data across agencies?

| | |
|-------------------------------|----------------------------------|
| Your 2020 response: Federated | <input checked="" type="radio"/> |
| Centralized | <input type="radio"/> |
| Federated | <input type="radio"/> |
| Hybrid | <input type="radio"/> |
| Not applicable | <input type="radio"/> |

Q50. What percentage of individuals identified as postsecondary students in the SLDS are matched to former in-state K-12 students?

| | |
|------------------|-----------------------|
| Less than 50% | <input type="radio"/> |
| 50%-75% | <input type="radio"/> |
| 76%-90% | <input type="radio"/> |
| Greater than 90% | <input type="radio"/> |
| Not applicable | <input type="radio"/> |

Q51. What percentage of individuals identified as employed in the state the SLDS are matched to former in-state K-12 students?

| | |
|------------------|-----------------------|
| Less than 50% | <input type="radio"/> |
| 50%-75% | <input type="radio"/> |
| 76%-90% | <input type="radio"/> |
| Greater than 90% | <input type="radio"/> |
| Not applicable | <input type="radio"/> |

Q52. What percentage of individuals identified as employed in the state the SLDS are matched to former in-state postsecondary students?

Less than 50%

50%-75%

76%-90%

Greater than 90%

Not applicable

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- ✓ Introduction and Survey Instructions
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- ✓ Workforce Data
- ✓ Interoperability
- Data Use and Research Capacity
- End of Survey

Q53. Does the SLDS produce federal and state reports in addition to those listed in previous parts of this survey?

| | Your 2020 response | Please select one option for each type of report: | | | |
|---|--|---|-----------------------|-----------------------|-----------------------|
| | | Status | Not Planned | Planned | In Progress |
| 53a: Statewide assessment nonparticipation reports by type or category (e.g., opt out, absent, medical emergency) | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53b: Data quality reports (e.g., timeliness of submissions or certifications, error correction rate prior to certification) | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53c: SLDS Usage statistics by user role (e.g., teachers, administrators, SEA users, public) | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53d: Other (please explain below) | <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 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 the SLDS, investment in SLDS initiatives and programs, and the state's overall objectives and priorities.)

| | Your 2020 response | Please select one option for each method: | | | |
|-----------------------------------|--|---|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 54a: Large-scale surveys | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54b: Post-training evaluations | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54c: Focus groups | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54d: Interviews | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |
| 54e: Observations | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54f: Ad hoc feedback | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54g: Online analytics | <input type="text" value="Operational"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54h: Other (please explain below) | <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Status | Not Planned | Planned | In Progress | Operational |

Q55. If the Common Education Data Standards (CEDS) are used, how are they used?

| | Your 2020 response | Please select one option for each data use: | | | |
|-----------------------------------|--|---|-----------------------|-----------------------|-----------------------|
| | Status | Not Planned | Planned | In Progress | Operational |
| 55a: Data governance | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55b: Generate | <input type="text" value="In Progress"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55c: Data integration | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55d: Integrated Data Store | <input type="text" value="Not Planned"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55e: Other (please explain below) | <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q56. Can the SLDS address all of the state or territory's current policy, research or program evaluation questions?

Your 2020 response: **No**

Yes

No

Q57. Does the state or territory have a research agenda?

Your 2020 response: **Yes**

Yes

No

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- ✓ K-12 Teacher Data
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- ✓ Postsecondary Data
- ✓ Perkins CTE and Adult Education Data
- ✓ Workforce Data
- ✓ Interoperability
- ✓ Data Use and Research Capacity
- End of Survey**

Q58. Please enter any additional comments.

You have reached the end of the 2021 SLDS survey.

Please verify that you have answered all questions in this survey.

If you wish to save your survey and return to it later or make any further changes prior to submission, do not submit your survey at this time. You may close this window and simply continue to use the personalized survey link provided to you. If you are ready to submit your survey, please proceed to the next page.

Please note that once you have submitted your survey, you cannot make further changes to your submission. Additional responses will require you to complete the survey again in its entirety.

I understand and wish to submit my survey.

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Thank you for completing the 2021 SLDS Survey. Your responses provide valuable information to the SLDS program, and your time and participation are greatly appreciated.

If you have any further inquiries regarding this survey, please reach out to your State Support Team member.

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



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

IES



Institute of Education Sciences

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

Reporting Period From: _____ To: _____

General Information

PR/Award#: _____

Grantee Name _____

Agency Name _____

Agency Address _____

City: _____

State: Zip: _____

Project Director Name: _____

Title: _____

Phone number: _____

Email: _____

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.)*

Respondent Name:
(if different from the Project 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+ 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.

If you have any questions on this survey, please feel free to contact your State Support Team member for help completing the survey.

| Feature | Status | | | |
|---|--------------------------|-------------------------------------|---------------------------------|--------------------------------|
| | Not Planned | Planned | In Progress | Operational |
| State Agency K-12 Data | | | | |
| 1) Does the SLDS include K-12 student data? <i>(If no, skip to question 6)</i> | | | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2) What types of K-12 student data are included in the SLDS? <i>Mark only one status per row.</i> | Not Planned | Planned | In Progress | Operational |
| 2a) <u>Demographics</u> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b) Migrant status | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c) Homelessness status | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d) English language learner status | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e) Special education status | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2f) Other program participation (e.g., free and reduced-price lunch, Title I, or Section 504 participation) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2g) (NEW ITEM) Other measures of socioeconomic status other than free and reduced-price lunch status | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2h) (NEW ITEM) Addresses or geocodes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2i) Attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2j) <u>Discipline</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2k) Grade level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2l.i) <u>Kindergarten entry assessments</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2l.ii) <u>Statewide summative or end-of-course assessments</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2l.iii) Statewide benchmark or interim assessments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2l.iv) Local <u>benchmark or interim assessments</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2l.v) <u>Advanced Placement (AP)</u> scores | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2l.vi) Reporting on students not tested by grade or subject | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2l.vii) College-readiness test scores (e.g., SAT, PSAT) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2m) School enrollment and completion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2n) Course enrollment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2o) Course completion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2p) Virtual school/learning enrollment or participation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>2q) Diploma or certificate</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2r) Drop-out history | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2s) Transfer in or out | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2t) In-state postsecondary or dual enrollment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2u) Out-of-state postsecondary or dual enrollment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

¹ Underlined terms are defined at the end of this document.

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 2v) (NEW ITEM) Type of instruction received (In-person, hybrid, online) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|

| Feature | Status | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | 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) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3a) Is the data dictionary published publicly? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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) ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) Are course-related data collected by the state aligned with the School Courses for the Exchange of Data (SCED)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5a.ii) Reports for state boards or agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5a.iii) Reports on statewide research or policy agenda and strategic plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5a.iv) Reports for state legislative, policy, or regulatory requirements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b.i) Feedback reports about elementary schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b.ii) Feedback reports about middle schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b.iii) Feedback reports about high schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b.iv) Feedback reports about educator preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5c.i) Federal EDFacts reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5c.ii) Federal OSEP/special education (non- EDFacts) reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5c.iii) Federal Perkins CTE (non- EDFacts) reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5c.iv) Other federal reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5d) Instructional support (e.g., <i>dashboards for teachers</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5e) Curriculum decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Status | | | |

| Feature | Not Planned | Planned | In Progress | Operational |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 5f) Data skills and use training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5g) Early warning systems and other predictive systems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5h) Budget allocations (e.g., implementing a state funding formula) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5i) Funding decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5j) Program or intervention needs or placements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5k) Talent management (e.g., evaluating educator or administrator performance, supporting continuous improvement) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5l) Human resources (e.g., compliance-related hiring, placement) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5m) Cross-sector collaboration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5n) Resources for public, parents, and community members (e.g., dashboards, scorecards) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5o) Direct certification for participation in the National Student Lunch Program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5p) Other (please explain below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Feature | Status | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | Not Planned | Planned | In Progress | Operational |
| 6) At what level(s) are K-12 expenditure data reported? | | | | |
| 6a) Student level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6b) School level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6c) District level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

K-12 Teacher Data

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 7) Where are K-12 teacher data managed and stored? | | | | |
| 7a) Single-sector SLDS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7b) P-20W+ SLDS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7c) A separate, central teacher data system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7d) Multiple separate teacher data systems or source files | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9) How are K-12 teacher and K-12 student data linked? | | | | |
| 9a) Course assignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9b) Statewide unique teacher IDs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 9c) Roster verification process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9d) Other method (<i>please explain below</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | |

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

| | | | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12e) Curriculum decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12f) Data skills and use training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Early Childhood Data

| | | | | |
|---|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| 14) Where are early childhood data stored and managed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14a) P-12 (early childhood through K-12) SLDS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 14b) Multi-sector SLDS (P-20W+) | <input type="checkbox"/> | <input type="checkbox"/> | Status <input type="checkbox"/> | <input type="checkbox"/> |
| 14c) ECIDS (A separate, central early childhood data system, birth-2nd) (e.g., an early childhood integrated data system, or ECIDS) | Not Planned <input type="checkbox"/> | Planned <input type="checkbox"/> | In Progress <input type="checkbox"/> | Operational <input type="checkbox"/> |

| Feature | Status | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | Not Planned | Planned | In Progress | Operational |
| 14d) Multiple separate early childhood data systems or resource collaboration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15) Does the SLDS mostly link early childhood data with K-12 student data through an automated system? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13) Are K-12 teacher data linked to finance data? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 16) How are early childhood and K-12 student data linked? | | | | |
| 16a) Assigned unique identifier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16b) Element match process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16c) Social Security number | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16d) Another external organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16e) Other method (please explain below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 17) From which programs are early childhood participation data linked with K-12 student data? | | | | |
| 17a) Head Start | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17b) Early Head Start | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17c) Publicly funded prekindergarten | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17d) Private prekindergarten | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17e) Child care | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17f) Special Education (IDEA Part B Section 619) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17g) Early Intervention (IDEA Part C) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17h) Other programs or services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|--|--|--|--|
| 18) What types of early childhood data are linked with K-12 student data? | | | | |
|--|--|--|--|--|

| Feature | Feature | Status | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Not Planned | Planned | In Progress | Operational |
| 18a) De | | | | | |
| 18b) Assessment data | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20f) Early warning systems and other predictive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18c.i) Provider licensure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20g) Budget allocations (e.g., implementing a state funding formula) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18c.ii) Provider certification | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18c.iii) Provider training or professional development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20h) Funding decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18c.iv) Other provider data | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20i) Program or intervention needs or placements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18d.i) Program provider or center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20j) Talent management (e.g., evaluating educator/administrator performance, supporting continuous improvement) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18d.ii) Program attributes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18d.iii) Program quality ratings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20k) Human resources (e.g., compliance-related hiring, placement) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18e) Enrollment usage (e.g., amount of time in program) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20l) Cross-sector collaboration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18f) Health data (e.g., birth weight, hearing screening, results) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20m) Resources for public, parents, and community members (e.g., dashboards, scorecards) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19) Is there a comprehensive data dictionary for early childhood data elements that contains metadata such as definition, option sets, type, and field length? (If no, skip to Question 46) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19a) Is the data dictionary published publicly? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 19a.i) If so, please provide the data dictionary website address: | | | | | |
| 19b) Are early childhood data elements aligned to the Common Education Data Standards (CEDDS)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20) How are early childhood data from the SLDS used? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20a.i) Reports for governor or state legislature | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20a.ii) Reports state boards or agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20a.iii) Reports on statewide research or policy agenda and strategic plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20a.iv) Reports for state legislative, policy, or regulatory requirements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20b.i) Federal EDFacts reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20b.ii) Federal OSEP/Special education (Non-EDFacts) reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20b.iii) Other federal reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20c) Instructional support (e.g. dashboards for teachers) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20d) Curriculum decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20e) Data skills and use training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Postsecondary Data

21) Where are postsecondary data stored and managed?

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 21a) Single-sector SLDS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21b) P-20W+ SLDS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21c) A separate, central postsecondary data system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21d) Multiple separate postsecondary data systems or source files | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22) Does the SLDS mostly link postsecondary data with K-12 student data through an automated system? (If Not Planned, skip to Question 26) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23) What types of postsecondary data are in the SLDS? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23a) In-state 4-year public institutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23b) In-state 2-year public institutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23c) In-state tribal institutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23d) In-state private, nonprofit institutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Feature | Status | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | Not Planned | Planned | In Progress | Operational |
| 23e) In-state for-profit or proprietary institutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23f) National Student Clearinghouse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23g) Out-of-state postsecondary institutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

24) How are postsecondary and K-12 student data [linked](#)?

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 24a) Assigned unique identifier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24b) Element match process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24c) Social Security number | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24d) Other method (please explain below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

25) What types of postsecondary data are linked to K-12 student data?

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 25a) Demographics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25b) Course remediation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25c) Prior postsecondary institutions attended | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25d) Program or major upon completion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25e) Recognized postsecondary credential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25f) Period of enrollment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25g) Progress toward completing program or degree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25h) Financial aid | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

| Perkins CTE and Adult Education Data | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 28) Where are Perkins CTE data stored and managed? | Not Planned | Planned | In Progress | Operational |
| 28a) Single-sector SLDS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28b) P-20W+ SLDS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28c) A separate, central Perkins CTE data system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28d) Multiple separate Perkins CTE data systems or source files | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feature | Status | | | |
| | Not Planned | Planned | In Progress | Operational |
| 30e) Other method (please explain below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30) How are Perkins CTE and K-12 student data linked? | | | | |
| 31) What types of Perkins CTE data are linked with K-12 student data? | | | | |
| 30a) Assigned unique identifier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30b) Element match process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31a) Program area or program of study | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30c) Social Security number | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30d) Participation in external organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31c) Placement after leaving program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31d) Certificates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32a) Is the data dictionary published? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32a.i) If so, please provide data dictionary website address: | | | | |
| 32b) Are Perkins CTE data elements aligned to the Common Education Data Standards (CEDS)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33) How are Perkins CTE data from the SLDS used? (If Not Planned, skip to Question 34) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33a.i) Reports for governor or state legislature | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33a.ii) Reports for state boards or agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33a.iii) Reports for statewide research or policy agenda and strategic plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33a.iv) Reports for state legislative, policy, or regulatory requirements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33b.i) Feedback reports about high schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33b.ii) Feedback reports about postsecondary institutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33b.iii) Feedback reports about training programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33b.iv) Feedback reports about workforce readiness by career cluster or industry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33b.v) Feedback reports about area CTE Centers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33c.i) Federal EDFacts reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33c.ii) Federal Perkins CTE (non- EDFacts) reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33c.iii) Other federal reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Feature | Status | Not Planned | Planned | In Progress | Operational |
|--|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| | | | | | |
| 50) What percentage of individuals identified as postsecondary students in the SLDS are <u>matched</u> to former in-state K-12 students? (Please select one.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33d) Instructional Social Services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33e) Curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43) Another external organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52) What percentage of individuals identified as employed in the state in the SLDS are <u>matched</u> to former in-state K-12 students? (Please select one.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46) In what ways are workforce data stored and shared? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46a) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 46b) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46c) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46d) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46e) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46f) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46g) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46h) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46i) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46j) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46k) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46l) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46m) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46n) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46o) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46p) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46q) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46r) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46s) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46t) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46u) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46v) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46w) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46x) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46y) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46z) Through the Comprehensive Data for Workforce Data System (CDWS) for Workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47) 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 the SLDS, investment in SLDS initiatives and programs, and the state's overall objectives and priorities.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47a) Large-scale surveys | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47b) Post-training evaluations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47c) Focus groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47d) Interviews | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47e) Observations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47f) Ad hoc feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47g) Online analytics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47h) Other (please explain below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48) How are the Common Education Data Standards (CEDS) used, if used? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48a) Data governance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48b) Generate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48c) Data integration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48d) Data analysis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48e) Reporting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Research Agenda

| | | |
|---|--|---------------------------------------|
| 57) Does the state or territory have a <u>research agenda</u>? (If no, skip to Question 58) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 57a) Is the <u>research agenda</u> published publicly? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 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 <input type="checkbox"/> | No <input type="checkbox"/> |
| 57c.i) If yes, please explain: | | |
| 58) Please enter any additional comments. | | |

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”.