

APPENDIX

CLEAR OUTCOMES

Methodology

Strada has undertaken a comprehensive process to identify 10 critical elements of state postsecondary education-to-employment (E2E) data systems, define four possible ratings for these elements, then research state progress and assign an overall rating.

In late 2024, Strada reconvened an advisory board that included state postsecondary education data system leaders. This advisory board refined descriptions of the elements and their criteria used in the 2024 State Opportunity Index (SOI). The changes are fairly minimal and largely clarify the elements because the advisory board understood the value of holding the measurement framework constant in order to effectively assess progress from the prior year. For instance, the criteria for Element 1, Nondegree and Noncredit Data, now specifies the types of nondegree and noncredit postsecondary education and training program data which must be collected to reach Leading status.

For some elements, these revisions added or removed criteria. Element 5, Partnerships for Outcomes Data Outside the State, no longer includes the Western Interstate Commission for Higher Education's [Multistate Longitudinal Data Exchange](#) because it is no longer an active data sharing initiative. To reach Leading status under Element 10, Unit for Generating Education-to-Employment Insights, states must now maintain ready access to integrated education-to-employment data for analysis and report on postsecondary employment outcomes as well as supply/demand labor market attributes. The elements and their criteria are published [here](#).

Strada primarily assessed states' progress against the 10 elements through two methods: (1) state agency or state longitudinal data system staff responses to a Strada information request; and (2) Strada's desk research of publicly available information. In some instances, Strada consulted with national experts as a supplement to these other methods. Strada relied on the U.S. Chamber of Commerce Foundation's thorough review of each state's unemployment insurance statutes, regulations, and employer guidance for Element 2, Enhanced Wage Records.

Strada emailed contacts who responded to the 2023–24 SOI survey and additional contacts identified by the PSEO Coalition and the State Higher Education Executive Officers Association. The state contacts are listed in [this table](#). Strada provided these contacts with a draft description of how their state addresses, or does not address, all 10 elements. Each state was given at least eight weeks to provide edits, supplemental information, or clarifications. In total, 49 of 51 states reviewed the description and provided feedback.

Strada then incorporated these suggestions into the final version, although recommendations that were not responsive to the elements' definitions were not incorporated. Using these responses, Strada's independent research, and the Chamber's analysis (with respect to Element 2), Strada then determined which of the four ratings applied.

As the full report demonstrates, states' overall progress relative to 2024 is impressive, although there has been regression on a few elements. The new data source for Element 2 and the revised criteria for Element 5 account for half of such changes.

Finally, Strada assigned an overall index score for each state by summing the elements (4 for leading, 3 for advanced, 2 for developing, and 1 for foundational), and dividing by 10 (for the 10 total elements). States were then assigned to one of four groups:

- *Leading*: Overall index score greater than 3.
- *Advanced*: Overall index score less than or equal to 3, but greater than 2.5.
- *Developing*: Overall index score less than or equal to 2.5, but greater than 1.9.
- *Foundational*: Overall index score less than or equal to 1.9.

This appendix includes a table for each of the 10 elements summarizing all state ratings for each element. Strada seeks to improve its research and assessment processes for future versions of the State Opportunity Index. We welcome your questions and feedback on our approach at SOL@stradaeducation.org.

Acronyms Used

CLR: Comprehensive Learner Records

CTDL: The Credential Transparency Description Language, administered by Credential Engine

E2E: Education to employment

LER: Learning and employment records

MSDC: Multi-State Data Collaboratives

PSEO: Postsecondary Employment Outcomes project, administered by the U.S. Census Bureau

PSET: Postsecondary education and training

ROI: Return on investment

SLDS: statewide longitudinal data system

SOC: Standard Occupational Classification

SWIS: State Wage Interchange System

WIOA: Workforce Innovation and Opportunity



Clear Outcomes State Summary Table

State Opportunity Index

● Leading ● Advanced ● Developing ● Foundational

State	Overall	1. Nondegree and Noncredit Data	2. Enhanced Wage Records	3. Integrating Post-High School Completion and Employment Data	4. Integrating High School Completion and Employment Data	5. Partnerships for Outcomes Data Outside the State	6. Open Aggregate Data	7. Interactive Resources	8. Researcher Access	9. Verified Data for Learning Mobility	10. Unit for Generating Education-to-Employment Insights
Alabama	●	●	●	●	●	●	●	●	●	●	●
Alaska	●	●	●	●	●	●	●	●	●	●	●
Arizona	●	●	●	●	●	●	●	●	●	●	●
Arkansas	●	●	●	●	●	●	●	●	●	●	●
California	●	●	●	●	●	●	●	●	●	●	●
Colorado	●	●	●	●	●	●	●	●	●	●	●
Connecticut	●	●	●	●	●	●	●	●	●	●	●
Delaware	●	●	●	●	●	●	●	●	●	●	●
Florida	●	●	●	●	●	●	●	●	●	●	●
Georgia	●	●	●	●	●	●	●	●	●	●	●
Hawaii	●	●	●	●	●	●	●	●	●	●	●
Idaho	●	●	●	●	●	●	●	●	●	●	●
Illinois	●	●	●	●	●	●	●	●	●	●	●
Indiana	●	●	●	●	●	●	●	●	●	●	●
Iowa	●	●	●	●	●	●	●	●	●	●	●
Kansas	●	●	●	●	●	●	●	●	●	●	●
Kentucky	●	●	●	●	●	●	●	●	●	●	●
Louisiana	●	●	●	●	●	●	●	●	●	●	●
Maine	●	●	●	●	●	●	●	●	●	●	●
Maryland	●	●	●	●	●	●	●	●	●	●	●
Massachusetts	●	●	●	●	●	●	●	●	●	●	●
Michigan	●	●	●	●	●	●	●	●	●	●	●

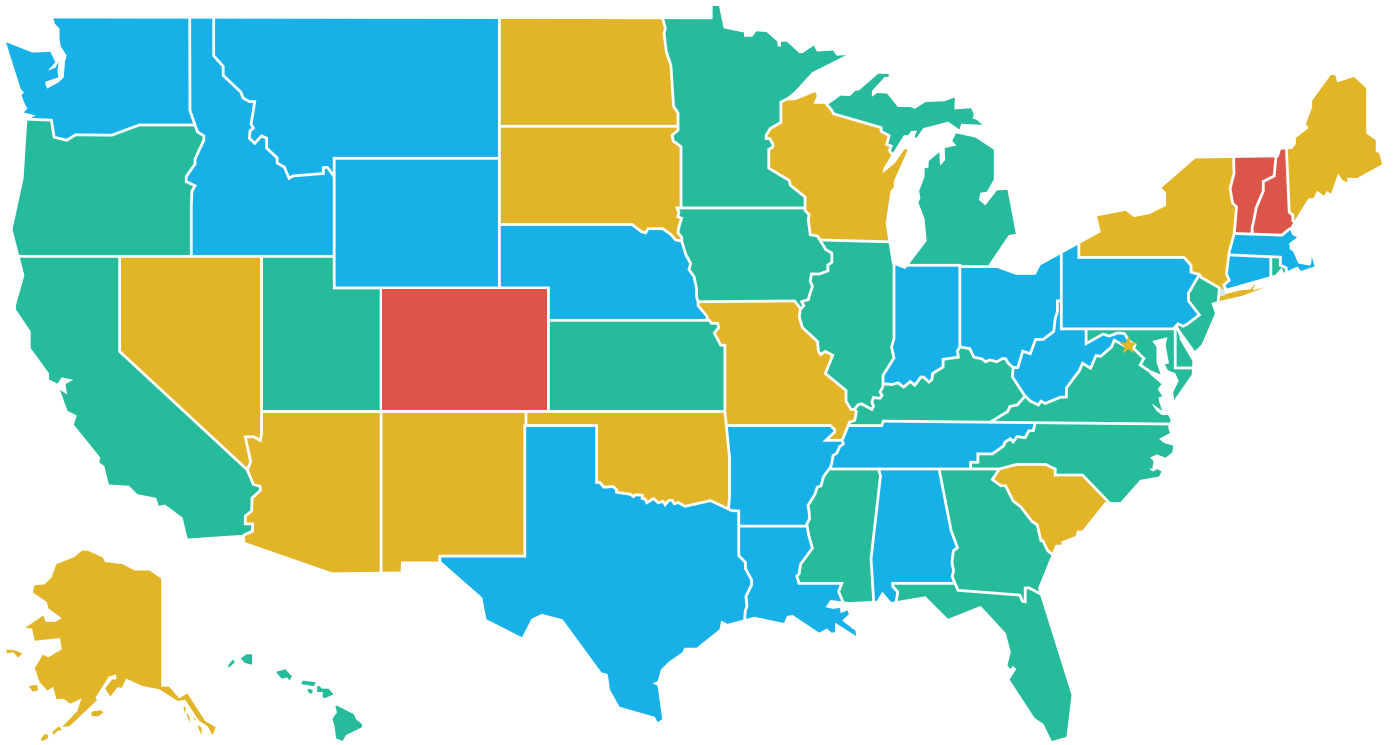
● Leading
 ● Advanced
 ● Developing
 ● Foundational

State	Overall	1.Nondegree and Noncredit Data	2. Enhanced Wage Records	3. Integrating Post-High School Completion and Employment Data	4. Integrating High School Completion and Employment Data	5. Partnerships for Outcomes Data Outside the State	6. Open Aggregate Data	7. Interactive Resources	8. Researcher Access	9. Verified Data for Learning Mobility	10. Unit for Generating Education-to-Employment Insights
Minnesota	●	●	●	●	●	●	●	●	●	●	●
Mississippi	●	●	●	●	●	●	●	●	●	●	●
Missouri	●	●	●	●	●	●	●	●	●	●	●
Montana	●	●	●	●	●	●	●	●	●	●	●
Nebraska	●	●	●	●	●	●	●	●	●	●	●
Nevada	●	●	●	●	●	●	●	●	●	●	●
New Hampshire	●	●	●	●	●	●	●	●	●	●	●
New Jersey	●	●	●	●	●	●	●	●	●	●	●
New Mexico	●	●	●	●	●	●	●	●	●	●	●
New York	●	●	●	●	●	●	●	●	●	●	●
North Carolina	●	●	●	●	●	●	●	●	●	●	●
North Dakota	●	●	●	●	●	●	●	●	●	●	●
Ohio	●	●	●	●	●	●	●	●	●	●	●
Oklahoma	●	●	●	●	●	●	●	●	●	●	●
Oregon	●	●	●	●	●	●	●	●	●	●	●
Pennsylvania	●	●	●	●	●	●	●	●	●	●	●
Rhode Island	●	●	●	●	●	●	●	●	●	●	●
South Carolina	●	●	●	●	●	●	●	●	●	●	●
South Dakota	●	●	●	●	●	●	●	●	●	●	●
Tennessee	●	●	●	●	●	●	●	●	●	●	●
Texas	●	●	●	●	●	●	●	●	●	●	●
Utah	●	●	●	●	●	●	●	●	●	●	●
Vermont	●	●	●	●	●	●	●	●	●	●	●
Virginia	●	●	●	●	●	●	●	●	●	●	●

State	Overall	1.Nondegree and Noncredit Data	2. Enhanced Wage Records	3. Integrating Post-High School Completion and Employment Data	4. Integrating High School Completion and Employment Data	5. Partnerships for Outcomes Data Outside the State	6. Open Aggregate Data	7. Interactive Resources	8. Researcher Access	9. Verified Data for Learning Mobility	10. Unit for Generating Education-to- Employment Insights
Washington											
Washington DC											
West Virginia											
Wisconsin											
Wyoming											

1. Includes learner-level and program characteristic data for nondegree and noncredit postsecondary education and training programs

Including learner-level and program characteristic data for nondegree and noncredit programs is important to provide a holistic view of education-to-opportunity pathways. Noncredit and nondegree programs are rapidly growing and play a significant role in education-to-opportunity pathways.



Element 1 Criteria	Rating	Total States
The state collects enrollment and credential outcome data on at least three types of nondegree and noncredit postsecondary education and training programs, including on college-issued, for-credit nondegree credentials; college-issued, noncredit nondegree credentials and one or more of the following: (i) WIOA Eligible Training Providers; (ii) occupational licensure; and (iii) other third-party credentials, e.g., industry certifications, apprenticeship, bootcamps. The state links employment outcomes information to, at minimum, college-issued, for-credit nondegree credentials and college-issued, noncredit nondegree credentials.	Leading 	19
The state collects data on college-issued, for-credit nondegree credentials and college-issued, noncredit nondegree credentials, and either (i) links at least one of these nondegree credentials data to employment outcomes information, or (ii) collects at least one other type of nondegree and noncredit postsecondary education and training program data. The state does not otherwise meet the criteria for Leading.	Advanced 	16
The state is in the process of implementing nondegree and noncredit postsecondary education and training program data collections that would meet the criteria for at least Advanced.	Developing 	13
The state has only one or no nondegree and noncredit postsecondary education and training program data collections, as identified through its response and Strada's research.	Foundational 	3

State	Rating	Description and Resource Links
Alabama	●	Alabama has robust collection of enrollment and credential outcome data for nondegree and noncredit postsecondary education and training programs. The state's nondegree and noncredit collections include: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials through occupational training; (iii) WIOA Eligible Training Providers; and (iv) other third-party credentials, namely apprenticeships. Alabama currently links college-issued, for-credit nondegree credentials to employment outcomes through the Alabama Commission on Higher Education's annual Employment Outcomes Report and the Student Horizon Database . Alabama's SLDS, Alabama Terminal on Linking and Analyzing Statistics on Career Pathways or ATLAS on Career Pathways, may link additional nondegree and noncredit data to employment outcomes in the future.
Alaska	●	Alaska collects enrollment and credential outcome data for multiple nondegree and noncredit postsecondary education and training programs. The state's nondegree and noncredit collections include: (i) college-issued, for-credit nondegree credential; (ii) WIOA Eligible Training Providers; and (iii) other third-party credentials, namely apprenticeships. The University of Alaska Workforce Reports publishes employment data for college-issued, for-credit nondegree credentials , and the Alaska Department of Labor and Workforce Development publishes employment data for apprenticeships .
Arizona	●	Arizona collects enrollment and credential outcome data for some nondegree and noncredit postsecondary education and training programs, including (i) college-issued, for-credit nondegree credentials; and (ii) WIOA Eligible Training Providers. Arizona links both nondegree credentials to employment outcomes. Additionally, the state is in the process of collecting enrollment and credential outcome data for apprenticeships.
Arkansas	●	Arkansas collects enrollment and credential outcome data for multiple nondegree and noncredit postsecondary education and training programs. The state collects these data for: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials through occupational training; (iii) WIOA Eligible Training Providers; (iv) occupational licensure; and (v) other third-party credentials, including industry certifications and apprenticeships. Arkansas integrates college-issued, for-credit nondegree credential data with employment outcomes .
California	●	California implements extensive collection of enrollment and credential outcome data from nondegree and noncredit postsecondary education and training programs. The state's nondegree and noncredit collections include: (i) college-issued, for-credit nondegree credentials ; (ii) college-issued, noncredit nondegree credentials through occupational training; (iii) WIOA Eligible Training Providers; and (iv) other third-party credentials, namely apprenticeships . California's Workforce Development Board links college-issued, noncredit nondegree credentials to employment outcomes . California's SLDS (Cradle-to-Career, or C2C) links college-issued, for-credit nondegree credentials to employment outcomes and is exploring linking other nondegree credentials to employment outcomes.
Colorado	●	Colorado collects enrollment and credential outcome data for WIOA Eligible Training Providers. Colorado does not currently link nondegree and noncredit data to employment outcomes.
Connecticut	●	Connecticut collects enrollment and credential outcome data for several nondegree and noncredit postsecondary education and training programs. The state's nondegree and noncredit collections include: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; and (iv) occupational licensure. Connecticut links employment outcomes to college-issued, for-credit nondegree certificates, and this integrated information is published as an open data file through Connecticut State Colleges & Universities Office of Decision Support and Institutional Research.
Delaware	●	Delaware collects enrollment and credential outcome data for (i) college-issued, for-credit nondegree credentials ; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; and (iv) occupational licensure . The state links WIOA Eligible Training Providers to employment outcomes as well as both college-issued, for-credit and noncredit nondegree credentials to employment outcomes.
Florida	●	Florida implements extensive collection of enrollment and credential outcome data from nondegree and noncredit postsecondary education and training programs. The state collects: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; and (iv) other third-party credentials, namely apprenticeships and some industry credentials. Florida currently links employment outcomes to WIOA Eligible Training Providers as well as college-issued, for-credit and college-issued, noncredit nondegree credentials.

State	Rating	Description and Resource Links
Georgia	●	Georgia implements extensive collection of enrollment and credential outcome data from nondegree and noncredit postsecondary education and training programs. The state's collections include: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; (iv) occupational licensure; and (v) other third-party credentials, including industry certifications and apprenticeships. Georgia links and publicly reports employment outcomes for college-issued, for-credit nondegree credentials. The state is in the process of linking industry certifications earned through the Department of Education's Career, Technical, and Agricultural Education pathways to employment outcomes.
Hawaii	●	Hawaii collects enrollment and credential outcome data for (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials through occupational training; and (iii) WIOA Eligible Training Providers. Hawaii links college-issued, for-credit nondegree credentials to employment outcomes, and the University of Hawaii is developing a report on the workforce outcomes of nondegree credentials.
Idaho	●	Idaho collects enrollment and credential outcome data for (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; and (iv) occupational licensure.
Illinois	●	Illinois collects enrollment and credential outcome data for (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; and (iii) WIOA Eligible Training Providers. The state, through the Illinois College2Career portal , publishes employment outcomes for college-issued, for-credit and college-issued, noncredit nondegree credentials. Additionally, the state publishes WIOA Eligible Training Providers-to-employment data through Illinois workNet .
Indiana	●	Indiana, through the Ivy Tech Community College system, currently collects enrollment and credential outcome data for (i) college-issued, for-credit nondegree credentials; and (ii) college-issued, noncredit nondegree credentials. The state is implementing a collection of other third-party credentials. Indiana links both college-issued, for-credit and noncredit nondegree credentials to employment outcomes.
Iowa	●	Iowa collects enrollment and credential outcome data for multiple nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; (iv) occupational licensure; and (v) other third-party credentials, including industry certifications and apprenticeships. The state reports on employment outcomes for noncredit and nondegree programs through the Iowa Student Outcomes portal .
Kansas	●	Kansas implements extensive collection of enrollment and credential outcome data for nondegree and noncredit postsecondary education and training programs. The state collects: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; (iv) occupational licensure; and (v) other third-party credentials, including industry certifications and apprenticeships. Kansas links college-issued, for-credit nondegree credentials with employment outcomes. Additionally, the Kansas Board of Regents has convened the Council of Institutional Research Officers to provide recommendations about collecting badges, microcredentials, and other skills-based continuing education certificates from Kansas public universities.
Kentucky	●	Kentucky collects enrollment and credential outcome data for nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, for-credit nondegree credentials ; (ii) college-issued, noncredit nondegree credentials; and (iii) other third-party credentials, namely apprenticeships and industry certifications . Kentucky links all nondegree credentials with employment outcomes.
Louisiana	●	Louisiana collects enrollment and credential outcome data for (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit, nondegree credentials; and (iii) other third-party credentials, namely industry recognized credentials. Louisiana's Foundational Integrated Research Center for Transformation (LA FIRST) links employment outcomes to college-issued, for-credit nondegree credentials and is working toward integrating industry-recognized credentials and other validated skills and learning data.
Maine	●	Maine collects enrollment and credential outcome data for (i) WIOA Eligible Training Providers; and (ii) apprenticeship programs. The state is exploring the collection of college-issued, noncredit nondegree credentials. Maine, through its Department of Labor, publishes employment outcomes for WIOA Eligible Training Providers and in the process of developing public reports of these nondegree credential data with linkages to employment outcomes.

State	Rating	Description and Resource Links
Maryland	●	Maryland has extensive collection of enrollment and credential outcome data from nondegree and noncredit postsecondary education and training programs. The state's collections include: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; (iv) occupational licensure; and (v) other third credentials, including industry certifications and apprenticeships. The state is in the process of integrating additional occupational licensure and industry certificates to the Maryland Longitudinal Data System Center. Maryland links employment outcomes to college-issued, for-credit nondegree credentials ; college-issued, noncredit nondegree credentials; and apprenticeships .
Massachusetts	●	Massachusetts collects enrollment and credential outcome data for (i) college-issued, for-credit nondegree credentials; and (ii) college-issued, noncredit nondegree credentials. Additionally, the state collects course data from noncredit, nondegree programs at community colleges. Massachusetts links college-issued, for-credit nondegree credentials to employment outcomes.
Michigan	●	Michigan has extensive collection of enrollment and credential outcome data from nondegree and noncredit postsecondary education and training programs. The state's nondegree and noncredit collections include: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (ii) WIOA Eligible Training Providers; and (iv) other third-party credentials, namely apprenticeships. Michigan links these nondegree and noncredit data to employment outcomes, for example through the Michigan Postsecondary Career and Technical Education Summary .
Minnesota	●	Minnesota has extensive collection of enrollment and credential outcome data from nondegree and noncredit postsecondary education and training programs. The state's nondegree and noncredit collections include: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials through occupational training; (iii) WIOA Eligible Training Providers; (iv) occupation licensure; and (v) other third-party credentials, including industry certification and apprenticeship. Minnesota publishes employment outcomes integrated with college-issued, for-credit nondegree credentials in the Graduate Employment Outcomes tool and of state-funded, college-issued, noncredit nondegree credentials in the Dual Training Competency Grant Annual Report . The state is in the process of linking additional nondegree credentials to employment outcomes.
Mississippi	●	Mississippi collects student- and program-level data across nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, for-credit, nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; (iv) occupational licensure; and (v) other third-party credentials, including industry certifications and registered apprenticeships. The state links employment outcomes to all these nondegree and noncredit credentials.
Missouri	●	Missouri collects enrollment and credential outcome data for (i) college-issued, for-credit nondegree credentials; and (ii) WIOA Eligible Training Providers. The state links these nondegree and noncredit data to employment outcomes.
Montana	●	Montana collects enrollment and credential outcomes data for (i) college-issued, for-credit nondegree certificate programs; (ii) college-issued, noncredit nondegree credentials; and (iii) WIOA Eligible Training Providers. The state links these college-issued, for-credit nondegree credentials to employment outcomes.
Nebraska	●	Nebraska collects enrollment and credential outcome data for (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; and (iii) other third-party certifications, including industry certifications. The state, through the Nebraska Statewide Workforce & Educational Reporting System, links college-issued, for-credit nondegree credentials to employment outcomes.
Nevada	●	Nevada collects enrollment and credential outcome data from the following nondegree and noncredit postsecondary education and training programs: (i) college-issued, for-credit nondegree credentials; and (ii) WIOA Eligible Training Providers. The state links employment data to college-issued, for-credit nondegree credentials and WIOA Eligible Training Providers .
New Hampshire	●	New Hampshire collects enrollment and credential outcomes data for WIOA Eligible Training Providers and publishes employment outcomes for these nondegree credentials through the New Hampshire Works Job Match System .

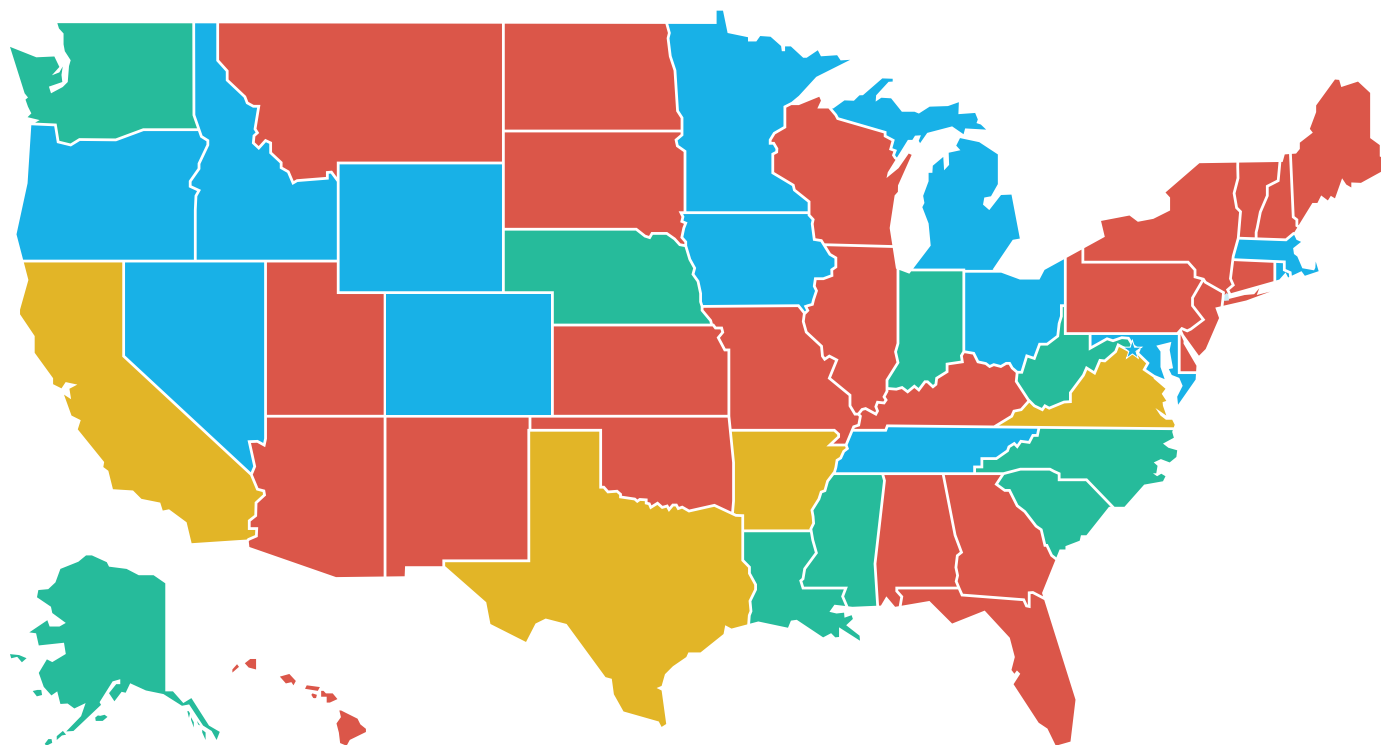
State	Rating	Description and Resource Links
New Jersey	●	New Jersey implements extensive collection of enrollment and credential outcome data from nondegree and noncredit postsecondary education and training programs. The state collects (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials through occupational training; (iii) WIOA Eligible Training Programs; and (iv) other third-party credentials, including industry certifications and apprenticeships. New Jersey links WIOA Eligible Training Programs to employment outcomes through MyCareerNJ's NJ Training Explorer . New Jersey is in the process of updating and improving its nondegree program employment outcomes report.
New Mexico	●	New Mexico collects enrollment and credential outcomes data for (i) college-issued, for-credit nondegree certificate programs; and (ii) WIOA Eligible Training Providers. New Mexico publishes employment outcomes for college-issued, for-credit nondegree credentials and WIOA Eligible Training Providers .
New York	●	New York is implementing nondegree and noncredit postsecondary education and training program data collections at the State University of New York system (SUNY) and City University of New York system (CUNY). SUNY and CUNY both collect enrollment and credential outcomes for college-issued, for-credit nondegree credentials and link these credentials to employment outcomes.
North Carolina	●	North Carolina has extensive collection of enrollment and credential outcomes data from nondegree and noncredit postsecondary education and training programs. The state's nondegree and noncredit postsecondary education and training collections include: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; and (iv) other third-party credentials, namely apprenticeships. The state links college-issued, for-credit nondegree to employment outcomes through NC TOWER and college-issued, noncredit nondegree credentials to employment outcomes in a biennial report to the legislature. North Carolina is piloting data collection of occupational licensure.
North Dakota	●	North Dakota collects enrollment and credential outcome data from some nondegree and noncredit postsecondary education and training programs but does not currently link this information to employment outcomes. North Dakota's nondegree and noncredit data collections include: (i) college-issued, for-credit nondegree certificate data; and (ii) other third-party credentials, namely apprenticeship and industry certification.
Ohio	●	Ohio collects enrollment and credential outcome data from multiple nondegree and noncredit postsecondary education and training programs. The state's collections include: (i) college-issued, for-credit nondegree certificates; (ii) college-issued, noncredit nondegree credentials; (iii) occupational licensure; and (iv) other third-party credentials, namely industry certification and apprenticeship programs. Ohio links employment outcomes to college-issued, for-credit nondegree credentials, occupational licensure, and industry certification. The state publishes these integrated nondegree credential-to-employment data through the Ohio Education Research Center's Employment by Program dashboard .
Oklahoma	●	Oklahoma collects enrollment and credential outcome data for noncredit microcredential programs. The state does not link these data to employment outcomes.
Oregon	●	Oregon implements extensive collection of enrollment and credential outcome data from nondegree and noncredit postsecondary education and training programs. The state collects (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; (iv) occupational licensure; and (v) other third-party credentials, namely apprenticeships. Oregon links these nondegree and noncredit postsecondary education and training programs to employment outcomes. For instance, the Higher Education Coordinating Commission reports on the employment outcomes of state-funded workforce training programs through its Future Ready Oregon annual report .
Pennsylvania	●	Pennsylvania collects enrollment and credential outcome data from several nondegree and noncredit postsecondary education and training programs. The state's collections include: (i) college-issued for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; and (iii) WIOA Eligible Training Providers. The state links employment outcomes to college-issued, for-credit nondegree credentials through Pennsylvania's State System of Higher Education's Workforce Outcomes dashboard .

State	Rating	Description and Resource Links
Rhode Island	●	Rhode Island implements an extensive collection of enrollment and credential outcomes from nondegree and noncredit programs. The state's collections include: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials through occupational training; (iii) WIOA Eligible Training Providers; (iv) occupational licensure; and (v) other third-party credentials, including apprenticeships and industry certifications. Rhode Island publishes the employment outcomes for many of these nondegree and noncredit programs, including college-issued, noncredit credentials through its Credentials of Value dashboard .
South Carolina	●	South Carolina's technical colleges are currently developing data collection systems for continuing education courses.
South Dakota	●	South Dakota collects enrollment and credential outcome data from (i) college-issued, for-credit nondegree credentials; and (ii) WIOA Eligible Training Providers. The state links these nondegree credentials to employment outcomes.
Tennessee	●	Tennessee collects enrollment and credential outcomes for multiple nondegree and noncredit programs, including: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials through occupational training; and (iii) other third-party credentials, namely apprenticeships and industry certifications. The state links college-issued, for-credit nondegree credentials to employment outcomes .
Texas	●	Texas has extensive collection of enrollment and credential outcome data from nondegree and noncredit postsecondary education and training programs. The state collects: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; (iv) occupational licensure; and (v) other third-party credentials, namely apprenticeships. The state links college-issued, for-credit nondegree credentials and WIOA Eligible Training Providers to employment outcomes. The Texas Higher Education Coordinating Board is seeking to expand collections of noncredit data as well as industry certifications, microcredentials, and bootcamp data, and the state will link these credentials to employment outcomes for purposes of its community college funding formula.
Utah	●	Utah has a robust collection of enrollment and credential outcome data from nondegree and noncredit programs. The state collects: (i) college-issued, for-credit nondegree certificates; (ii) college-issued, noncredit nondegree credentials through occupational training; (iii) WIOA Eligible Training Providers; and (iv) other third-party credentials, namely apprenticeships. Utah is currently expanding its nondegree and noncredit collections to include occupational licensure. Through the Utah State Higher Education Graduate Workforce Outcomes portal , the state publishes employment outcomes for college-issued, for-credit, nondegree credentials.
Vermont	●	Vermont collects enrollment and credential outcome for college-issued, for-credit nondegree credentials, but does not link these credentials to employment outcomes.
Virginia	●	Virginia implements extensive collection of enrollment and credential outcome data from nondegree and noncredit postsecondary education and training programs. Virginia's nondegree and noncredit collections include: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; (iv) occupational licensure; and (v) other third-party credentials, namely industry certification and apprenticeships. The state links employment outcomes to college-issued, for-credit and noncredit nondegree credential programs that are funded through its Workforce Credential Grant (also known as FastForward). Virginia is exploring noncredit collections from public four-year institutions.
Washington	●	Washington collects enrollment and credential outcome data from (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA Eligible Training Providers; and (iv) apprenticeships. Washington, through the Education Research and Data Center, publicly reports the employment outcomes of college-issued, for-credit nondegree credentials in the Earnings for Graduates Dashboard and apprenticeships in the High School Graduate Outcomes Dashboard .
Washington, D.C.	●	The District of Columbia collects enrollment and credential outcome data for (i) occupational licensure; and (ii) other third-party nondegree credentials, including industry certifications through the DC Expenditure Guide .
West Virginia	●	West Virginia collects enrollment and credential outcome data from both (i) college-issued for-credit; and (ii) college-issued, noncredit nondegree credentials. The state links these for-credit nondegree credentials to employment outcomes.

State	Rating	Description and Resource Links
Wisconsin	●	Wisconsin collects enrollment and credential outcome data for college-issued, for-credit nondegree credentials. Wisconsin links these nondegree credentials to employment outcomes. The state publicly reports employment outcomes for college-issued, for-credit nondegree credentials through the Wisconsin Technical College System publications.
Wyoming	●	Wyoming collects enrollment and credential outcome data for multiple nondegree and noncredit programs. The state's collections include: (i) college-issued, for-credit nondegree certificates; (ii) college-issued, noncredit nondegree credentials; (iii) occupational licensure; and (iv) other third-party credentials, including apprenticeship. Wyoming does not link these nondegree and noncredit data to employment outcomes.

2. Includes occupation, pay rate, and work location in wage record collections

By collecting these three additional elements through state unemployment insurance wage record systems, states can generate important insights relating to the alignment between education programs and economic opportunity, trends in new emerging jobs, graduates' geographic mobility, and the return on investment of education and training.



Element 2 Criteria	Rating	Total States
The state collects data on all three enhanced unemployment insurance elements (occupation, pay rate, and work location), or collects two of three with one being occupation.	Leading 	9
The state collects at least one of the three enhanced unemployment insurance elements but does not otherwise meet the criteria for Leading.	Advanced 	14
The state is in the process of implementing enhanced unemployment insurance record collection, or is advancing policy to implement such collections.	Developing 	4
The state does not collect any of the three enhanced unemployment insurance elements, and the state has no developing collections or policies identified through its response and Strada's research.	Foundational 	24

State	Rating	Description and Resource Links
Alabama	Foundational	Alabama does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Alaska	Leading	Alaska collects both occupation (job title or SOC) and work location but does not collect pay rate. Additionally, Alaska matches wage records to data from the state's Permanent Fund Dividend program for residency status and tenure in the state along with other demographic information.
Arizona	Foundational	Arizona does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Arkansas	Developing	Arkansas does not collect any of the three enhanced elements. The state is participating in the U.S. Chamber of Commerce Foundation Jobs and Employment Data Exchange initiative to improve employment data collection.
California	Developing	In 2022, California enacted SB 755 , requiring the California Workforce Development Board and Employment Development Department to develop and implement a plan to collect all three elements. In 2025, California proposed SB 575 , authorizing the California Franchise Tax Board to share personal income tax records with the Cradle-to-Career Data System, providing the SLDS with home residence.
Colorado	Advanced	Colorado collects work location but does not collect occupation or pay rate.
Connecticut	Foundational	Connecticut does not collect any of the three enhancements.
Delaware	Foundational	Delaware does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Florida	Foundational	Florida recently commissioned an analysis to collect all three elements, but Strada's research did not demonstrate any other emerging collection policy.
Georgia	Foundational	Georgia does not collect any of the three enhanced elements.
Hawaii	Foundational	Hawaii does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Idaho	Advanced	Idaho collects pay rate (hours worked) on a voluntary basis but does not collect occupation or work location.
Illinois	Foundational	Illinois does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Indiana	Leading	Indiana has collected occupation (SOC), work location, and worker type (fulltime, parttime, seasonal) on a voluntary basis since 2017. In 2025, the state passed legislation mandating the collection of SOC or job title and pay rate. This bill also added apprentice or intern to the worker type collection.
Iowa	Advanced	Iowa collects work location on a voluntary basis but does not collect occupation or pay rate.
Kansas	Foundational	Kansas does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Kentucky	Foundational	Kentucky does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Louisiana	Leading	Louisiana collects occupation (job title or SOC) and pay rate (hourly rate) but does not collect work location.
Maine	Foundational	Maine does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Maryland	Advanced	Maryland collects pay rate (hours worked) on a voluntary basis but does not collect occupation or work location.
Massachusetts	Advanced	Massachusetts collects pay rate (hours worked) and work location but does not collect occupation.
Michigan	Advanced	Michigan collects work location on a voluntary basis but does not collect occupation or pay rate.

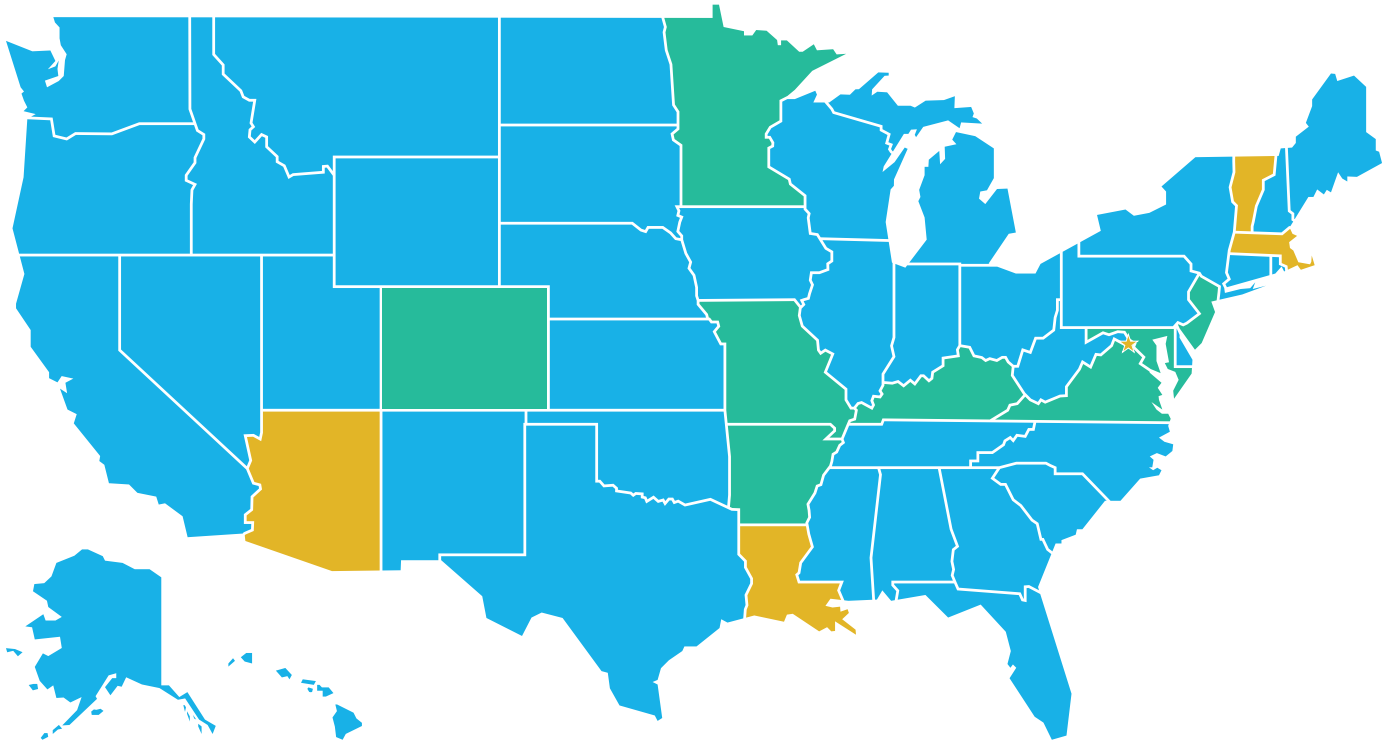
State	Rating	Description and Resource Links
Minnesota	●	Minnesota collects pay rate (hours worked) and work location but does not collect occupation.
Mississippi	●	Mississippi collects occupation (job title and SOC), pay rate (hours worked and hourly wage), work location, and worker type (full-time, part-time status, hourly, salaried, or commissioned) on a voluntary basis.
Missouri	●	Missouri does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Montana	●	Montana does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Nebraska	●	Nebraska collects occupation (job title), pay rate (hours worked) on a voluntary basis but does not collect work location.
Nevada	●	Nevada collects work location (county) on a voluntary basis but does not collect occupation or pay rate.
New Hampshire	●	New Hampshire does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
New Jersey	●	New Jersey does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
New Mexico	●	New Mexico does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
New York	●	New York does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
North Carolina	●	North Carolina collects occupation (SOC code) and pay rate (hours worked) on a voluntary basis but does not collect work location.
North Dakota	●	North Dakota does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Ohio	●	Ohio currently collects work location and plans to collect occupation in the future. The Ohio Department of Jobs and Family Services is considering a skills-based reporting system.
Oklahoma	●	Oklahoma does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Oregon	●	Oregon collects pay rate (hours worked) but does not collect occupation or work location.
Pennsylvania	●	Pennsylvania does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Rhode Island	●	Rhode Island collects pay rate (hours and weeks worked) but does not collect occupation or work location.
South Carolina	●	South Carolina began collecting occupation (SOC code) and hours worked on a required basis in 2024. South Carolina does not collect work location.
South Dakota	●	South Dakota does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Tennessee	●	Tennessee is collecting occupation (SOC) on a voluntary basis and exploring other enhancements.
Texas	●	In 2025, the Texas legislature adopted a budget and implementing legislation to collect occupation, work location, and worker type (full-time, part-time, remote). Additionally, the Texas Higher Education Coordinating Board is integrating third-party sources to supplement job title and skill information in integrated education-to-employment data.
Utah	●	Utah does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Vermont	●	Vermont does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.

State	Rating	Description and Resource Links
Virginia	●	In 2025, Virginia adopted a budget and an interagency memorandum with commitments to collect job title, pay rate and work location.
Washington	●	Washington collects occupation (job title and SOC) and pay rate (hours worked). The state does not collect work location.
Washington, D.C.	●	The District of Columbia collects pay rate (hours worked) but does not collect occupation or work location.
West Virginia	●	In 2022, West Virginia enacted SB 548 to collect job title and work location, but the legislation does not include pay rate. Statewide collection commenced in January 2024, and the state is now positioned to use the data in education-to-employment analysis.
Wisconsin	●	Wisconsin does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.
Wyoming	●	Wyoming collects pay rate (hours worked) on a voluntary basis but does not collect occupation or work location.



3. Integrates and delivers information on students' earnings and employment after postsecondary education and training completion, and over time

Integrating employment data with all types of postsecondary education and training data is crucial for understanding how well a state's education and training system prepares students for positive employment outcomes.



Element 3 Criteria	Rating	Total States
The state integrates information on students' earnings and employment with, at minimum, its public four-year institutions, private four-institutions, and community colleges, publishes information on these outcomes, and disaggregates this information by race/ethnicity, gender, and family income or economically disadvantaged status.	Leading 	8
The state integrates information on students' earnings and employment with its public four-year institutions and one other postsecondary education and training system, but other systems are not integrated or the state does not disaggregate any employment outcomes by demographic variables.	Advanced 	38
The state is in the process of implementing integration of information on students' earnings and employment with postsecondary education and training system data that would meet the criteria for at least Advanced.	Developing 	5
The state only integrates information on students' earnings and employment with one type of postsecondary education and training system, or has no such integration identified through its response and Strada's research.	Foundational 	0

State	Rating	Description and Resource Links
Alabama	●	Alabama has extensive integration and publication of postsecondary education and training and employment data, including: (i) Public four-year institutions to employment (ii) Private four-year institutions to employment (iii) Community colleges to employment Integrated data for public four-year institutions, private four-year institutions, and community colleges to employment are all available as a public interactive reporting tool through Alabama Commission on Higher Education's Student Horizon Database. These integrated data include college-issued, nondegree credentials. The data are not disaggregated by race/ethnicity, gender, and family income or economically disadvantaged status. Alabama does not integrate and publish data on WIOA Eligible Training Providers to employment. Alabama's SLDS, the Alabama Terminal on Linking and Analyzing Statistics on Career Pathways or ATLAS on Career Pathways, will offer interactive dashboards and static reports including more integrated postsecondary and employment data.
Alaska	●	Alaska has integration and publication of several key types of postsecondary education and training and employment data, including: (i) Public four-year institutions to employment (ii) Community colleges to employment (iii) WIOA Eligible Training Providers to employment Integrated data for public four-year institutions, community colleges, and college-issued, for-credit nondegree credentials to employment are all available through the University of Alaska Workforce Reports. Reports on WIOA Eligible Training Providers-to-employment are available from the Alaska Department of Labor and Workforce Development. The data in these reports are disaggregated by gender. Alaska does not integrate and publish data on private four-year institutions to employment.
Arizona	●	Arizona currently has limited integration of postsecondary education-to-employment data, consisting only of integration of public four-year institutions to employment. This information has been publicly reported through the Arizona Board of Regents' Alumni Wages Report. Arizona is currently developing a statewide longitudinal data system, led by the Office of Economic Opportunity, which will provide additional integrations and reporting of postsecondary education and employment outcomes.
Arkansas	●	Arkansas has extensive integration and publication of postsecondary education and training and employment data, including: (i) Public four-year institutions to employment (ii) Private four-year institutions to employment (iii) Community colleges to employment (iv) WIOA Eligible Training Providers to employment Employment outcomes for public four-year institutions, private four-year institutions, community colleges, and college-issued, for-credit nondegree credentials are available as a downloadable dataset (subject to login) through MyARData and a public interactive reporting tool through MyARDashboard. Employment outcomes for WIOA Eligible Training Providers are available as a downloadable dataset (subject to login) through MyARData and a public interactive reporting tool is under development. Data in the public interactive reporting tools are not disaggregated by race/ethnicity, gender, or family income or economically disadvantaged status.

State	Rating	Description and Resource Links
California	●	California has extensive integration of postsecondary education and employment data, including: (i) Public four-year institutions to employment (ii) Community colleges to employment (iii) WIOA Eligible Training Providers to employment Employment outcomes for public four-year institutions are available with a public interactive reporting tool through California State University system's calstatepays.org and the University of California system's Information Center. Employment outcomes for community colleges are available with a public interactive reporting tool through the California Community Colleges LaunchBoard site. Data on private independent nonprofit institutions are integrated with employment data on a case-by-case basis. Employment outcomes for public four-year institutions and community colleges are disaggregated by race/ethnicity, gender, and family income or economically disadvantaged status through the Cradle-to-Career Data System's Pathways to College in California data story. WIOA Eligible Training Providers to employment data are disaggregated by race/ethnicity and gender.
Colorado	●	Colorado has extensive integration of postsecondary education and training and employment data but limited public reporting of disaggregated employment outcomes. The state's integration and publication include: (i) Public four-year institutions to employment (ii) Private four-year institutions to employment (iii) Community colleges to employment (iv) WIOA Eligible Training Providers to employment Integrated data for public four-year institutions, private four-year institutions, and community colleges are available as a downloadable dataset and a public interactive reporting tool through the Colorado Department of Higher Education's annual Return on Investment report and Postsecondary Degree Earnings Outcomes Tool. These employment outcomes are all disaggregated by race/ethnicity, gender, family income or economically disadvantaged status in state systems but disaggregated data are not publicly available. WIOA Eligible Training Providers to employment data are integrated for federal reporting and disaggregated by race/ethnicity and gender in state systems but not publicly reported.
Connecticut	●	Connecticut has integration and publication of several key types of postsecondary education and employment data, including: (i) Public four-year institutions to employment, with public downloadable data and a public interactive reporting tool available through the Connecticut State Colleges & Universities (CSCU) Office of Decision Support and Institutional Research (ii) Community colleges to employment, with public downloadable data and a public interactive reporting tool available through the CSCU Office of Decision Support and Institutional Research Integrated data for public four-year institutions and community colleges to employment are all disaggregated by race/ethnicity, gender, and family income or economically disadvantaged status. Connecticut links employment outcomes to college-issued, for-credit nondegree credentials, but this integrated data is not publicly reported. Connecticut does not integrate data on private four-year institutions or WIOA Eligible Training Providers to employment.
Delaware	●	Delaware has extensive integration and publication of postsecondary education and employment data, including: (i) Public four-year institutions to employment with a public interactive reporting tool available through University of Delaware (ii) Community colleges to employment with a report available through the Delaware Technical Community College (iii) WIOA Eligible Training Providers to employment, with public downloadable data and a public interactive reporting tool available through Delaware JobLink Delaware's published reports do not disaggregate employment outcomes by race/ethnicity, gender, or family income or economically disadvantaged status. Delaware does not integrate and publish data on private four-year institutions to employment.

State	Rating	Description and Resource Links
Florida	●	Florida has extensive integration of postsecondary education and training and employment data, but limited disaggregation by demographic variables. The state's integration and publication include: (i) Public four-year institutions to employment, with public downloadable reports available through the Florida Education and Training Placement Information Program (FETPIP) and a public interactive reporting tool available through the MyFloridaFuture tool (ii) Private four-year institutions to employment, with public downloadable reports available through Commission for Independent Education reports and a public interactive reporting tool available through the Independent Colleges and Universities of Florida dashboard (iii) Community colleges to employment, with public downloadable reports available through FETPIP (iv) WIOA Eligible Training Providers to employment, with public downloadable data available through the Florida Commerce RECONNECT site The datasets do not include disaggregation by demographic characteristics.
Georgia	●	Georgia integrates and publishes several key types of postsecondary education and employment data, including: (i) Public four-year institutions to employment, with public downloadable data and a public interactive tool available through the Georgia Higher Learning and Earnings (GHLE) project, and an additional public interactive reporting tool available through the University System of Georgia (ii) Community colleges to employment, with public downloadable data available and a public interactive reporting tool available through the GHLE project Integrated data for public four-year institutions and community colleges to employment are all disaggregated by race/ethnicity, gender, family income or economically disadvantaged status, and industry within the GA-AWARDS system. The state is exploring publicly reporting these disaggregated outcomes. The GA-AWARDS system includes integrated private four-year institution-to-employment data, but the information is not publicly available. WIOA Eligible Training Providers-to-employment data are available in the workforce system maintained by the Technical College System of Georgia but are not publicly available.
Hawaii	●	Hawaii has integrated and published several key types of postsecondary education and training and employment data but has not integrated and published other key types and does not disaggregate the data. The state's integrated and published PSET to employment datasets include: (i) Public four-year institutions to employment (ii) Community colleges to employment Integrated data for public four-year institutions and community colleges to employment are available with public downloadable data and a public interactive reporting tool through the Hawaii Data eXchange Partnership. The employment outcomes are not disaggregated by race/ethnicity, gender, or family income or economically disadvantaged status. WIOA Eligible Training Providers-to-employment data are integrated through the Hawaii Data eXchange Partnership between the University of Hawaii Community Colleges and the state's unemployment insurance system, but are not publicly available. Hawaii does not integrate and publish data on private four-year institutions to employment.
Idaho	●	Idaho has integrated postsecondary education and employment data for (i) public four-year institutions to employment; (ii) community colleges to employment; and (iii) WIOA Eligible Training Providers to employment. The state publishes these postsecondary-to-employment outcomes through a public interactive reporting tool, JobScape. The state does not disaggregate this information by race/ethnicity, gender, family income or economically disadvantaged status.

State	Rating	Description and Resource Links
Illinois	●	Illinois has extensive integration of postsecondary education and employment data, including: (i) Public four-year institutions to employment (ii) Private four-year institutions to employment (iii) Community colleges to employment (iv) WIOA Eligible Training Providers to employment Integrated data for public four-year institutions, private four-year institutions, community colleges, and college-issued, for-credits nondegree credentials to employment are all available as a public interactive reporting tool through Illinois College2Career. WIOA Eligible Training Providers to employment are available as a public interactive reporting tool available through Illinois workNet. While employment outcomes disaggregated by demographics are available through an Institutional Research portal, disaggregated data are not publicly reported.
Indiana	●	Indiana integrates information on learners' earnings and employment with its (i) public four-year institutions; and (ii) community colleges. The state provides multiple interactive reporting tools, including through Hoosiers by the Numbers' Indiana University Workforce Outcomes and through the EdData Platform, the Education-Workforce Pipelines Report. These outcomes are not available disaggregated by race/ethnicity, gender, family income or economically disadvantaged status.
Iowa	●	Iowa provides an interactive reporting tool and publicly downloadable employment and earnings data for (i) public four-year institutions; and (ii) community colleges. Downloadable community college-to-employment data are available disaggregated by race/ethnicity and gender. While not meeting the criteria for this element, Iowa is in the process of integrating private four-year institutions to the U.S. Census Bureau's Postsecondary Employment Outcomes (PSEO) project.
Kansas	●	Kansas has extensive integration and publication of postsecondary education and training and employment data, including: (i) Public four-year institutions to employment (ii) Community colleges to employment (iii) WIOA Eligible Training Providers to employment Employment outcomes for public four-year institutions, community colleges, and college-issued, for-credit nondegree credentials are available as public downloadable datasets and a public interactive reporting tool through the Kansas Higher Education Statistics portal and Kansas DegreeStats. The employment outcomes reported through Kansas Higher Education Statistics are disaggregated by race/ethnicity and gender. Employment outcomes for WIOA Eligible Training Providers are available as a public downloadable dataset and a public interactive reporting tool through Kansas Training Information Program. Kansas does not integrate and publish data on private four-year institutions to employment.
Kentucky	●	Kentucky has extensive integration and publication of postsecondary education and employment data, including: (i) Public four-year institutions to employment (ii) Private four-year institutions to employment (iii) Community colleges to employment Integrated data for public four-year institutions, private four-year institutions, and community colleges to employment are all available as open data files and public interactive reporting tools through the Kentucky Center for Statistics' Postsecondary Feedback Report. Integrated data for nondegree credentials to employment are available as open data files and public interactive reporting tools through multiple reports, including the Postsecondary Feedback Report, the Career and Technical Education Feedback Report, and the Kentucky Apprenticeship Report. Most employment outcomes are disaggregated by race/ethnicity, gender, and family income or economically disadvantaged status. WIOA Eligible Training Providers-to-employment data are not publicly available.
Louisiana	●	Louisiana integrates several key types of postsecondary education-to-employment data: (i) public four-year institutions to employment; (ii) community colleges to employment; and (iii) nondegree credentials to employment. The state does not publish integrated postsecondary education-to-employment data.

State	Rating	Description and Resource Links
Maine	●	Maine has integration and publication of several key types of postsecondary education and training and employment data, including: (i) Public four-year institutions to employment (ii) Community colleges to employment (iii) WIOA Eligible Training Providers to employment Outcomes on public four-year institutions and community colleges to employment are available as publicly downloadable data and a public interactive reporting tool through the Maine Department of Labor but are not disaggregated by demographic categories. Outcomes on WIOA Eligible Training Providers to employment are periodically reported through ad hoc reports such as Workforce Innovation and Opportunity Act Adult Program Participant Outcomes (December 2023) from the Maine Department of Labor. Maine does not integrate and publish data on private four-year institutions to employment.
Maryland	●	Maryland has extensive integration and publication of postsecondary education and employment data, including: (i) Public four-year institutions to employment (ii) Private four-year institutions to employment (iii) Community colleges to employment Integrated data for public four-year institutions, private-four year institutions, community colleges, and college-issued nondegree credentials to employment are all available as a public interactive reporting tool through the Maryland Longitudinal Data System Center. These employment outcomes are disaggregated by race/ethnicity, gender, and other student and institutional characteristics. Maryland is in the process of integrating and publishing WIOA Eligible Training Providers to employment outcomes.
Massachusetts	●	Massachusetts integrates two key postsecondary education and employment datasets, including: (i) Public four-year institutions to employment (ii) Community colleges to employment These employment outcomes are not publicly available as interactive reporting tools or open data files, but are made available to authorized institution and agency staff. In addition, employment and earnings for public college graduates will be made publicly available by the Massachusetts Department of Higher Education in the future.
Michigan	●	Michigan integrates and publishes several key types of postsecondary education and training and employment datasets, including: (i) Public four-year institutions to employment (ii) Private four-year institutions to employment (iii) Community colleges to employment (iv) WIOA Eligible Training Providers to employment These data and employment outcomes for college-issued, for-credit nondegree credentials are available as an interactive resource through Michigan Pathfinder. Employment outcomes in Michigan Pathfinder are not disaggregated by race/ethnicity, gender, family income or economically disadvantaged status. The state has additional interactive resources, including MiSchoolData and Michigan Training Connect for integrated postsecondary education-to-employment data. MiSchoolData allows disaggregation by ethnicity, gender, and age.
Minnesota	●	Minnesota has extensive integration and publication of postsecondary education and employment data, including (i) Public four-year institutions to employment (ii) Private four-year institutions to employment (iii) Community colleges to employment (iv) WIOA Eligible Training Providers to employment These education-to-employment data are available as open data files and a public interactive reporting tool through the Minnesota Department of Employment and Economic Development's (DEED) Graduate Employment Outcomes tool, with disaggregation by race/ethnicity. Additionally, DEED publishes WIOA Eligible Training Provider-to-employment outcomes in the Uniform Report Card with disaggregation by race/ethnicity, gender, and other demographic characteristics.

State	Rating	Description and Resource Links
Mississippi	●	Mississippi has robust integration and publication of public postsecondary education and training and employment data, including: (i) Public four-year institutions to employment (ii) Community colleges to employment (iii) WIOA Eligible Training Providers to employment Integrated data are published as a report with disaggregation by race/ethnicity and gender. Employment outcomes for public four-year institutions and community colleges, including college-issued, for-credit nondegree credentials are also available as a downloadable dataset and public interactive reporting tool. WIOA Eligible Training Providers-to-employment data are published through the Mississippi Department of Employment Services' Eligible Training Provider System. Mississippi does not integrate and publish data on private four-year institutions to employment.
Missouri	●	Missouri has extensive integration and publication of postsecondary education and training and employment data. The state's integration and publication include: (i) Public four-year institutions to employment (ii) Private four-year institutions to employment (iii) Community colleges to employment (iv) WIOA Eligible Training Providers to employment These education-to-employment datasets and employment outcomes for other college-issued, for-credit nondegree credentials are available as open data files and a public interactive reporting tool through MoScores, with disaggregation by race/ethnicity and gender.
Montana	●	Montana has integrated and published several key types of postsecondary education and employment data, including: (i) Public four-year institutions to employment, with public downloadable data and a public interactive reporting tool available through the Montana University System Student Success Dashboard (ii) Community colleges to employment, with public downloadable data and a public interactive reporting tool available through the Montana University System Student Success Dashboard Employment outcomes for public four-year institutions and community colleges are all disaggregated by race/ethnicity, gender and family income/economically disadvantaged status. WIOA Eligible Training Providers-to-employment data are not publicly available through a state site. Montana does not integrate and publish data on private four-year institutions to employment.
Nebraska	●	Nebraska has integrated and published data for (i) public four-year institutions to employment; and (ii) community colleges to employment. Integrated data for public four-year institutions, community colleges, and college-issued, for-credit nondegree credentials are available as a public interactive reporting tool through the Nebraska Statewide Workforce & Educational Reporting System. These employment outcomes are disaggregated by race/ethnicity and gender. WIOA Eligible Training Providers-to-employment data are not publicly available, and Nebraska does not integrate and publish data on private four-year institutions-to-employment.
Nevada	●	Nevada has integrated and published several key types of postsecondary education and training and employment data, including: (i) Public four-year institutions to employment (ii) Community colleges to employment (iii) WIOA Eligible Training Providers to employment Employment outcomes for public four-year institutions, community colleges, and college-issued, for-credit nondegree credentials are available as an interactive reporting tool through the Nevada P-20 to Workforce Research Data System. The state publishes an interactive tool containing WIOA Eligible Training Providers-to-employment data. Nevada does not integrate and publish data on private four-year institutions to employment.

State	Rating	Description and Resource Links
New Hampshire	●	New Hampshire has integration and publication of postsecondary education and employment data, including: (i) Public four-year institutions to employment with a report available through Keene State University and a report available through the University of New Hampshire (ii) WIOA Eligible Training Providers to employment with a public interactive reporting tool through New Hampshire Works Job Match System. The data in these reports are disaggregated by demographic categories. New Hampshire does not integrate and publish data on private four-year institutions to employment.
New Jersey	●	New Jersey's extensive integration and publication of postsecondary education and training and employment data includes: (i) Public four-year institutions to employment, (ii) Private four-year institutions to employment, (iii) Community colleges to employment (iv) WIOA Eligible Training Providers to employment Integrated postsecondary education-to-employment data for public four-year institutions, some private four-year institutions, and community colleges are available as a public interactive reporting tool through the New Jersey Higher Education Outcomes Dashboard. These employment outcomes are disaggregated by race/ethnicity and gender. WIOA Eligible Training Providers-to-employment data are available through MyCareerNJ's NJ Training Explorer, but this interactive tool does not disaggregate employment outcomes.
New Mexico	●	New Mexico has integrated many key types of postsecondary education and training and employment data, including: (i) Public four-year institutions to employment (ii) Community colleges to employment (iii) WIOA Eligible Training Providers to employment Employment outcomes for public four-year institutions and community colleges to employment are available as an interactive reporting tool through Research Informing Success in Education New Mexico with disaggregation by race/ethnicity and gender. Employment outcomes for WIOA Eligible Training Providers are available as an interactive reporting tool through New Mexico Jobs. New Mexico does not integrate and publish data on private four-year institutions to employment.
New York	●	New York integrates postsecondary education and employment data for (i) public four-year institutions; and (ii) community colleges. The state publishes integrated public four-year institution-to-employment and nondegree credential data as interactive resources available through the State University of New York and the City University of New York. Both dashboards feature disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status.
North Carolina	●	North Carolina has integrated and published some key types of postsecondary education and employment data, namely: (i) Public four-year institutions to employment (ii) Community colleges to employment Employment outcomes for public four-year institutions and community colleges, including college-issued, for-credit nondegree credentials are available as open data files and a public interactive reporting tool through NC TOWER. Employment outcomes are disaggregated by race/ethnicity and gender. The state is in the process of integrating private four-year institutions to employment data through the North Carolina Independent Colleges and Universities and the North Carolina Longitudinal Data Service.
North Dakota	●	North Dakota has integrated and published (i) public four-year institutions to employment; and (ii) community colleges to employment. Employment outcomes for public four-year institutions and community colleges are available as open data files and a public interactive reporting tool through Insights of North Dakota. These postsecondary education-to-employment data are disaggregated by gender. WIOA Eligible Training Providers-to-employment data are not publicly available, and North Dakota does not integrate and publish data on private four-year institutions-to-employment.

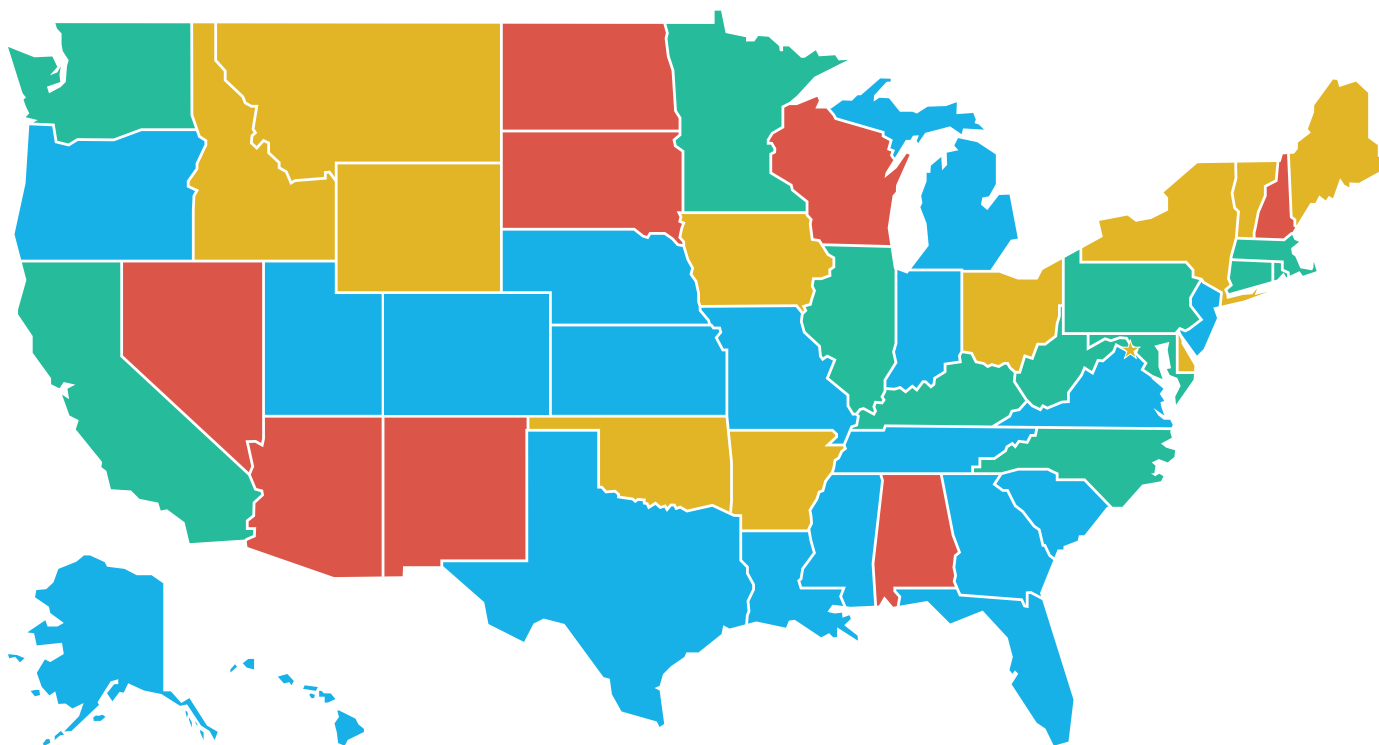
State	Rating	Description and Resource Links
Ohio	●	Ohio integrates two key postsecondary education and employment datasets, including: (i) Public four-year institutions to employment (ii) Community colleges to employment Integrated postsecondary education-to-employment data for public four-year institutions, community colleges, and nondegree credentials are available as open data files and public interactive reporting tools through the Ohio Education Research Center's Employment by Program dashboard and the Earnings over Time dashboard. The employment outcomes in the dashboards are not disaggregated.
Oklahoma	●	Oklahoma integrates several key types of postsecondary education and training and employment data, including: (i) Public four-year institutions to employment (ii) Community colleges to employment. The state publishes integrated postsecondary education-to-employment data through its Employment Outcomes Dashboard and its annual State Regents Employment Outcomes Report. These employment outcomes are not disaggregated by demographic categories.
Oregon	●	Oregon has extensive integration of public postsecondary education and training and employment data, but limited inclusion of private institutional data and demographic variables. The state's integration and publication include: (i) Public four-year institutions to employment as an interactive reporting tool through the Higher Education Coordinating Commission's (HECC) Public University Data Dashboard (ii) Community colleges to employment as an interactive reporting tool through HECC's Community Colleges Data Dashboard (iii) WIOA Eligible Training Providers to employment as an interactive reporting tool through HECC's Workforce Investments Dashboard Integrated nondegree credential-to-employment data are available through these dashboards. Employment outcomes are disaggregated by race/ethnicity, gender, and family income or economically disadvantaged status.
Pennsylvania	●	Pennsylvania integrates and publishes (i) public four-year institution-to-employment data and (ii) college-issued, for-credit nondegree credentials, but not other key postsecondary-to-employment datasets. The state provides integrated public four-year institutions-to-employment data as downloadable datasets and an interactive reporting tool through the Pennsylvania State System of Higher Education Workforce Outcomes. Pennsylvania does not integrate and publish data on private four-year institutions, community colleges, or WIOA eligible training providers to employment. In 2024, Pennsylvania required all public institutions of higher education to report data on the students completing degrees and other credentials, including credentials aligned to priority occupations. The State Board of Higher Education will use these records along with employment and earnings data to track progress toward Pennsylvania's postsecondary and workforce goals.
Rhode Island	●	Rhode Island has robust integration and publication of public postsecondary education and employment data, but limited inclusion of private institutional data. The state's integrated and published postsecondary education and employment data includes: (i) Public four-year institutions to employment (ii) Community colleges to employment (iii) WIOA Eligible Training Providers to employment data The state publishes employment outcomes for public four-year institutions, community colleges, and college-issued, for-credit nondegree credentials through its Greater Newport Dashboard. Additionally, the state publishes integrated public four-year institutions and community college-to-employment data on the health care sector through its Healthcare and Social Assistance Workforce dashboard, with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status. The state publishes integrated WIOA Eligible Training Providers-to-employment data as an open data file and a public interactive reporting tool through the RI Talent Dashboard. Rhode Island does not integrate and publish data on private four-year institutions to employment.

State	Rating	Description and Resource Links
South Carolina	●	South Carolina integrates and publishes several key types of postsecondary education and training and employment datasets, including: (i) Public four-year institutions to employment (ii) Public two-year and technical colleges to employment (iii) WIOA Eligible Training Providers to employment Employment outcomes for public four-year institutions and public two-year and technical colleges to employment are periodically reported through ad hoc reports such as the Employment Outcomes for South Carolina Post-Secondary Graduates. WIOA Eligible Training Provider-to-employment data are publicly reported by the Department of Employment and Workforce through its Palmetto Academic and Training Hub. The Office of Statewide Workforce Development, established through 2023 legislation, will expand integration and publication of education-to-employment data to include all programs, whether public or private, receiving state or federal funds.
South Dakota	●	South Dakota has integrated postsecondary education and employment data for (i) public four-year institutions; (ii) public two-year technical colleges; and (iii) college-issued, for-credit, nondegree credentials available through the South Dakota Department of Labor and Regulation's annual Graduate Outcomes Job Placement Report. The state publishes integrated WIOA Eligible Training Provider-to-employment data as an interactive tool through South Dakota Works.
Tennessee	●	Tennessee integrates and publishes several key types of postsecondary education and training and employment datasets, including: (i) Public four-year institutions to employment (ii) Private four-year institutions to employment (iii) Community colleges to employment Integrated data are available as an open data file and public interactive reporting tool without disaggregation through the Tennessee Higher Education Commission's Academic Supply for Occupational Demand Report and the Tennessee Office of Evidence and Impact's (OEI) Education to Employment dashboard. While the OEI dashboard does not feature disaggregated employment outcomes, it does disaggregate completion measures by race/ethnicity and gender. Tennessee does not integrate and publish data on WIOA Eligible Training Providers to employment.
Texas	●	Texas has integrated and published postsecondary education and employment data for (i) public four-year institutions; (ii) community colleges; and (iii) WIOA Eligible Training Providers. Integrated education-to-employment data are available as downloadable datasets and a public interactive reporting tool through the Texas Consumer Resource for Education and Workforce Statistics. While these integrated education-to-employment data are not currently disaggregated, recently enacted legislation requires publishing by race/ethnicity, gender, and family income or economically disadvantaged status. Texas does not integrate and publish data on private four-year institutions to employment.
Utah	●	Utah has integrated and published several key types of postsecondary education and training and employment data, including: (i) Public four-year institutions to employment (ii) Community and technical colleges to employment (iii) WIOA Eligible Training Providers to employment Integrated data for public four-year institutions, community colleges, technical colleges, and college-issued, for-credit nondegree credentials to employment are available as a downloadable dataset and a public interactive reporting tool through the Utah State Higher Education Graduate Workforce Outcomes site. These employment outcomes are not currently disaggregated by race/ethnicity, gender, and family income or economically disadvantaged status, but career and technical education graduates can be disaggregated from all other graduates. Utah publishes WIOA Eligible Training Providers-to-employment data as a public interactive reporting tool through the Utah training provider search site. The state does not integrate and publish data on private four-year institutions-to-employment.
Vermont	●	Vermont integrates information on learners' earnings and employment with its public four-year institutions. Vermont State University has an interactive resource available to university stakeholders and plans to publish this tool in the next year.

State	Rating	Description and Resource Links
Virginia	●	Virginia has extensive integration of postsecondary education and training and employment data, including: (i) Public four-year institutions to employment, (ii) Private four-year institutions to employment (iii) Community colleges to employment (iv) WIOA Eligible Training Providers to employment Employment outcomes for public and private four-year institutions along with community colleges and college-issued, for-credit nondegree credentials are available as a public interactive reporting tool through the State Council of Higher Education for Virginia's Guide to the Post-Completion Wages of Graduates. These datasets are all disaggregated by race/ethnicity and gender. Publicly downloadable datasets and a complementary dashboard for public four-year institutions, private four-year institutions, and community colleges are also available through the Virginia Office of Education Economics' Virginia College & Career Outcomes Explorer. WIOA Eligible Training Providers to employment data are available as a public interactive reporting tool through the Virginia Workforce Connection.
Washington	●	Washington has integrated and published several key types of postsecondary education and training and employment data, including. (i) Public four-year institutions to employment (ii) Community colleges to employment (iii) WIOA Eligible Training Providers to employment Integrated data for public four-year institutions, community colleges, and nondegree credentials to employment are available as downloadable datasets and a public interactive reporting tool through the Education Research and Data Center. These employment outcomes are not disaggregated by race/ethnicity, gender, or family income or economically disadvantaged status. Integrated data for WIOA Eligible Training Providers-to-employment are available as a public interactive reporting tool through Career Bridge. Washington does not integrate and publish data on private four-year institutions to employment.
Washington, D.C.	●	The District of Columbia's SLDS, the Office of Education Through Employment Pathways, will report longitudinal postsecondary education and employment outcomes in fall 2025.
West Virginia	●	West Virginia integrates many key postsecondary education and employment data, including (i) Public four-year institutions to employment (ii) Community colleges to employment Employment outcomes for public four-year institutions, community colleges, and nondegree credentials are published through an interactive reporting tool from the West Virginia Higher Education Policy Commission, with disaggregation by race/ethnicity and gender. West Virginia does not currently integrate and publish data on private four-year institutions or WIOA Eligible Training Providers-to-employment.
Wisconsin	●	Wisconsin integrates learners' earnings and employment with its (i) public four-year institutions; (ii) community colleges; and (iii) nondegree credentials. The state publishes some information on the employment outcomes of graduates from four-year institutions through the Universities of Wisconsin Economic Development Accountability Dashboard. Wisconsin publishes employment outcomes for community colleges and nondegree credentials through the Wisconsin Technical College System's Graduate Outcomes report. These employment outcomes are not disaggregated by gender, race/ethnicity, and family income or economically disadvantaged status.
Wyoming	●	Wyoming has integrated and published several key types of postsecondary education and training and employment data but has not integrated and published other key types. The state's integrated and published PSET-to-employment datasets include: (i) Public four-year institutions to employment, with a public interactive reporting tool available in most cases through the Wyoming Statewide Longitudinal Education Data System (SLEDs) Postsecondary Education Workforce Outcomes dashboard (ii) Community colleges to employment, with a public interactive reporting tool available in most cases through the Wyoming SLEDs Postsecondary Education Workforce Outcomes dashboard Integrated data for public four-year and community college to employment are not disaggregated. Wyoming does not integrate and publish data on private four-year institutions to employment.

4. Integrates and delivers comprehensive information on students' earnings and employment after high school completion, and over time

With the increased “blurring” of high school and postsecondary education, states should assess employment outcomes for students earning both high school diplomas and postsecondary credentials.



Element 4 Criteria	Rating	Total States
The state integrates information on students' earnings and employment for all high school completers, who don't immediately enter postsecondary education and training, publishes information on these outcomes, and disaggregates this information by race/ethnicity, gender, and family income or economically disadvantaged status.	Leading 	12
The state integrates some information on students' earnings and employment after high school completion, but either has limited or no publication or no disaggregation of this information.	Advanced 	19
The state is in the process of implementing integration of information on students' earnings and employment after high school completion that would meet the criteria for at least Advanced.	Developing 	12
The state does not have any integration of information on students' earnings and employment after high school completion identified through its response and Strada's research.	Foundational 	8

State	Rating	Description and Resource Links
Alabama	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Alaska	●	Alaska publishes ad hoc reports and analysis on college and employment outcomes for the state's high school graduates.
Arizona	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Arkansas	●	Arkansas is in the process of integrating high school completion data with earnings and employment data through its SLDS modernization project, with planned disaggregation of the data.
California	●	In 2025, the Cradle-to-Career Data System published the Pathways to College in California data story , integrating information on learners' earnings and employment after high school completion. These employment and earnings outcomes are disaggregated by race/ethnicity, gender, and family income or economically disadvantaged status.
Colorado	●	Colorado has some linkages between high school and earnings and employment data through data sharing between the Colorado Department of Education and the Colorado Department of Labor and Employment. Colorado continues to develop its SLDS connecting data across the education, training, and workforce continuum. State agencies have worked collaboratively to set governance policies, identify use cases, and chart a course forward under the leadership of the state's Office of Information Technology. Via the Colorado SLDS, state agencies hope to lean into data connections across the K-12, postsecondary, and workforce spaces.
Connecticut	●	Connecticut, through its State Department of Education, has public downloadable data files and a public interactive reporting tool for high school-to-employment outcomes, with disaggregation by race/ethnicity, gender, and other characteristics of the students, credentials earned, and employment situation.
Delaware	●	The Delaware P-20 Council is developing a SLDS which can integrate information on earnings and employment for all high school completers.
Florida	●	The Florida Department of Education publishes High School Reports as part of the Florida Education & Training Placement Information Program . These reports provide information on employment and wages after graduation, those continuing school, receiving public benefits, and more. The information is not disaggregated by race/ethnicity, gender, or family income or economically disadvantaged status.
Georgia	●	Georgia integrates and has downloadable data on students' employment after high school graduation through the Governor's Office of Student Achievement High School Graduate Outcomes site . The data are disaggregated by various characteristics in GA-AWARDS, but these disaggregations are not publicly available.
Hawaii	●	Hawaii does not report employment outcomes of public high school graduates who directly enter Hawaii's workforce. Through the Hawaii Data eXchange Partnership, the state does report postsecondary and workforce outcomes for public high school graduates who enter the University of Hawaii system.
Idaho	●	Idaho is in the process of integrating information on earnings and employment for all high school completers.
Illinois	●	Illinois links and has a public interactive reporting tool for high school-to-employment outcomes, with disaggregation by gender, race/ethnicity, and family income/economically disadvantaged status.
Indiana	●	Indiana has launched several public interactive reporting tools via the EdData platform. These tools include employment outcomes of high school graduates as well as an Education-Workforce Pipelines Report . Additionally, the Sustained Employment dashboard available through the Indiana Graduated Prepared to Succeed interactive reporting tool includes the employment rate of high school graduates with disaggregation by race/ethnicity, family income or economically disadvantaged status, and English language learner status.
Iowa	●	Iowa's SLDS is in the process of integrating employment outcome data for high school graduates.
Kansas	●	Kansas integrates information on learners' earnings and employment for all high school graduates who don't immediately enter postsecondary education and training. The state publishes high school-to-employment outcomes for high school students concurrently or dually enrolled in postsecondary education programs.

State	Rating	Description and Resource Links
Kentucky	●	Through the Kentucky Center for Statistics, Kentucky has open data files and a public interactive reporting tool for both high school-to-employment outcomes and other life outcomes for high school graduates. These files and tools disaggregate data by race/ethnicity, gender, and family income or economically disadvantaged status.
Louisiana	●	Louisiana's Foundational Integrated Research Center for Transformation (LA FIRST) integrates information on learners' employment and earnings for high school completers from participating school districts. The state does not publish these outcomes.
Maine	●	Maine is developing reports on learners' earnings and employment after high school completion, and over time.
Maryland	●	Maryland has open data files and a public interactive reporting tool for high-school-to-employment outcomes, with disaggregation by race/ethnicity, gender, family income or economically disadvantaged status, and other characteristics.
Massachusetts	●	Massachusetts, through its Employment and Earnings of High School Graduates , has a public interactive reporting tool for high school-to-employment outcomes, with disaggregation by race/ethnicity, gender, family income or economically disadvantaged status, and other characteristics.
Michigan	●	Through the MISchoolData , Michigan reports employment outcomes for career and technical education students, disaggregated by ethnicity and gender.
Minnesota	●	Minnesota has open data files and a public interactive reporting tool for high school-to-employment outcomes, with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status. The state reports not only employment and earnings but also average number of hours worked, using their enhanced wage records.
Mississippi	●	Mississippi's SLDS integrates information on all K-12 learners' earnings and employment outcomes after graduation, including those who do not immediately enter postsecondary education. Employment outcomes are available as reports and a public interactive reporting tool through the Mississippi Department of Education's Mississippi Report Card . While available in the underlying data, employment outcomes are not published with disaggregation with race/ethnicity, gender, or family income or economically disadvantaged status.
Missouri	●	Missouri's P2OW Research and Data Center has linked high school graduate records to employment and wage data. Results have been shared with the Department of Elementary and Secondary Education and included in presentations. Additionally, the Missouri School Report Card includes the percentage of graduates entering employment (as well as into postsecondary education and the military), but these employment outcomes are not disaggregated.
Montana	●	Montana's Education and Workforce Governing Board identified employment outcomes of high school graduates as a key policy question in its recently published research agenda .
Nebraska	●	Nebraska, through the Nebraska Statewide Workforce & Educational Reporting System, integrates information on learners' earnings and employment after high school for all high school completers including those who do not immediately enter postsecondary education and training, but has not yet published this information.
Nevada	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
New Hampshire	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
New Jersey	●	The New Jersey Department of Education's School Performance Report includes the percentage of high school graduates entering postsecondary education and the number of graduates entering apprenticeship programs. The New Jersey Statewide Data System has reports on the education and employment pathways of high school graduates. However, these employment outcomes are not disaggregated by race/ethnicity, gender, or family income or economically disadvantaged status.
New Mexico	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.

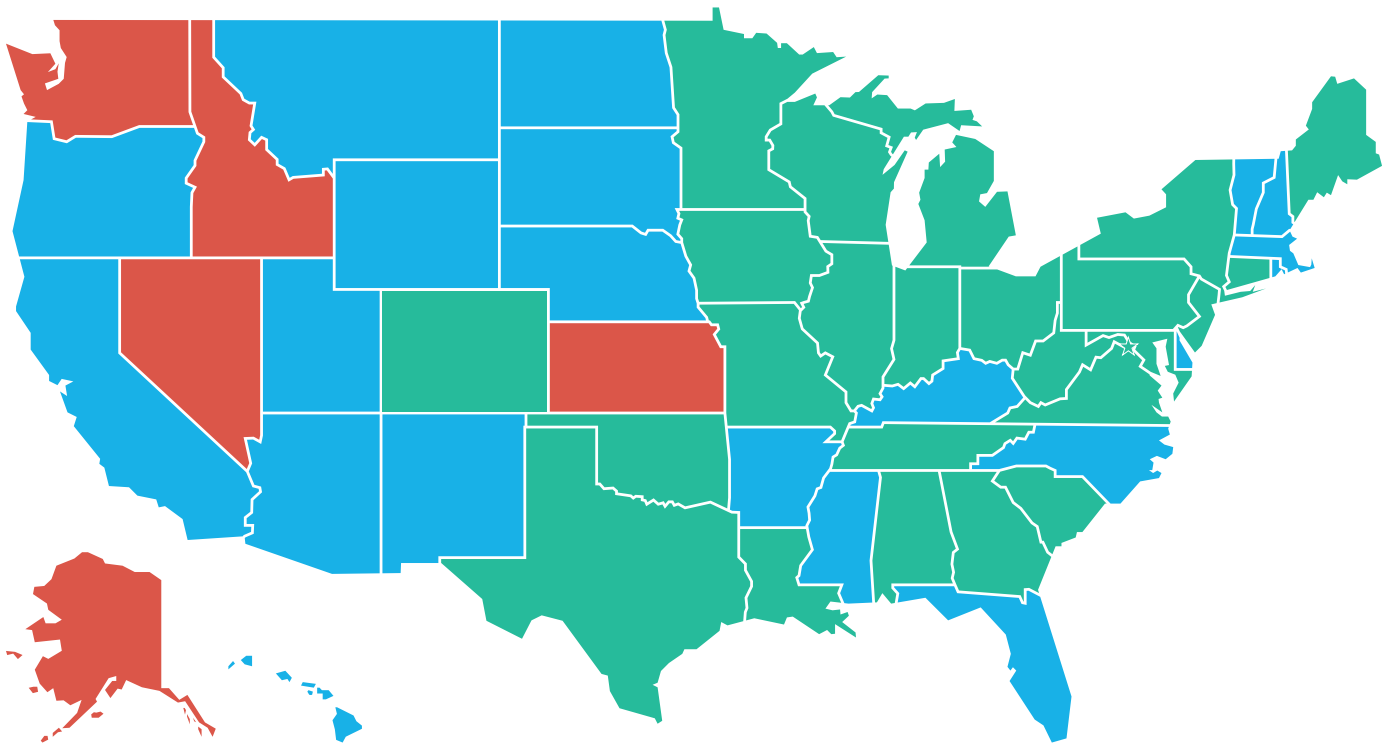
State	Rating	Description and Resource Links
New York	●	New York integrates information on learners' earnings and employment for New York City Public School graduates who attend postsecondary education through the City University of New York system. The state does not publish integrated high school-to-employment data.
North Carolina	●	Through NC TOWER , the state links high school-to-employment outcomes with disaggregation by race/ethnicity and gender.
North Dakota	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Ohio	●	Through the Coleridge Initiative, the Ohio Department of Higher Education is working with the Ohio Education Research Center to expand the Multi-State Postsecondary Outcomes dashboard to track high school and nondegree employment outcomes in Ohio.
Oklahoma	●	Oklahoma is developing an SLDS which can integrate information on earnings and employment for all high school completers.
Oregon	●	Oregon integrates information on learners' earnings and employment for all high school completers, who do not immediately enter postsecondary education and training. The state reports on high school-to-employment outcomes , but does not disaggregate this information.
Pennsylvania	●	Pennsylvania, through Future Ready PA Index , provides interactive resources on the percentage of high school graduates entering employment along with postsecondary enrollment and military enlistment. These employment outcomes are disaggregated by race/ethnicity, family income or economically disadvantaged status, and other demographic categories.
Rhode Island	●	Rhode Island has public downloadable data files and a public interactive reporting tool for high school-to-employment outcomes , with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status.
South Carolina	●	South Carolina integrates high school completion and employment outcomes, and through the South Carolina Education and Workforce Report , publishes statewide information on gainful employment within five and ten years of graduating from high school. The data in the report are not disaggregated.
South Dakota	●	Strada's research did not identify evidence of the state demonstrating this element.
Tennessee	●	Tennessee has published reports for high school-to-employment outcomes , without disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status.
Texas	●	The Texas Education Agency publishes earnings and employment outcomes of high school students through the Texas Public Education Information Resource's Employment and Earnings by Education and College Enrollment & Employment interactive reporting tools. While not currently disaggregated by demographic categories, employment outcomes are broken out by school district.
Utah	●	Utah integrates information on learners' earnings and employment for Utah public high school graduates with disabilities. The state publishes these employment outcomes as an interactive reporting tool but does not disaggregate by race/ethnicity, gender, family income or economically disadvantaged status.
Vermont	●	The Vermont Annual Snapshot includes high school-to-employment information that is not yet populated.
Virginia	●	Virginia currently has published limited CTE student-to-employment data available through the Virginia Department of Education. These high school-to-employment outcomes are not publicly reported.
Washington	●	Washington has integrated high school-to-employment data. Washington publishes these employment outcomes as an interactive resource through the Education Research and Data Center's High School Graduates Outcomes Dashboard , with disaggregation by race/ethnicity and gender. The state also publishes high school-to-employment data as open data files on the state's Open Data Portal .
Washington, D.C.	●	The Office of Education Through Employment Pathways will report longitudinal secondary education and employment outcomes in fall 2025.
West Virginia	●	West Virginia has a public interactive reporting tool for high school-to-employment outcomes with disaggregation by race/ethnicity and gender.

State	Rating	Description and Resource Links
Wisconsin	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Wyoming	●	Through the Wyoming Statewide Longitudinal Education Data System, the state is developing a high school-to-employment report.

5.

Partners with national and multistate initiatives to assess education-to-opportunity outcomes for graduates and non-graduates of postsecondary education and training programs who relocate or work outside the state

Today's workforce is highly mobile, and job markets often span multiple states. As a result, states need methods for capturing education and employment outcomes for individuals who relocate or work outside of the state.



Element 5 Criteria	Rating	Total States
The state partners, or is in the process of partnering, with Post-Secondary Employment Outcomes (PSEO) , Multi-State Data Collaboratives (MSDC) , and State Wage Interchange System (SWIS) .	Leading 	25
The state partners, or is in the process of partnering, with two national and multistate initiatives.	Advanced 	21
The state partners with only one national and multistate initiative.	Foundational 	5

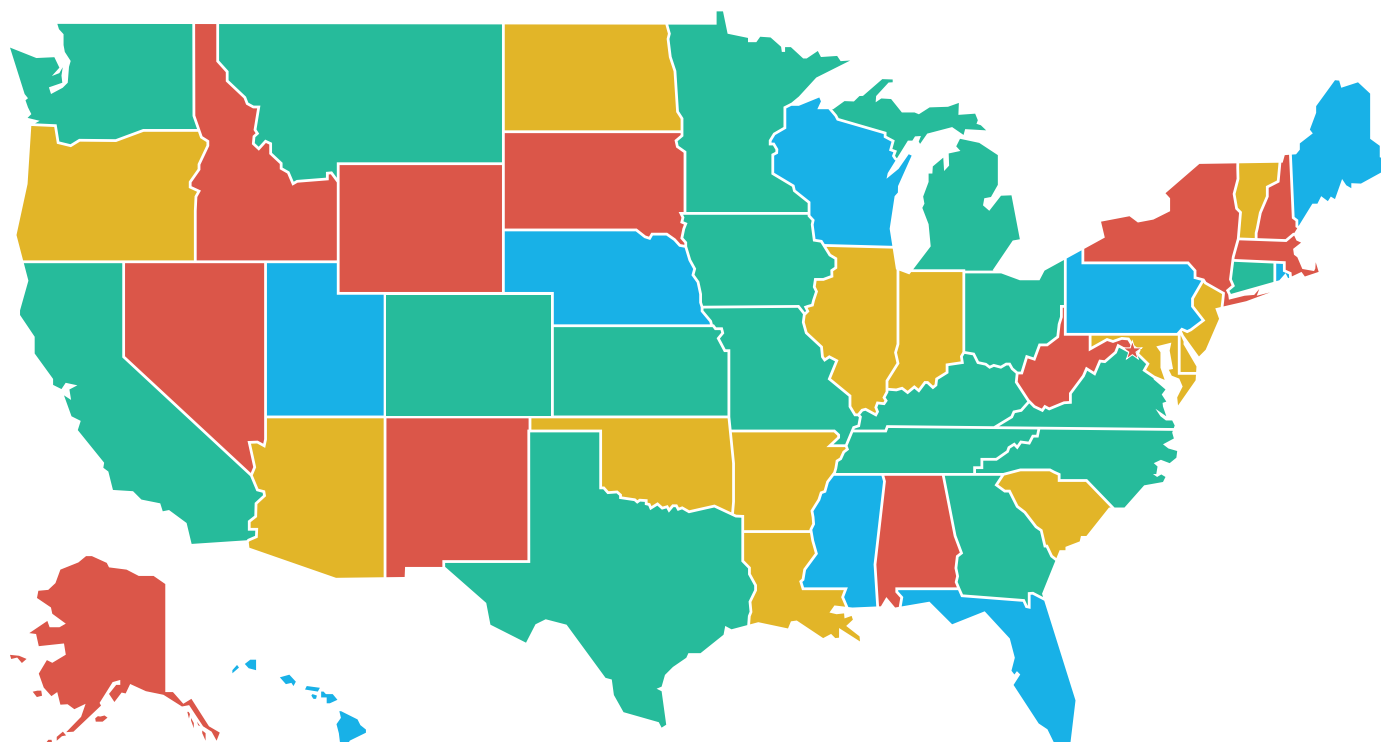
¹ The assessment of states participating in the Coleridge/NASWA Multi-State Data Collaboratives includes states with representatives participating in collaborative activities, even if not yet contributing data. Future iterations of the State Opportunity Index will assess which states are contributing data to the collaboratives.

State	Rating	Description and Resource Links
Alabama	●	Alabama partners with PSEO (<25% graduate coverage), MSDC, and SWIS. Alabama is in the process of expanding graduate coverage through PSEO.
Alaska	●	Alaska partners with SWIS.
Arizona	●	Arizona partners with PSEO (<25% graduate coverage) and SWIS. Arizona is in the process of expanding graduate coverage through PSEO.
Arkansas	●	Arkansas partners with MSDC and SWIS.
California	●	California partners with MSDC and SWIS.
Colorado	●	Colorado partners with PSEO (50–75% graduate coverage), MSDC, and SWIS.
Connecticut	●	Connecticut partners with PSEO (50–75% graduate coverage), MSDC, and SWIS.
Delaware	●	Delaware partners with MSDC and SWIS.
Florida	●	Florida partners with MSDC and SWIS.
Georgia	●	Georgia partners with PSEO (25–49% graduate coverage), MSDC, and SWIS.
Hawaii	●	Hawaii partners with PSEO (50–75% graduate coverage) and SWIS.
Idaho	●	Idaho partners with SWIS.
Illinois	●	Illinois partners with PSEO (50–75% coverage), MSDC, and SWIS.
Indiana	●	Indiana partners with PSEO (>75% graduate coverage), MSDC, and SWIS.
Iowa	●	Iowa partners with PSEO (50–75% graduate coverage), MSDC, and SWIS.
Kansas	●	Kansas partners with SWIS and the Missouri Department of Labor and Industrial Relations. Some private four-year institutions in Kansas partner with PSEO (data pending).
Kentucky	●	Kentucky partners with SWIS and MSDC.
Louisiana	●	Louisiana partners with PSEO (50–75% graduate coverage), MSDC, and SWIS.
Maine	●	Maine partners with PSEO (50–75% graduate coverage), MSDC, and SWIS.
Maryland	●	The Maryland Higher Education Commission partners with PSEO (data pending), and the Maryland Department of Labor partners with MSDC and SWIS.
Massachusetts	●	Massachusetts partners with PSEO (25–49% graduate coverage) and SWIS.
Michigan	●	Michigan partners with PSEO (<25% graduate coverage), MSDC, and SWIS.
Minnesota	●	Minnesota partners with PSEO (50–75% graduate coverage), MSDC, and SWIS.
Mississippi	●	Mississippi partners with MSDC and SWIS.
Missouri	●	Missouri partners with PSEO (50–75% graduate coverage), MSDC, and SWIS.
Montana	●	Montana partners with PSEO (>75% graduate coverage) and SWIS.
Nebraska	●	Nebraska partners with SWIS and is in the process of partnering with PSEO.
Nevada	●	Nevada partners with SWIS.

State	Rating	Description and Resource Links
New Hampshire	●	New Hampshire partners with MSDC and SWIS.
New Jersey	●	New Jersey partners with MSDC and SWIS. The state is in the process of partnering with PSEO.
New Mexico	●	New Mexico partners with PSEO (data pending) and SWIS.
New York	●	New York partners with PSEO (25–49% graduate coverage), MSDC, and SWIS.
North Carolina	●	North Carolina partners with PSEO (data pending) and SWIS.
North Dakota	●	North Dakota partners with MSDC and SWIS.
Ohio	●	Ohio partners with PSEO (50–75% graduate coverage), MSDC, and SWIS.
Oklahoma	●	Oklahoma partners with PSEO (50–75% graduate coverage), MSDC, and SWIS.
Oregon	●	Oregon partners with PSEO (50–75% graduate coverage) and SWIS.
Pennsylvania	●	Pennsylvania partners with PSEO (<25% graduate coverage), MSDC, and SWIS.
Rhode Island	●	Rhode Island partners with MSDC and SWIS. Some private four-year institutions in Rhode Island partner with PSEO.
South Carolina	●	South Carolina partners with PSEO (>75% graduate coverage), MSDC, and SWIS.
South Dakota	●	South Dakota partners with PSEO (>75% graduate coverage) and SWIS.
Tennessee	●	Tennessee partners with PSEO (data pending), MSDC, and SWIS.
Texas	●	Texas partners with PSEO (>75% graduate coverage), MSDC, and SWIS.
Utah	●	Utah partners with PSEO (50–75% graduate coverage) and SWIS.
Vermont	●	Vermont partners with MSDC and SWIS.
Virginia	●	Virginia partners with PSEO (>75% graduate coverage), MSDC, and SWIS.
Washington	●	Washington partners with SWIS.
Washington, D.C.	●	The District of Columbia partners with PSEO (<25% graduate coverage), MSDC, and SWIS.
West Virginia	●	West Virginia partners with PSEO (25–49% graduate coverage), MSDC, and SWIS.
Wisconsin	●	Wisconsin partners with PSEO (25–49% graduate coverage), MSDC, and SWIS.
Wyoming	●	Wyoming participates in PSEO (>75% graduate coverage) and SWIS.

6. Publishes comprehensive and timely open data files containing aggregate education-to-opportunity statistics that anyone can access, download, and otherwise use

Having public datasets containing only aggregate information that cannot be used to identify any individual allows researchers, policy organizations, and members of the public to easily access information for their own analysis and reporting needs. Public-use, open data resources should be optimized for use in large language models, and include downloadable datasets in accessible formats, clear explanations of the resources, and data dictionaries.



Element 6 Criteria	Rating	Total States
The state publishes comprehensive and easy to use open data files containing aggregate education-to-opportunity statistics for its public four-year institutions and two or more of the following systems: (i) private four-year institutions; (ii) community colleges; (iii) nondegree credentials; (iv) WIOA Eligible Training Providers; and (v) high schools.	Leading 	17
The state publishes comprehensive and easy to use open data files containing aggregate education-to-opportunity statistics for its public four-year institutions and either (i) another system or (ii) for two or more systems but limited in coverage (e.g., only available at institution level) or usability (e.g., data tables rather than an open data file).	Advanced 	9
The state is in the process of developing open aggregate data that meet the criteria for at least Advanced.	Developing 	13
The state publishes open aggregate data only containing enrollment and completion metrics with no employment outcomes, or the state has no open data approaches identified through its response and Strada's research.	Foundational 	12

State	Rating	Description and Resource Links
Alabama	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Alaska	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Arizona	●	Arizona has downloadable tables from dashboards containing education-to-opportunity metrics such as credentials earned, employment rate, and median wages for WIOA Eligible Training Providers.
Arkansas	●	Arkansas has numerous upcoming projects to expand open data coverage under the Workforce Data Quality Initiative, Justice Reinvestment Initiative, Statewide Longitudinal Data System Grant Program, Democratizing Our Data Challenge, and the state Medicaid expansion program.
California	●	California has downloadable datasets from a public interactive reporting tool containing aggregate education-to-opportunity statistics for (i) public four-year institutions; (ii) community colleges; (iii) nondegree credentials; and (iv) high schools.
Colorado	●	Colorado has customizable open data files containing various education-to-opportunity statistics such as enrollment, completion, and median earnings for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; (iv) WIOA Eligible Training Providers; and (v) high schools, with disaggregation by race/ethnicity, gender, and age.
Connecticut	●	The state publishes open data files containing education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; and (iii) nondegree credentials, with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status. Additionally, Connecticut has a robust Open Data Portal with downloadable enrollment, credit attainment, and remediation data for Connecticut state colleges and universities.
Delaware	●	Delaware is in the process of publishing comprehensive and easy to use open data files containing aggregate education-to-opportunity statistics to its Open Data Portal .
Florida	●	Florida has open data files containing education-to-opportunity statistics for public four-year institutions . Additionally, the state publishes reports, though not open data files, containing education-to-employment statistics for (i) private four-year institutions ; (ii) community colleges ; (iii) WIOA Eligible Training Providers; and (iv) high schools .
Georgia	●	Georgia has open data files containing aggregate education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; and (iii) nondegree credentials. The state also publishes open data files containing high school-to-employment outcomes . Additionally, enrollment data are available by institution and program, with disaggregation by race/ ethnicity and gender.
Hawaii	●	Hawaii has data tables rather than open data files containing education-to-employment outcomes for (i) public four-year institutions; and (ii) community colleges.
Idaho	●	While not addressing the criteria for this element, Idaho publishes open data files containing statistics on K12 enrollment and reports containing statistics on postsecondary enrollment .
Illinois	●	Illinois has open data files containing aggregate enrollment and completion statistics for community colleges with disaggregation by race/ethnicity and family income/economically disadvantaged status. The state is developing an open dataset containing high school-to-college-to-career measures.
Indiana	●	The Indiana Management Performance Hub (MPH) maintains the Indiana Data Hub , the state's open data portal, and publishes open data files containing aggregate statistics. In 2025, Indiana directed MPH to produce aggregate, downloadable public use data sets on employment outcomes for both high school graduates and earners of postsecondary credentials. While not meeting the criteria of this element, the Commission for Higher Education also publishes reports . The published files, however, contain only enrollment, persistence, and completion metrics with no employment outcomes.
Iowa	●	Iowa publishes aggregate, downloadable education-to-opportunity data tables for (i) public four-year institutions ; (ii) community colleges ; and (iii) nondegree credentials .

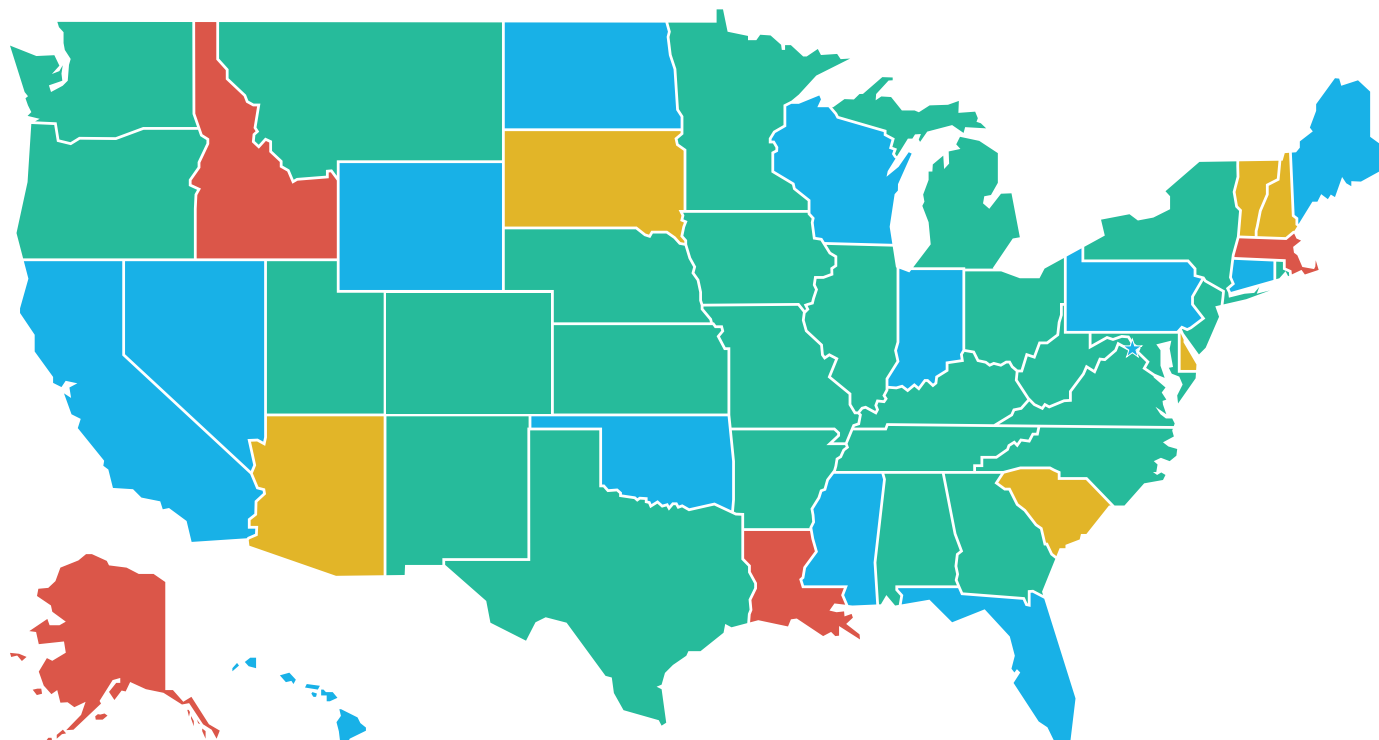
State	Rating	Description and Resource Links
Kansas	●	Kansas has open data files containing education-to-employment outcomes by institution and program for (i) public four-year institutions; (ii) community colleges; (iii) WIOA Eligible Training Providers; and (iv) nondegree credentials from the Kansas Higher Education Statistics portal or the Kansas Training Information Program .
Kentucky	●	Kentucky has open data files containing education-to-employment outcomes for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; and (iii) college-issued, for-credit nondegree credentials, with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status. Additionally, there are open data files containing aggregate education-to-opportunity statistics for apprenticeships , with disaggregation by race/ethnicity, and high school-to-employment outcomes .
Louisiana	●	Louisiana's SLDS will publish education-to-opportunity statistics in 2025.
Maine	●	Maine has open data files containing education-to-employment outcomes for (i) public four-year institutions; and (ii) community colleges.
Maryland	●	Maryland has open data files containing high school-to-employment outcomes , with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status. Upon request, the MLDS Center provides aggregate education-to-employment statistics for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; and (iv) college-issued, for-credit nondegree credentials. The Center will also soon provide WIOA Eligible Training Providers to employment outcomes upon request.
Massachusetts	●	Massachusetts has open data files containing education-to-employment outcomes for high school graduates. While not addressing the criteria of the element, Massachusetts has open data files containing metrics such as typical education attainment and wages by occupation. The data are available at the state level and by workforce region.
Michigan	●	Michigan has open data files containing education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; (iii) nondegree credentials; and (iv) high schools. These files can be disaggregated by ethnicity, gender, and age.
Minnesota	●	Minnesota has open data files containing education-to-employment outcomes for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; (iv) nondegree credentials; and (v) WIOA Eligible Training Providers. The state publishes open data files for high school-to-employment outcomes . Additionally, education outcome reports include metrics such as enrollment, completion, and transfer rates, with disaggregation by race/ethnicity, gender, and age.
Mississippi	●	Mississippi has downloadable datasets from public interactive reporting tools containing education-to-employment outcomes for (i) public four-year institutions ; and (ii) community colleges . While not meeting the criteria for the element, Mississippi's SLDS can provide customized aggregate data files containing information on postsecondary education and training completers, related occupations, jobs advertised, and advertised job skills.
Missouri	●	Missouri has open data files with various education-to-opportunity metrics such as earnings, employment percentage, and time to completion by program for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; (iv) nondegree credentials; and (v) WIOA Eligible Training Providers.
Montana	●	Montana has downloadable data tables from interactive dashboards with various education-to-opportunity metrics such as earnings, enrollment, and completion by program for (i) public four-year institutions; (ii) public two-year institutions; and (iii) nondegree credentials, with disaggregation by race/ethnicity, gender, and family income/economically disadvantaged status.
Nebraska	●	Nebraska has open data files containing education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; and (iii) nondegree credentials.
Nevada	●	Strada's research did not identify evidence of the state demonstrating this element.
New Hampshire	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
New Jersey	●	New Jersey is developing public-use data files containing aggregate statistics for all of its dashboards.

State	Rating	Description and Resource Links
New Mexico	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
New York	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
North Carolina	●	North Carolina has a customizable report builder for education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; (iii) nondegree credentials; and (iv) high schools with disaggregation by race/ethnicity and gender.
North Dakota	●	North Dakota currently only provides open data files containing education outcome statistics such as completion and enrollment available for (i) public four-year institutions; and (ii) community colleges, but does not have open data files with employment outcomes.
Ohio	●	Ohio has downloadable files from public interactive resources containing postsecondary education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; and (iii) nondegree credentials.
Oklahoma	●	Oklahoma is developing an SLDS which can publish open data files containing aggregate education-to-opportunity statistics.
Oregon	●	Oregon has customizable open data files containing community college enrollment and completion, with disaggregation by race/ethnicity, gender, and age.
Pennsylvania	●	Pennsylvania has downloadable tables from a dashboard containing education-to-employment outcomes for (i) public four-year institutions; and (ii) nondegree credentials, with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status.
Rhode Island	●	Rhode Island has open data files containing education-to-employment outcomes for (i) WIOA Eligible Training Providers with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status; and (ii) high schools , with disaggregation by race/ethnicity and gender. Additionally, the state publishes enrollment and completion metrics for public four-year and community college institutions.
South Carolina	●	As the result of legislation enacted in 2023 , South Carolina is developing an Education and Workforce Portal to provide South Carolinians with information critical to their lifelong educational journey. The Portal will include comprehensive data on education and workforce programs and pathways.
South Dakota	●	Strada's research did not identify evidence of the state demonstrating this element.
Tennessee	●	Tennessee has downloaded datasets from public interactive resources containing aggregate education-to-opportunity statistics for its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges.
Texas	●	Texas, through the Texas Higher Education Coordinating Board's (THECB) Accountability System has open data files containing education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; (iii) nondegree credentials. THECB is also expanding the availability of datasets through the DataBridge cloud infrastructure to support institutional and policy decision-making.
Utah	●	Utah has downloadable data tables from an interactive reporting tool containing education-to-employment outcomes by program for (i) public four-year institutions; and (ii) community colleges.
Vermont	●	Vermont is planning to publish a dashboard containing education-to-opportunity statistics and enable downloading of the underlying aggregate data files for public four-year institutions.
Virginia	●	Virginia has downloadable datasets from a dashboard containing education-to-employment outcomes by program for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; and (iv) nondegree credentials.
Washington	●	Washington has downloadable datasets from a dashboard containing education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; and (iii) nondegree credentials. Additionally, the state publishes high school-to-employment data as open data files on the state's Open Data Portal. The state also provides aggregate education-to-employment data upon request .
Washington, D.C.	●	While not addressing the criteria for this element, the Office of the State Superintendent of Education publishes downloadable data about college and career readiness on the DC School Report Card .

State	Rating	Description and Resource Links
West Virginia	●	While not addressing the criteria for this element, West Virginia has a process for requesting aggregate education-to-opportunity statistics.
Wisconsin	●	Wisconsin has downloadable data tables from a public interactive reporting tool containing education-to-employment statistics for the public four-year institutions.
Wyoming	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.

7. Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision making

Interactive public reporting tools can simplify and effectively communicate complex education-to-employment data, making it easier for learners to use the information to guide their college and career decisions and institutions to use the information to continuously improve their programs.



Element 7 Criteria	Rating	Total States
The state has interactive resources containing education-to-opportunity statistics for its public four-year institutions and two or more of the following systems: (i) private four-year institutions; (ii) community colleges; (iii) nondegree credentials; (iv) WIOA Eligible Training Providers; and (v) high schools.	Leading 	27
The state has interactive resources containing education-to-opportunity statistics for at least its public four-year institutions.	Advanced 	14
The state is in the process of developing interactive resources containing education-to-opportunity statistics.	Developing 	6
The state's interactive resources contain only enrollment and completion metrics with no employment outcomes, or the state has no interactive resources identified through its response and Strada's research.	Foundational 	4

State	Rating	Description and Resource Links
Alabama	●	Alabama has dashboards containing education-to-employment outcomes for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; and (iv) nondegree credentials.
Alaska	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Arizona	●	Arizona has public interactive reporting tools containing education-to-employment statistics for WIOA Eligible Training Providers .
Arkansas	●	Arkansas has dashboards containing education-to-employment outcomes for (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges.
California	●	California has interactive tools containing education-to-employment outcomes available for (i) public four-year institutions (Universities, Cal State); and (ii) community colleges . In addition, CaliforniaColleges.edu provides interactive tools and resources for high school students to identify college and career pathways.
Colorado	●	Colorado has multiple dashboards containing various education-to-opportunity metrics such as earnings, enrollment, and completion for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; (iv) WIOA Eligible Training Providers; and (v) high schools. Disaggregation by demographics is available for earnings but not available for enrollment and completion metrics.
Connecticut	●	Connecticut has multiple dashboards containing education-to-employment outcomes by program for public four-year and community college institutions, with disaggregation by race/ethnicity and gender. A dashboard of Employment Outcomes by Programs benchmarks employment outcomes to a living wage.
Delaware	●	Delaware is developing public interactive resources containing education-to-opportunity statistics.
Florida	●	Florida has dashboards containing education-to-employment outcomes for (i) public four-year institutions ; and (ii) private four-year institutions .
Georgia	●	Georgia has an interactive dashboard containing education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; and (iii) nondegree credentials. The state also publishes interactive reporting tools containing high school-to-employment outcomes . Additionally, postsecondary enrollment metrics are available and include a comparison tool.
Hawaii	●	Hawaii has interactive dashboards containing education-to-employment outcomes for (i) public four-year institutions; and (ii) community colleges. Additionally, the state has a postsecondary dashboard that includes enrollment and completion, with disaggregation by race/ethnicity, gender, and economically disadvantaged status.
Idaho	●	Idaho publishes interactive reports on enrollment, persistence, and graduation for public four- and two-year institutions.
Illinois	●	Illinois has a public interactive reporting tool showing various education-to-opportunity metrics for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; and (iv) nondegree credentials.
Indiana	●	Indiana has dashboards containing education-to-employment outcomes for (i) public four-year institutions; and (ii) community colleges.
Iowa	●	Iowa has dashboards containing education-to-employment outcomes for (i) public four-year institutions ; (ii) community colleges ; and (iii) nondegree credentials . Community college data include employment percentage, enrollment, completion, and mapping of programs of study to the employment industry. Nondegree credential data include mapping of programs of study to the employment industry, with disaggregation by race/ethnicity and gender.
Kansas	●	Kansas has interactive resources containing education-to-opportunity metrics such as enrollment, retention, and earnings by institution, credential, and program for (i) public four-year institutions; (ii) community colleges; (iii) WIOA Eligible Training Providers; and (iv) nondegree credentials. These resources include the Kansas Higher Education Statistics portal , Kansas DegreeStats , and the Kansas Training Information Program .

State	Rating	Description and Resource Links
Kentucky	●	Kentucky has dashboards with various education-to-opportunity metrics such as enrollment, completion, and earnings for (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state also publishes interactive reporting tools featuring employment outcomes for college-issued, for-credit nondegree credentials ; and high schools with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status.
Louisiana	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Maine	●	Maine publishes MaineEARNs , an interactive dashboard containing education-to-employment outcomes by program for (i) public four-year institutions; and (ii) community colleges.
Maryland	●	Maryland has a public interactive reporting tool containing education-to-employment statistics for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; and (iv) college-issued, nondegree credentials. Additionally, the state has dashboards containing high school-to-employment outcomes .
Massachusetts	●	Massachusetts has a public interactive dashboard containing various education-to-opportunity statistics such as completion, number employed, and wages by district and industry for high school graduates, with disaggregation by gender, race/ethnicity, family income/economically disadvantaged status, and other characteristics.
Michigan	●	The Michigan Pathfinder is an interactive resource containing education-to-employment outcomes for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; (iv) nondegree credentials; (v) WIOA Eligible Training Providers; and (vi) high schools. Additionally, the state publishes an interactive resource featuring apprenticeship employment outcomes .
Minnesota	●	Minnesota has a dashboard with education-to-employment outcomes for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; (iv) nondegree credentials; and (v) WIOA Eligible Training Providers. The state also publishes an interactive resource for high school-to-employment outcomes , with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status.
Mississippi	●	Mississippi has interactive resources containing employment outcomes for (i) public four-year institutions ; and (ii) community colleges .
Missouri	●	Missouri has an interactive reporting tool with education-to-employment outcomes by program for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; (iv) nondegree credentials; and (v) WIOA Eligible Training Providers. The state has a separate dashboard containing employment outcomes for two- and four-year institutions.
Montana	●	Montana publishes dashboards with various education-to-opportunity metrics such as earnings, enrollment, and completion by program for (i) public four-year institutions; (ii) public two-year institutions; and (iii) nondegree credentials, with disaggregation by race/ethnicity, gender, and family income/economically disadvantaged status.
Nebraska	●	Nebraska has dashboards containing education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; and (iii) nondegree credentials.
Nevada	●	Nevada has a dashboard containing education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; and (iii) nondegree credentials. Additionally, there is an interactive tool containing education-to-employment outcomes for WIOA Eligible Training Providers.
New Hampshire	●	New Hampshire has a public interactive reporting tool for WIOA Eligible Training Provider-to-employment data.
New Jersey	●	New Jersey has a public interactive reporting tool containing education-to-opportunity statistics for (i) public four-year institutions; (ii) some private four-year institutions; (iii) community colleges; and another for (iv) WIOA Eligible Training Providers.
New Mexico	●	New Mexico's SLDS, Research Informing Success in Education, has an interactive resource containing education-to-opportunity statistics for its (i) public four-year institutions; (ii) community colleges; and (iii) nondegree credentials.

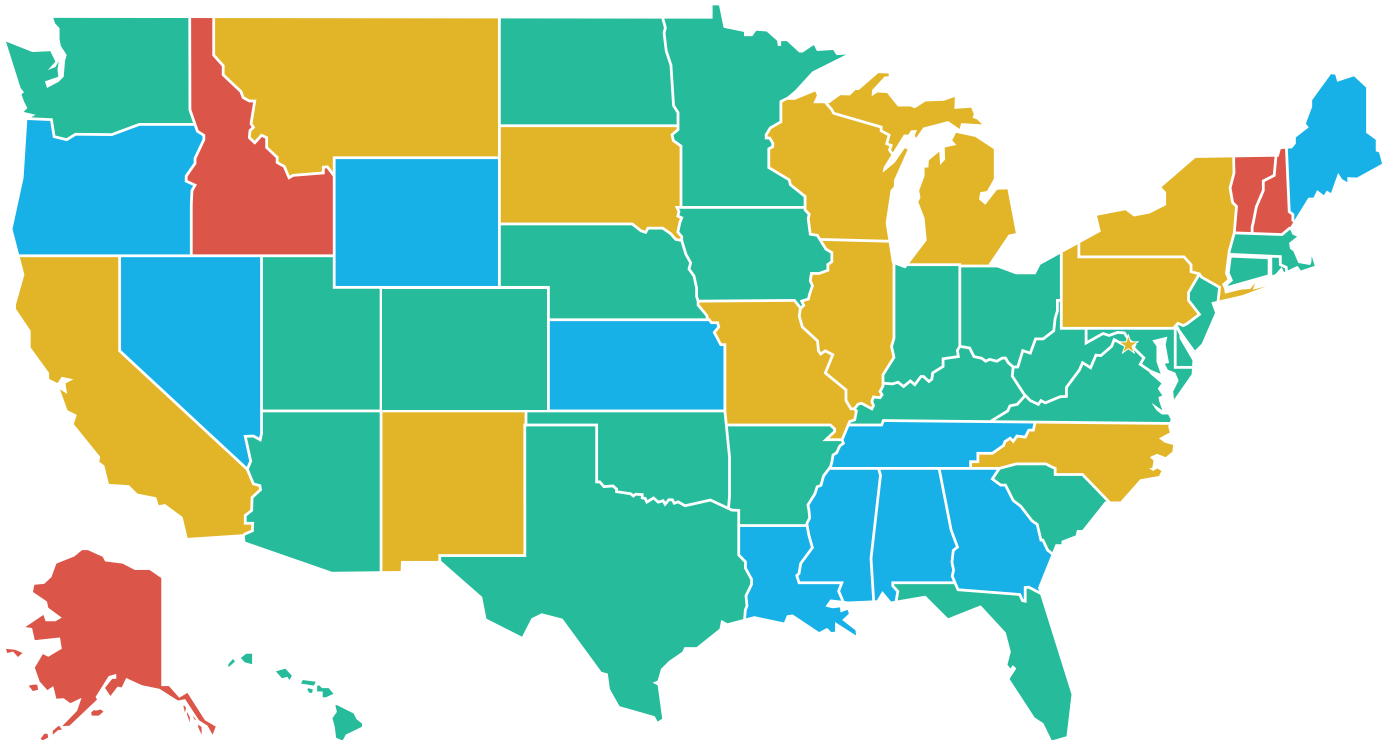
State	Rating	Description and Resource Links
New York	●	New York has public interactive reporting tools containing education-to–employment outcomes for (i) public four–year institutions; (ii) community colleges; and (iii) some nondegree credentials. These dashboards are available through the State University of New York and the City University of New York .
North Carolina	●	North Carolina has a public interactive reporting tool through NC TOWER containing various education-to–opportunity statistics such as completion, employment rate, and earnings for (i) public four–year institutions; (ii) community colleges; (iii) nondegree credentials; and (iv) high schools with disaggregation by race/ethnicity and gender. Additionally, the North Carolina Community College System has produced an interactive resource featuring employment outcomes for community college career and technical education students.
North Dakota	●	North Dakota has a public interactive report containing employment outcomes for (i) public four–year institutions; and (ii) community colleges. The state also publishes an interactive resource featuring enrollment and completion for (i) public four–year institutions; (ii) private four–year institutions; and (iii) community colleges.
Ohio	●	Ohio has public interactive resources containing education-to–employment outcomes for (i) public four–year institutions; (ii) community colleges; and (iii) nondegree credentials.
Oklahoma	●	Oklahoma has a public interactive resource containing education-to–employment outcomes for (i) public four–year institutions; and (ii) community colleges.
Oregon	●	Oregon has multiple interactive resources containing education-to–opportunity statistics for (i) public four–year institutions ; (ii) community colleges ; (iii) nondegree credentials; and (iv) WIOA Eligible Training Providers .
Pennsylvania	●	Pennsylvania has a dashboard containing education-to–employment outcomes for (i) public four–year institutions; and (ii) nondegree credentials, with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status. Additionally, there are dashboards for enrollment and completion , with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status.
Rhode Island	●	Rhode Island has dashboards containing education-to–employment outcomes for (i) nondegree credentials ; (ii) WIOA Eligible Training Providers ; and (iii) high schools with disaggregation by race/ethnicity and gender. Additionally, the state publishes a dashboard containing employment outcomes for public four–year institutions and community colleges, but the outcomes cannot be disaggregated by institution or program.
South Carolina	●	South Carolina has a public interactive reporting tool through the Palmetto Academic and Training Hub containing various education-to–opportunity statistics for WIOA Eligible Training Providers. In February 2024, South Carolina launched FindYourFuture.sc.gov . This platform currently serves as a repository of linked resources and other tools. The goal is for it to continue evolving and ultimately become the interactive Statewide Education and Workforce Development Portal. While not meeting the criteria for the element, Find Your Future includes other interactive resources informing education-to–opportunity decision making, like identifying education and training programs based.
South Dakota	●	South Dakota publishes interactive resources containing education-to–employment statistics for WIOA Eligible Training Providers .
Tennessee	●	Tennessee has published an interactive resource containing education-to–opportunity statistics for its (i) public four–year institutions; (ii) private four–year institutions; (iii) community colleges; and (iv) college–issued, for–credit nondegree credentials.
Texas	●	Texas has multiple interactive resources containing various education-to–opportunity metrics such as graduation rate and earnings for (i) public four–year institutions; (ii) community colleges; (iii) nondegree credentials; (iv) WIOA Eligible Training Providers; and (v) high schools. These tools include My Texas Future , Texas CREWS , and Texas Public Education Information Resource .
Utah	●	Utah has a dashboard with education-to–employment outcomes by program for (i) public four–year institutions; (ii) community colleges; and (iii) college–issued nondegree certificates. Utah has another dashboard showing enrollment by institution, with disaggregation by race/ethnicity, gender, and age.
Vermont	●	Vermont is planning to publish a dashboard containing education-to–opportunity statistics for its public four–year institutions.

State	Rating	Description and Resource Links
Virginia	●	Virginia has an interactive resource containing education-to-employment outcomes for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; and (iv) nondegree credentials. Additionally, there are dashboards and other interactive reports containing enrollment and completion metrics, with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status.
Washington	●	Washington has a dashboard containing education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; (iii) nondegree credentials; and (iv) high schools.
Washington, D.C.	●	DC has public interactive resources containing education-to-opportunity statistics for the public four-year institution. While not addressing the criteria for this element, the District also publishes the Career Coach DC website, which makes local and national LMI data and information about education and training programs in the DC region available to teachers, program administrators, students, parents, and the general public. The Labor Market Awareness Dashboard provides users with important education and labor market data, including educational attainment, the number of degrees and certificates awarded in major occupations, the share of jobs by educational requirement, and high-demand technical skills that employers are looking for in the District of Columbia.
West Virginia	●	West Virginia has a dashboard containing education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; (iii) nondegree credentials; and (iv) high schools.
Wisconsin	●	Wisconsin has a public interactive reporting tool containing education-to-opportunity statistics for the public four-year institutions. Additionally, the state publishes dashboards containing enrollment, retention, and completion metrics for the Universities of Wisconsin.
Wyoming	●	Wyoming has a dashboard containing education-to-employment outcomes by program for public four-year institutions and community colleges.

8.

Affords researchers' access to individual-level matched education-to-opportunity datasets

Research portals with pre-matched, individual-level datasets save researchers time and effort by providing them with clean, ready-to-use data for analysis. As a result, researchers can generate more insights to improve postsecondary education and training systems.



Element 8 Criteria	Rating	Total States
The state has individual-level matched education-to-opportunity datasets for third party researcher access, and there is a clear description of a research request and approval process.	Leading 	25
The state has individual-level matched education-to-opportunity datasets but is limited in at least one of the following: researcher access (e.g., internal researchers or state agency staff) or clarity on approval or request process.	Advanced 	10
The state is in the process of developing individual-level matched education-to-opportunity datasets for researcher access or has published a research agenda.	Developing 	12
The state allows for researcher access to aggregate data only, or the state has no individual level matched education-to-opportunity datasets identified through its response and Strada's research.	Foundational 	4

State	Rating	Description and Resource Links
Alabama	●	Alabama has individual-level matched education-to-opportunity datasets but access is limited to higher education institutions.
Alaska	●	Alaska provides researchers access to aggregate education-to-opportunity datasets. The request and review process is not publicly documented.
Arizona	●	Arizona provides researchers access to individual-level matched education-to-opportunity datasets and provides clearly documented request and review processes . Additionally, the state has published a research agenda , so that external research aligns with state priorities.
Arkansas	●	Arkansas has established the Arkansas Research Environment in the Administrative Data Research Facility. Through this environment, researchers can access person-level information that has been assigned a pseudonym identifier. The datasets are pre-matched across PSET programs into employment with transparency into linkage methods and metadata for sensitivity training and record linkage bias mitigation. The system has an online application form and a unified interagency approval process. Additionally, state agencies can access individual-level data for operational purposes through the Arkansas Data Hub.
California	●	California is developing a process for researchers to request deidentified, individual-level data that is linked to postsecondary education and workforce data summaries.
Colorado	●	The Linked Information Network of Colorado (LINC) provides deidentified education-to-opportunity data to researchers upon request , and LINC describes the request and review process. Summaries of approved projects are publicly available.
Connecticut	●	Connecticut's P20 WIN SLDS provides, upon approved request, deidentified longitudinal data that covers PSET information from participating agencies. Researchers, policymakers, analysts, and evaluators can submit proposals that outline the benefit of the research project to the state, including how the request aligns with a participating agency's priorities or P20 WIN's learning agenda . Data requesters can access a data dictionary prior to submitting their applications to be approved by a data governing board.
Delaware	●	The Delaware Education Research Alliance (DERA), a collaboration between the Delaware Department of Education, Delaware State University, and the University of Delaware's College of Education and Human Development, affords researchers access to individual-level education-to-opportunity datasets. Most research projects are submitted in response to DERA's request for proposals, ensuring that research addresses state priorities.
Florida	●	The Florida Department of Education has individual-level matched education-to-opportunity datasets for third party researcher access. The state clearly describes the request and review process , including that requests are evaluated for alignment with state priorities.
Georgia	●	External researchers can partner with researchers affiliated with Georgia higher education institutions and then submit requests to access individual-level data.
Hawaii	●	The state provides external researcher access through a clearly documented request and review process . The state has published a research and policy agenda , so that external requests can align with state priorities.
Idaho	●	The Educational Analytics System of Idaho provides aggregate postsecondary data to researchers upon request . The state does not provide access to individual-level education-to-opportunity datasets.
Illinois	●	Education Systems Center at Northern Illinois University manages the Illinois Longitudinal Data System and is developing a process by which external researchers can request individual-level education-to-opportunity datasets. Additionally, the state provides higher education institutions access to their graduates' workforce outcomes through an institutional research portal.
Indiana	●	The Indiana Management Performance Hub has established an Education and Workforce Development database and has a clear description of request and approval processes for both row-level deidentified data and confidential data. Researchers may also request access to row-level deidentified higher education data through the Commission for Higher Education's online data request form .
Iowa	●	Iowa integrates and provides individual-level data as needed for specific, approved projects after requestors follow standard data request processes . Individual-level data are made available to evaluators or researchers to support data-driven decision making. While not public, Iowa's SLDS maintains a research agenda to guide external data requests.

State	Rating	Description and Resource Links
Kansas	●	Researchers can request deidentified individual-level data through the Kansas Board of Regents' data governance committee. Though there are some exceptions, researchers have to work within the agency's system to access the data and may not remove data from the system. Kansas has engaged researchers on multiple occasions, and research often focuses on postsecondary graduation outcomes and employment placement and earnings. The state publishes research findings , but the request and approval review is not clearly documented.
Kentucky	●	The Kentucky Center for Statistics provides researchers with individual-level, deidentified K-12 and postsecondary, and employment data under a data sharing agreement. The state has a clearly documented request process , and the state has published a research agenda .
Louisiana	●	Louisiana has individual-level matched education-to-opportunity datasets for research use, but access is limited to Louisiana's Foundational Integrated Research Center for Transformation.
Maine	●	Maine's Department of Labor provides authorized external researchers with linked postsecondary and employment data upon request. The data request procedure is not clearly documented on the department's website.
Maryland	●	The Maryland Longitudinal Data System Center provides researcher access to a mix of pre-matched and pre-built datasets via request. Some researchers may be granted access to deidentified individual-level data. The Center has a published research agenda and clear project management and approval procedures .
Massachusetts	●	Massachusetts provides researchers' access to individual-level matched education-to-opportunity datasets upon execution of a memorandum of understanding. Each agency of the Massachusetts Executive Office of Education as well as the Education-to-Career Research and Data Hub have identified and published their research priorities . Massachusetts encourages research proposals to align with agency research agendas.
Michigan	●	Michigan's Center for Data and Analytics (MDCA) is deploying a system for researchers to gain access to individual-level matched education-to-employment datasets. Researchers will be approved by individual agencies which own the data housed in the MCDA research system.
Minnesota	●	The Minnesota Statewide Longitudinal Education Data System (SLEDs) provides researchers matched student data from pre-kindergarten through postsecondary education and employment. The deidentified data are available by application , and the SLEDs Research and Data Committee reviews applications for their alignment with state and SLEDs research priorities. Research leveraging SLEDs data is published on the system's website .
Mississippi	●	Mississippi State University's National Strategic Planning and Analysis Research Center (NSPARC) is contracted with Mississippi's SLDS Governing Board to provide research and analysis services to fulfill approved requests. The requesting and review process is not clearly documented online.
Missouri	●	The P20W Research and Data Center , housed within Missouri Department of Higher Education and Workforce Development , is currently collaborating with partner agencies on a draft data governance framework that will formalize a process for requesting linked deidentified data. Data have been provided in the past on an ad hoc basis.
Montana	●	In 2023, Montana established the Education and Workforce Data Governing Board . The Board is responsible for drafting policies and processes related to education-to-employment data sharing, including regarding research requests. The Board has published a research agenda , so future requests can be evaluated for their alignment with state priorities.
Nebraska	●	The Nebraska Statewide Workforce & Educational Reporting System has individual-level matched education-to-opportunity datasets for third party researcher access, and there are clear processes for request, review and sharing of results. Additionally, the state has published a research agenda .
Nevada	●	Nevada, through the Nevada P-20 to Workforce Research Data System (NPWR) Research Portal , affords researchers access to individual-level matched education-to-opportunity datasets, though the request and review process is not clearly documented. Most research projects are submitted in response to NPWR's request for proposals, ensuring that research addresses state priorities. The state publishes reports from completed projects.
New Hampshire	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.

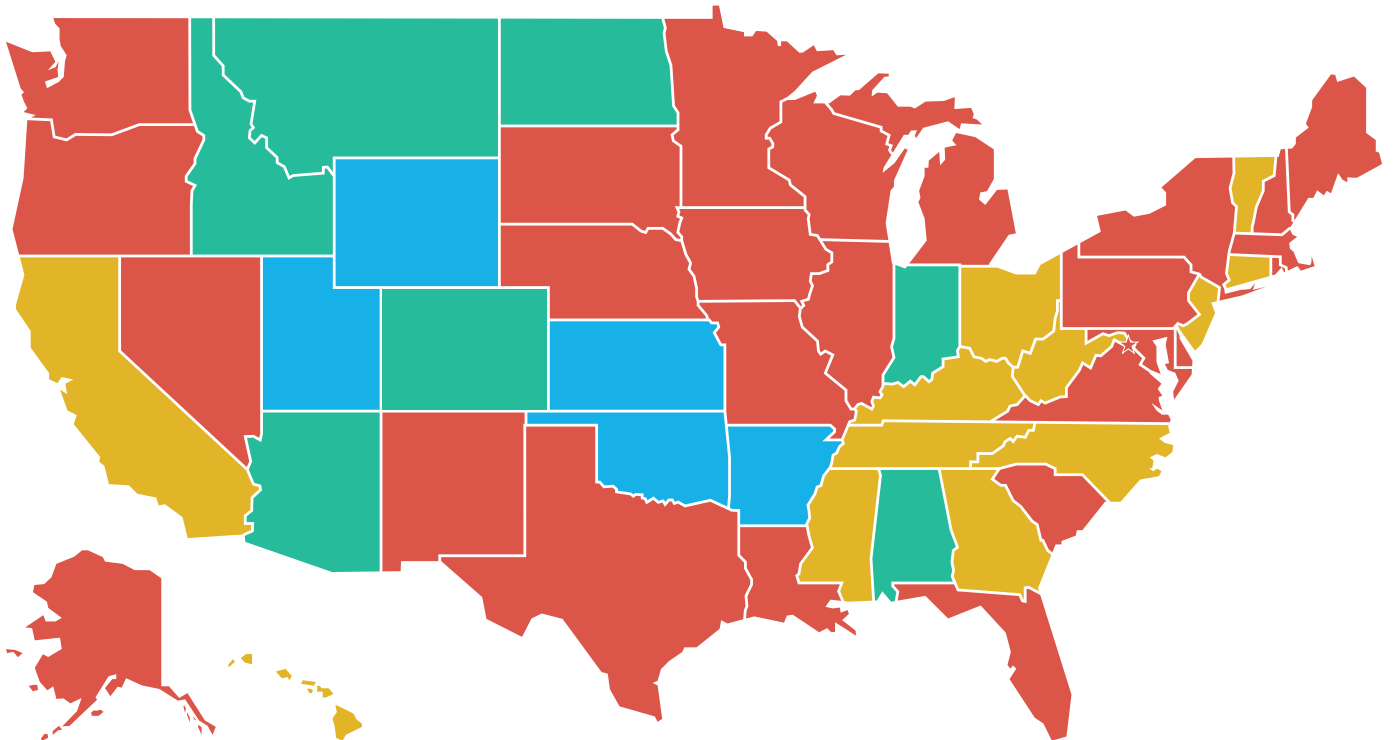
State	Rating	Description and Resource Links
New Jersey	●	The New Jersey Statewide Data System provides external researchers with deidentified, individual-level data from across state agencies. The data available include K-12, higher education, and workforce and training information. An executive leadership committee reviews requests to access these data, and all requests must align with the state's research agenda . Researchers can also access data dictionaries that provide details of the potential datasets available prior to applying.
New Mexico	●	The New Mexico Higher Education Department provides individual-level education datasets, upon request . Research Informing Success in Education is launching a Data Request Portal through which external researchers can request access to individual-level linked education-to-opportunity datasets.
New York	●	New York provides researchers at the Community College Research Center and New York City Public Schools access to integrated education-to-employment data, but there is not a clearly documented process for other external research to request access to individual-level matched education-to-opportunity datasets.
North Carolina	●	In 2025, the North Carolina Longitudinal Data Service will provide a data request form so that researchers can request individual-level matched education-to-opportunity datasets. North Carolina has published research and policy learning goals .
North Dakota	●	North Dakota's SLDS provides authorized external researchers with postsecondary and workforce data upon request . The state has published its research priorities.
Ohio	●	The Ohio Longitudinal Data Archive (OLDA) combines data from several state agencies such as the Ohio Department of Higher Education, Ohio Department of Education, and the Ohio Department of Jobs and Family Services. The platform provides internal and external researchers with pre-matched datasets across PSET programs and into employment through a data request application process . Ohio publishes results of studies conducted using OLDA records.
Oklahoma	●	Oklahoma has individual-level postsecondary and workforce data that researchers can access via a data request form , or they can also make a data request that is covered under an existing Memorandum of Understanding between the Oklahoma State Regents of Higher Education, the Oklahoma Employment Security Commission, and the Oklahoma Tax Commission.
Oregon	●	Deidentified pre-matched and aggregate postsecondary and workforce data from Oregon are available to external researchers. Requests are initiated via an email request submission, with additional steps determined based on the nature of the request. This process is not clearly documented online.
Pennsylvania	●	Researchers may request individual-level education records from the Department of Education. The Department's Institutional Review Board reviews these requests. Researchers may then match these education records to employment datasets. The Department of Education has published a research agenda .
Rhode Island	●	Rhode Island provides individual-level matched education-to-opportunity datasets to external researchers upon request. The process is clearly documented , and the state also publishes the reports from completed projects.
South Carolina	●	The South Carolina Revenue and Fiscal Affairs Office (RFA) manages the SLDS and works with state agencies and external researchers. The RFA provides information on requesting data and coordinates review and approvals with all agencies whose data are requested. Additionally, the South Carolina Department of Employment and Workforce provides opportunities for researchers to request data .
South Dakota	●	South Dakota provides customized postsecondary employment and wage outcomes data upon request . The request and review process is not clearly documented.
Tennessee	●	Tennessee has individual-level matched education-to-opportunity datasets for third party researcher access. For K12, Higher Education, and Labor research requests, Tennessee has a single application (with addenda for K12 education) and access is provisioned through a secure portal. The request and approval process is not clearly documented.
Texas	●	The Texas Higher Education Coordination Board (THECB) provides secure access to longitudinal student and workforce data through its three Education Research Centers (ERCs). Researchers can apply to use deidentified data from K-12, postsecondary, and workforce systems, and the ERCs clearly document the request and approval process . In 2025, THECB began pursuing a virtual data enclave with the Coleridge Initiative to expand access and support national data linkages.

State	Rating	Description and Resource Links
Utah	●	Upon request , the Utah Data Research Center affords researchers access to individual-level, deidentified, linked education-to-employment. The system has published a research agenda to guide internal and external research products.
Vermont	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Virginia	●	The Virginia Longitudinal Data System (VLDS) provides external researchers with individual-level matched education-to-opportunity datasets via its online platform. VLDS has published the research agendas of its participating agencies and the system overall.
Washington	●	Washington provides researchers with deidentified, record-level matched education-to-employment data. Researchers can submit a request , and the request and review process is clearly documented. The state has also published a research agenda .
Washington, D.C.	●	The Office of Education Through Employment Pathways is developing a process for external researchers to request access to linked education-to-employment data for projects aligned with the office's research agenda . Researchers can currently request individual-level education data files via the Office of the State Superintendent of Education (OSSE). OSSE responds to requests for individual or aggregate data on a case-by-case basis, in accordance with its Data Request Policy, through its Data Request Portal.
West Virginia	●	West Virginia provides researchers access to individual-level matched education-to-opportunity datasets, upon request .
Wisconsin	●	Wisconsin's Department of Public Instruction provides researchers with access to deidentified student-level data within postsecondary education. It is unclear if employment data that are pre-matched and linked data are available.
Wyoming	●	Wyoming has individual-level education-to-opportunity matched datasets across systems, but access is limited to internal state agency staff and legislatively mandated participating entities.

9.

Empowers learners and earners to validate knowledge and skills and to access and utilize their own verified education and employment achievements

By giving individuals access to their own verified data and allowing them to include it into their learning and employment records, states can empower them to navigate an increasingly complex, fragmented education and career landscape. Through learning and employment record systems, an individual's past education and employment achievements to navigate lifelong learning pathways and connect with opportunities.



Element 9 Criteria	Rating	Total States
The state is implementing, funding, or partnering to deploy technology and data interoperability systems that empower individuals to utilize their own verified education and employment achievements to navigate lifelong learning pathways, which may include learning and employment records, digital wallets and credentialing systems, and other similar technologies.	Leading 	7
The state has either engaged in advanced planning and has demonstrated commitments to implement technology and data interoperability systems that meet the criteria for Leading or has partially implemented or piloted such systems.	Advanced 	5
The state is in the process of implementing, funding, or partnering to deploy technology and data interoperability systems that meet the criteria for at least Advanced.	Developing 	12
The state is not implementing, funding, or partnering to deploy technology and data interoperability systems that empower individuals to utilize their own verified education and employment achievements to navigate lifelong learning pathways.	Foundational 	27

State	Rating	Description and Resource Links
Alabama	●	The Alabama Committee on Credentials and Career Pathways (ACCCP) is a legislatively enacted and funded governance committee for the Alabama Talent Triad. The ACCCP is tasked with a two-fold mission: (i) identifying Alabama's regional and statewide in-demand occupations; and (ii) developing competency models, career pathways, and credentials of value linked to those in-demand occupations. These competency models, credentials, and pathways are then used within the Talent Triad by citizens through a digital wallet that stores each individual's verified skills. The skills can be used to match to job opportunities and further education. Key partners in the initiative include EBSCOed and Competency-Based Education Network, who provide direct support to the ACCCP. In addition, several partners such as American Association of Collegiate Registrars and Admissions Officers, Digital Promise, National Governors Association, T3 Innovation Network, and Upskill America have played roles in the adoption and implementation within the state. As of February 2025, Alabamians had created 67,423 LERs with validated credentials. The Talent Triad has facilitated interoperable credentials to move from outside the state by partnering with SOLID and Map MyFutures to support military-connected individuals to search for education and careers. Additionally, the Alabama Community College System, in collaboration with AACRAO, is developing a CLR/LER infrastructure as part of the Alabama College and Career Exploration Tool initiative. This work is focused on transfer credit for traditional-age students (16–24 year-olds) and will also have significant benefits for working adults who are also enrolled in Alabama's community colleges.
Alaska	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Arizona	●	The Arizona Community College Coordinating Council (AC4) and the Arizona Board of Regents (ABOR) launched the Arizona Learning Mobility Collaborative (AZLMC), a statewide, solutions-focused initiative in collaboration with Strada Education Foundation, the American Association of Collegiate Registrars and Admissions Officers, and Education Design Lab. The Collaborative unites Arizona's public higher education institutions with key workforce and nonprofit partners to design an integrated, learner-centered credentialing ecosystem. Its mission is to empower Arizonans to document and build their knowledge, skills, and competencies through incremental, portable credentials; leverage their learning to access education and employment opportunities; and strengthen the state's data infrastructure to more effectively support learners and inform evidence-based policy and practices. Additionally, through an LER Accelerator grant award, the AZLMC will engage in a statewide planning initiative to design interoperable technical, governance, and policy frameworks for Learning and Employment Records across Arizona's public postsecondary institutions, led by ABOR and AC4.
Arkansas	●	In 2025, Arkansas announced Arkansas LAUNCH, a skills-based platform. LAUNCH leverages Arkansas state administrative data and individual skills, experience, education, and preferences to create customized learning and career path recommendations for learners and jobseekers. The platform uses the same data to help employers find skilled workers. The Chief Data Officer's Office (ARData) has responsibility under the Arkansas Workforce Strategy for the implementation and support of LERs. ARData will provide data integration through the state data hub, provide technical support for publishing of credentials and LERs, and lead efforts to raise awareness, adoption, and use of LERs and skills-based hiring. Since 2020, Arkansas has been establishing an ecosystem that will support the issuance of LERs, leveraging governance and interoperable data infrastructure, which includes streamlined data sharing agreements, a credential registry, and identity management.
California	●	In statute, the California Cradle to Career (C2C) Data System is charged with scaling eTranscript California. An eTranscript Taskforce, facilitated by C2C, published concrete, actionable recommendations for how to leverage eTranscript California to reduce administrative burden for students, clarify complementary systems and processes that are necessary for a Career Passport that would support skills-first hiring, and document specific steps to advance this vision in the next three years. C2C is also facilitating the effort to develop the Governor's vision for a Career Passport, which would include validated academic and nonacademic skills when people apply for a job. Additionally, Golden West College has been awarded an LER Accelerator grant to develop and implement an LER system to document and standardize student competencies across disciplines, aligning them with skills taxonomies to enhance workforce readiness and credential transparency.

State	Rating	Description and Resource Links
Colorado	●	Colorado is advancing a skills-first approach to boost economic mobility by connecting high school, college, career training, and employment in a more seamless system. Through the Colorado Workforce Development Council, the state is leading the ColoradoFWD initiative, which uses LERs to make workers' skills more visible and better match them with job opportunities. A key focus of this effort is addressing workforce shortages in behavioral health and direct care by issuing the Qualified Behavioral Health Assistant microcredential. These microcredentials include verified skills data and qualify earners to serve on Medicaid-reimbursed care teams. In collaboration with 24 statewide partners, ColoradoFWD also supports policy development, stackable credentialing, and the creation of a unified credential registry to help learners compare programs based on demand and outcomes. The initiative has published research on the use of LERs for healthcare employers and plans to expand its strategies to other industries. Additional efforts include legislative action to integrate short-term credentials with degree programs, reports such as the Talent Pipeline and ROI reports to inform decision-making, and the deployment of LERs to address educator shortages. Collectively, these initiatives aim to build a responsive, skills-based talent ecosystem. Additionally, the University of Colorado Boulder received an LER Accelerator grant to implement LERs for 200 custodial staff to document validated technical and transferable skills, enabling career advancement.
Connecticut	●	The Connecticut Office of Workforce Strategy oversees Career ConneCT and has operationalized a foundation for the existing skills-based ecosystem that has fostered collaborative, industry-led partnerships to deliver short-term training solutions to help thousands of individuals upskill into high-quality career pathways. These pathways offer industry-recognized credentials for high-quality, in-demand careers in sectors such as clean energy, construction, IT, and healthcare through employer partners.
Delaware	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Florida	●	Florida Gulf Coast University (FGCU) is laying a foundation for implementing a scalable approach to deploy technology and data interoperability systems that empower individuals to use their own verified education and employment achievements to navigate lifelong learning pathways. Through an LER Accelerator grant award, FCGU will create a centralized LER system that will unify its established digital badge ecosystem. This ecosystem already includes transferable skills as well as industry-specific and continuing education microcredentials.
Georgia	●	The Georgia Governor's office has demonstrated interest in deploying LERs statewide as part of the "Career Navigator" initiative. Several institutions have been awarded an LER Accelerator grant and are laying the foundation for learning mobility: (i) Georgia Tech is developing an institution-wide governance framework and implementation plan for LERs that will unify digital credentials across credit, noncredit, and experiential learning pathways, building on their existing work and technology platforms; (ii) the Technical College System of Georgia is sharing best practices in building and scaling their microcredentialing system, advancing noncredit to credit pathways, and enhancing collaboration with WorkSource Georgia's digital resume service; and (iii) the Savannah Technical Community Colleges are actively issuing microcredentials via Canvas Credentials as part of a four-year project. Additionally, the University of Georgia is issuing learners a CLR that includes digital credentials of students' courses and activities, highlighting their validated achievements and competencies. This platform will be woven into students' learning journeys from day one, helping all UGA students, from undergraduates to graduates, communicate their stories while advancing their academic and professional careers.
Hawaii	●	The Hawaii Department of Labor and Industrial Relations manages the Hawai'i Career Acceleration Navigator (HI CAN), a tool supporting Hawaiian jobseekers to find new opportunities. HI CAN delivers personalized career and training recommendations, based on the jobseeker's experience, skills, and goals.
Idaho	●	Idaho has implemented a statewide microcredential platform, SkillStack, to recognize skills-based secondary and postsecondary learning. The state originally implemented SkillStack to ease credit articulation from secondary career and technical education programs into Idaho's colleges and universities, and the platform now enables postsecondary institutions to award microcredentials for staff professional development and student skills development. Learners demonstrate skills to earn digital badges, and they can then build a portfolio to share these badges. Educators can use the platform to assess, validate, and track skill mastery. Employers can also use the platform for skills-based recruitment.

State	Rating	Description and Resource Links
Illinois	●	While not a statewide-driven effort, Southern Illinois University System was awarded an LER Accelerator grant and is implementing a system-wide LER initiative to integrate credit and noncredit learning into a digital credentialing framework, enhancing student mobility and workforce alignment through learner-centered innovation and skills-based curriculum processes.
Indiana	●	West Governors University (WGU) received a SkillsFWD grant to further develop the Indiana Achievement Wallet, with a particular focus on employer engagement. Project partners include WGU, the Indiana Chamber of Commerce, Ivy Tech Community College, and Purdue Global. Employers will discover this growing set of learners (regardless of which digital wallet they hold) via the Skills Talent Pipeline (STP), deployed on the web. The STP is designed to focus employers' job search on the skills required for job roles. Employers can upload job descriptions and parse these descriptions for skills. With their permission, learners will be matched to employers as candidates, and employers can request a Smart Resume or standard resume from these candidates. The STP will be piloted with a group of employers before launching to all interested employers. The STP uses open APIs, allowing employers to integrate with existing applicant tracking systems and human resource information systems and enable other interoperable wallet providers to integrate.
Iowa	●	While not a state-level initiative, Iowa State University is engaged in microcredential efforts, issuing badges via Accredible. Since Iowa collects enrollment and credential outcome data for multiple nondegree and noncredit postsecondary education and training programs, a strong foundation exists for building the necessary data infrastructure to facilitate learning mobility across the state.
Kansas	●	Kansas' four-year institutions are piloting CLRs and LERs primarily for alternative credential verification. For instance, Kansas State University leverages Credly and Wichita State University partners with 1EdTech and Territorium to issue and manage digital credentials or badges earned through the institutions' microcredential programs. Select university personnel along with Board of Regents staff are providing feedback in national efforts to bring about an interoperable framework and definitions to further advance LERs.
Kentucky	●	The Kentucky Governor's office and a steering committee of state education and workforce agencies have completed a rigorous pilot study of open source interoperable LER technology to support two education pathway use cases and are evaluating its projected impact on the state's economic development. Initial conclusions from the 2024–2025 school year demonstrate the efficacy of the technology and large potential ROI of implementing a full statewide LER Ecosystem.
Louisiana	●	While not a statewide effort, Southern University Baton Rouge received an LER Accelerator grant and will focus on state-level workforce integration and learner-centered credential innovation, creating accessible institutional strategies and leveraging business/industry clusters to align credentials with real-world skills demand.
Maine	●	Strada's research did not identify evidence of the state demonstrating this element.
Maryland	●	While not a coordinated statewide effort, individual higher education institutions in Maryland are laying the foundation for learning mobility through LER Accelerator grants : (i) Johns Hopkins University is developing a skills-based curriculum to create transparent competency frameworks and accessible skills taxonomies, integrating verified achievement data to enhance learner employability and bridge the gap between education and workforce needs; (ii) University of Maryland, Baltimore County is developing an LER that integrates microcredentials and other learning experiences, aligns with state-level workforce needs, supports learner-designed credentialing, and bridges noncredit to credit pathways; (iii) University of Maryland, Global Campus is creating a cohesive and scalable LER framework by establishing governance structures, expanding learning recognition pathways, enhancing competency documentation, and ensuring data security and privacy; and (iv) Morgan State University is enhancing and accelerating the university-wide implementation of CLR and microcredentials by incorporating microcredentials into courses and aligning digital credentials with employability and student success.
Massachusetts	●	While not a statewide effort, Bristol Community College is laying the foundation for implementing a scalable approach to interoperable systems that empower individuals to use their own verified education and employment achievements to navigate lifelong learning pathways. Through an LER Accelerator grant award , Bristol Community College will integrate technology components and systems to ensure student achievements are accurately categorized in digital resumes, enhancing employability and creating a replicable model for credential interoperability.

State	Rating	Description and Resource Links
Michigan	●	Several institutions are engaged in learning mobility efforts through an LER Accelerator grant : (i) Michigan State University is integrating credit-bearing experiential learning into a CLR to capture all student learning and skill development across curricular and co-curricular experiences; and (ii) Northern Michigan University is in the early stages of implementing LERs to enhance learner employability, integrate academic and workforce competencies, and align with state and national workforce needs.
Minnesota	●	While not a statewide effort, the University of Minnesota received an LER Accelerator grant to develop a CLR to showcase student learning and skills, enhance employability, and integrate various data sources while establishing governance and security protocols.
Mississippi	●	Mississippi funds and maintains the Mississippi Works portal where users can document their educational achievements, industry credentials, and employment experiences. This system provides real-time job-matching services and individual referrals to public education programs and other social resources.
Missouri	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Montana	●	Montana received SkillsFWD grant funding to pilot an LER statewide. Accelerate Montana , a portfolio of workforce and economic development programs affiliated with the University of Montana, leads this initiative. Accelerate Montana, in partnership with Credential Engine , launched the statewide credential and skills registry to make credentials, skills, and career pathways more accessible to learners, earners, and employers across Montana.
Nebraska	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Nevada	●	Strada's research did not identify evidence of the state demonstrating this element.
New Hampshire	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
New Jersey	●	New Jersey' MyCareerNJ portal includes digital career tools: NJ Training Exploring and NJ Career Navigator. The NJ Career Navigator is an AI-powered recommendation engine matching users to training opportunities and in-demand jobs based on their skills, employment history, and professional goals.
New Mexico	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
New York	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
North Carolina	●	In 2022, North Carolina directed myFutureNC, Inc., in consultation with State Education Assistance Authority, the Department of Public Instruction, the Community College System Office, and the University of North Carolina System Office "to create an interconnected and interoperable realtime data system to facilitate communication, collection, and transition of student data between public school units, community colleges, and universities and to provide students access to their own data, including after the student leaves the institution." The state contracted with the College Foundation, Inc. to create this common digital transcript, and according to the latest report , the state hopes to launch the first version of the tool in July 2025. Future versions will address learner ownership.
North Dakota	●	North Dakota continues to expand its high school learning and employment record infrastructure. The state's Digital Credential Publishing Application is available to all high school students as an LER, using verified credentials. The Digital Credential "wallet" supports I/earners to store and publish their transcripts, degrees, and industry-recognized credentials for educational institutions or employers. The wallet is accessible through the PowerSchool login, connected to the North Dakota Education portal. It leverages open source, interoperable data standards including Open Badges 3.0 and Comprehensive Learner Records 2.0. Additionally, early work with LERs is being piloted in teacher education and digital credentialing.

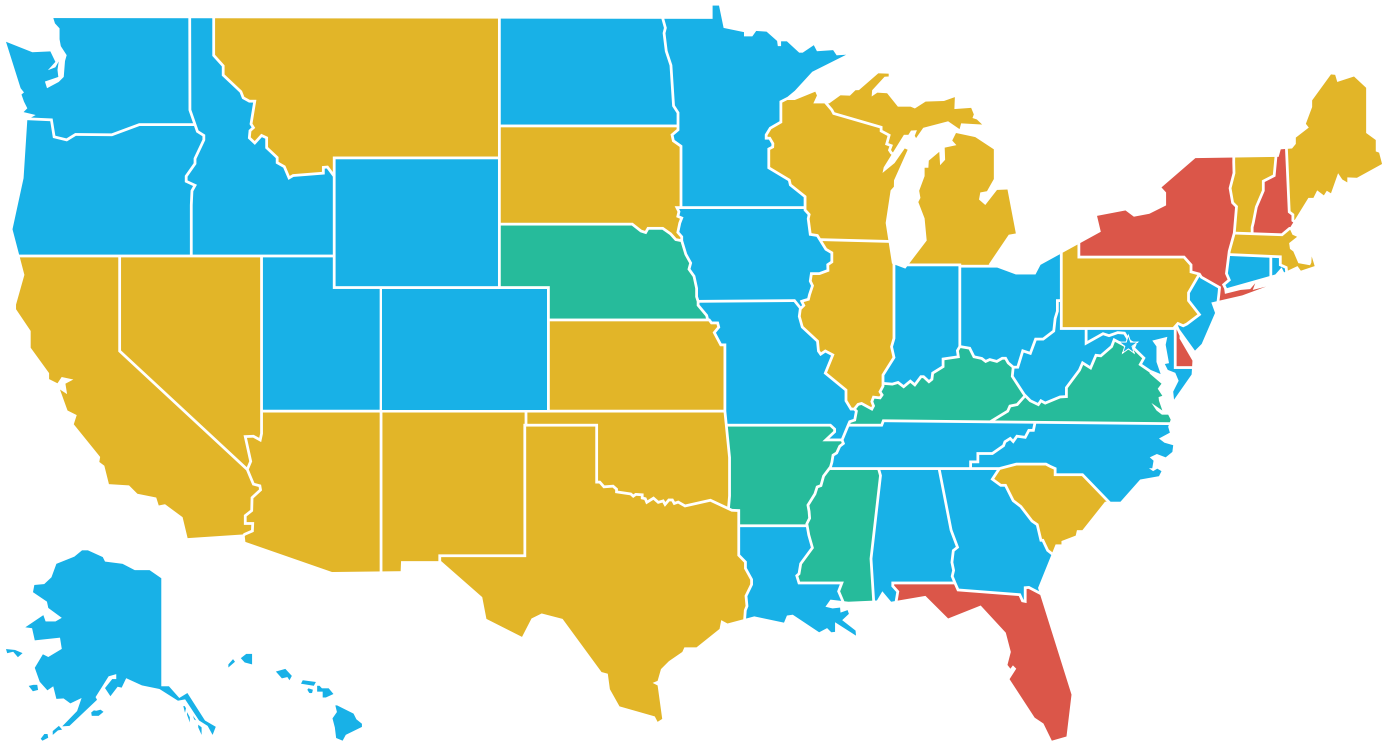
State	Rating	Description and Resource Links
Ohio	●	Ohio is a SkillsFWD grantee. The SkillsFWD team, led by Aspyr Workforce Innovation and the Central Ohio Workforce Development Board, is leveraging existing technology partners in the Columbus City Schools to place graduates in employment opportunities. Columbus City Schools uses SchoolLinks for college and career planning and is now expanding this partnership to include LER functionality. Every Columbus City School high school student can access a digital wallet through their SchoolLinks account. Ohio has established a resume and candidate feedback process to help students reflect on their experiences and ensure they go into application processes prepared. They are also engaging local employers to help them understand the value that high school students can bring to their workforces. All functionality developed in the SchoolLinks platform for this project will be released nationally to allow other organizations to take advantage of the tools.
Oklahoma	●	In 2021, the Oklahoma State Regents for Higher Education (OSRHE) launched UpskillOK , the agency's microcredentialing initiative. Oklahoma colleges and universities may offer microcredentials independently or have them endorsed by OSRHE and listed on UpskillOK. Upon completion of a microcredential, the institution issues the learner a digital badge describing the earned and verified skills and competencies. Whether hosted by OSRHE on its Credly platform or by an institution independently, learners can share these digital badges online and with employers. Employers can also search for talent via the OSRHE Credly talent directory . While not a statewide effort, the University of Central Oklahoma received an LER Accelerator grant to integrate their Student Transformative Learning Record and Micro-Credentialing initiative into a unified LER.
Oregon	●	Several Oregon institutions have established a strong foundation of microcredential work, leading to potential increases in learning mobility. The Oregon State University E-campus has a well-established microcredentials program . The University of Oregon has created a Professional Edge program , and the National Education Association offers some microcredentials for teacher professional development, through Digital Promise's microcredentials platform.
Pennsylvania	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Rhode Island	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
South Carolina	●	Strada's research did not identify evidence of the state demonstrating this element.
South Dakota	●	Strada's research did not identify evidence of the state demonstrating this element.
Tennessee	●	The Tennessee Board of Regents is pursuing CLR/LER efforts. The TN Comprehensive Learner Record Planning Group, supported by AACRAO, is focused on common transfer among Tennessee public institutions. This group has developed a recommended framework for the collection of high-impact student experiences and achievements tied to employability skills. The CLR will launch for the five highest enrolled programs at Tennessee Colleges of Applied Technology institutions and then expand to all programs. The state is discussing connections to employment data and Alabama's LER. The Tennessee and Kentucky Departments of Education are also beginning to explore how LERs can help to build, train, certify, and place qualified educators into teaching positions across both states.
Texas	●	While not a statewide coordinated effort, multiple institutions are laying a foundation to empowering individuals to use their own verified education and employment achievements to navigate lifelong learning pathways. The following institutions have been awarded an LER Accelerator grant to support these efforts: (i) Alamo Colleges District to develop a detailed implementation roadmap for a learner-controlled digital skills wallet and CLR, focusing on technical readiness, governance, and workforce alignment to support underserved learners' access to high-value employment and education pathways; (ii) Dallas College to build upon their existing Marketable Skills and Digital Badging initiatives to provide their diverse student body with a comprehensive, secure platform for showcasing verified credentials across both credit and noncredit programs; (iii) University of Texas at Austin to develop a CLR, connecting academic achievements to career pathways, and representing skills to employers, by creating a cohesive data ecosystem, mapping courses to competencies and developing a "student owned" digital credential; and (iv) University of Texas Medical Branch to develop a framework for a CLR, starting with digital microcredential pilots to inform the plan and eventually map to existing degree programs.
Utah	●	The Utah Division of Technology Services is implementing the technology, policies, and processes for state agencies to issue verified digital credentials and Utahns to easily demonstrate their qualifications and verify their identity online.

State	Rating	Description and Resource Links
Vermont	●	In 2022, Vermont launched the Vermont Education Pathfinder , a platform where Vermonters can easily document their educational experiences and skills; investigate training opportunities, and find jobs. Additionally, Vermont State University is piloting an ePortfolio, a platform where students can digitally curate their educational experiences. The state is currently evaluating multiple tools, so the functionality is not yet settled. It could allow students to document their volunteer experiences and employment history and even share this information with future employers.
Virginia	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Washington	●	While not a statewide initiative, Eastern Washington University (EWU) is partnering with the iQ4 Corp. to provide nearly 50 EWU therapeutic recreation students with a "digital achievement wallet," an online credentialing tool that recognizes skills, organizes achievement, and enhances career readiness. The partnership also includes a 12-week cybersecurity training program for EWU's veterans, military students and their families. Additionally, through an LER Accelerator grant award , EWU will develop an LER integrating existing technology components to enable linking students' validated credentials and skills directly to high-demand regional employment opportunities across both credit and noncredit pathways.
Washington, D.C.	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
West Virginia	●	In 2024, the West Virginia Higher Education Policy Commission (HEPC) launched Credential WV, an initiative to increase microcredential programs across the state's public four- and two-year institutions. The initiative both embeds microcredential programs into existing academic programs and expands opportunities for students to develop industry-recognized skills. These targeted, stackable credentials meet the evolving demands of the state's labor market. To further build from this work, West Virginia received two LER Accelerator grants (i) HEPC will shift general education from a course-based to a competency-driven model, developing a statewide skills taxonomy and validation system, with plans to scale to four-year institutions; and (ii) Marshall University will work towards boosting the adoption of LERs in postsecondary education, which can empower learners to seamlessly showcase their skills and achievements while facilitating transparent and efficient pathways to employment and integrate credit and noncredit learning experiences to develop flexible credentialing models and quality assurance frameworks, enhancing learner employability and creating a more transparent education-to-workforce ecosystem.
Wisconsin	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Wyoming	●	The Wyoming Governor's Office, along with the Wyoming Department of Education, Department of Workforce Services, University of Wyoming, and Wyoming Community College Commission, partnered with nine other states to participate in the National Governors Association (NGA) community of practice focused on digital credential wallets. Building upon Wyoming's existing Business Occupational Outlook Tool Sets system, Statewide Longitudinal Education Data System , and the desire for easily verifiable industry-recognized certifications, the state is positioned to implement learnings from this NGA initiative. Wyoming has issued an RFP seeking vendor support to develop a statewide LER ecosystem and Digital Credential Wallet.

10.

Designates a unit with responsibility and dedicated full-time capacity for generating education-to-employment insights and informing state policymaking and resource allocation decisions

When data are connected to policymaking and resources are devoted to effective data use, states can make evidence-based decisions and direct public resources toward pathways that align with workforce needs and effectively serve populations facing barriers to success.



Element 10 Criteria	Rating	Total States
The state has a unit meeting all five of these criteria: (i) a centralized, authoritative source designated by the state for generating education-to-employment insights; (ii) ready access to integrated education-to-employment data for analysis; (iii) publicly available resources that report on supply/demand labor market attributes and postsecondary employment outcomes; (iv) evidence of sustainable funding, governance, and staffing; and (v) evidence of partnerships with higher education, workforce development, and economic development agencies and/or stakeholders.	Leading 	5
The state has a unit meeting three or four of the criteria for Leading.	Advanced 	25
The state has a unit meeting one or two of the criteria for Leading or is in the process of launching such a unit.	Developing 	17
The state's unit meets none of the criteria for Leading, or the state has no such unit identified through its response and Strada's research.	Foundational 	4

State	Rating	Description and Resource Links
Alabama	●	The Alabama Terminal on Linking and Analyzing Statistics on Career Pathways (ATLAS), Alabama's SLDS, has easy access to integrated education-to-employment data for analysis. The system is in the process of developing publicly available resources that report on supply/demand labor market attributes and postsecondary employment outcomes, though not formally designated by the state as responsible for generating these education-to-employment insights. ATLAS is governed by Alabama's P2OW Council and has strong partnerships with higher education, workforce development, and economic development agencies.
Alaska	●	The Alaska Department of Labor and Workforce Development Research and Analysis section is the state's source for generating education-to-employment insights. It has ready access to integrated education-to-employment data. The section prepares and publishes a number of reports for E2E stakeholders, including partnering with the University of Alaska for its Workforce Development Reports and high school graduate employment outcomes reports.
Arizona	●	The Arizona Office of Economic Opportunity coordinates workforce development strategy and evaluation, produces labor market information, and maintains the Integrated Data System (IDS). Laws 2016 Chapter 372 established the Workforce Data Task Force, with representatives from higher education, workforce development, and economic development agencies, to govern the IDS. In addition to maintaining the IDS, OEO publishes resources that report on supply/demand labor market attributes .
Arkansas	●	The Arkansas Chief Data Officer's Office (ARData) is statutorily responsible for maintaining a longitudinal data system linking education-to-employment data to help state leaders and service providers develop an improved understanding of individual outcomes, identify opportunities for improvement by using real-time information, and continuously align programs and resources to the state's evolving economy. The unit is responsible for producing numerous public-facing E2E insights, including reports on labor market supply/demand attributes . ARData has dedicated full-time capacity, including a chief research officer, chief policy officer, chief skills strategy officer, and more than a dozen staff trained in evaluation and research. The office has close partnerships with education (K-12, CTE, postsecondary), workforce development, economic development, and other stakeholders.
California	●	California's labor agency hosts the Labor Market Division , which produces reports and dashboards. The California Community Colleges system funds a network of Centers for Excellence for Labor Market Research . California Cradle-to-Career (C2C) Data System's first dashboards display disaggregated data on the journey from high school, through postsecondary education, and into careers. C2C is a neutral source of trusted information that can be used to inform policy, although C2C is not involved in the policymaking process.
Colorado	●	The Colorado Department of Higher Education's (CDHE) Data, Research, and Policy (DRP) team generates the annual Return on Investment report and other reporting related to the WIOA Eligible Training Providers. CDHE also works collaboratively with other state agencies to provide more connection points between all types of education, training, and workforce data via data sharing initiatives (outlined in CDHE's report on Colorado's longitudinal data landscape). The DRP team has evidence of dedicated staff and partnerships with E2E stakeholders.
Connecticut	●	The Connecticut Office of Workforce Strategy leads the Governor's Workforce Council. The Office has evidence of dedicated staff and partnerships with E2E stakeholders. It focuses on workforce issues that include E2E topics. Additionally, the Connecticut's Preschool through 20 Workforce Information Network (P20 WIN) governance structure makes it possible to submit and fulfill data requests that evaluate E2E topics.
Delaware	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Florida	●	Strada's research did not identify evidence of the state demonstrating this element.
Georgia	●	The Governor's Office of Student Achievement (GOSA) houses the state's integrated education-to-employment data. GOSA publishes postsecondary employment outcomes in open data files and interactive dashboards. In partnership with the Governor's Workforce Strategy Team, GOSA is assessing supply/demand labor market attributes, including aligning postsecondary education programs with high-demand careers. As the administrator of the SLDS, they partner with higher education, workforce development, and economic development agencies, and other education and employment stakeholders. GOSA has sustainable funding, governance, and staffing.

State	Rating	Description and Resource Links
Hawaii	●	The Hawai'i Data eXchange Partnership (DXP) is a partnership of five state agencies committed to cross-agency data sharing in order to improve education and workforce outcomes in the state. Participating agencies include the Department of Education, Department of Labor and Industrial Relations, and the University of Hawaii. DXP is managed by the Hawaii P-20 Partnerships for Education (Hawaii P-20), with sustainable governance, funding, and staffing. Hawaii P-20 maintains ready access to integrated education-to-employment data for analysis and provides linked education-to-employment information for stakeholders. Hawaii P-20 updates the University of Hawaii to workforce information annually, as well as produces datasets for WIOA reporting for the University of Hawaii community colleges.
Idaho	●	The Idaho Data Management Council (DMC) governs the Educational Analytics System of Idaho (EASI). DMC includes representatives from higher education and workforce development agencies. Staff from the Board of Education manage EASI and so maintain ready access to integrated education-to-employment data for analysis. This team publishes resources that report on supply/demand labor market attributes and postsecondary employment outcomes.
Illinois	●	The Illinois Longitudinal Data System (ILDS) generates education-to-employment insights. Thanks to partnerships with higher education and workforce development agencies, ILDS maintains ready access to integrated education-to-employment data for analysis and reports on postsecondary employment outcomes, though not supply/demand labor market attributes.
Indiana	●	In 2025, the Indiana legislature passed SB 448 , directing the Management Performance Hub (MPH), Commission for Higher Education, Department of Education, Department of Workforce Development, and other relevant agencies and entities to develop a unified comprehensive statewide talent plan and to produce education-to-employment insights including labor market information and supply/demand analyses. MPH, through its Education and Workforce Development database, has ready access to integrated education-to-employment data and strong partnerships with higher education, workforce development, and economic development agencies. MPH and these partner agencies produce reports and other tools for E2E stakeholders, including the Education-Workforce Pipelines Report , which captures labor market supply and demand. To carry out these functions, MPH relies on dedicated funding and staffing as well as a cross-agency Data Governance Council.
Iowa	●	Iowa's SLDS maintains ready access to integrated education-to-employment data. Leveraging these integrated data, the system publishes resources that report on postsecondary employment outcomes. There is clear evidence of sustainable funding, governance, and staffing as well as partnerships with higher education and workforce development agencies.
Kansas	●	The Kansas Board of Regents' Data, Research, and Planning unit has developed resources and tools for E2E stakeholders, such as Kansas Higher Education Statistics, K-TIP, Kansas DegreeStats, and an analysis of transitions to the labor market and implications for policy. The unit continues to pursue new opportunities to encourage a system approach for advancement of E2E resources.
Kentucky	●	The Kentucky Center for Statistics (KYSTATS) has full-time research analysts dedicated to answering questions in its research agenda and those of its partner agencies, legislators, and data requestors. KYSTATS serves as the state's authoritative source for E2E insights, provides resources and tools for E2E stakeholders, has evidence of dedicated staff on its website, and has evidence of partnerships with E2E stakeholders.
Louisiana	●	Louisiana's Foundational Integrated Research Center for Transformation (LA FIRST), housed in the Kathleen Blanco Public Policy Center at the University of Louisiana at Lafayette , has ready access to integrated education-to-employment data and strong partnerships with higher education and workforce development agencies. The system is responsible for publishing education-to-employment reports, and state appropriations fund twelve positions dedicated to this task and other data integration activities.
Maine	●	Maine has a unit called the Center for Workforce Research and Information that has an analytical tool and has produced some education-to-employment analyses.
Maryland	●	The Maryland State Department of Education , the Maryland Department of Labor , and Maryland Higher Education Commission each produce E2E research reports. Additionally, the Maryland Longitudinal Data System (MLDS) Center is the state's designated centralized source for generating E2E insights. As such, the MLDS Center has ready access to integrated education-to-employment data and strong partnerships with higher education and workforce development agencies. A fifteen-member governing board oversees the MLDS Center, and the Center operates with sustainable funding and dedicated staffing.

State	Rating	Description and Resource Links
Massachusetts	●	The Department of Higher Education , the Department of Elementary and Secondary Education , and the Education-to-Career Research and Data Hub all produce education-to-employment resources, reports, and tools.
Michigan	●	Michigan's Center for Data and Analytics maintains ready access to integrated education-to-employment data for analysis and produces reports on supply/demand labor market attributes.
Minnesota	●	The Minnesota Statewide Longitudinal Education Data System (SLEDs) and the Minnesota Department of Employment and Economic Development (DEED) both generate E2E insights, including publicly available reports and interactive reporting tools. SLEDs provides integrated education-to-employment data for DEED analysis. SLEDs has sustainable funding, cross-agency governance, and dedicated staffing.
Mississippi	●	The National Strategic Planning & Analysis Research Center (NSPARC) at Mississippi State University is the state's longitudinal data system and statutorily responsible for generating education-to-employment insights. It integrates individual-level education and employment data, produces reports on labor market supply/demand , and maintains interactive dashboards on postsecondary employment outcomes . Thanks to the SLDS Governing Board, it maintains partnerships with higher education, workforce development, and economic development agencies and/or stakeholders.
Missouri	●	Missouri has established the P20W Research and Data Center within the Missouri Department of Higher Education and Workforce Development . The Center integrates education-to-employment data and produces education-to-employment insights, including reports on postsecondary employment outcomes. The Center has dedicated funding.
Montana	●	The Education and Workforce Data Governing Board includes the Superintendent of Public Instruction, the Commissioner of Higher Education, the Commissioner of Labor and Industry, among other policymakers. It is responsible for drafting policies and processes related to education-to-employment data sharing and use.
Nebraska	●	The Nebraska Statewide Workforce & Educational Reporting System (NSWERS) serves as the state's centralized, authoritative source for E2E insights. NSWERS maintains access to integrated education-to-employment data and produces reports on supply/demand labor market attributes and postsecondary employment outcomes. These E2E reports are publicly available via the NSWERS Insights platform with additional advanced analytic tools available to data contributing partners via the NSWERS Insights+ platform. There is evidence of sustainable funding, cross-agency governance and dedicated staffing as well as partnerships with higher education and workforce development agencies.
Nevada	●	The Nevada P-20 to Workforce Research Data System (NPWR) is administered by the Governor's Office of Workforce Innovation and governed by the P-20W Research Data System Advisory Committee. Partner agencies, including the Nevada System of Higher Education as well as the Department of Employment, Training and Rehabilitation, provide secure access to data, which NRWR integrates for education-to-employment analysis. NRWR produces some postsecondary employment outcomes reports among other E2E insights.
New Hampshire	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
New Jersey	●	The New Jersey Statewide Data System (NJSDS) operated by the Heldrich Center for Workforce Development at Rutgers University, produces E2E research. It has ready access to integrated education-to-employment data and produces resources on postsecondary employment outcomes. There is evidence of sustainable funding, governance, and staffing. NJSDS partners include the New Jersey Department of Labor and Workforce Development and New Jersey Office of the Secretary of Higher Education, among other agencies.
New Mexico	●	Research Informing Success in Education (RISE NM) aggregates and analyzes education-to-employment data. While not established as the state's centralized authoritative source in statute or by executive order, RISE NM is developing publicly available resources that will transform education and workforce data into actionable insights. There is evidence of sustainable funding as well as partnerships with higher education and workforce development agencies. Governance and staffing of the system remain unclear.
New York	●	New York does not have a dedicated unit with responsibility and full-time capacity for generating E2E insights.

State	Rating	Description and Resource Links
North Carolina	●	The North Carolina Longitudinal Data Service maintains access to integrated education-to-employment data and is developing publicly available resources and other tools for E2E stakeholders. There is clear evidence of sustainable funding, governance, and staffing as well as partnerships with higher education, workforce development, and economic development agencies. Additionally, the North Carolina Common Follow-up System provides information on the educational and employment outcomes of publicly supported educational, employment, and training programs essential for program planning, evaluation, and resource management.
North Dakota	●	North Dakota's SLDS is a collaborative effort involving the Department of Career and Technical Education, Department of Commerce, Department of Public Instruction, Job Service North Dakota, Workforce Development Council, North Dakota University System, and other stakeholders. The Department of Information Technology operates the SLDS, and a cross-agency committee governs the system. The SLDS maintains ready access to integrated education-to-employment data for analysis and publishes resources for E2E stakeholders on insights.nd.gov .
Ohio	●	The Ohio Education Research Center (OERC) at The Ohio State University maintains ready access to integrated education-to-employment data through the Ohio Longitudinal Data Archive. OERC publishes resources on postsecondary employment outcomes. There is evidence of sustainable funding, governance, and staffing as well as partnerships with higher education and workforce development agencies.
Oklahoma	●	The Oklahoma State Regents for Higher Education's workforce and economic development department has published reports identifying critical occupations in Oklahoma, measuring employment outcomes for education and training, and is connected to the workforce development and economic development communities.
Oregon	●	The Oregon Longitudinal Data Collaborative (OLDC) maintains ready access to integrated education-to-employment data for analysis, which it uses to publish resources for E2E stakeholders, though none report on supply/demand labor market attributes. OLDC relies on sustainable funding, governance, and dedicated staffing as well as partnerships with higher education and workforce development agencies.
Pennsylvania	●	Enacted in July 2024, Act 69 of 2024 requires Pennsylvania's State Board of Higher Education to "create and maintain a database for the collection and analysis of postsecondary data to inform the board's policy recommendations and assess the progress of the strategic plan goals, including postsecondary education and workforce outcomes." The State Board of Higher Education's 21 members include representatives from education, workforce development and economic development. The State Board of Higher Education and Department of Education are in the process of hiring full-time staff and exploring options for developing a data system and sharing resources that report on postsecondary employment outcomes.
Rhode Island	●	The Rhode Island Longitudinal Data System (RILDS) Center is the state's centralized, authoritative source generating E2E insights, and the Center has ready access to integrated E2E data. There is evidence of sustainable funding, governance, and dedicated staffing as well as partnerships with higher education and workforce development agencies. The RILDS Center produces resources, reports, and other tools for E2E stakeholders, including reports on postsecondary employment outcomes, but does not report on supply/demand labor market attributes.
South Carolina	●	South Carolina's Coordinating Council for Workforce Development is directed by the state legislature to generate E2E insights. Fifteen state agencies, including higher education, workforce development, economic development, participate in the Council. The Council has a committee composed of the participating agencies' data and research personnel who can access their agency's data. Additionally, the Council recently launched the Find Your Future platform with resources, including education-to-employment insights, for students, parents, educators, jobseekers, and employers.
South Dakota	●	The Labor Market Information Center at the South Dakota Department of Labor and Regulation publishes reports on postsecondary employment outcomes and supply/demand labor market attributes.
Tennessee	●	Tennessee's Data Analytics for Transparency and Accountability (TN DATA), formerly TN P20 Connect, is a statewide initiative to improve state services and programs through data sharing and analytics. There's evidence of sustainable funding, dedicated staffing, as well as partnerships with higher education and workforce development agencies. TN DATA maintains ready access to integrated E2E data from which it has published interactive resources on postsecondary employment data. To date, the state has not produced reports or other tools on supply/demand labor market attributes. Additionally, Tennessee Higher Education Commission has produced public-facing reports on talent supply and demand gaps and the alignment of higher education programs with workforce needs.

State	Rating	Description and Resource Links
Texas	●	Texas, through its Higher Education Coordinating Board , has built an internal Office of Data Management and Research with full-time analysts who provide dedicated analytic support to strategic priorities (e.g., HB 8, My Texas Future) and generate E2E insights to guide decision-making.
Utah	●	Although not formally and exclusively dedicated to the topic, the Utah Data Research Center (UDRC) maintains ready access to integrated E2E data and produces original research in the E2E domain. UDRC produces reports on postsecondary employment outcomes but does not report on supply/demand labor market attributes. There is evidence of sustainable funding, governance, and dedicated staffing as well as partnerships with higher education and workforce development agencies. In addition, there exist several quasi-governmental organizations that conduct research in this domain; an example would be the Kem C. Gardner Institute located at the University of Utah.
Vermont	●	In 2022, Vermont passed Act 146 , establishing the Office of Workforce Strategy and making it responsible for collecting outcomes of education and training programs. The Act also directed the Office of Workforce Strategy and Development, the State Workforce Development Board and the Agency of Digital Services to prepare a report by December 2025 exploring the development of an education and workforce data trust.
Virginia	●	The Virginia Office of Education Economics is a politically independent office that serves as the authoritative source for E2E insights, develops resources and tools for E2E stakeholders, has dedicated expertise, and partnerships with E2E stakeholders.
Washington	●	The Education Research Data Center (ERDC) is Washington's centralized, authoritative source for generating E2E insights, with ready access to integrated E2E data for analysis and partnerships with higher education and workforce development agencies. ERDC publishes resources that report on postsecondary employment outcomes, though not on supply/demand labor market outcomes. There is evidence of sustainable funding, governance, and dedicated staffing.
Washington, D.C.	●	The District of Columbia Office of Education Through Employment Pathways maintains access to integrated education-to-employment data and focuses on understanding the impact of education and workforce programs on future economic outcomes. The Office has dedicated capacity focused on generating insights in order to inform policymaking, program implementation, and resource allocation. The Office has evidence of sustainable governance, including partnerships with higher education and workforce development agencies.
West Virginia	●	The West Virginia Higher Education Policy Commission (HEPC) maintains the SLDS, ensuring ready access to integrated education-to-employment data for analysis. HEPC leverages this integrated data and dedicated expertise to produce reports on postsecondary employment outcomes. The Commission partners with Workforce West Virginia.
Wisconsin	●	The Universities of Wisconsin Office of Policy Analysis & Research and the Wisconsin Technical College System provide education-to-opportunity insights that are used by state policymakers.
Wyoming	●	The Wyoming Statewide Longitudinal Educational Data System (SLEDs) is statutorily responsible for "management and analytical reporting in support of education and workforce outcomes." The Community College Commission, the Department of Education, the Department of Workforce Services, and the University of Wyoming partner with SLEDs. SLEDs integrates education-to-employment data and has published an interactive resource on postsecondary employment outcomes. Sustainable funding, governance, and staffing of the system remains unclear. Additionally, the Wyoming Workforce Services Research and Planning division collects, analyzes, and publishes timely and accurate labor market information and provides the public and the public's representatives with the information needed for evidence-based, informed decision making.

About Strada Education Foundation

We collaborate with learners, educators, employers, and policymakers across the U.S. to bring to life a postsecondary education and training ecosystem that provides equitable pathways to opportunity.

strada

EDUCATION FOUNDATION

Learn more at strada.org/state-opportunity-index