NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)

Statewide Longitudinal Data System (SLDS) Survey 2023 –2025

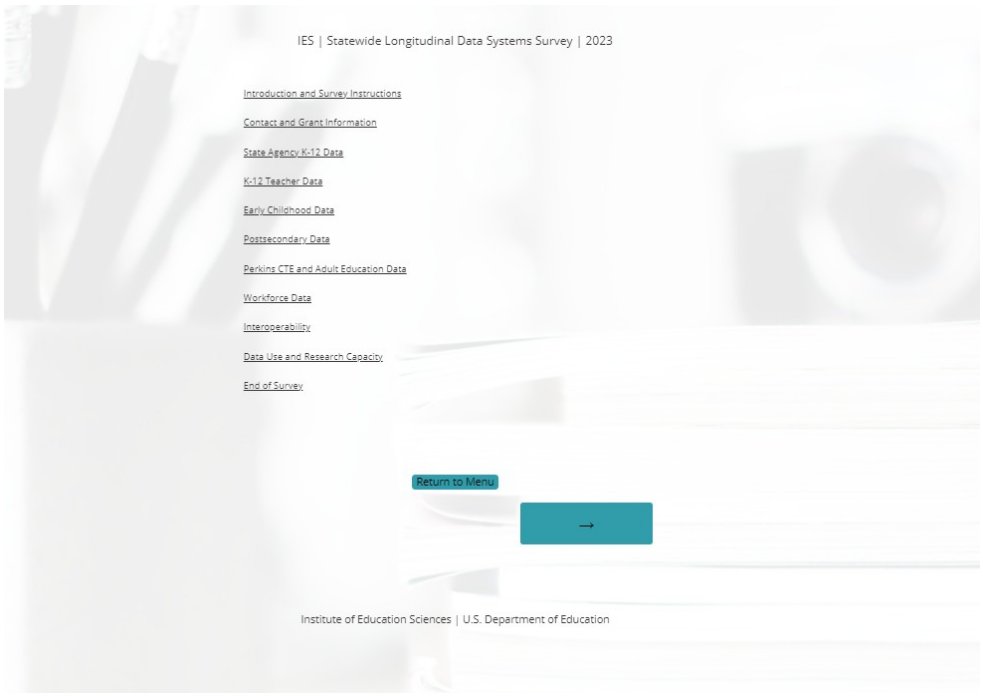
OMB# 1850-0933 v.11

Appendix E – SLDS 2023 Instrument

May 2023

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

https://aemcorp.qualtrics.com/jfe/form/SV_3xhrzdbamUSMpPE



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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 biennial 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 for 2023. 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.

- **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.

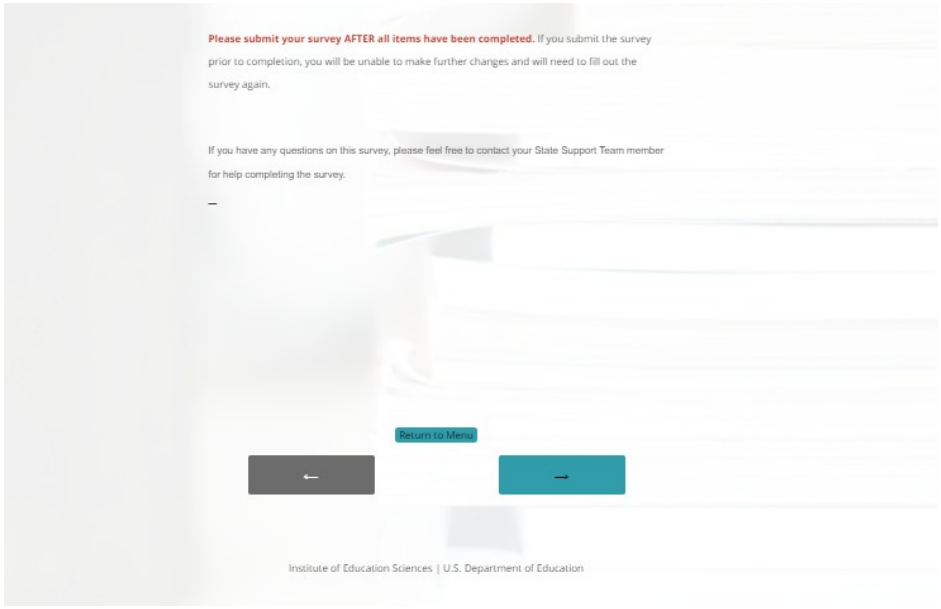
We have prepopulated the majority of your 2023 survey with the responses your state or territory provided in 2022. Please carefully review your survey to ensure that the options selected best reflect your SLDS at the time you complete this survey.

Some items have not been pre-populated:

1. "Other" response options
2. Text entry boxes
3. Items that were not answered in 2022

Please be sure to answer every question in the survey.

This survey tool will automatically save your responses on each completed page. If you navigate away from the survey, simply use the provided link to return to your saved responses. **Incomplete pages will not be saved.** You must complete each item on a survey page and move to the next page in order for your responses to be saved.


Please submit your survey AFTER all items have been completed. If you submit the survey prior to completion, you will be unable to make further changes and will need to fill out the survey again.
If you have any questions on this survey, please feel free to contact your State Support Team member for help completing the survey.
–
Return to Menu
←
→
Institute of Education Sciences | U.S. Department of Education

Introduction and Survey Instructions
Term Definitions
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

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Definitions

Adult Education

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

Advanced Placement (AP)

A curriculum sponsored by the College Board that offers standardized college-level courses and aligned summative assessments to high school students

Automated sytem

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.

Pre-kindergarten (Pre-K)

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.

Return to Menu

← →

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

Phone Number

Email Address

Return to Menu

←

→

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IES | Statewide Longitudinal Data Systems Survey | 2023

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

- Yes
- No

Q2.

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

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

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

	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?

Not Planned	Planned	In Progress	Operational
○	○	○	○

Q3a. Is the data dictionary published publicly?

Not Planned	Planned	In Progress	Operational
○	○	○	○

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)?

Not Planned	Planned	In Progress	Operational
○	○	○	○

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

Not Planned	Planned	In Progress	Operational
○	○	○	○

Q5. How are K-12 student data used?

	Please select one option for each data use:			
	Not Planned	Planned	In Progress	Operational
5a.i: Reports for governor or state legislature	○	○	○	○
5a.ii: Reports for state boards or agencies	○	○	○	○
5a.iii: Reports on statewide research or policy agenda and strategic plans	○	○	○	○
5a.iv: Reports for state legislative, policy, or regulatory requirements	○	○	○	○
5b.i: Feedback reports about elementary schools	○	○	○	○
5b.ii: Feedback reports about middle schools	○	○	○	○
5b.iii: Feedback reports about high schools	○	○	○	○

	Not Planned	Planned	In Progress	Operational
5b.iii: Feedback reports about high schools	○	○	○	○
5b.iv: Feedback reports about educator preparation programs	○	○	○	○
5c.i: Federal EDFacts reports	○	○	○	○
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	○	○	○	○

	Not Planned	Planned	In Progress	Operational
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)				
	○	○	○	○

	Not Planned	Planned	In Progress	Operational

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

Please select one option for each level:

	Not Planned	Planned	In Progress	Operational
6a: Student level	○	○	○	○
6b: School level	○	○	○	○
6c: District level	○	○	○	○

Return to Menu

← →

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

	Please select one option for each system type:			
	Not Planned	Planned	In Progress	Operational
7a: Single-sector SLDS	○	○	○	○
7b: P-20W+ SLDS	○	○	○	○
7c: A separate, central teacher data system	○	○	○	○
7d: Multiple separate teacher data systems or source files	○	○	○	○

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

Not Planned	Planned	In Progress	Operational
○	○	○	○

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

	Please select one option for each linking method:			
	Not Planned	Planned	In Progress	Operational
9a: Course assignment	○	○	○	○
9b: Statewide unique teacher IDs	○	○	○	○
9c: Roster verification process	○	○	○	○

9d: Other method (please explain below)

○	○	○	○

Q10.

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

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

Q11a. Is the data dictionary published publicly?

Not Planned	Planned	In Progress	Operational
○	○	○	○

Q11a.i. If so, please provide data dictionary website address:

Q11b. Are K-12 teacher data elements aligned to the Common Education Data Standards (CEDS)?

Not Planned	Planned	In Progress	Operational
○	○	○	○

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

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

	Not Planned	Planned	In Progress	Operational
12n: Other (please explain below)				

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

Not Planned	Planned	In Progress	Operational

Return to Menu

←

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Q14. Where are early childhood data stored and managed?

	Please select one option for each system type: Not Planned	Planned	In Progress	Operational
14a: P-12 (early childhood through K-12) SLDS				
14b: Multi-sector SLDS (P-20W+)				
14c: ECIDS (i.e., a separate data system that collects, integrates, maintains, stores, and reports information from early childhood programs across multiple agencies within a state/territory that serve children and families from birth to age 8.)				
14d: Multiple separate early childhood data systems or source files				
	Not Planned	Planned	In Progress	Operational

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

Not Planned	Planned	In Progress	Operational

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

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

Please select one option for each linking method:

	Not Planned	Planned	In Progress	Operational
16a: Assigned unique identifier	○	○	○	○
16b: Element match process	○	○	○	○
16c: Social Security number	○	○	○	○
16d: Another external organization	○	○	○	○
16e: Other method (please explain below)	○	○	○	○

Not Planned	Planned	In Progress	Operational

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

Please select one option for each program:

	Not Planned	Planned	In Progress	Operational
17a: Head Start	○	○	○	○
17b: Early Head Start	○	○	○	○
17c: Publicly funded Pre-K	○	○	○	○
17d: Private Pre-K	○	○	○	○

	Not Planned	Planned	In Progress	Operational
17e: Child care	○	○	○	○
17f: Special Education, Part B of IDEA (619)	○	○	○	○
17g: Early Intervention, Part C of IDEA	○	○	○	○
17h: Other programs or services	○	○	○	○

Q18.

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

Please select one option for each data type:

	Not Planned	Planned	In Progress	Operational
18a: Demographics	○	○	○	○
18b: Assessment data	○	○	○	○
18c.i: Provider licensure	○	○	○	○
18c.ii: Provider certification	○	○	○	○
18c.iii: Provider training or professional development	○	○	○	○
18c.iv: Other provider data	○	○	○	○

	Not Planned	Planned	In Progress	Operational
18d.i: Program provider or center	○	○	○	○
18d.ii: Program attributes	○	○	○	○
18d.iii: Program/center quality rating (e.g., QRIS)	○	○	○	○
18e: Child enrollment dosage (e.g., number of days or hours attended or receiving services/month in the program)	○	○	○	○
18f: Health data (e.g., birth weight, hearing screening results)	○	○	○	○

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?

Not Planned	Planned	In Progress	Operational
○	○	○	○

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

Not Planned	Planned	In Progress	Operational
○	○	○	○

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

	Please select one option for each data use:			
	Not Planned	Planned	In Progress	Operational
20a.i: Reports for governor or state legislature	○	○	○	○
20a.ii: Reports for state boards or agencies	○	○	○	○
20a.iii: Reports on statewide research or policy agenda and strategic plans	○	○	○	○
20a.iv: Reports for state legislative, policy, or regulatory requirements	○	○	○	○
20b.i: Federal *EDFacts* reports	○	○	○	○
20b.ii: Federal OSEP/special education (non-*EDFacts*) reports	○	○	○	○
20b.iii: Other federal reports	○	○	○	○
20c: Instructional support (e.g., dashboards for teachers)	○	○	○	○
20d: Curriculum decisions	○	○	○	○
20e: Data skills and use training	○	○	○	○
	Not Planned	Planned	In Progress	Operational
20f: Early warning systems and other predictive systems	○	○	○	○
20g: Budget allocations (e.g., implementing a state funding formula)	○	○	○	○
20h: Funding decisions	○	○	○	○
20i: Program or intervention needs or placements	○	○	○	○
20j: Talent management (e.g., evaluating educator or administrator performance, supporting continuous improvement)	○	○	○	○
20k: Human resources (e.g., compliance-related hiring, placement)	○	○	○	○
20l: Cross-sector collaboration	○	○	○	○
20m: Resources for public, parents, and community members (e.g., dashboards, scorecards)	○	○	○	○

20n: Other (please explain below)

○	○	○	○

Not Planned	Planned	In Progress	Operational

Return to Menu

← →

Q21. Where are postsecondary data stored and managed?

Please select one option for each system type:

	Not Planned	Planned	In Progress	Operational
21a: Single-sector SLDS	○	○	○	○
21b: P-20W+ SLDS	○	○	○	○
21c: A separate, central postsecondary data system	○	○	○	○
21d: Multiple separate postsecondary data systems or source files	○	○	○	○
	Not Planned	Planned	In Progress	Operational

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

Not Planned	Planned	In Progress	Operational
○	○	○	○

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

Please select one option for each data type:

	Not Planned	Planned	In Progress	Operational
23a: In-state 4-year public institutions	○	○	○	○
23b: In-state 2-year public institutions	○	○	○	○
23c: In-state tribal institutions	○	○	○	○
23d: In-state private, nonprofit institutions	○	○	○	○
23e: In-state for-profit or proprietary institutions	○	○	○	○
23f: National Student Clearinghouse	○	○	○	○
23g: Out-of-state postsecondary institutions	○	○	○	○
	Not Planned	Planned	In Progress	Operational

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

Please select one option for each linking method:

	Not Planned	Planned	In Progress	Operational
24a: Assigned unique identifier	○	○	○	○
24b: Element match process	○	○	○	○
24c: Social Security number	○	○	○	○
24d: Other method (please explain below)				
	○	○	○	○

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

Please select one option for each data type:

	Not Planned	Planned	In Progress	Operational
25a: Demographics	○	○	○	○
25b: Course remediation	○	○	○	○
25c: Prior postsecondary institutions attended	○	○	○	○
25d: Program/major upon completion	○	○	○	○
	Not Planned	**Planned**	**In Progress**	**Operational**
25e: Recognized postsecondary credential	○	○	○	○
25f: Period of enrollment	○	○	○	○
25g: Progress toward completing program or degree	○	○	○	○
25h: Financial aid	○	○	○	○
	Not Planned	**Planned**	**In Progress**	**Operational**

Q26. Is there a comprehensive data dictionary for postsecondary data elements that contains metadata such as a definition, option sets, type, and field length?

Not Planned	Planned	In Progress	Operational
○	○	○	○

Q26a. Is the data dictionary published publicly?

Not Planned	Planned	In Progress	Operational
○	○	○	○

Q26b. Are postsecondary data elements aligned to the Common Education Data Standards (CEDS)?

Not Planned	Planned	In Progress	Operational
○	○	○	○

Q27. How are postsecondary data from the SLDS used?

Please select one option for each data use:

	Not Planned	Planned	In Progress	Operational
27a.i: Reports for governor or state legislature	○	○	○	○
27a.ii: Reports for state boards or agencies	○	○	○	○
27a.iii: Reports on statewide research or policy agenda and strategic plans	○	○	○	○
27a.iv: Reports for state legislative, policy, or regulatory requirements	○	○	○	○
27b.i: Feedback reports about high schools (e.g., postsecondary enrollment, preparedness, persistence)	○	○	○	○
27b.ii: Feedback reports about community college outcomes (e.g., degree attained, transfer, retention rates)	○	○	○	○
27b.iii: Feedback reports about 4-year postsecondary institution outcomes (e.g., degree attained, transfer, retention rates)	○	○	○	○
27b.iv: Feedback reports about employment	○	○	○	○
	Not Planned	**Planned**	**In Progress**	**Operational**
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	○	○	○	○

	Not Planned	Planned	In Progress	Operational
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)	○	○	○	○

Not Planned	Planned	In Progress	Operational

Return to Menu

← →

Q28. Where are Perkins CTE data stored and managed?

	Please select one option for each system type: Not Planned	Planned	In Progress	Operational
28a: Single-sector SLDS	○	○	○	○
28b: P-20W+ SLDS	○	○	○	○
28c: A separate, central Perkins CTE data system	○	○	○	○
28d: Multiple separate Perkins CTE data systems or source files	○	○	○	○

Not Planned	Planned	In Progress	Operational

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

Not Planned	Planned	In Progress	Operational
○	○	○	○

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

	Please select one option for each linking method: Not Planned	Planned	In Progress	Operational
30a: Assigned unique identifier	○	○	○	○
30b: Element match process	○	○	○	○
30c: Social Security number	○	○	○	○
30d: Another external organization	○	○	○	○

30e: Other method (please explain below)

Not Planned	Planned	In Progress	Operational
○	○	○	○

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

Please select one option for each data type:

	Not Planned	Planned	In Progress	Operational
31a: Program area or program of study	○	○	○	○
31b: Participation	○	○	○	○
31c: Placement after leaving program	○	○	○	○
31d: Certificates	○	○	○	○

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?

Not Planned	Planned	In Progress	Operational
○	○	○	○

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

Not Planned	Planned	In Progress	Operational
○	○	○	○

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

Please select one option for each data element:

	Not Planned	Planned	In Progress	Operational
33a.i: Reports for governor or state legislature	○	○	○	○
33a.ii: Reports for state boards or agencies	○	○	○	○
33a.iii: Reports for statewide research or policy agenda and strategic plans	○	○	○	○
33a.iv: Reports for state legislative, policy, or regulatory requirements	○	○	○	○
33b.i: Feedback reports about high schools	○	○	○	○
33b.ii: Feedback reports about postsecondary institutions	○	○	○	○
33b.iii: Feedback reports about training programs	○	○	○	○
33b.iv: Feedback reports about workforce readiness by career cluster or industry	○	○	○	○

Not Planned | Planned | In Progress | Operational

33b.v: Feedback reports about area CTE Centers	○	○	○	○
33c.i: Federal *EDFacts* reports	○	○	○	○
33c.ii: Federal Perkins CTE (non- *EDFacts*) reports	○	○	○	○
33c.iii: Other federal reports	○	○	○	○
33d: Instructional support (e.g., dashboards for teachers)	○	○	○	○
33e: Curriculum decisions	○	○	○	○
33f: Data skills and use training	○	○	○	○
33g: Budget allocations (e.g., implementing a state funding formula)	○	○	○	○

	Not Planned	Planned	In Progress	Operational
33h: Funding decisions	○	○	○	○
33i: Program or intervention needs or placements	○	○	○	○
33j: Talent management (e.g., evaluating educator or administrator performance, supporting continuous improvement)	○	○	○	○
33k: Human resources (e.g., compliance-related hiring, placement)	○	○	○	○
33l: Cross-sector collaboration	○	○	○	○
33m: Resources for public, parents, and community members (e.g., dashboards, scorecards)	○	○	○	○
33n: Other (please explain below)				
	○	○	○	○

	Not Planned	Planned	In Progress	Operational

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

Please select one option for each data element:

	Not Planned	Planned	In Progress	Operational
34a: Adult Basic Education (ABE)	○	○	○	○
34b: Adult Secondary Education (ASE)	○	○	○	○
34c: English for Speakers of Other Languages (ESOL)	○	○	○	○
34d: Workforce training programs	○	○	○	○
34e: Certification programs	○	○	○	○

	Not Planned	Planned	In Progress	Operational

Return to Menu

← →

Q35. Where are workforce data stored and managed?

	Please select one option for each data system type:			
	Not Planned	Planned	In Progress	Operational
35a: Single-sector SLDS	○	○	○	○
35b: P-20W+ SLDS	○	○	○	○
35c: A separate, central workforce data system	○	○	○	○
35d: Multiple separate workforce data systems or source files	○	○	○	○
	Not Planned	Planned	In Progress	Operational

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

Not Planned	Planned	In Progress	Operational
○	○	○	○

Q37. How are workforce and K-12 student data linked?

	Please select one option for each linking method:			
	Not Planned	Planned	In Progress	Operational
37a.i: Assigned unique identifier	○	○	○	○
37a.ii: Element match process	○	○	○	○
37a.iii: Social Security number	○	○	○	○
37a.iv: Another external organization (e.g., DMV)	○	○	○	○

37a.v: Other method (please explain below)

○	○	○	○
Not Planned	Planned	In Progress	Operational

Q38. What types of workforce data are linked to K-12 student data?

	Please select one option for each data type:			
	Not Planned	Planned	In Progress	Operational
38a: Occupation code	○	○	○	○
38b: Current earnings	○	○	○	○
38c: Historical earnings	○	○	○	○
38d: Employer ID	○	○	○	○
38e: Employer county	○	○	○	○
	Not Planned	Planned	In Progress	Operational
38f: Unemployment insurance	○	○	○	○
38g: Unemployment compensation	○	○	○	○
38h: Workforce Investment Act Standardized Record Data	○	○	○	○
38i: Wagner-Peyser	○	○	○	○
38j: Trade Adjustment Assistance	○	○	○	○
	Not Planned	Planned	In Progress	Operational

Q39. Does the SLDS mostly link workforce data with postsecondary through an automated system?

Not Planned	Planned	In Progress	Operational
○	○	○	○

Q40. How are workforce data linked with postsecondary data?

	Please select one option for each linking method:			
	Not Planned	**Planned**	**In Progress**	**Operational**
40a: Assigned unique identifier	○	○	○	○
40b: Element match process	○	○	○	○
40c: Social Security number	○	○	○	○
40d: Another external organization	○	○	○	○
40e: Other method (please explain below)				
	○	○	○	○

	Not Planned	**Planned**	**In Progress**	**Operational**

Q41. What types of workforce data are directly linked with postsecondary data?

	Please select one option for each data type:			
	Not Planned	**Planned**	**In Progress**	**Operational**
41a: Occupation code	○	○	○	○
41b: Current earnings	○	○	○	○
41c: Historical earnings	○	○	○	○
41d: Employer ID	○	○	○	○
41e: Employer county	○	○	○	○

	Not Planned	**Planned**	**In Progress**	**Operational**
41f: Unemployment insurance	○	○	○	○
41g: Unemployment compensation	○	○	○	○
41h: Workforce Investment Act Standardized Record Data	○	○	○	○
41i: Wagner-Peyser	○	○	○	○
41j: Trade Adjustment Assistance	○	○	○	○

	Not Planned	**Planned**	**In Progress**	**Operational**

Q42. Does the SLDS mostly link workforce data with adult education data through an automated system?

Not Planned	Planned	In Progress	Operational
○	○	○	○

Q43. How are workforce data linked with adult education data?

	Please select one option for each linking method:			
	Not Planned	**Planned**	**In Progress**	**Operational**
43a: Assigned unique identifier	○	○	○	○
43b: Element match process	○	○	○	○
43c: Social Security number	○	○	○	○
43d: Another external organization	○	○	○	○

43e: Other method (please explain below)

	Not Planned	Planned	In Progress	Operational
43e: Other method (please explain below)	○	○	○	○

Q44. Does the SLDS mostly link workforce data with career and technical education (Perkins CTE) data through an automated system?

Not Planned	Planned	In Progress	Operational
○	○	○	○

Q45. How are workforce data linked with Perkins CTE data?

	Please select one option for each linking method:			
	Not Planned	Planned	In Progress	Operational
45a: Assigned unique identifier	○	○	○	○
45b: Element match process	○	○	○	○
45c: Social Security number	○	○	○	○
45d: Another external organization	○	○	○	○
45e: Other method (please explain below)	○	○	○	○

Q46. Is there a comprehensive data dictionary for workforce data elements that contains metadata such as a definition, option sets, type, and field length?

Not Planned	Planned	In Progress	Operational
○	○	○	○

Q46b. Are workforce data elements aligned to the Common Education Data Standards (CEDS)?

Not Planned	Planned	In Progress	Operational
○	○	○	○

Q47. How are workforce data from the SLDS used?

Please select one option for each data use:

	Not Planned	Planned	In Progress	Operational
47a.i: Reports for governor or state legislature	○	○	○	○
47a.ii: Reports for state boards or agencies	○	○	○	○
47a.iii: Reports on statewide research or policy agenda and strategic plans	○	○	○	○
47a.iv: Reports for state legislative, policy, or regulatory requirements	○	○	○	○
47b.i: Feedback reports about district employment outcomes	○	○	○	○
47b.ii: Feedback reports about regional employment outcomes	○	○	○	○
47b.iii: Feedback reports about adult education program employment outcomes	○	○	○	○
47b.iv: Feedback reports about community college transfers and employment outcomes	○	○	○	○
47b.v: Feedback reports about 4-year postsecondary institution transfers and employment outcomes	○	○	○	○

	Not Planned	Planned	In Progress	Operational
47b.vi: Feedback reports about Perkins CTE program employment outcomes	○	○	○	○
47b.vii: Workforce/industry supply and demand	○	○	○	○
47c: Federal reports (e.g., WIOA)	○	○	○	○
47d: Curriculum decisions	○	○	○	○
47e: Data skills and use training	○	○	○	○
47f: Funding decisions	○	○	○	○
47g: Cross-sector collaboration	○	○	○	○
47h: Resources for public, parents, and community members (e.g., dashboards, scorecards)	○	○	○	○
47i: Other (please explain below)				
	○	○	○	○

Not Planned	Planned	In Progress	Operational

Return to Menu

← →

Q48. In what ways do student-level data move between data systems through replicable, automated processes?

Please select one option for each data path:

	Not Planned	Planned	In Progress	Operational
48a: Across local education agencies (LEAs) in the state	○	○	○	○
48b: From LEAs to the state education agency (SEA)	○	○	○	○
48c: From K-12 to in-state postsecondary institutions through e-transcripts (including electronic PDFs)	○	○	○	○
48d: To other SEAs	○	○	○	○
	Not Planned	Planned	In Progress	Operational
48e: To out-of-state postsecondary institutions through e-transcripts	○	○	○	○
48f: Interstate (e.g., through SEED, SWIS , or data-sharing agreements between states)	○	○	○	○
48g: Other (please explain below)				
	○	○	○	○
	Not Planned	Planned	In Progress	Operational

Q49. 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
49a: Early childhood data	○	○	○	○
49b: K-12 data	○	○	○	○
49c: Postsecondary data	○	○	○	○
49d: Workforce data	○	○	○	○
	Not Planned	Planned	In Progress	Operational

Q50. 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
50a: Early childhood data	○	○	○	○
50b: K-12 data	○	○	○	○
50c: Postsecondary data	○	○	○	○
50d: Workforce data	○	○	○	○
	Not Planned	Planned	In Progress	Operational

Q51. Which model best describes the P-20W+ SLDS that collects data across agencies?

- Centralized
- Federated
- Hybrid
- Not applicable

Q52. What percentage of individuals identified as postsecondary students in the SLDS are matched to former in-state K-12 students?

- Less than 50%
- 50%-75%
- 76%-90%
- Greater than 90%
- Not applicable

Q53. What percentage of individuals identified as employed in the state the SLDS are matched to former in-state K-12 students?

- Less than 50%
- 50%-75%
- 76%-90%
- Greater than 90%
- Not applicable

Q54. 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

Return to Menu

← →

Q55. Does the SLDS produce federal and state reports in addition to those listed in previous parts of this survey?

	Please select one option for each type of report:			
	Not Planned	Planned	In Progress	Operational
55a: Statewide assessment nonparticipation reports by type or category (e.g., opt out, absent, medical emergency)	○	○	○	○
55b: Data quality reports (e.g., timeliness of submissions or certifications, error correction rate prior to certification)	○	○	○	○
55c: SLDS Usage statistics by user role (e.g., teachers, administrators, SEA users, public)	○	○	○	○
55d: Other (please explain below)	○	○	○	○

Q56. 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.)

	Please select one option for each method:			
	Not Planned	Planned	In Progress	Operational
56a: Large-scale surveys	○	○	○	○
56b: Post-training evaluations	○	○	○	○
56c: Focus groups	○	○	○	○
56d: Interviews	○	○	○	○
56e: Observations	○	○	○	○
56f: Ad hoc feedback	○	○	○	○
56g: Online analytics	○	○	○	○
56h: Other (please explain below)	○	○	○	○

Q57. If the Common Education Data Standards (CEDS) are used, how are they used?

	Please select one option for each data use:			
	Not Planned	Planned	In Progress	Operational
57a: Data governance	○	○	○	○
57b: Generate	○	○	○	○
57c: Data integration	○	○	○	○
57d: Integrated Data Store	○	○	○	○

57e. Other (please explain below)

Not Planned	Planned	In Progress	Operational
○	○	○	○

Q58. Can the SLDS address all of the state or territory's current policy, research or program evaluation questions?

- Yes ○
- No ○

Q59. Does the state or territory have a research agenda?

- Yes ○
- No ○

Return to Menu

← →

Q60. Please enter any additional comments.

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You have reached the end of the 2023 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. ○

Return to Menu

← SUBMIT