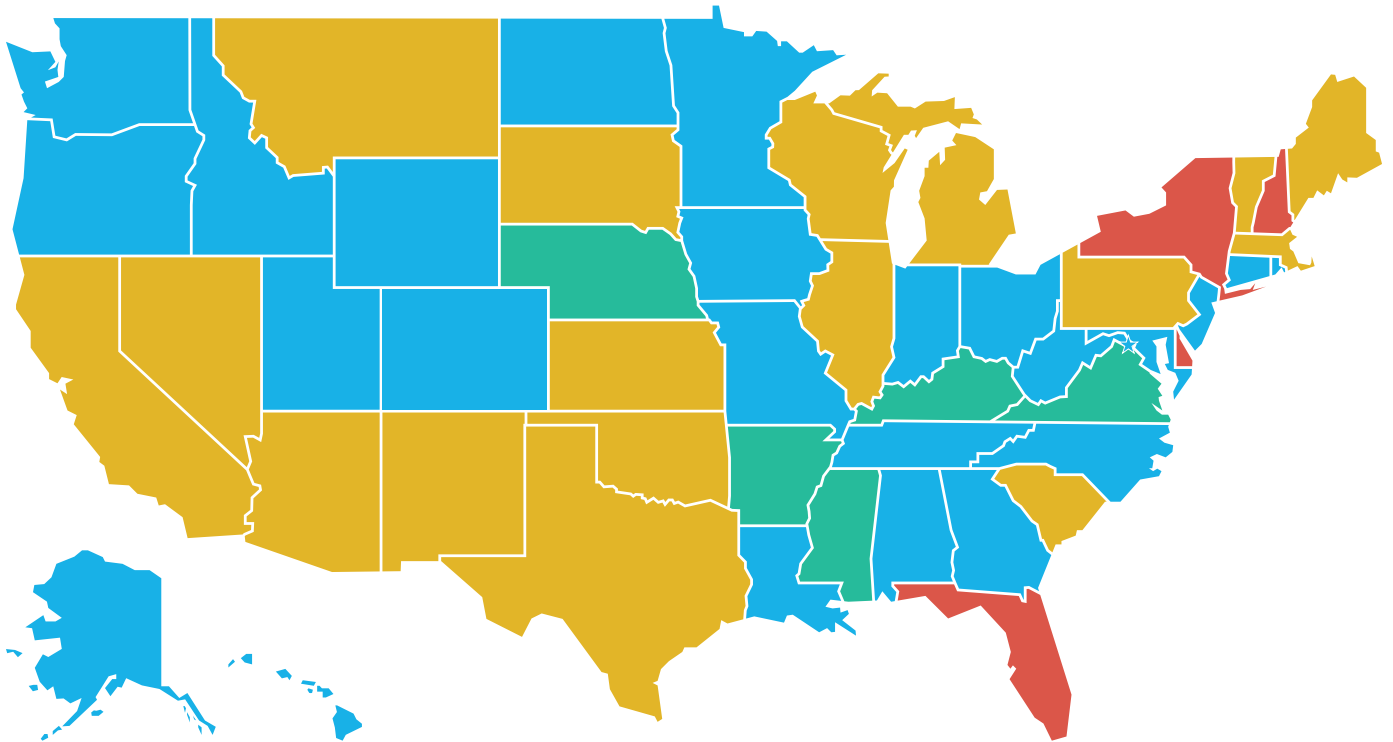


10.

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.

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