Statewide Longitudinal Data Systems

Announcement of FY12 Competition

On September 15, the Institute of Education Sciences (IES) announced a call for applications for the Fiscal Year (FY) 2012 competition for the Statewide Longitudinal Data Systems (SLDS) grant program. The long-term goal of the program is that all "states will create comprehensive P-20W (early learning to workforce) systems to permit the generation and use of accurate and timely data, support analysis and informed decision-making at all levels of the education system, increase the efficiency with which data may be analyzed to support the continuous improvement of education services and deliverables, facilitate research to improve student academic achievement and close achievement gaps, support education accountability systems, and simplify the processes used by State educational agencies to make education data transparent through federal and public reporting."

Funding: Congress has not yet completed the FY12 appropriations process. IES is moving forward with a competition announcement in anticipation of funding and estimates grants will range from $1 million to $5 million for a 3-year grant period. Amounts will depend on the final appropriation and state applications.

Eligibility: Only state educational agencies (SEAs) that did not receive FY ARRA 2009 grant may apply. SEAs may propose activities to work collaboratively with other states.

Timing: Applications are due 12/15/2011. The earliest anticipated start date for the grants is 5/1/2012.

Grant focus: As a condition of receiving State Fiscal Stabilization funds, all states committed to developing and implementing statewide data systems that contain the elements specified in the America COMPETES Act (summarized in box on next page). While these elements remain the basic requirements for the SLDS program, the FY12 competition seeks to maximize progress in state efforts by requiring states to also focus their grants applications on one of the following three priorities:

- **Priority 1 - K-12:** To design, develop, and implement a statewide longitudinal data system for kindergarten through grade 12 data system. *(maximum grant award $5 million)*
- **Priority 2 - Early childhood data:** Grants under this priority may be used to develop and link early childhood data with the State's K-12 data system. This coordinated early learning data system must include the child, program, and workforce data elements described as Essential Data Elements (described in box on page 2) in the Race to the Top – Early Learning Challenge (RTT-ELC) program. *(maximum grant award $4 million)*
- **Priority 3 - Postsecondary and/or workforce data**: Grants under this priority may be used to develop and link postsecondary and/or workforce data to the State's K-12 data system. At a minimum, this must include the postsecondary data required by the America COMPETES Act elements and "states are encouraged to develop their own postsecondary data and not simply purchase this data from an organization external to the agencies partnering under this application." *(maximum grant award $4 million)*

Within each priority area, states must use grant funds to address minimum capacity requirements in three categories: governance and policy requirements; technical requirements; and data use requirements. These requirements are described in the application and summarized on pages 3-5 of this document.

Review and selection process:

- **Peer review panel:** Applications will be evaluated and rated by a peer review panel of technical experts who have substantive and methodological expertise appropriate to the design, development, implementation, and utilization of statewide longitudinal data systems.
- **Review criteria:** Review panel will use criteria including substantial need for the project; clear, appropriate, and measurable deliverables; high-quality, logical, and feasible activities and timeline; effective management and governance plan; and personnel and financial resources.
- **Award decisions:** Considerations will include the overall merit of the proposal, as determined by the peer review, as well as application responsiveness, prior funding under this program, and stage of development of state's system; performance and use of funds under previous federal awards; and available funding.

AMERICA COMPETES ELEMENTS - A P-16 STATEWIDE DATA SYSTEM

These elements remain the basic requirements for statewide longitudinal data systems.

With respect to preschool through grade 12 education and postsecondary education:
1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law);
2. Student-level enrollment, demographic, and program participation information;
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs;
4. The capacity to communicate with higher education data systems; and
5. A State data audit system assessing data quality, validity, and reliability.

With respect to preschool through grade 12 education:
6. Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965;
7. Information on students not tested, by grade and subject;
8. A teacher identifier system with the ability to match teachers to students;
9. Student-level transcript information, including information on courses completed and grades earned; and
10. Student-level college readiness test scores.

With respect to postsecondary education:
11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and
12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

For more information see: See *Alignment Between the DQC's 10 Essential Elements and the America COMPETES Act's 12 Elements*.

COORDINATED EARLY LEARNING DATA SYSTEMS - ESSENTIAL ELEMENTS

These elements were articulated as the Essential Elements for a Coordinated Early Learning Data System as part of the Race to the Top - Early Learning Challenge program and are a requirement for states choosing to focus their SLDS grants on Priority 2.

1. A unique statewide child identifier or another highly accurate, proven method to link data on that child to and from the statewide longitudinal data system, including kindergarten entry assessment data;
2. A unique statewide early childhood educator identifier;
3. A unique program site identifier;
4. Child and family demographic information;
5. Early childhood educator demographic information, including data on educational attainment and State credential or licenses held, as well as professional development information;
6. If feasible, program-level data such as structure, quality, discipline, staff retention, staff compensation, and work environment; and
7. Child-level program participation and attendance data.

There is significant alignment between these elements and the Early Childhood Data Collaborative's (ECDC) 10 Fundamentals of a coordinated state early care and education data system. For more information, see the ECDC's webpage www.ecedata.org.

Governance & Policy Requirements

	Priority 1. K-12 Data System	Priority 2: Early childhood data	Priority 3: Postsecondary education and/or workforce
Need & Uses	✓ provide information that helps to improve student achievement and reduce achievement gaps ✓ address several of the State's other key educational policy questions ✓ provide data and data-use tools that can be used in education decision-making at multiple levels, from policy to classroom instruction	✓ provide information that helps to improve school readiness ✓ address State's other key educational policy questions ✓ provide data and data-use tools that can be used in education decision-making at multiple levels, from policy to instruction and services	✓ address State's key postsecondary education and workforce development policy questions ✓ provide data and data-use tools that can be used in education decision-making at multiple levels, including the state, system, institutional, and student/consumer level
Governance	✓ governance structure involving both State and local stakeholders in the system's design and implementation ✓ a common understanding of data ownership, data management, and data confidentiality and access, as well as the means to resolve differences among partners	✓ governance structure that involves both State and local stakeholders in the system's design and implementation ✓ state and local stakeholders should represent various early childhood programs that serve infants, toddlers, and children through age 5 or kindergarten entry ✓ a common understanding of data ownership, data management, and data confidentiality and access, as well the means to resolve differences among partners	✓ a clearly-articulated governance structure consisting of representatives from key postsecondary and/or workforce organizations ✓ clearly defined roles and responsibilities to manage the collection, maintenance, and sharing of postsecondary and/or workforce data with the K-12 State educational agency, and the use of those data ✓ a common understanding of data ownership, data management, and data confidentiality and access, as well as the means to resolve differences among partners
Institutional Support	✓ institutional support from SEA leadership and relevant stakeholders within and outside the SEA, including authorization to develop and implement the SLDS, as well as the commitment of necessary staff and other resources ✓ a shared vision for deliverables and objectives	✓ institutional support from leadership within and among the State-level agencies that have the responsibility for early childhood programs and from relevant stakeholders within and outside the State-level agencies that have the responsibility for early childhood programs ✓ authorization to develop and implement the SLDS, as well as the commitment of necessary staff and other resources ✓ a shared vision for deliverables and objectives	✓ institutional support from relevant stakeholders within and outside the State postsecondary education governing organization or agency and State workforce agencies ✓ authorization to develop and implement connections across the K-12 SLDS and postsecondary and workforce systems ✓ commitment of necessary staff and other resources, including institutional support from the agency providing a State WDQI grant, if applicable
Sustainability	✓ ongoing SEA commitment of staff and other resources for system maintenance, quality control, and user training	✓ ongoing commitment of staff and other resources for system maintenance, quality control, and user training ✓ ongoing support from the State-level agencies that have the responsibility for early childhood programs	✓ ongoing commitment of staff and other resources for system maintenance, quality control, and user training ✓ ongoing support from the institutions and agencies that are a part of it

Technical Requirements

	Priority 1. K-12 Data System	Priority 2: Early childhood data	Priority 3: Postsecondary education and/or workforce
Federal Reporting	✓ ability to meet Federal reporting requirements, including EdFacts ✓ provide efficiencies that reduce the federal reporting burden for schools and LEAs	✓ ability to meet federal reporting requirements, including those of ED and HHS ✓ provide efficiencies that reduce federal reporting burden for local programs and service providers	
Privacy Protection and Data Accessibility	✓ ensure the confidentiality of student data, consistent with FERPA and relevant state laws and regulations ✓ public documentation that clearly articulates what data will be accessible, to which users, and for what purposes	✓ ensure the confidentiality of child data, consistent with FERPA requirements, HIPAA requirements, and relevant laws or regulations ✓ public documentation that clearly articulates what data will be accessible, to which users, and for what purposes	✓ ensure the confidentiality of student data, consistent with FERPA and relevant state laws and regulations ✓ public documentation that clearly articulates what data will be accessible, to which users, and for what purposes
Data Quality	✓ ensure the integrity, security, and quality of data ✓ ongoing plan for training those entering or using the data ✓ procedures for monitoring the accuracy of information	✓ ensure the integrity, security, and quality of data ✓ ongoing plan for training those entering or using the data ✓ procedures for monitoring the accuracy of information	✓ ensure the integrity, security, and quality of data ✓ an ongoing plan for training those entering or using the data ✓ procedures for monitoring the accuracy of information
Interoperability	✓ use a common set of data elements with common data standards (such as CEDS) ✓ capacity to exchange data between the SEA and its LEAs, as well as among LEAs, or with other appropriate state agencies or educational entities	✓ use a common set of data elements with common data standards (such as CEDS) as available and applicable ✓ capacity to exchange data between the State-level agencies that have the responsibility for early childhood programs and their local programs; among local programs; or with other appropriate state agencies or educational entities ✓ link to the State's K-12 SLDS, with a mechanism established for ongoing data exchange	✓ use a common set of data elements with common data standards (such as CEDS, IPEDS data definitions, Classification of Instructional Programs (CIP), and Standard Occupational Classification (SOC) codes, where available and applicable) ✓ link to the State's K-12 SLDS, with a mechanism established for ongoing data exchange
Enterprise-wide Architecture	✓ enterprise-wide data architecture that links records across information systems and data elements across time and allows for longitudinal analysis of dropout and graduation rates and student achievement growth ✓ a system for assigning unique student identifiers, a data dictionary, a data model, and business rules ✓ publicly available data dictionaries	✓ enterprise-wide data architecture that links records across information systems and data elements across time and allows for longitudinal analysis of school readiness, social emotional outcomes, and child growth ✓ a system for assigning unique student identifiers, a data dictionary, a data model, and business rules ✓ publicly available data dictionaries	✓ enterprise-wide data architecture that links records across information systems and data elements across time and allows for longitudinal analysis ✓ a system for assigning unique student identifiers, a data dictionary, a data model, and business rules ✓ publicly available data dictionaries

Data Use Requirements

	Priority 1. K-12 Data System	Priority 2: Early childhood data	Priority 3: Postsecondary education and/or workforce
Secure Access to Useful Data for Key Stakeholder Groups	✓ appropriate and secure access to data for key stakeholder groups including policymakers, SEA program staff, external researchers, district administrators, and school-level educators	✓ appropriate and secure access to data for key stakeholder groups including policymakers, program staff from the State-level agencies that have the responsibility for early childhood programs, external researchers, local program administrators, and service providers	✓ appropriate and secure access to data for key stakeholder groups including policymakers, program staff from the State-level agencies that have the responsibility for postsecondary and/or workforce programs, institution-level staff, and external researchers. Access must be balanced with the need to protect privacy and confidentiality consistent with applicable privacy protection laws
Data Use Deliverables	✓ deliverables to meet end-user needs (to inform decision-making and evaluate policies and programs) such as reporting and analysis tools ✓ deliverables informed by early and sustained engagement of representatives from user groups	✓ deliverables to meet end-user needs (to inform decision-making and evaluate policies and programs) such as reporting and analysis tools ✓ deliverables informed by early and sustained engagement of representatives from user groups	✓ deliverables to meet end-user needs (to inform decision-making and evaluate policies and programs) such as reporting and analysis tools. (Examples include K-12 feedback information, consumer information, and postsecondary feedback information) ✓ deliverables informed by early and sustained engagement of representatives from user groups
Training on Use of Data Tools & Products	✓ a professional development program to prepare end-users to effectively use the data products	✓ a professional development program to prepare end-users to effectively use the data products	✓ a professional development program to prepare end-users to effectively use the data use products
Professional Development on Data Use	✓ a professional development program to help end-users effectively interpret and apply the data to inform decision-making and improve practices	✓ a professional development program to help end-users effectively interpret and apply the data to inform decision-making and improve practices	✓ a professional development program to help end-users effectively interpret and apply the data to inform decision-making and improve practices
Evaluation of Products, Training, & Professional Development	✓ a process for evaluating the effectiveness of the data use deliverables, and training and professional development programs	✓ a process for evaluating the effectiveness of the data use deliverables, and training and professional development programs	✓ a process for evaluating the effectiveness of the data use deliverables, and training and professional development programs
Partnerships with Research Community	✓ a policy for processing research requests and communicating the scope of data available for analysis ✓ established partnerships with internal and/or external research groups ✓ active dissemination of research and analysis findings to the public while ensuring confidentiality of individual student data	✓ a policy for processing research requests and communicating the scope of data available for analysis ✓ established partnerships with internal and/or external research groups ✓ active dissemination of research and analysis findings to the public while ensuring confidentiality of individual student data	✓ a policy for processing research requests and communicating the scope of data available for analysis ✓ established partnerships with internal and/or external research groups ✓ active dissemination of research and analysis findings to the public while ensuring confidentiality of individual student data