SLDS Capacity Survey: Prerelease Findings

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Sarah Meholick  
SLDS Capacity Survey Lead  
AEM Corporation

Anna Mark  
SLDS Survey Support  
AEM Corporation

Kristen King  
SLDS Grant Program Project Officer  
National Center for Education Statistics
Agenda

• SLDS Program Overview
• SLDS Survey Background and Methods
• Prerelease Findings
• What’s Next
Statewide Longitudinal Data Systems Grant Program Overview
Program Goals

• Enable grantees to design, develop, and implement SLDSs to **efficiently and accurately manage, analyze, disaggregate, report, and use individual student P-20W+** (early childhood through workforce) **data**.
Program Details

- The SLDS Grant Program was authorized in 2002 by the Education Sciences Reform Act and the Educational Technical Assistance Act.
- The grants are cooperative agreements, which have more active federal government involvement than typical grants.
- Grants are administered by the Institute of Education Sciences (IES) of the U.S. Department of Education.

Eligible applicants:
- State education agencies of
  - 50 states
  - District of Columbia
  - Puerto Rico
  - U.S. Virgin Islands
  - American Samoa
  - Guam
  - Northern Mariana Islands
Grant Awards

To date, 49 states plus American Samoa, the Commonwealth of the Northern Mariana Islands, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands have received grants totaling $826 million in 7 rounds of grants.

1. **FY06** (November 2005): 14 grantees awarded more than $52 million
2. **FY07** (June 2007): 13 grantees awarded more than $62 million
3. **FY09** (April 2009): 27 grantees awarded more than $150 million
4. **FY09 ARRA** (May 2010): 20 grantees awarded $250 million under the American Reinvestment and Recovery Act
5. **FY12** (May 2012): 24 grantees awarded nearly $99 million
6. **FY15** (September 2015): 16 grantees awarded nearly $108 million
7. **FY19** (March 2020): 28 grantees awarded nearly $105 million
Program Evolution

2006 & 2007

K-12

Number of Grants: 14, 13
Avg. Award: $3.7M & 4.8M

2009

K-12 + ONE of the following:
• PreK
• Postsec.
• Workforce
OR
• Student-teacher link

2009 ARRA

K-12 + ALL of the following:
• PreK
• Postsec.
• Workforce
AND
• Student-teacher link

2012

ONE of the following:
• PreK
• Postsec.
• Workforce
OR
• Postsec/Workforce

2015

ONE or TWO of the following:
• Financial equity and return on investment
• Educator talent management
• Early learning
• College and career
• Evaluation and research
• Instructional support

2019

ONE of the following:
• Infrastructure
• Education choice
• Equity
OPTIONAL
• School-level poverty measure

2009 ARRA

Number of Grants: 27
Avg. Award: $5.6M

2012

Number of Grants: 20
Avg. Award: $12.5M

2015

Number of Grants: 24
Avg. Award: $4.1M

2019

Number of Grants: 16
Avg. Award: $6.5M

2009 ARRA

Number of Grants: 27
Avg. Award: $5.6M

2012

Number of Grants: 20
Avg. Award: $12.5M

2015

Number of Grants: 24
Avg. Award: $4.1M

2019

Number of Grants: 28
Avg. Award: $3.3M
Collaboration

The SLDS Grant Program collaborates with related technical assistance (TA) providers and organizations to support state work on longitudinal data systems.

These activities are content relevant and SLDS related, and have included

- joint TA visits
- joint meetings and events
- communities of practice
- joint presentations and webinars
- review of documents
SLDS State Data Capacity Survey: Background and Methods
Survey Background

Who: Respondents are state education agency (SEA) SLDS contacts and others

What: Asked about collective capacity of all applicable SLDSs

When: First formal survey administered in summer 2017
  – Annual

Why: Formalized expansion of the SLDS Grant Program’s Interim Performance Report

How: Measured capacity on a spectrum to reflect state efforts
  – Operational
  – In Progress
  – Planned
  – Not Planned
Goals of the Survey

• Provide insight on the current capacity of states to link data
  – Early childhood
  – K-12 student
  – K-12 teacher
  – Career and technical education (CTE)
  – Postsecondary
  – Adult education
  – Workforce

• Inform SLDS Grant Program and U.S. Department of Education
• Connect states
• Assist researchers
Measuring capacity: Feature status

Not Planned
✓ Not included
✓ No plans to include
✓ Not applicable

Planned
✓ Intended to be included in the SLDS
✓ Documented plan
✓ Funding source
✓ Not yet implemented

In Progress
✓ Currently being built or implemented
✓ Not yet fully operational

Operational
✓ Fully functional
✓ Available for intended users
Response Rate and Data Quality

- Consistent response rate of 90%+

- Data validation occurred after data submission

- Additional clarification provided via webinar and follow-ups
  - State Support Team reviews
  - SEA review window
    - Revisions/updates submitted
SLDS Survey Findings
Key Questions

1. What types of K-12 data are included in the statewide longitudinal data systems (SLDSs)?

2. What is the capacity for linking K-12 student data in the SLDS to other data? How are the data linked?

3. Are data dictionaries published to the state website? Are data aligned to the Common Education Data Standards (CEDS)?

4. How do states and territories use data for reporting and decisionmaking?
Most states and territories include:

- Grade level
- Demographics
- School enrollment and completion
- Special education status

Data types most commonly included in SLDSs are those required for federal reporting.
Linking K-12 student data to other sector data

Most states and territories collect data across multiple agencies in a P-20W+ environment.

In 2018, about half of respondents with P-20W+ data collections used a centralized system. In 2020, respondents were more evenly split between centralized, federated, and hybrid models.
Respondents were most likely to link K-12 data to postsecondary data.

Capacity to link data has increased among respondents over time.
Methods of linking differ by sector.

An assigned unique identifier is the most commonly reported method used to link early childhood data to K-12 student data.
Methods of linking differ by sector.

Course assignment is the most commonly reported method used to link K-12 teacher data to K-12 student data.
Methods of linking differ by sector.

An assigned unique identifier is the most commonly reported method used to link Perkins CTE data to K-12 student data.
Methods of linking differ by sector.

An element match process is the most commonly reported method used to link Postsecondary data to K-12 student data.
Methods of linking differ by sector.

An element match process is the most commonly reported method used to link workforce data to K-12 student data.
K-12 student data elements are the most likely to have a publicly published data dictionary.

The overall capacity of states and territories to publicly publish comprehensive data dictionaries has increased since 2018.
K-12 student data elements are the most likely to be aligned to CEDS.

The proportion of states and territories that are plan to, are in the process of, or that operationally align K-12 student data elements to CEDS has increased sharply since 2018.
How do states and territories use data for reporting and decision-making?

The most common use of data for most sectors is for resources for the public such as scorecards or dashboards for the public, parents, and community members.

States and territories also commonly report using, or planning to use, data for funding decisions and additional federal and state reports.

What’s Next?
What to Expect

• The 2018 *Stats in Brief* has been published and can be found here: https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020157

• The 2019-2020 *Stats in Brief* and data files for the 2019 and 2020 SLDS Capacity Surveys are expected to be published later this year.

• Data collection for the 2021 SLDS Capacity Survey was completed in November 2021 and finalization of the data file will be completed this spring.
Contacts & Additional Resources

Contact Information:

- Kristen King, kristen.king@ed.gov
- Sarah Meholick, sarah.meholick@aemcorp.com
- Leanne Taylor, Leanne.taylor@aemcorp.com
- Carla Howe, carla.howe@sst-slds.org

For more info:

- Common Education Data Standards, https://ceds.ed.gov/
Questions?

Visit the SLDS website at https://nces.ed.gov/programs/slds/