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. Since the publication of the 2025 State Opportunity Index, Strada refined the criteria for some elements to improve the rigor and policy relevance of the Clear Outcomes framework.

The first revision strengthens requirements for measuring employment outcomes. Strada now requires the use of administrative records, rather than survey data, to calculate employment outcomes (affecting Elements 1, 3, and 4). While post-graduation surveys offer valuable insights, employment outcomes from surveys are often limited to the first six-months post-graduation and are typically less comprehensive than administrative data collections. This first revision ensures that employment outcomes can be calculated at multiple points and for a larger proportion of graduates.

The second revision affects nondegree credentials. College-issued, for-credit certificates are no longer considered a distinct category of nondegree credentials to focus *nondegree* credential-related elements more closely on noncredit credentials (affecting Elements 1, 6, and 7). This change reflects that data on for-credit credentials are typically managed by institutions and states through the same systems as data on degrees. Additionally, Strada removed nondegree credentials from Element 3, and instead focuses this element on public four-year institutions, private four-year institutions, and community colleges. Together, these revisions eliminate duplication between Elements 1 and 3.

Finally, Strada requires that publicly available resources on supply/demand labor market attributes be updated at least every other year (affecting Element 10). Timely data, especially related to labor market supply/demand attributes, are critical for well-informed policymaking.

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 2024-25 SOI survey. The state contacts are listed in this table [link to be populated]. 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 nine weeks to provide edits, supplemental information, or clarifications. In total, 48 states and Washington, D.C., 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 continue to enhance their data systems, although there has been regression on a few elements. The revisions to Elements 1 and 10 account for these 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 SOI@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: Mult-State Data Collaboratives

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

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	Advanced	Advanced	Foundational	Advanced	Foundational	Leading	Foundational	Leading	Advanced	Leading	Advanced
Alaska	Developing	Developing	Leading	Advanced	Advanced	Foundational	Foundational	Foundational	Foundational	Foundational	Advanced
Arizona	Advanced	Developing	Foundational	Advanced	Developing	Advanced	Developing	Developing	Leading	Leading	Advanced
Arkansas	Leading	Advanced	Advanced	Advanced	Developing	Advanced	Developing	Leading	Leading	Leading	Advanced
California	Advanced	Leading	Developing	Advanced	Leading	Advanced	Advanced	Advanced	Developing	Leading	Developing
Colorado	Leading	Leading	Advanced	Leading	Advanced	Leading	Leading	Leading	Leading	Leading	Advanced
Connecticut	Leading	Leading	Foundational	Advanced	Leading	Leading	Leading	Leading	Leading	Developing	Advanced
Delaware	Developing	Leading	Developing	Foundational	Developing	Advanced	Developing	Developing	Leading	Foundational	Foundational
Florida	Advanced	Leading	Foundational	Advanced	Advanced	Advanced	Leading	Advanced	Leading	Foundational	Foundational
Georgia	Advanced	Advanced	Foundational	Advanced	Advanced	Leading	Leading	Leading	Advanced	Advanced	Advanced
Hawaii	Advanced	Advanced	Developing	Advanced	Foundational	Advanced	Advanced	Advanced	Leading	Developing	Advanced
Idaho	Developing	Developing	Advanced	Advanced	Developing	Foundational	Foundational	Advanced	Developing	Leading	Advanced
Illinois	Advanced	Leading	Foundational	Advanced	Leading	Leading	Developing	Leading	Advanced	Foundational	Foundational
Indiana	Advanced	Advanced	Leading	Advanced	Advanced	Advanced	Developing	Advanced	Leading	Developing	Advanced
Iowa	Advanced	Leading	Advanced	Advanced	Developing	Leading	Leading	Leading	Developing	Foundational	Advanced
Kansas	Advanced	Advanced	Foundational	Advanced	Advanced	Advanced	Leading	Leading	Advanced	Advanced	Developing
Kentucky	Leading	Advanced	Foundational	Leading	Leading	Advanced	Leading	Leading	Leading	Developing	Leading
Louisiana	Advanced	Advanced	Leading	Advanced	Leading	Leading	Foundational	Developing	Advanced	Foundational	Advanced
Maine	Developing	Developing	Foundational	Advanced	Developing	Leading	Advanced	Leading	Advanced	Foundational	Developing
Maryland	Leading	Leading	Advanced	Leading	Leading	Leading	Developing	Leading	Leading	Developing	Advanced
Massachusetts	Advanced	Advanced	Advanced	Advanced	Leading	Advanced	Foundational	Advanced	Leading	Developing	Advanced
Michigan	Leading	Leading	Advanced	Leading	Leading	Leading	Leading	Leading	Developing	Foundational	Developing

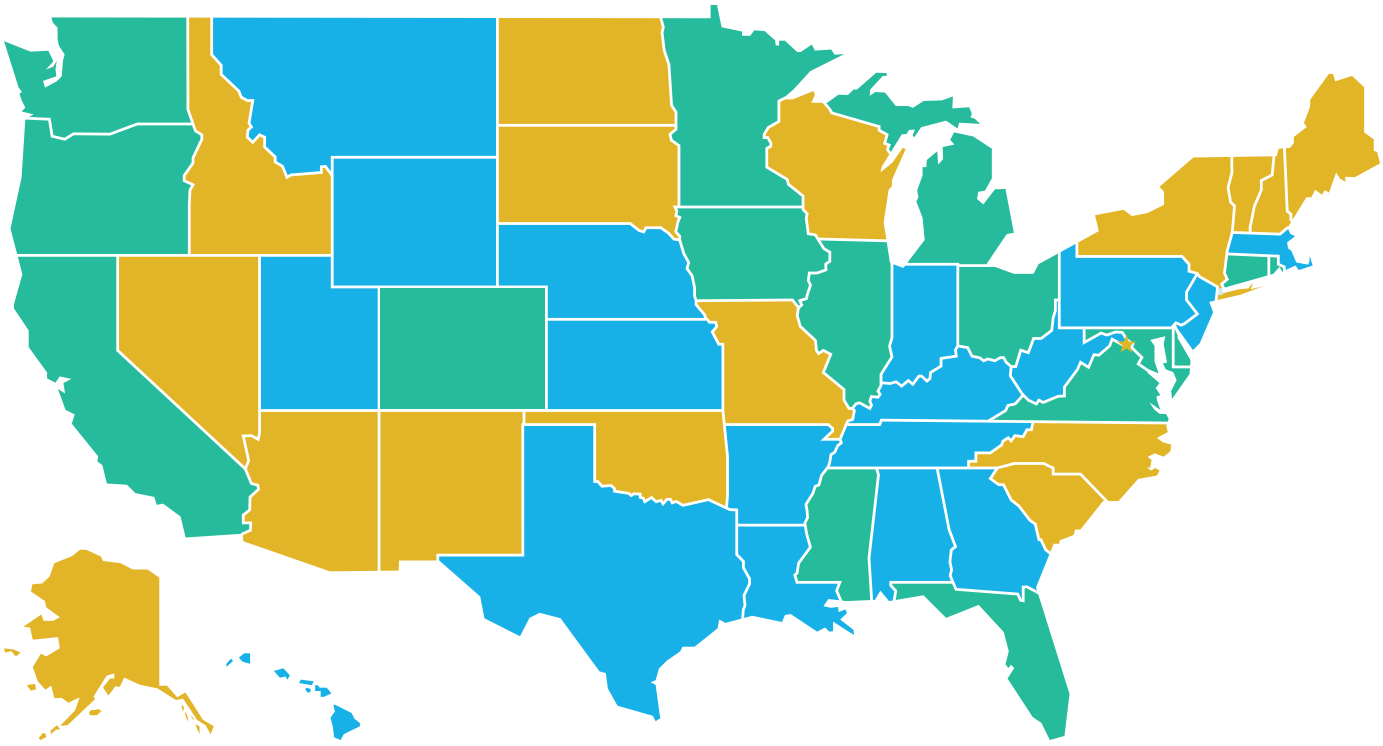
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State	Overall	1.Nondegree and Noncredit Data	2. Enhanced Wage Records	3. Integrating Post-High School Completion and Employment Data	4. Integrating High School Completion and Employment Data	5. Partnerships for Outcomes Data Outside the State	6. Open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

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 two types of nondegree and noncredit postsecondary education and training programs, including on college-issued, noncredit nondegree credentials and one or more of the following: (i) WIOA Eligible Training Providers (ETPs); (ii) occupational licensure; and (iii) other third-party credentials, e.g., industry credentials, apprenticeship, workforce training. The state links employment outcomes information from administrative sources to, at minimum, college-issued, noncredit nondegree credentials.	Leading	16
The state collects data on college-issued, noncredit nondegree credentials, and either (i) links these data to employment outcomes information from administrative sources, 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	18
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	17
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	0

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State	Rating	Description and Resource Links
Alabama	Advanced	Alabama collects enrollment and credential outcome data for several nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; and (iii) other third-party credentials, namely apprenticeships. The state does not link employment outcomes to college-issued, noncredit certificates.
Alaska	Developing	Alaska collects enrollment and completion data for some nondegree and noncredit postsecondary education and training programs, including: (i) WIOA-eligible training providers; (ii) occupational licensure; and (iii) other third-party credentials, namely apprenticeships. The Alaska Department of Labor and Workforce Development publishes employment data for apprenticeships.
Arizona	Developing	Arizona collects enrollment and credential outcome data for WIOA-eligible training providers. Arizona links these nondegree credentials to employment outcomes.
Arkansas	Advanced	Arkansas collects enrollment and credential outcome data for many nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; (iii) occupational licensure; and (iv) other third-party credentials, namely industry certifications and apprenticeships. Arkansas links WIOA-eligible training providers with employment outcomes information from administrative sources. These employment outcomes are available as a downloadable dataset (subject to login) through MyARData and an interactive resource through Arkansas JobLink.
California	Leading	California collects enrollment and completion data from some nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; and (iii) other third-party credentials, namely apprenticeships. The California Community College Chancellor's Office publishes employment outcomes for college-issued, noncredit credentials as an interactive resource through the DataVista website.
Colorado	Leading	Colorado collects enrollment and credential outcome data for: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; and (iii) other third-party credentials, namely apprenticeship and workforce training. Colorado links these nondegree and noncredit data to employment outcomes from administrative sources. The state publishes employment outcomes for WIOA-eligible training providers as an open aggregate dataset and other workforce training providers as an interactive resource. A report on the employment outcomes of apprenticeship programs is forthcoming.
Connecticut	Leading	Connecticut collects enrollment and completion data for several nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; and (iii) occupational licensure. Connecticut links employment outcomes to college-issued, noncredit certificates.
Delaware	Leading	Delaware collects enrollment and credential outcome data for: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; and (iii) occupational licensure. The state links college-issued noncredit credentials and WIOA-eligible training providers to employment outcomes.
Florida	Leading	Florida collects enrollment and completion data for: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; and (iii) other third-party credentials, namely apprenticeships and some industry credentials. Florida integrates administrative employment and earnings data with college-issued, noncredit credentials and WIOA-eligible training providers.
Georgia	Advanced	Georgia collects enrollment and credential outcome data from many nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; (iii) occupational licensure; and (iv) other third-party credentials, namely industry certifications and apprenticeships. Georgia does not link college-issued, noncredit nondegree credentials to employment outcomes. 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	Advanced	Hawaii collects enrollment and completion data for: (i) college-issued, noncredit credentials; and (ii) WIOA-eligible training providers. The University of Hawaii is developing a report on the workforce outcomes of nondegree credentials.
Idaho	Developing	Idaho collects enrollment and credential outcome data for: (i) WIOA-eligible training providers; and (ii) occupational licensure.

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State	Rating	Description and Resource Links
Illinois		Illinois collects enrollment and credential outcome data for: (i) college-issued, noncredit credentials; and (ii) WIOA-eligible training providers. The state integrates administrative records on employment and earnings with these nondegree credentials. Illinois publishes employment outcomes for college-issued, noncredit credentials through the Illinois College2Career portal and employment outcomes for WIOA-eligible training providers through Illinois workNet.
Indiana		Indiana, through the Ivy Tech Community College system, collects enrollment and completion data for college-issued, noncredit credentials. The state is implementing a collection of other third-party credentials. Indiana links college-issued, noncredit credentials to employment outcomes.
Iowa		Iowa collects enrollment and credential outcome data for many nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; (iii) occupational licensure; and (iv) other third-party credentials, namely industry certifications and apprenticeships. The state reports on employment outcomes for noncredit and nondegree programs through the Iowa Student Outcomes portal.
Kansas		Kansas collects enrollment and credential outcome data for many nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; (iii) occupational licensure; and (iv) other third-party credentials, namely industry certifications and apprenticeships. Kansas higher education institutions continue to work toward a comprehensive approach to collecting nondegree program and participant data.
Kentucky		Kentucky collects enrollment and completion data for a few nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, noncredit credentials; and (ii) other third-party credentials, namely apprenticeships. Kentucky links these nondegree credentials with employment outcomes.
Louisiana		Louisiana collects enrollment and credential outcome data for college-issued, noncredit credentials, which the state calls Validated Skills and Learning. Louisiana's Foundational Integrated Research System for Transformation (LA FIRST) links these nondegree credentials with employment outcomes from administrative sources.
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 credentials. Maine, through its Department of Labor, publishes employment outcomes for WIOA-eligible training providers and apprenticeship programs.
Maryland		Maryland collects enrollment and completion data from many nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; (iii) occupational licensure; and (iv) other third-party credentials, namely industry credentials and apprenticeships. These nondegree credentials are integrated with each other and employment outcomes from administrative sources through the Maryland Longitudinal Data System Center.
Massachusetts		Massachusetts collects enrollment and completion data for college-issued, noncredit credentials. Additionally, the state collects course data from noncredit programs at community colleges. Massachusetts does not link college-issued, noncredit credentials to employment outcomes, but is reviewing and working to expand its noncredit program data collections.
Michigan		Michigan collects enrollment and credential outcome data for: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; and (iii) other third-party credentials, namely apprenticeships. Michigan links these nondegree and noncredit data to administrative data on employment and earnings. The state publishes these employment outcomes, for example through the Michigan Postsecondary Career and Technical Education Summary.
Minnesota		Minnesota collects enrollment and completion data for: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; (iii) occupation licensure; and (iv) other third-party credentials, including industry certification and apprenticeship. Minnesota integrates administrative records on students' employment and earnings with state-funded, college-issued, noncredit credentials and publishes these employment outcomes in the Dual Training Competency Grant Annual Report. The state is in the process of linking additional nondegree credentials to employment outcomes.

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State	Rating	Description and Resource Links
Mississippi		Mississippi collects enrollment and completion data from many nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; (iii) occupational licensure; and (iv) other third-party credentials, namely industry certifications and registered apprenticeships. The state links employment outcomes to all these nondegree and noncredit credentials, for instance through AccelerateMS's annual Return on Investment report.
Missouri		Missouri collects enrollment and credential outcome data for WIOA-eligible training providers. The state links these nondegree and noncredit data to employment outcomes.
Montana		Montana collects enrollment and credential outcome data for: (i) college-issued, noncredit credentials; and (ii) WIOA-eligible training providers. The state does not link these college-issued, noncredit credentials to employment outcomes.
Nebraska		Nebraska collects enrollment and credential outcome data for: (i) college-issued, noncredit credentials; and (ii) other third-party certifications, including industry certifications. The state does not link college-issued, noncredit credentials to employment outcomes.
Nevada		Nevada collects enrollment and credential outcome data from WIOA-eligible training providers and links these data to employment outcomes.
New Hampshire		New Hampshire collects enrollment and credential outcome data for WIOA-eligible training providers and publishes employment outcomes for these nondegree credentials through the New Hampshire Works Job Match System.
New Jersey		New Jersey collects enrollment and completion data for: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training programs; and (iii) other third-party credentials, including industry certifications and apprenticeships. New Jersey does not link college-issued, noncredit credentials to employment outcomes but does link WIOA-eligible training programs to employment outcomes through MyCareerNJ's NJ Training Explorer. The state is updating and improving its nondegree program employment outcomes reporting.
New Mexico		New Mexico collects enrollment and credential outcome data for WIOA-eligible training providers and links these nondegree credentials to employment outcomes. The state is developing collections of college-issued noncredit workforce training credentials and apprenticeship programs funded by the Government Results and Opportunity Trust program.
New York		New York is implementing data collections from college-issued, noncredit postsecondary education and training programs at the State University of New York system and City University of New York system. The state collects enrollment and credential outcome from WIOA-eligible training providers, integrates these nondegree credentials with administrative records on employment and earnings, and publishes these employment outcomes.
North Carolina		North Carolina collects enrollment and completion data from: (i) WIOA-eligible training providers; (ii) occupational licensure; and (iii) other third-party credentials, namely apprenticeships. The state integrates administrative records on employment and earnings to WIOA-eligible training providers.
North Dakota		North Dakota collects enrollment and credential outcome data for: (i) WIOA-eligible training providers; and (ii) third-party credentials, namely apprenticeship and industry certification. The state integrates administrative data on employment and earnings with WIOA-eligible training providers.
Ohio		Ohio collects enrollment and credential outcome data from: (i) college-issued, noncredit credentials; (ii) occupational licensure; and (iii) other third-party credentials, namely industry certification and apprenticeship programs. Ohio integrates administrative records on employment and earnings with college-issued, noncredit credentials and publishes these employment outcomes through the Workforce Success Measures' Ohio Technical Centers dashboard. The state also links occupational licensure and industry certification to employment outcomes, and 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: (i) WIOA-eligible training providers; and (ii) other credentials, namely noncredit microcredential programs. The state integrates administrative records on employment and earnings with WIOA-eligible training providers and publishes these employment outcomes as an interactive resource. Oklahoma does not integrate noncredit microcredentials with employment outcomes.

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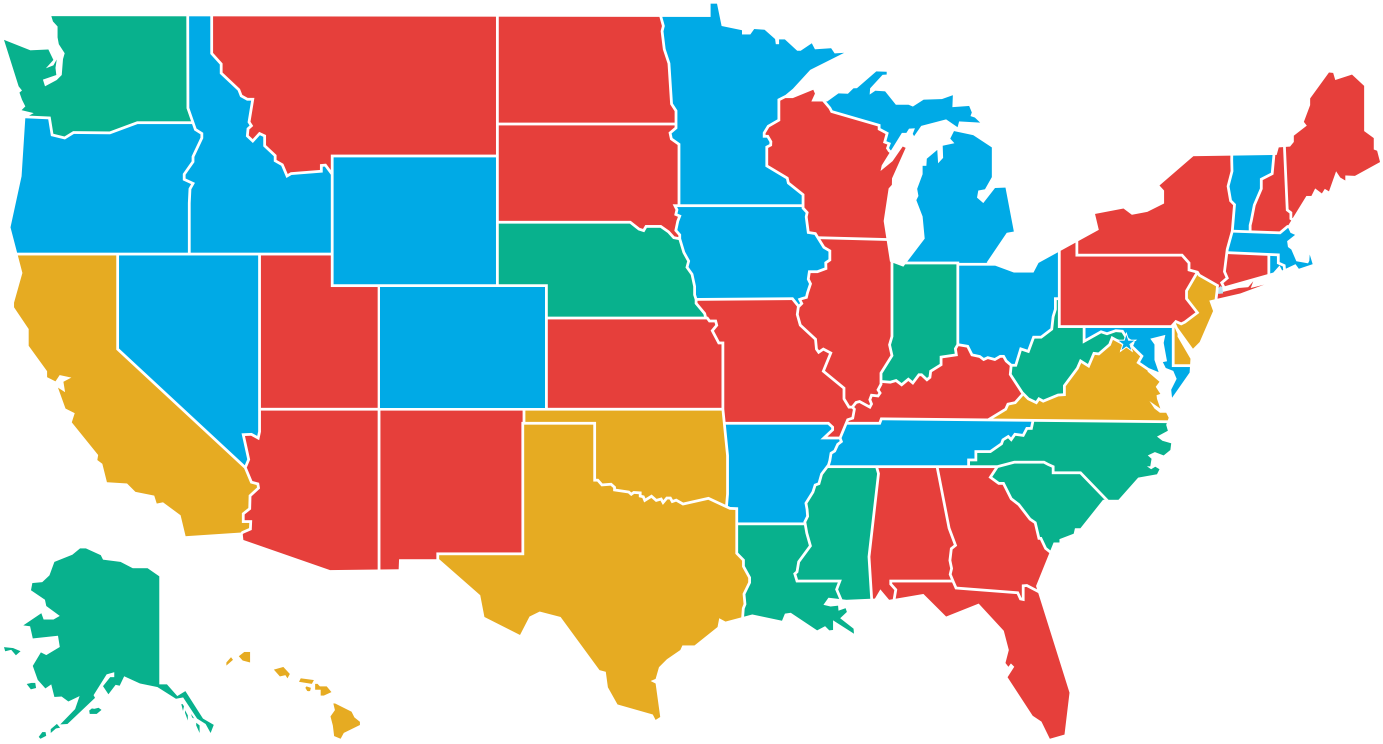
State	Rating	Description and Resource Links
Oregon		Oregon collects enrollment and credential outcome data for: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; (iii) occupational licensure; and (iv) other third-party credentials, namely apprenticeships and workforce training provided by private trade and career schools as well as by state- and federally-funded programs. Oregon links these nondegree and noncredit postsecondary education and training programs to employment outcomes. The state reports on the employment outcomes of community college-issued, noncredit credentials through the Oregon Higher Education Coordinating Commission's Community College Data Dashboard and the Oregon Employment Department's Performance Reporting Information System. The state publishes a separate interactive resource containing enrollment and credential outcome data from nondegree and noncredit education and training programs at private trade and career schools.
Pennsylvania		Pennsylvania, through the Pennsylvania State System of Higher Education and the Department of Labor and Industry, collects enrollment and credential outcome data for: (i) college-issued, noncredit credentials; and (ii) WIOA-eligible training providers. The state integrates administrative data on employment and earnings with WIOA-eligible training providers but not college-issued, noncredit credentials.
Rhode Island		Rhode Island collects enrollment and completion data for: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; (iii) occupational licensure; and (iv) 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 and licenses through its Health Workforce Data Dashboard.
South Carolina		South Carolina collects enrollment and completion data from college-issued, noncredit credentials through the South Carolina Technical College System (TCS). TCS is developing a common data system for both credit and noncredit programs, and the South Carolina Commission on Higher Education is developing collections on nondegree programs at the state's public four-year institutions.
South Dakota		South Dakota collects enrollment and credential outcome data from WIOA-eligible training providers. The state links these nondegree credentials to employment outcomes.
Tennessee		Tennessee collects enrollment and credential outcomes for: (i) college-issued, noncredit credentials; and (ii) other third-party credentials, namely apprenticeships and industry certifications. The state does not link college-issued, noncredit credentials to employment outcomes.
Texas		Texas collects enrollment and credential outcome data for: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; (iii) occupational licensure; and (iv) other third-party credentials, namely apprenticeships. 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 collects enrollment and credential outcome data from: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; and (iii) other third-party credentials, namely apprenticeships. Utah is currently expanding its nondegree and noncredit collections to include occupational licensure. The state does not integrate college-issued, noncredit credentials with administrative records on employment and earnings.
Vermont		Vermont collects enrollment and credential outcome data for WIOA-eligible training providers. The state integrates administrative records on students' employment and earnings with these nondegree credentials.
Virginia		Virginia collects enrollment and credential outcome data for: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; (iii) occupational licensure; and (iv) other third-party credentials, namely industry certification and apprenticeships. The state links employment outcomes to college-issued, noncredit nondegree credentials that are funded through its Workforce Credential Grant (also known as FastForward) and to WIOA-eligible training providers. Virginia is exploring noncredit collections from public four-year institutions and integrating noncredit data through the Virginia Longitudinal Data System.
Washington		Washington collects enrollment and credential outcome data for: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; and (iii) apprenticeships. The state integrates administrative records on students' employment and earnings with all of these nondegree credentials. Washington, through the Education Research and Data Center, publishes employment outcomes of apprenticeships in the High School Graduate Outcomes Dashboard. The Workforce Training and Education Coordinating Board also publishes employment outcomes for WIOA-eligible training providers through the Workforce Training Results Report and CareerBridge site.

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State	Rating	Description and Resource Links
Washington, D.C.		Washington, D.C. collects enrollment and completion data for: (i) occupational licensure; and (ii) other third-party nondegree credentials, including industry certifications through the DC Expenditure Guide. Washington, D.C. does not collect enrollment and credential outcome data for college-issued, noncredit nondegree credentials.
West Virginia		West Virginia collects enrollment and credential outcome data from college-issued, noncredit nondegree credentials. The state is piloting integration of these noncredit credentials to administrative records on students' employment and earnings.
Wisconsin		Wisconsin collects enrollment and completion data for: (i) WIOA-eligible training providers; and (ii) other third-party credentials, namely apprenticeships. Wisconsin integrates administrative records on employment and earnings with WIOA-eligible training provider data and publishes these employment outcomes.
Wyoming		Wyoming collects enrollment and credential outcome data for several nondegree and noncredit programs, including: (i) college-issued, noncredit credentials; (ii) occupational licensure; and (iii) other third-party credentials, namely 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	16
The state is in the process of implementing enhanced unemployment insurance record collection, or is advancing policy to implement such collections.	Developing	7
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	19

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State	Rating	Description and Resource Links
Alabama		Alabama does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
Alaska		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		Arizona does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
Arkansas		Arkansas collects occupation (job title) on an optional basis and birth date.
California		In 2026, California proposed SB 1054, requiring the Employment Development Department to collect occupation, hours worked, and worker type.
Colorado		Colorado collects work location but does not collect occupation or pay rate.
Connecticut		Connecticut does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
Delaware		In 2025, the state received a Department of Labor Workforce Data Quality Initiative grant to implement enhanced wage record collections. Delaware is developing collections of occupation (SOC code) and work location.
Florida		Florida does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
Georgia		Georgia does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
Hawaii		In 2025, Hawaii enacted legislation establishing a Data Sharing and Governance Working Group and charged this body with reviewing the ability to collect occupation, pay rate, and work location through its unemployment insurance wage record system.
Idaho		Idaho collects pay rate (hours worked) on a voluntary basis but does not collect occupation or work location.
Illinois		Illinois does not collect any of the three enhanced elements. Illinois has statutory authority to collect these elements (820 ILCS 405/1402(C)) but has not initiated administrative rulemaking for collection.
Indiana		In 2025, the state passed legislation mandating the collection of occupation (SOC or job title), pay rate, and worker type (full-time, part-time, seasonal, intern, or apprentice). Indiana leverages these enhancements in PIVOT, the state's workforce recommendation engine.
Iowa		Iowa collects work location on a voluntary basis but does not collect occupation or pay rate.
Kansas		Kansas does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
Kentucky		Kentucky does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
Louisiana		Louisiana collects occupation (job title or SOC) and pay rate (hourly rate) but does not collect work location. The state uses occupation in postsecondary education-to-employment analysis.
Maine		Maine does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
Maryland		Maryland collects pay rate (hours worked) on a voluntary basis but does not collect occupation or work location.
Massachusetts		Massachusetts collects pay rate (hours worked) and work location but does not collect occupation.
Michigan		Michigan collects work location on a voluntary basis but does not collect occupation or pay rate.

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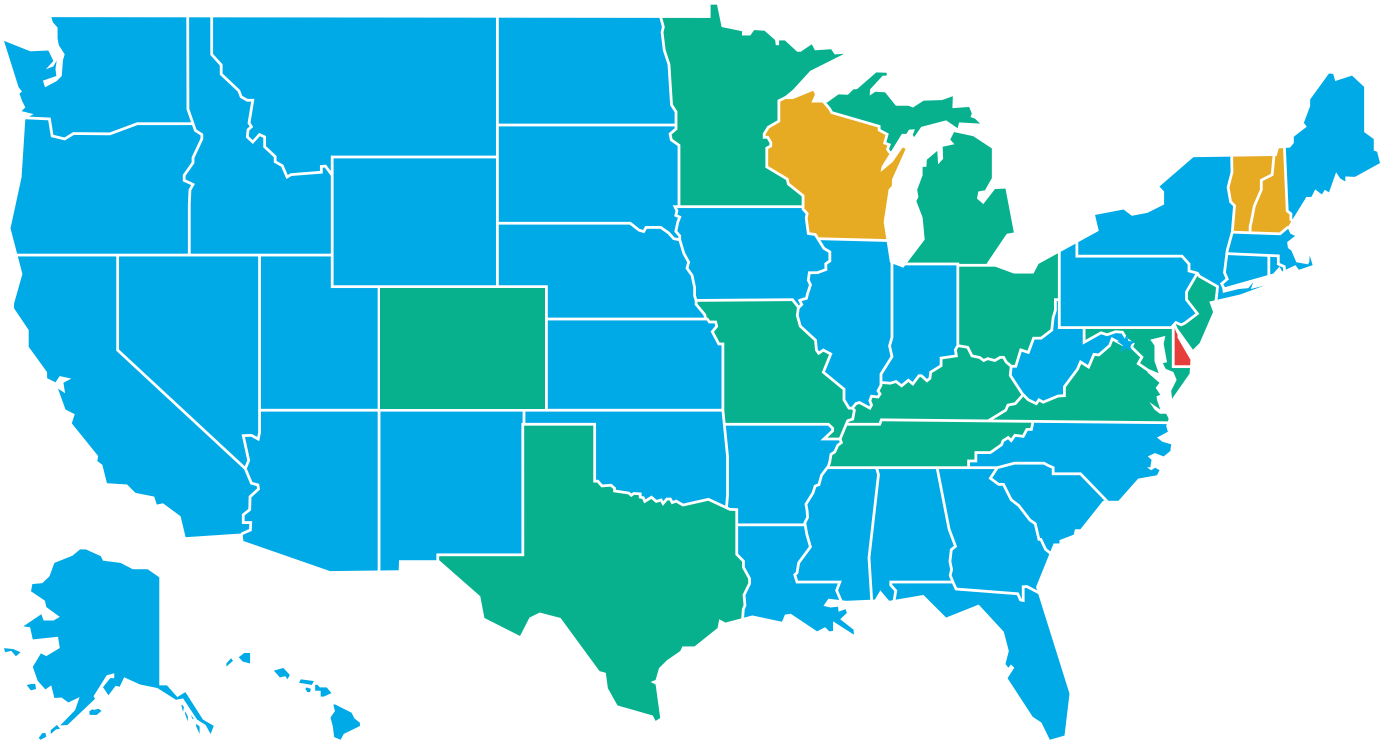
State	Rating	Description and Resource Links
Minnesota	Advanced	Minnesota collects pay rate (hours worked) and work location but does not collect occupation. The state uses hours worked in education-to-employment analysis.
Mississippi	Leading	Mississippi collects occupation (job title and SOC), pay rate (hours worked and hourly wage), work location, and worker type (full-time/part-time status, hourly, salaried, or commissioned) on a voluntary basis.
Missouri	Foundational	Missouri does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
Montana	Foundational	Montana does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
Nebraska	Leading	Nebraska collects occupation (job title) and pay rate (hours worked) on a voluntary basis but does not collect work location.
Nevada	Advanced	Nevada collects work location (county) on a voluntary basis but does not collect occupation or pay rate.
New Hampshire	Foundational	New Hampshire does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
New Jersey	Developing	In 2026, New Jersey introduced legislation to collect occupation (job title), pay rate (hours worked), and work location (address).
New Mexico	Foundational	New Mexico does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
New York	Foundational	New York does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
North Carolina	Leading	North Carolina collects occupation (SOC code) and pay rate (hours worked) on a voluntary basis but does not collect work location.
North Dakota	Foundational	North Dakota does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
Ohio	Advanced	Ohio collects work location. The state is implementing collections of occupation (job title) and pay rate (hours worked).
Oklahoma	Developing	In February 2026, Governor Stitt issued an executive order directing the Oklahoma Employment Security Commission in collaboration with the Oklahoma State Regents for Higher Education to collect occupation or job title, hours worked, and work location.
Oregon	Advanced	Oregon collects pay rate (hours worked) but does not collect occupation or work location.
Pennsylvania	Foundational	Pennsylvania does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
Rhode Island	Advanced	Rhode Island collects pay rate (hours and weeks worked) but does not collect occupation or work location.
South Carolina	Leading	South Carolina began collecting occupation (SOC code) and hours worked on a required basis in 2024. South Carolina does not collect work location. The state is now using these enhancements in postsecondary education-to-employment analysis.
South Dakota	Foundational	South Dakota does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.
Tennessee	Advanced	Tennessee is collecting occupation (SOC) on a voluntary basis and exploring other enhancements.
Texas	Developing	Texas is implementing collections of 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	Foundational	Utah does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.

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State	Rating	Description and Resource Links
Vermont		Vermont currently collects hourly pay rate and is planning to replace this element with hours worked. The state does not collect occupation or work location.
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.		Washington, D.C. collects pay rate (hours worked) on a voluntary basis through its quarterly unemployment insurance wage records. Washington, D.C. does not collect occupation or work location.
West Virginia		West Virginia collects job title and work location on a required basis but does not collect pay rate. The state is now using these enhancements in postsecondary education-to-employment analysis.
Wisconsin		Wisconsin does not collect any of the three enhanced elements, and Strada's research did not demonstrate an 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 administrative data on employment and earnings with postsecondary education records is crucial for understanding how well a state's education system prepares students for positive employment outcomes.



Element 3 Criteria	Rating	Total States
The state integrates information on students' earnings and employment from administrative sources with its public four-year institutions, private four-year institutions, and community colleges, publishes information on these outcomes, and disaggregates this information by race/ethnicity, gender, and either family income/economic status.	Leading	11
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	36
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	3
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	1

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State	Rating	Description and Resource Links
Alabama	Advanced	Alabama integrates information on employment and earnings from administrative sources with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes these employment outcomes as an interactive resource through the Alabama Commission on Higher Education's Student Horizon Database. The data are not disaggregated by race/ethnicity, gender, and family income/economic status. Alabama's SLDS, the Alabama Terminal on Linking and Analyzing Statistics on Career Pathways or ATLAS on Career Pathways, will publish interactive dashboards and static reports including more integrated postsecondary education and employment data.
Alaska	Advanced	Alaska integrates employment and earnings information from administrative sources with its (i) public four-year institutions; and (ii) community colleges. The state publishes these postsecondary education-to-employment outcomes through the University of Alaska Workforce Reports. The data are not disaggregated by race/ethnicity, gender, and family income/economic status.
Arizona	Advanced	Arizona integrates information on employment and earnings from administrative sources with its (i) public four-year institutions; and (ii) some community colleges. The state publishes these postsecondary education-to-employment outcomes through the Arizona Board of Regents' Alumni Wages Report and Pima Community College's Graduate Employment Dashboard. These outcomes are not disaggregated by race/ethnicity, gender, or family income/economic status.
Arkansas	Advanced	Arkansas integrates employment and earnings information from administrative sources with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes these employment outcomes as a downloadable dataset (subject to login) through MyARData and an interactive resource through MyARDashboard. Employment outcomes in the interactive resource are not disaggregated by race/ethnicity, gender, or family income/economic status.
California	Advanced	California integrates information on employment and wages from administrative sources with its (i) public four-year institutions; and (ii) community colleges. The state publishes employment outcomes for public four-year institutions as an interactive resource through California State University system's calstatepays.org and the University of California system's Information Center. California publishes employment outcomes for community colleges as an interactive resource through the California Community Colleges Chancellor's Office DataVista website. The state integrates information on employment and wages from administrative sources with private independent nonprofit institutions on a case-by-case basis.
Colorado	Leading	Colorado integrates administrative records on employment and earnings with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes these employment outcomes as an open dataset and an interactive resource through the Colorado Department of Higher Education's annual Return on Investment report and Postsecondary Degree Earnings Outcomes Tool. Colorado Data Connection, the SLDS, will soon publish an interactive resource with postsecondary education-to-employment outcomes disaggregated by race/ethnicity, gender, and family income/economic status.
Connecticut	Advanced	Connecticut integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community colleges, The state publishes these employment outcomes as an open aggregate dataset and an interactive resource available through the CSCU Office of Decision Support and Institutional Research. The open dataset features disaggregation by race/ethnicity, gender, and family income/economic status, and the interactive resource supports disaggregation by race/ethnicity. In 2026, DataLinkCT, the SLDS, published employment outcomes for all postsecondary education and workforce training programs through the Education and Workforce Pathways report, open dataset, and interactive resource. Connecticut does not integrate administrative employment and earnings data with private four-year institutions.
Delaware	Foundational	Delaware does not integrate postsecondary education records with employment and earnings data from administrative sources.
Florida	Advanced	Florida integrates administrative employment and earnings information with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes employment outcomes for public four-year institutions and community colleges as open datasets through the Florida Education and Training Placement Information Program. Additionally, the state publishes employment outcomes for public four-year institutions as an interactive resource through the MyFloridaFuture tool. Florida publishes employment for private four-year institutions as a report. These employment outcomes are not disaggregated by demographic characteristics.

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State	Rating	Description and Resource Links
Georgia		Georgia integrates information on employment and earnings from administrative sources with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes employment outcomes for public four-year institutions as downloadable datasets and an interactive resource available through the GA·AWARDS system's Georgia Higher Learning and Earnings (GHLE) project, and an additional interactive resource available through the University System of Georgia. The University System of Georgia's Your Future Earnings interactive resource supports disaggregation by race/ethnicity, gender, and family income/economic status. The state publishes employment outcomes for community colleges as downloadable datasets and an interactive resource through the GHLE. The GA·AWARDS system integrates information on employment and earnings from administrative sources with private four-year institutions but does not publish these employment outcomes.
Hawaii		Hawaii integrates information on employment and earnings from administrative sources with its (i) public four-year institutions; and (ii) community colleges. The state publishes these employment outcomes as downloadable datasets and an interactive resource through the Hawai'i Data eXchange Partnership. The employment outcomes are not disaggregated by race/ethnicity, gender, or family income/economic status. Hawaii does not integrate information on employment and earnings from administrative sources with private four-year institutions.
Idaho		Idaho integrates administrative employment earnings data with its (i) public four-year institutions; and (ii) community colleges. The state publishes employment rates but not earnings as an interactive resource through the Employed in Idaho dashboard. The state disaggregates this information by residence but not race/ethnicity, gender, or family income/economic status.
Illinois		Illinois integrates administrative employment and earnings data with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes these postsecondary education-to-employment outcomes as an interactive resource through Illinois College2Career. These employment outcomes are not publicly disaggregated by race/ethnicity, gender, or family income/economic status, but the disaggregated outcomes are available to staff at higher education institutions through a secure portal.
Indiana		Indiana integrates information on employment and earnings from administrative sources with its (i) public four-year institutions; and (ii) community colleges. The state publishes these employment outcomes as interactive resources, including through the Hoosiers by the Numbers website and the Education-Workforce Pipelines Report. These outcomes are not available disaggregated by race/ethnicity, gender, or family income/economic status. The state does not integrate administrative employment and earnings data with private four-year institutions.
Iowa		Iowa integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community colleges. The state publishes these employment outcomes as interactive resources and open aggregate datasets. Open datasets containing community college-to-employment outcomes are disaggregated by race/ethnicity, gender, age, and other characteristics. Iowa does not integrate information on employment and earnings from administrative sources with private four-year institutions.
Kansas		Kansas integrates administrative data on employment and earnings with its (i) public four-year institutions; and (ii) community and technical colleges. The state publishes these employment outcomes as downloadable datasets and interactive resources through the Kansas Higher Education Statistics portal and Kansas DegreeStats tool. The employment outcomes reported through the Kansas Higher Education Statistics portal are disaggregated by race/ethnicity and gender. Kansas does not integrate information on employment and earnings from administrative sources with private four-year institutions.
Kentucky		Kentucky integrates information on employment and earnings from administrative sources with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes these employment outcomes as open datasets and interactive resources through the Kentucky Center for Statistics' Postsecondary Feedback Report. These employment outcomes are disaggregated by race/ethnicity, gender, and family income/economic status.
Louisiana		Louisiana integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community colleges. The state publishes these postsecondary education-to-employment outcomes through its annual Louisiana's Employment Outcomes report with disaggregation by gender and occupation.

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State	Rating	Description and Resource Links
Maine	Advanced	Maine integrates information on employment and earnings from administrative sources with its (i) public four-year institutions; and (ii) community colleges. The state publishes these postsecondary education-to-employment outcomes as open datasets and an interactive resource through the Maine Department of Labor. These employment outcomes are not disaggregated by demographic categories. Maine does not integrate information on employment and earnings from administrative sources with private four-year institutions.
Maryland	Leading	Maryland integrates administrative employment and earnings data with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes the employment outcomes as an interactive resource through the Maryland Longitudinal Data System Center. The employment outcomes are disaggregated by race/ethnicity, gender, and other student and institutional characteristics.
Massachusetts	Advanced	Massachusetts integrates employment and earnings from administrative sources with its (i) public four-year institutions; and (ii) community colleges. The state publishes these employment outcomes as an interactive resource with disaggregation by age, but not race/ethnicity, gender, or family income/economic status.
Michigan	Leading	Michigan integrates administrative data on employment and earnings with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes these employment outcomes as an interactive resource through Michigan Pathfinder. These employment outcomes are not disaggregated by race/ethnicity, gender, or family income/economic status. The state publishes additional interactive resources through MiSchoolData containing postsecondary education-to-employment data with disaggregation by ethnicity, gender, and age.
Minnesota	Leading	Minnesota integrates administrative records on employment and earnings with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes these education-to-employment data as open data files and an interactive resource through the Minnesota Department of Employment and Economic Development's Graduate Employment Outcomes tool, with disaggregation by race/ethnicity and age but not gender or family income/economic status.
Mississippi	Advanced	Mississippi integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community colleges. The state publishes these integrated postsecondary education-to-employment outcomes as a report and interactive resource. The report features disaggregation by race/ethnicity and gender. Mississippi is in the process of integrating private four-year institutions with administrative records on employment and earnings.
Missouri	Leading	Missouri integrates administrative records on employment and earnings with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes this postsecondary education-to-employment data as open data files and an interactive resource through the Missouri School Credentials for Occupations Resulting in Employment Success or MoSCORES tool and Student Right to Know tool. MoSCORES features disaggregation by race/ethnicity and gender.
Montana	Advanced	Montana integrates information on employment and earnings from administrative sources with its (i) public four-year institutions; and (ii) community colleges. The state publishes these employment outcomes as a downloaded dataset and an interactive resource through the Montana University System Student Success Dashboard. The employment outcomes are disaggregated by race/ethnicity, gender, and family income/economic status. Montana does not integrate information on employment and earnings from administrative sources with private four-year institutions.
Nebraska	Advanced	Nebraska integrates information on employment and earnings from administrative sources with its (i) public four-year institutions; and (ii) community colleges. The state publishes these employment outcomes as an interactive resource through the Nebraska Statewide Workforce & Educational Reporting System, and they are disaggregated by race/ethnicity and gender. Nebraska does not integrate and publish data on private four-year institutions to employment.
Nevada	Advanced	Nevada integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community colleges. The state publishes these employment outcomes as an interactive resource through the Nevada P-20 to Workforce Research Data System's Career Earnings tool and the Nevada System of Higher Education's Completions and Workforce Report. The employment outcomes are not publicly disaggregated by race/ethnicity, gender, or family income/economic status. Nevada does not integrate information on employment and earnings from administrative sources with private four-year institutions.
New Hampshire	Developing	New Hampshire integrates administrative employment and earnings data with its (i) public four-year institutions; and (ii) community colleges. The state does not publish these employment outcomes.

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State	Rating	Description and Resource Links
New Jersey		New Jersey integrates administrative records on employment and earnings with its (i) public four-year institutions; (ii) some private four-year institutions; and (iii) community colleges. The state publishes these postsecondary education-to-employment outcomes as an interactive resource through the New Jersey Postsecondary Employment and Earnings Dashboard. These employment outcomes are disaggregated by race/ethnicity and gender.
New Mexico		New Mexico integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community colleges. The state publishes these employment outcomes as an interactive resource through Research Informing Success in Education New Mexico with disaggregation by race/ethnicity and gender. New Mexico does not integrate information on employment and earnings from administrative sources with private four-year institutions.
New York		New York integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community colleges. The state publishes these employment outcomes 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/economic status.
North Carolina		North Carolina integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community colleges. The North Carolina Community College System publishes an interactive resource featuring community college-to-employment outcomes with disaggregation by age. NC TOWER publishes employment outcomes for both public four-year institutions and community colleges as open datasets and interactive resources with disaggregation by race/ethnicity and gender. The state is in the process of integrating information on employment and earnings from administrative sources with private four-year institutions through the North Carolina Independent Colleges and Universities and the North Carolina Longitudinal Data Service.
North Dakota		North Dakota integrates administrative employment and earnings data with its (i) public four-year institutions; and (ii) community colleges. The state publishes these employment outcomes 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. North Dakota does not integrate and publish data on private four-year institutions to employment.
Ohio		Ohio integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community colleges. The state publishes these employment outcomes as open datasets and interactive resources through the Ohio Education Research Center's Employment by Program dashboard and the Earnings over Time dashboard as well as the Workforce Success Measures dashboards. The Workforce Success Measures dashboards feature disaggregation by race/ethnicity, sex, and other learner characteristics.
Oklahoma		Oklahoma integrates administrative records on employment and earning with its (i) public four-year institutions; and (ii) community colleges. The state publishes these postsecondary education-to-employment data through its Employment Outcomes Dashboard and its annual State Regents Employment Outcomes Report. These employment outcomes are not publicly disaggregated by demographic categories, but the state can disaggregate employment outcomes upon request.
Oregon		Oregon integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community colleges. The state publishes these employment outcomes as interactive resources through the Higher Education Coordinating Commission's Public University Data Dashboard and Community Colleges Data Dashboard. Employment outcomes are disaggregated by race/ethnicity, gender, family income/economic status, and other student demographics. The state does not integrate information on employment and earnings from administrative sources with private four-year institutions.
Pennsylvania		Pennsylvania integrates administrative data on employment and earnings with some public four-year institutions. The state publishes these postsecondary education-to-employment data as downloadable datasets and an interactive resource through the Pennsylvania State System of Higher Education's Workforce Outcomes tool. Pennsylvania does not integrate information on employment and earnings from administrative sources with other state-related four-year institutions, private four-year institutions, or community colleges. In 2024, Pennsylvania required all public and state-related institutions to report student-level credential data. The Pennsylvania Department of Education will integrate these records with administrative records on employment and earnings.

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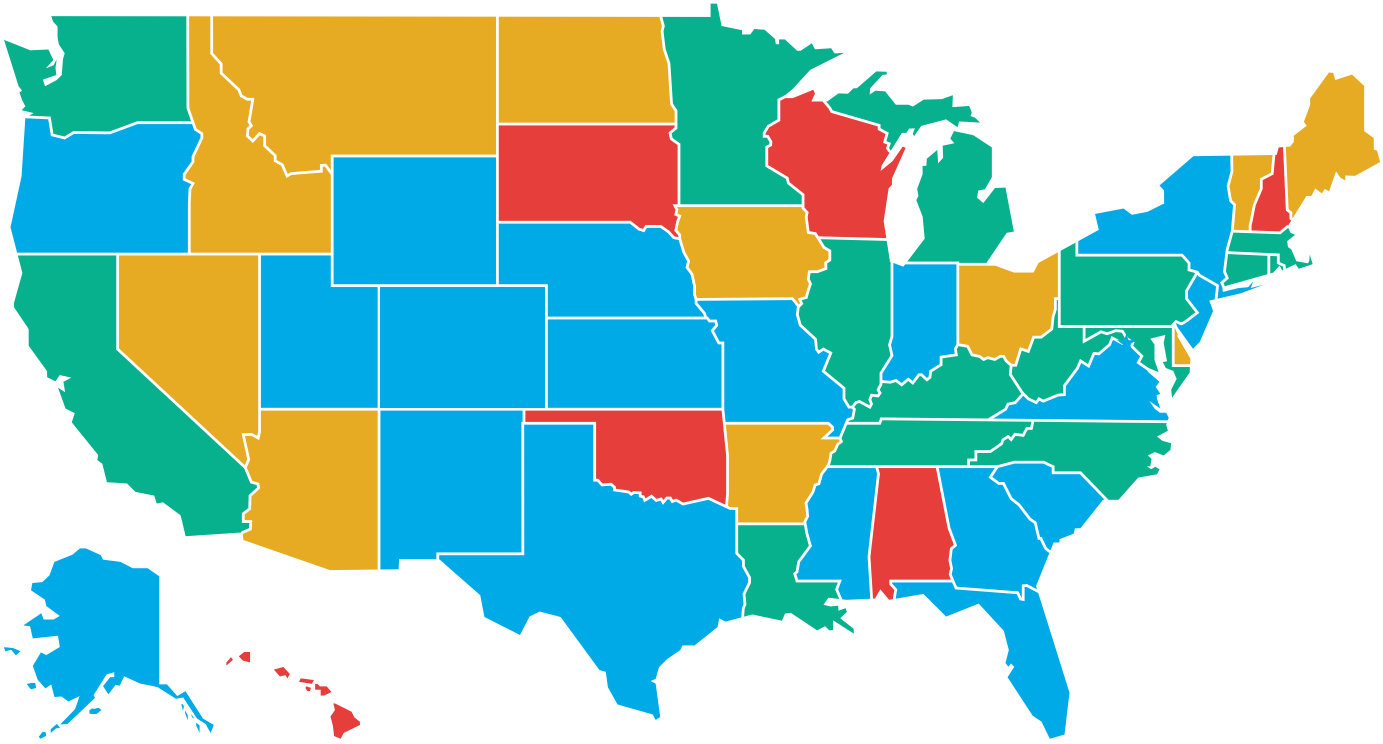
State	Rating	Description and Resource Links
Rhode Island		Rhode Island integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community college. The state publishes these employment outcomes through its Greater Newport Dashboard. These employment outcomes are disaggregated by race/ethnicity, gender, family income/economic status, and other learner characteristics. Rhode Island collects enrollment and completion records from select private four-year institutions, but the state does not integrate these records with information on employment and earnings from administrative sources.
South Carolina		South Carolina integrates administrative records on employment and earnings with its: (i) public four-year institutions; and (ii) public two-year and technical colleges. The state publishes these employment outcomes as ad hoc reports such as the Employment Outcomes for South Carolina Post-Secondary Graduates and Return on Investment reports for select programs through the Labor Market Information website. These employment outcomes are not disaggregated by race/ethnicity, gender, or family income/economic status. The state is developing an interactive resource, and 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 integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) technical colleges. The state publishes these postsecondary education-to-employment outcomes through the South Dakota Department of Labor and Regulation's annual Graduate Outcomes Job Placement Report. The state does not integrate information on employment and earnings from administrative sources with private four-year institutions.
Tennessee		Tennessee integrates administrative records on employment and earnings with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes these employment outcomes as open datasets and an interactive resource 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. The OEI dashboard disaggregates employment outcomes by race/ethnicity and gender.
Texas		Texas integrates administrative sources on employment and earnings with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes these postsecondary education-to-employment data as downloadable datasets and an interactive resource 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 disaggregation by race/ethnicity, gender, and family income/economic status.
Utah		Utah integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community and technical colleges. The state publishes these employment outcomes as a downloadable dataset and an interactive resource through the Utah State Higher Education Graduate Workforce Outcomes tool. These employment outcomes are not currently disaggregated by race/ethnicity, gender, and family income/economic status, but career and technical education graduates can be disaggregated from all other graduates. The state does not integrate information on employment and earnings from administrative sources with private four-year institutions.
Vermont		Vermont integrates administrative records on students' employment and earnings with its public four-year institutions. The state does not publish these employment outcomes, but Vermont State University has an interactive resource available to university stakeholders.
Virginia		Virginia integrates administrative records on employment and earnings with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes these employment outcomes as an interactive resource through the State Council of Higher Education for Virginia's Guide to the Post-Completion Wages of Graduates. These employment outcomes are disaggregated by race/ethnicity and gender. Open 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.

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State	Rating	Description and Resource Links
Washington		Washington integrates administrative records on employment and earnings with its (i) public four-year institutions; (iii) some private four-year institutions; and (iii) community colleges. The state publishes employment outcomes for public four-year institutions and community colleges as downloadable datasets and an interactive resource through the Education Research and Data Center. Washington publishes employment outcomes for some private four-year institutions as an interactive resource through the CareerBridge site. These employment outcomes are not disaggregated by race/ethnicity, gender, or family income/economic status.
Washington, D.C.		Washington, D.C. integrates administrative records on employment and earnings with its one public higher education institution. The Office of Education Through Employment Pathways will soon publish these postsecondary education-to-employment outcomes as an interactive resource.
West Virginia		West Virginia integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community colleges. The West Virginia Higher Education Policy Commission publishes these employment outcomes as an interactive resource. These employment outcomes are not disaggregated by race/ethnicity, gender, or family income/economic status. West Virginia does not integrate information on employment and earnings from administrative sources with private four-year institutions.
Wisconsin		Wisconsin integrates administrative records on employment and earnings with its public four-year institutions. The state publishes these employment outcomes as an interactive resource through the Universities of Wisconsin Economic Development Accountability Dashboard. These employment outcomes are not disaggregated by gender, race/ethnicity, or family income/economic status.
Wyoming		Wyoming integrates administrative records on employment and earnings with its (i) public four-year institutions; and (ii) community colleges. The state publishes these employment outcomes as an interactive resource available through the Wyoming Statewide Longitudinal Education Data System Postsecondary Education Workforce Outcomes dashboard. Employment outcomes for public four-year institutions and community colleges are not disaggregated. Wyoming does not integrate information on employment and earnings from administrative sources with private four-year institutions.

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 from administrative sources 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/economic status.	Leading	15
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	11
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	6

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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 integrates information on employment and earnings from administrative sources with high school graduation records. The state publishes ad hoc reports and analysis on college and employment outcomes for the state's high school graduates.
Arizona		Arizona is in the process of integrating information on employment and earnings from administrative sources for all students from Mesa Public Schools.
Arkansas		Arkansas is in the process of integrating information on employment and earnings with high school completion data. The state plans to publish and disaggregate these high school-to-employment outcomes.
California		California integrates information on employment and wages from administrative sources for students who enter the state's public four- or two-year institutions. The state publishes these high school-to-employment outcomes as an interactive resource with disaggregation by race/ethnicity, gender, and family income/economic status.
Colorado		Colorado integrates administrative employment and earnings data with high school completion records. Colorado Data Connections, the SLDS, will soon release an interactive resource featuring high school-to-employment outcomes disaggregated by race/ethnicity, gender, family income/economic status, and other student demographics.
Connecticut		Connecticut integrates administrative records on employment and earnings with high school graduation records. Connecticut, through its State Department of Education, publishes these employment outcomes as an interactive resource and downloadable dataset with disaggregation by race/ethnicity, gender, and other student characteristics.
Delaware		The Delaware P-20 Council is developing a SLDS that can integrate information on employment and earnings from administration sources with high school completion records.
Florida		Florida integrates administrative employment and earnings data with high school completion records. The Florida Department of Education publishes High School Reports as part of the Florida Education and 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/economic status.
Georgia		Georgia integrates information on employment and earnings from administrative sources with high school graduation. The state publishes these employment outcomes as a downloadable dataset and an interactive resource through the Governor's Office of Student Achievement High School Graduate Outcomes site. The High School Graduate Outcomes site does not include students' earnings or students' employment outcomes disaggregated by race/ethnicity, gender, and family income/economic status.
Hawaii		No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Idaho		Idaho is in the process of integrating administrative employment and earnings data with high school completion records.
Illinois		Illinois integrates administrative employment and earnings data with high school completion. The state publishes high school-to-employment outcomes as an interactive resource with disaggregation by gender, race/ethnicity, and family income/economic status.
Indiana		Indiana integrates information on employment and earnings from administrative sources with high school completion. The state publishes these employment outcomes as interactive resources through the Education-Workforce Pipelines Report. Additionally, the Sustained Employment dashboard available through the Indiana Graduates Prepared to Succeed website includes the employment rate of high school graduates with disaggregation by race/ethnicity, family income/economic status, and English language learner status.
Iowa		Iowa's SLDS is in the process of integrating administrative records on employment and earnings with three cohorts of high school exiters (2005, 2010, and 2015).

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State	Rating	Description and Resource Links
Kansas		Kansas integrates administrative data on employment and earnings with high school graduation records. The state publishes employment outcomes for high school students concurrently or dually enrolled in postsecondary education programs.
Kentucky		Kentucky integrates administrative information on employment and earnings with high school graduation records. Through the Kentucky Center for Statistics, Kentucky publishes open datasets and interactive resources for both high school-to-employment outcomes and other life outcomes for high school graduates. These employment outcomes are disaggregated by race/ethnicity, gender, and family income/economic status.
Louisiana		Louisiana integrates administrative information on employment and earnings with high school graduation records. The state publishes these high school-to-employment outcomes through its annual Launch Louisiana report with disaggregation by race/ethnicity and gender.
Maine		Maine is developing reports on earnings and employment after high school completion.
Maryland		Maryland integrates information on employment and earnings from administrative sources with high school completion records. The state publishes these employment outcomes as an open aggregate dataset and interactive resource with disaggregation by race/ethnicity, gender, family income/economic status, and other school characteristics.
Massachusetts		Massachusetts integrates information on employment and earnings from administrative sources with high school completion records. The state publishes these employment outcomes as an interactive resource, Employment and Earnings of High School Graduates with disaggregation by race/ethnicity, gender, family income/economic status, and other characteristics.
Michigan		Michigan integrates administrative data on employment and earnings with high school completion records. The state publishes these high school-to-employment outcomes as an interactive resource through MISchoolData. These employment outcomes are disaggregated by race/ethnicity and gender.
Minnesota		Minnesota integrates administrative employment and earnings data with high school completion records. Minnesota publishes these employment outcomes as an open aggregate dataset and an interactive resource with disaggregation by race/ethnicity, gender, and family income/economic status. The state reports not only employment and earnings but also average number of hours worked, using its enhanced wage records.
Mississippi		Mississippi integrates administrative information on employment and earnings with high school completion records. The state publishes these high school-to-employment outcomes as a report and an interactive resource through the Mississippi Department of Education's Mississippi Report Card. While available in the underlying data, employment outcomes are not published with disaggregation by race/ethnicity, gender, or family income/economic status.
Missouri		Missouri integrates administrative employment and earnings data with high school completion records. Missouri's P20W Research and Data Center provides these high school-to-employment outcomes to the Department of Elementary and Secondary Education and includes them in presentations. Additionally, the state publishes the percentage of high school graduates entering employment, postsecondary education, and the military through the Missouri School Report Card. These employment outcomes are not disaggregated by race/ethnicity, gender, or family income/economic status.
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 employment and earnings from administrative sources with high school completion records. The state has not yet published high school-to-employment outcomes.
Nevada		Nevada is in the process of integrating administrative employment and earnings data with high school completion records.
New Hampshire		No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.

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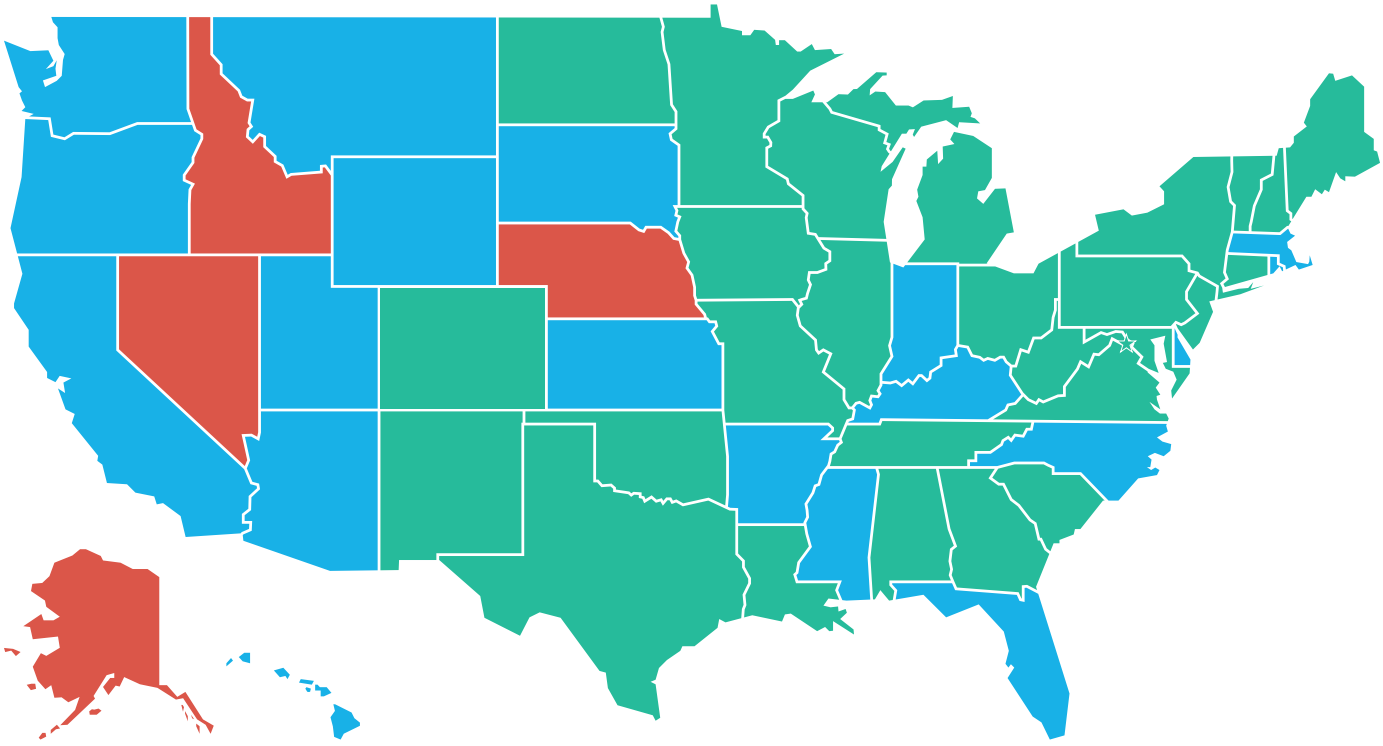
State	Rating	Description and Resource Links
New Jersey		New Jersey integrates administrative information on employment and earnings with high school completion records. New Jersey Department of Education's School Performance Report includes the percentage of high school graduates entering postsecondary education and the number of graduates entering apprenticeship programs. The New Jersey Statewide Data System publishes 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/economic status.
New Mexico		New Mexico integrates administrative information on employment and earnings with high school completion records. The state does not publish high school-to-employment outcomes.
New York		New York integrates information on employment and earnings with records of New York City Public Schools (NYCPS) graduates who attend postsecondary education through the City University of New York (CUNY) system. The state does not publish integrated high school-to-employment data. Additionally, CUNY, NYCPS, and the New York State Department of Labor have executed an agreement permitting CUNY to redisclose wage records to NYCPS for graduates who apply or enroll in the city universities.
North Carolina		North Carolina integrates administrative information on employment and earnings with high school completion records. Through NC TOWER, the state publishes these employment outcomes with disaggregation by race/ethnicity and gender.
North Dakota		North Dakota is in the process of integrating administrative records on employment and earnings with high school completion records.
Ohio		Ohio integrates administrative information on employment and earnings with high school completion records. The Ohio Department of Education and Workforce is leveraging the Ohio Longitudinal Data Archive to publish High School and Career Technical Education Reports. This dashboard will be published soon.
Oklahoma		The state is exploring development of an SLDS that can integrate administrative data on employment and earnings with high school completion records.
Oregon		Oregon integrates administrative information on employment and earnings with high school completion records. The state publishes reports on high school-to-employment outcomes and is currently developing an interactive version of this report that will feature disaggregation by student demographics.
Pennsylvania		Pennsylvania integrates employment and earnings information from administrative sources with high school completion records. The state, through the Future Ready PA Index, publishes an interactive resource 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/economic status, and other demographic categories.
Rhode Island		Rhode Island integrates administrative information on employment and earnings with high school completion records. The state publishes these employment outcomes as an open aggregate dataset and an interactive resource with disaggregation by race/ethnicity, gender, and family income/economic status.
South Carolina		South Carolina integrates employment and earnings information from administrative sources with high school completion records. The state publishes high school-to-employment outcomes through the South Carolina Education and Workforce Development Report. These employment outcomes are not disaggregated by race/ethnicity, gender, or family income/economic status.
South Dakota		No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Tennessee		Tennessee integrates administrative information on employment and earnings with high school completion records. The state publishes high school-to-employment outcomes through the Tennessee Office of Evidence and Impact's Education to Employment dashboard and accompanying open aggregate dataset. These employment outcomes are disaggregated by race/ethnicity and gender but not family income/economic status.
Texas		Texas integrates administrative information on employment and earnings with high school completion records. The Texas Education Agency publishes earnings and employment outcomes of high school students through the Texas Public Education Information Resource's Wages and Employment by Education and College Enrollment & Employment interactive resources. These employment outcomes are not disaggregated by race/ethnicity, gender, or family income/economic status.

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State	Rating	Description and Resource Links
Utah		Utah integrates employment and earnings information from administrative sources with some data on Utah public high school graduates. The state publishes employment outcomes for these graduates with disabilities as an interactive resource but does not disaggregate by race/ethnicity, gender, or family income/economic status.
Vermont		Vermont integrates administrative information on employment and earnings with high school completion records. The Department of Education's Annual Snapshot includes high school-to-employment information that is not yet populated.
Virginia		Virginia integrates employment and earnings information from administrative sources with high school completion records for Career and Technical Education students through the Virginia Department of Education. The state is exploring publicly reporting these high school-to-employment outcomes.
Washington		Washington integrates administrative information on employment and earnings with high school completion records. 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, gender, and other student characteristics. The state also publishes high school-to-employment data as open datasets on the state's Open Data Portal.
Washington, D.C.		Washington, D.C. integrates employment and earnings information from administrative records with high school completion records. The Office of Education Through Employment Pathways releases these high school-to-employment outcomes to agency partners upon request and plans to publish these outcomes as an interactive dashboard.
West Virginia		West Virginia integrates administrative information on employment and earnings with high school completion records. The state publishes these employment outcomes as an interactive resource. These employment outcomes are not publicly disaggregated by race/ethnicity, gender, or family income/economic status.
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 integrates administrative information on employment and earnings with high school completion records. The state does not publish high school-to-employment outcomes.

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	28
The state partners, or is in the process of partnering, with two national and multistate initiatives.	Advanced	19
The state partners with only one national and multistate initiative.	Foundational	4

[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.*

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State	Rating	Description and Resource Links
Alabama	Leading	Alabama partners with PSEO (<25% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Alaska	Foundational	Alaska partners with the State Wage Interchange System.
Arizona	Advanced	Arizona partners with PSEO (<25% graduate coverage) and the State Wage Interchange System.
Arkansas	Advanced	Arkansas partners with the Multi-State Data Collaborative and the State Wage Interchange System.
California	Advanced	California partners with the Multi-State Data Collaborative and the State Wage Interchange System.
Colorado	Leading	Colorado partners with PSEO (50–75% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Connecticut	Leading	Connecticut partners with PSEO (50–75% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Delaware	Advanced	Delaware partners with the Multi-State Data Collaborative and the State Wage Interchange System.
Florida	Advanced	Florida partners with the Multi-State Data Collaborative and the State Wage Interchange System.
Georgia	Leading	Georgia partners with PSEO (25–49% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Hawaii	Advanced	Hawaii partners with PSEO (50–75% graduate coverage) and the State Wage Interchange System.
Idaho	Foundational	Idaho partners with the State Wage Interchange System. One private four-year institution in Idaho partners with PSEO.
Illinois	Leading	Illinois partners with PSEO (50–75% coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Indiana	Advanced	Indiana partners with PSEO (>75% graduate coverage) and the State Wage Interchange System.
Iowa	Leading	Iowa partners with PSEO (50–75% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Kansas	Advanced	Kansas partners with the State Wage Interchange System and the Missouri Department of Labor and Industrial Relations. Some private four-year institutions in Kansas partner with PSEO (data pending).
Kentucky	Advanced	Kentucky partners with the Multi-State Data Collaborative and the State Wage Interchange System.
Louisiana	Leading	Louisiana partners with PSEO (50–75% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Maine	Leading	Maine partners with PSEO (50–75% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Maryland	Leading	The Maryland Higher Education Commission participates in the PSEO project (data pending). The Maryland Longitudinal Data System Center is pursuing a data sharing agreement to participate in the Multi-State Data Collaborative. The Maryland Department of Labor participates in the State Wage Interchange System.
Massachusetts	Advanced	Massachusetts partners with PSEO (25–49% graduate coverage) and the State Wage Interchange System.
Michigan	Leading	Michigan partners with PSEO (<25% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Minnesota	Leading	Minnesota partners with PSEO (50–75% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Mississippi	Advanced	Mississippi partners with the Multi-State Data Collaborative and State Wage Interchange System.
Missouri	Leading	Missouri partners with PSEO (50–75% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.

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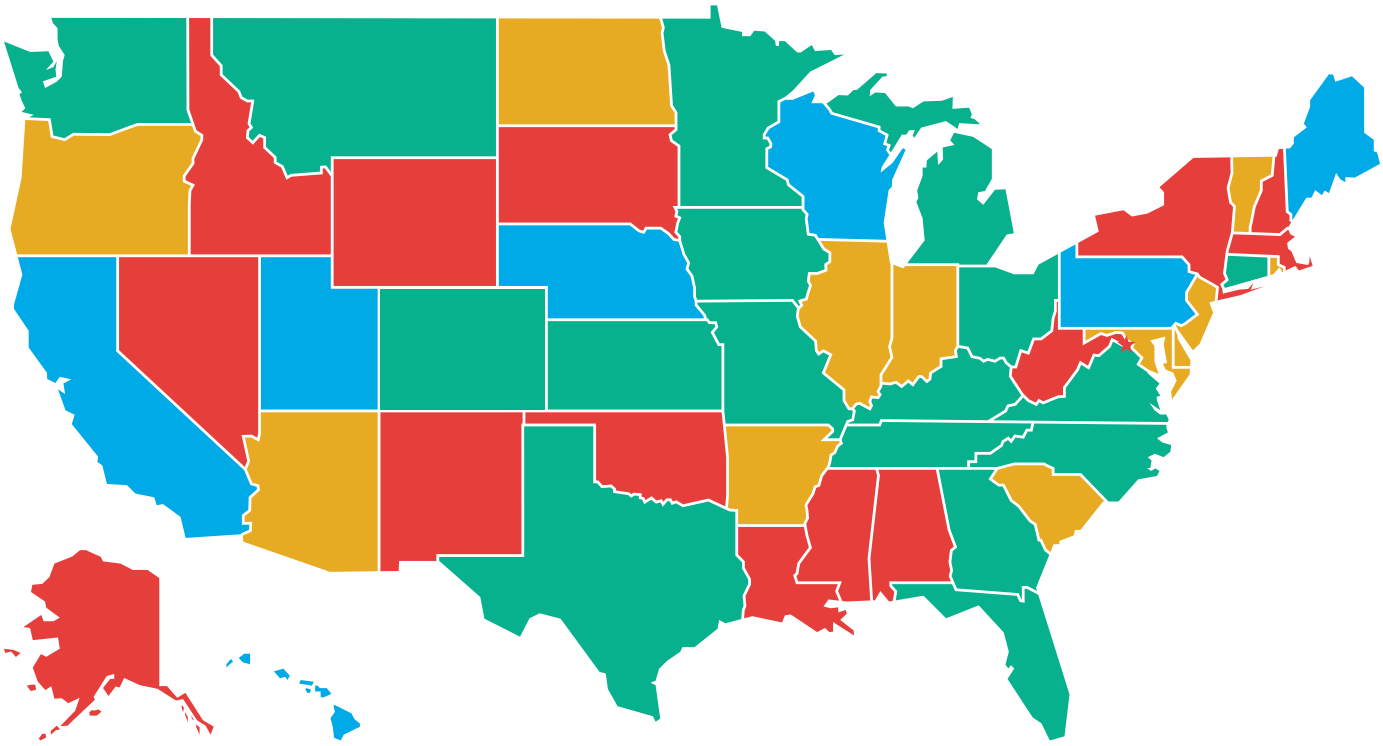
State	Rating	Description and Resource Links
Montana	Advanced	Montana partners with PSEO (>75% graduate coverage) and the State Wage Interchange System.
Nebraska	Foundational	Nebraska partners with the State Wage Interchange System.
Nevada	Foundational	Nevada partners with the State Wage Interchange System.
New Hampshire	Leading	New Hampshire is in the process of partnering with PSEO. The state also partners with the Multi-State Data Collaborative and State Wage Interchange System.
New Jersey	Leading	New Jersey partners with PSEO (data pending), the Multi-State Data Collaborative, and the State Wage Interchange System.
New Mexico	Leading	New Mexico partners with PSEO (data pending), the Multi-State Data Collaborative, and the State Wage Interchange System.
New York	Leading	New York partners with PSEO (25–49% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
North Carolina	Advanced	North Carolina partners with PSEO (25–50% graduate coverage) and the State Wage Interchange System.
North Dakota	Leading	North Dakota partners with PSEO (data pending), the Multi-State Data Collaborative, and the State Wage Interchange System.
Ohio	Leading	Ohio partners with PSEO (50–75% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Oklahoma	Leading	Oklahoma partners with PSEO (50–75% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Oregon	Advanced	Oregon partners with PSEO (50–75% graduate coverage) and the State Wage Interchange System.
Pennsylvania	Leading	Pennsylvania partners with the Multi-State Data Collaborative and the State Wage Interchange System, and Pennsylvania State University partners with PSEO (<25% graduate coverage).
Rhode Island	Advanced	Rhode Island partners with the Multi-State Data Collaborative and the State Wage Interchange System. Two private four-year institutions in Rhode Island partner with PSEO.
South Carolina	Leading	South Carolina partners with PSEO (>75% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
South Dakota	Advanced	South Dakota partners with PSEO (>75% graduate coverage) and the State Wage Interchange System.
Tennessee	Leading	Tennessee partners with PSEO (data pending), the Multi-State Data Collaborative, and the State Wage Interchange System.
Texas	Leading	Texas partners with PSEO (>75% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Utah	Advanced	Utah partners with PSEO (50–75% graduate coverage) and the State Wage Interchange System.
Vermont	Leading	Vermont partners with PSEO (data pending), the Multi-State Data Collaborative, and the State Wage Interchange System.
Virginia	Leading	Virginia partners with PSEO (>75% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Washington	Advanced	Washington Workforce Training and Education Coordinating Board partners with the State Wage Interchange System. The Education Research and Data Center and the Washington State Board for Community and Technical Colleges are in the process of partnering with PSEO.
Washington, D.C.	Leading	Washington, D.C. partners with PSEO (<25% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
West Virginia	Leading	West Virginia partners with PSEO (25–49% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.

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State	Rating	Description and Resource Links
Wisconsin		Wisconsin partners with PSEO (25–49% graduate coverage), the Multi-State Data Collaborative, and the State Wage Interchange System.
Wyoming		Wyoming participates in PSEO (>75% graduate coverage) and the State Wage Interchange System.

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 both human interpretation and automated use by AI systems 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	7
The state is in the process of developing open aggregate data that meet the criteria for at least Advanced.	Developing	12
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	15

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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 publishes an interactive resource featuring downloadable tables containing education-to-employment statistics for WIOA-eligible training providers.
Arkansas		Arkansas is developing open aggregate datasets.
California		California publishes an interactive resource featuring downloadable datasets containing education-to-employment statistics for California public high school students who enroll and ultimately graduate from public four-year institutions and community colleges.
Colorado		Colorado publishes open datasets containing education-to-employment statistics for public four-year institutions, private four-year institutions, and community colleges. The state also publishes an open dataset containing employment outcomes for WIOA-eligible training providers.
Connecticut		The state publishes open datasets containing aggregate education-to-employment outcomes for public four-year institutions and community colleges as well as WIOA-eligible training providers. The state also publishes an interactive resource featuring downloadable datasets containing high school-to-employment outcomes. The employment outcomes are disaggregated by race/ethnicity, gender, and family income/economic status.
Delaware		Delaware is developing comprehensive and easy-to-use open datasets containing aggregate education-to-employment statistics.
Florida		Florida publishes data tables rather than open datasets containing education-to-employment statistics for public four-year institutions, community colleges, and WIOA-eligible training providers.
Georgia		Georgia publishes open datasets containing aggregate education-to-employment outcomes for public four-year institutions and community colleges. The state also publishes open datasets containing high school-to-employment outcomes.
Hawaii		Hawaii publishes data tables rather than open datasets containing education-to-employment outcomes for public four-year institutions and community colleges.
Idaho		No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Illinois		Illinois publishes open datasets containing aggregate enrollment and completion statistics for community colleges with disaggregation by race/ethnicity and family income/economic status. The state is developing open datasets containing high school-to-college-to-career measures.
Indiana		The Indiana Management Performance Hub maintains the Indiana Data Hub, the state's open data portal, and publishes open datasets, including high school-to-employment outcomes. 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 education-to-employment datasets for public four-year institutions, community colleges, and nondegree credentials. Employment outcomes for community colleges and nondegree credentials are disaggregated by race/ethnicity, gender, age, and other characteristics.
Kansas		Kansas publishes open datasets containing education-to-employment statistics for public four-year institutions and community and technical colleges through the Kansas Higher Education Statistics portal. The state also publishes open datasets containing employment outcomes for WIOA-eligible training providers through the Kansas Training Information Program.
Kentucky		Kentucky publishes open datasets containing education-to-employment outcomes for public four-year institutions, private four-year institutions, and community colleges with disaggregation by race/ethnicity, gender, and family income/economic status. Additionally, the state publishes open datasets containing apprenticeship-to-employment and high school-to-employment outcomes.
Louisiana		No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.

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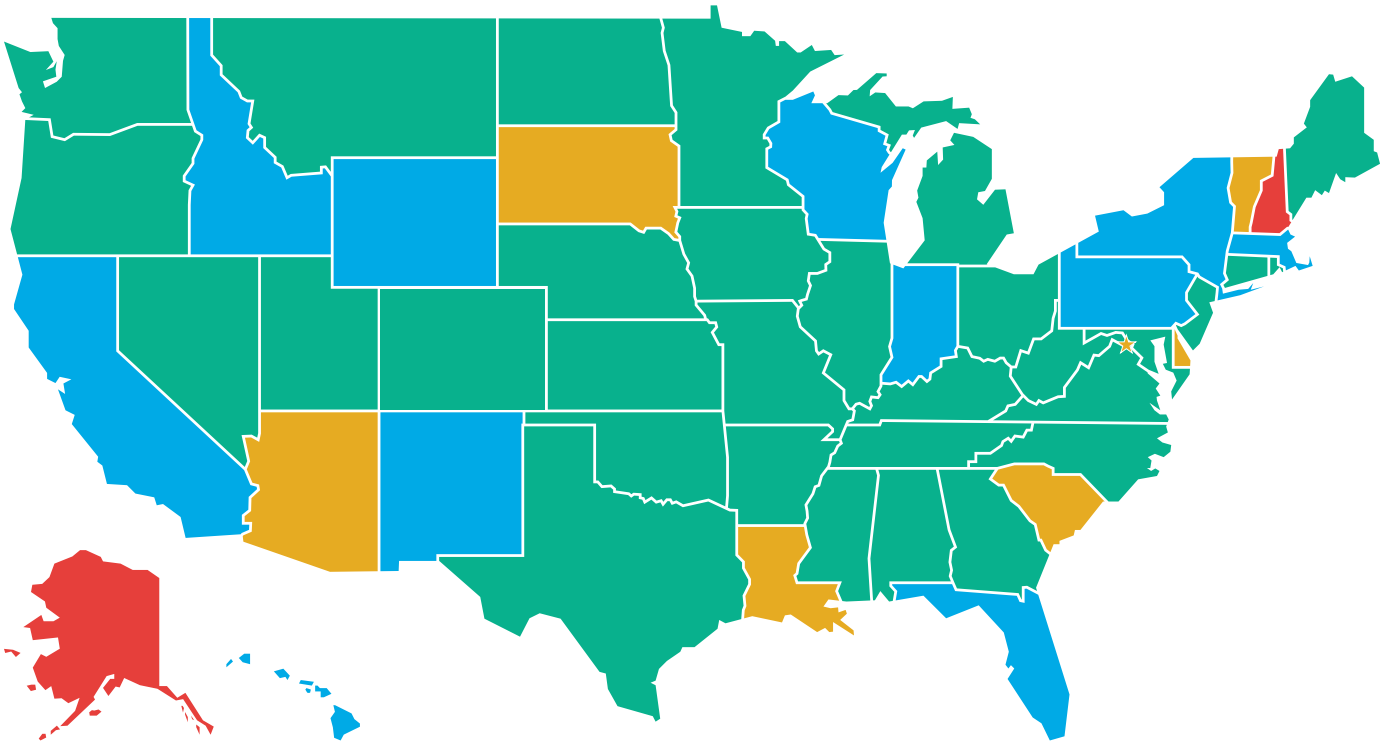
State	Rating	Description and Resource Links
Maine	Advanced	Maine publishes open datasets containing education-to-employment outcomes for public four-year institutions and community colleges.
Maryland	Developing	Maryland publishes open datasets containing high school-to-employment outcomes with disaggregation by race/ethnicity, gender, and family income/economic status. Upon request, the Maryland Longitudinal Data System Center provides aggregate education-to-employment statistics for public four-year institutions, private four-year institutions, and community colleges. The Center will also soon provide employment outcomes for WIOA-eligible training providers upon request.
Massachusetts	Foundational	Massachusetts publishes open datasets containing education-to-employment outcomes for high school graduates. The state is currently developing an AI-powered chatbot to support queries of aggregate education data.
Michigan	Leading	Michigan publishes open datasets containing education-to-employment outcomes for public four-year institutions, community colleges, and high schools. These files can be disaggregated by ethnicity, gender, and age.
Minnesota	Leading	Minnesota publishes open datasets containing education-to-employment outcomes for public four-year institutions, private four-year institutions, and community colleges. The state also publishes an interactive resource featuring downloadable datasets containing employment outcomes for WIOA-eligible training providers and open datasets containing high school-to-employment outcomes with disaggregation by race/ethnicity, gender, and family income/economic status.
Mississippi	Foundational	While not meeting the criteria for the element, Mississippi's SLDS can provide customized aggregate datasets containing information on postsecondary education and training completers, related occupations, jobs advertised, and advertised job skills.
Missouri	Leading	Missouri publishes an interactive resource featuring downloadable datasets containing education-to-employment statistics for public four-year institutions, private four-year institutions, and community colleges.
Montana	Leading	Montana publishes an interactive resource featuring downloadable data tables containing education-to-employment statistics for public four-year institutions and community colleges with disaggregation by race/ethnicity, gender, and family income/economic status.
Nebraska	Advanced	Nebraska publishes open datasets containing education-to-employment outcomes for public four-year institutions and community colleges.
Nevada	Foundational	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
New Hampshire	Foundational	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
New Jersey	Developing	New Jersey is developing public-use datasets containing aggregate statistics for all of its dashboards.
New Mexico	Foundational	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
New York	Foundational	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
North Carolina	Leading	North Carolina has a customizable report builder containing education-to-employment outcomes for public four-year institutions, community colleges, and high schools with disaggregation by race/ethnicity and gender. The state is developing additional open datasets containing education-to-employment outcomes.
North Dakota	Developing	North Dakota publishes open datasets containing enrollment and completion outcomes for public four-year institutions and community colleges, but does not publish open datasets containing employment outcomes.
Ohio	Leading	Ohio publishes an interactive resource featuring downloadable datasets containing education-to-employment outcomes for public four-year institutions, community colleges, and nondegree credentials, including industry-recognized credentials and occupational licensure. The state is planning to publish another interactive resource featuring downloadable dataset for high school-to-employment outcomes.

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State	Rating	Description and Resource Links
Oklahoma		No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Oregon		Oregon publishes customizable open datasets containing community college enrollment and completion with disaggregation by race/ethnicity, gender, and age. The state is in the processing of publishing open datasets containing employment outcomes.
Pennsylvania		Pennsylvania publishes an interactive resource featuring downloadable data tables containing education-to-employment outcomes for some public four-year institutions, with disaggregation by race/ethnicity, gender, and family income/economic status.
Rhode Island		Rhode Island publishes open datasets containing education-to-employment outcomes for high schools with disaggregation by race/ethnicity and gender. Additionally, the state publishes enrollment and completion metrics for public four-year institutions and community colleges.
South Carolina		South Carolina is developing the Find Your Future Portal to provide South Carolinians with information critical to their lifelong educational journey, including aggregate education-to-employment statistics.
South Dakota		No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Tennessee		Tennessee publishes open datasets containing education-to-employment statistics for its public four-year institutions, private four-year institutions, community colleges, and high schools.
Texas		Texas, through the Texas Higher Education Coordinating Board's (THECB) Accountability System, publishes open datasets containing education-to-employment outcomes for public four-year institutions, some private four-year institutions, and community colleges. THECB is also expanding the availability of datasets through the DataBridge cloud infrastructure to support institutional and policy decision-making.
Utah		Utah publishes an interactive resource featuring downloadable data tables containing education-to-employment outcomes for public four-year institutions and community and technical colleges.
Vermont		Vermont is planning to publish a dashboard containing education-to-opportunity statistics and enable downloading of the underlying aggregate datasets for public four-year institutions.
Virginia		Virginia publishes an interactive resource featuring downloadable datasets containing education-to-employment outcomes for public four-year institutions, private four-year institutions, and community colleges.
Washington		Washington publishes an interactive resource featuring downloadable datasets containing education-to-employment outcomes for public four-year institutions and community colleges. Additionally, the state publishes high school-to-employment data as open datasets on the state's Open Data Portal.
Washington, D.C.		While not addressing the criteria for this element, the Office of the State Superintendent of Education publishes downloadable datasets about college and career readiness on the DC School Report Card.
West Virginia		While not addressing the criteria for this element, West Virginia has a process for requesting aggregate education-to-opportunity statistics.
Wisconsin		Wisconsin publishes an interactive resource featuring downloadable data tables 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 students 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	31
The state has interactive resources containing education-to-opportunity statistics for at least its public four-year institutions.	Advanced	11
The state is in the process of developing interactive resources containing education-to-opportunity statistics.	Developing	7
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	2

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State	Rating	Description and Resource Links
Alabama	Leading	Alabama publishes dashboards containing education-to-employment statistics for public four-year institutions, private four-year institutions, and community colleges.
Alaska	Foundational	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Arizona	Developing	Arizona publishes interactive resources containing education-to-opportunity statistics for one community college and WIOA-eligible training providers.
Arkansas	Leading	Arkansas publishes dashboards containing education-to-employment outcomes for public four-year institutions, private four-year institutions, and community colleges.
California	Advanced	California publishes interactive resources containing education-to-employment statistics for public four-year institutions (Universities, Cal State) and community colleges. In addition, CaliforniaColleges.edu provides interactive tools and resources for high school students to identify college and career pathways.
Colorado	Leading	Colorado publishes multiple interactive resources containing education-to-employments statistics, and the state is working to consolidate them for improved consumer information. There is a dashboard containing employment outcomes for public four-year institutions, private four-year institutions, and community colleges, and a separate dashboard containing employment outcomes for some workforce training providers.
Connecticut	Leading	Connecticut publishes an interactive resource containing education-to-employment outcomes for public four-year institutions and community colleges with disaggregation by race/ethnicity. The state publishes separate interactive resources containing employment outcomes for WIOA-eligible training providers and high schools.
Delaware	Developing	Delaware publishes an interactive resource containing employment outcomes for WIOA-eligible training providers.
Florida	Advanced	Florida publishes an interactive resource containing education-to-employment statistics for public four-year institutions.
Georgia	Leading	Georgia publishes dashboards containing education-to-employment outcomes for public four-year institutions, community colleges, and high schools.
Hawaii	Advanced	Hawaii publishes dashboards containing education-to-employment outcomes for public four-year institutions and community colleges.
Idaho	Advanced	The state publishes an interactive resource containing postsecondary employment outcomes but not earnings for its public four-year institutions and community colleges.
Illinois	Leading	Illinois publishes an interactive resource containing education-to-employment statistics for public four-year institutions, private four-year institutions, and community colleges. The state publishes a separate interactive resource containing high school-to-employment outcomes.
Indiana	Advanced	Indiana publishes an interactive resource containing education-to-employment outcomes for public four-year institutions and community colleges.
Iowa	Leading	Iowa publishes interactive resources containing education-to-employment outcomes for public four-year institutions, community colleges, and nondegree credentials.
Kansas	Leading	Kansas publishes interactive resources containing education-to-employment statistics for public four-year institutions and community and technical colleges through the Kansas Higher Education Statistics portal and the Kansas DegreeStats tool. The state publishes an interactive resource containing employment outcomes for WIOA-eligible training providers through the Kansas Training Information Program.
Kentucky	Leading	Kentucky publishes a dashboard containing education-to-employment statistics for public four-year institutions, private four-year institutions, and community colleges. The state also publishes an interactive resource featuring high school-to-employment outcomes. These dashboards include disaggregation by race/ethnicity, gender, and family income/economic status.
Louisiana	Developing	Louisiana publishes static reports containing education-to-employment statistics for its public four-year institutions and community colleges. Louisiana's Foundational Integrated Research System for Transformation plans to publish interactive resources, including an evaluation of the state's college scholarship for Louisiana residents. In 2026, the state proposed SB 305, requiring the Board of Regents to publish a dashboard containing postsecondary education-to-employment outcomes.

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Maine	Leading	Maine publishes MaineEARNS, an interactive resource containing education-to-employment outcomes for public four-year institutions and community colleges. Additionally, the state publishes an interactive resource containing employment outcomes for WIOA-eligible training providers.
Maryland	Leading	Maryland publishes an interactive resource containing education-to-employment statistics for public four-year institutions, private four-year institutions, and community colleges. Additionally, the state has dashboards containing high school-to-employment outcomes. These dashboards feature disaggregation by race/ethnicity, gender, family income/economic status, and other student characteristics.
Massachusetts	Advanced	Massachusetts publishes an interactive resource containing education-to-employment statistics for public four-year institutions and community colleges with disaggregation by age, but not other learner characteristics. Additionally the state is developing a dashboard for high-demand, high-pay programs. Massachusetts also publishes high school-to-employment outcomes as an interactive resource with disaggregation by gender, race/ethnicity, family income/economic status, and other characteristics.
Michigan	Leading	Michigan publishes an interactive resource containing education-to-employment outcomes for public four-year institutions, private four-year institutions, community colleges, and WIOA-eligible training providers. The state publishes a separate interactive resource featuring high school-to-employment outcomes and another containing employment outcomes for apprenticeship programs.
Minnesota	Leading	Minnesota publishes an interactive resource containing education-to-employment outcomes for public four-year institutions, private four-year institutions, and community colleges. The state also publishes interactive resources containing employment outcomes for WIOA-eligible training providers and high schools with disaggregation by race/ethnicity, gender, and family income/economic status.
Mississippi	Leading	Mississippi publishes an interactive resource containing education-to-employment outcomes for public four-year institutions and community colleges. The state publishes a separate interactive resource containing employment outcomes for WIOA-eligible training providers.
Missouri	Leading	Missouri publishes an interactive resource containing education-to-employment outcomes for public four-year institutions, private four-year institutions, and community colleges. These resources are MoSCORES and Student Right to Know.
Montana	Leading	Montana publishes an interactive dashboard containing education-to-employment statistics for public four-year institutions and community colleges with disaggregation by race/ethnicity, gender, and family income/economic status.
Nebraska	Leading	Nebraska publishes interactive resources containing education-to-employment outcomes for public four-year institutions and community colleges.
Nevada	Leading	Nevada publishes two interactive resources containing education-to-employment outcomes for public four-year institutions and community colleges: the Nevada P-20 to Workforce Research Data System's Career Earnings tool and the Nevada System of Higher Education's Completions and Workforce Report. Additionally, the state publishes an interactive resource containing employment outcomes for WIOA-eligible training providers.
New Hampshire	Foundational	New Hampshire publishes an interactive resource containing WIOA-eligible training provider-to-employment outcomes.
New Jersey	Leading	New Jersey publishes an interactive resource containing education-to-employment statistics for public four-year institutions, some private four-year institutions, and community colleges. The state publishes a separate interactive resource containing employment outcomes for WIOA-eligible training providers.
New Mexico	Advanced	New Mexico's SLDS, Research Informing Success in Education (RISE), publishes an interactive resource containing education-to-employment statistics for its public four-year institutions and community colleges with disaggregation by race/ethnicity and gender. RISE plans to publish other dashboards.
New York	Advanced	New York publishes interactive resources containing education-to-employment outcomes for public four-year institutions and community colleges. These dashboards are available through the State University of New York and the City University of New York with disaggregation by race/ethnicity, gender, and family income/economic status.

Leading Advanced Developing Foundational

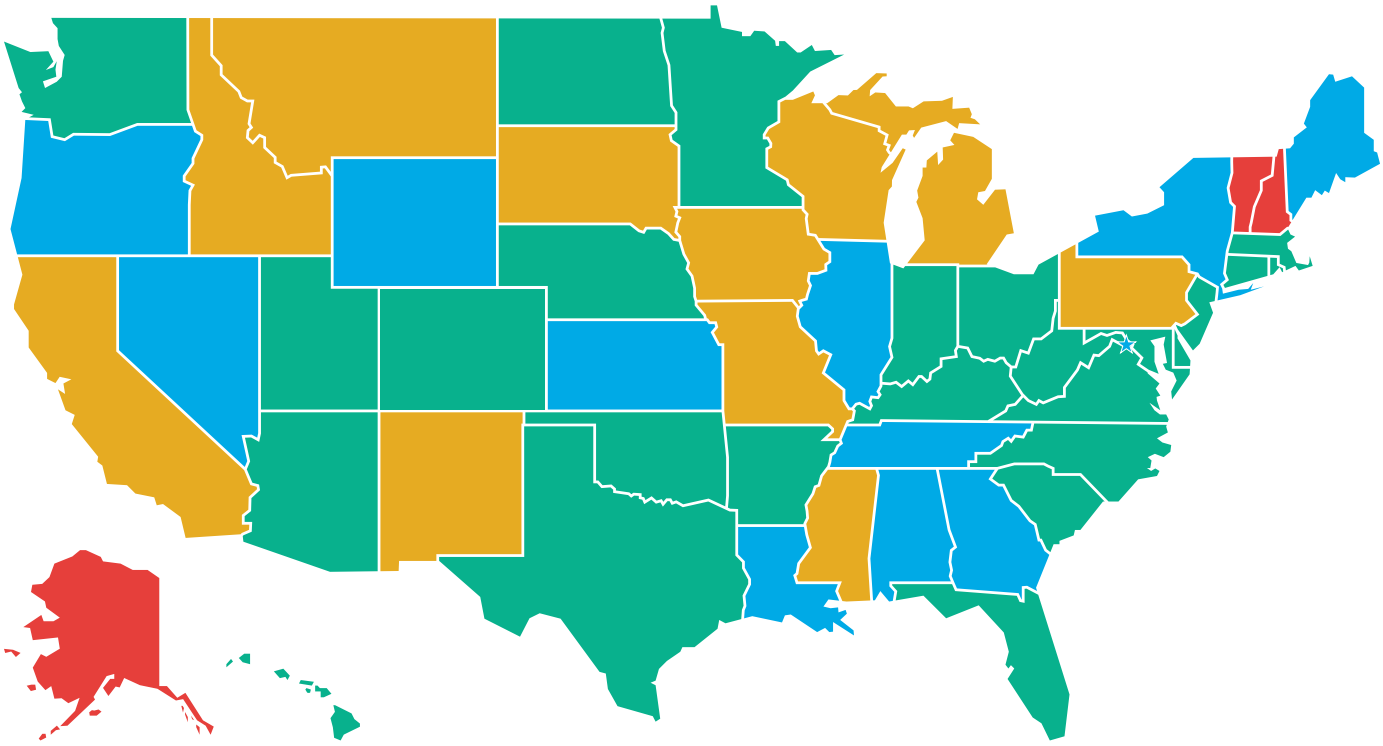
State	Rating	Description and Resource Links
North Carolina	Leading	North Carolina publishes multiple interactive resources containing education-to-employment outcomes for public four-year institutions, community colleges, and high schools with disaggregation by race/ethnicity and gender. Additionally, the North Carolina Community College System publishes a separate interactive resource featuring employment outcomes for community colleges, and the North Carolina Department of Commerce publishes an interactive resource containing employment outcomes for WIOA-eligible training providers.
North Dakota	Leading	North Dakota publishes an interactive resource containing employment outcomes for public four-year institutions and community colleges. The state publishes a separate interactive resource containing employment outcomes for WIOA-eligible training providers.
Ohio	Leading	Ohio publishes an interactive resource containing education-to-employment outcomes for public four-year institutions, community colleges, and nondegree credentials, including industry-recognized credentials, and occupational licensure. The state publishes a separate interactive resource containing employment outcomes from college-issued, noncredit credentials and plans to publish another interactive resource containing high school-to-employment outcomes.
Oklahoma	Leading	Oklahoma publishes an interactive resource containing education-to-employment outcomes for public four-year institutions and community colleges. The state publishes a separate interactive resource containing employment outcomes for WIOA-eligible training providers.
Oregon	Leading	Oregon publishes interactive resources containing education-to-employment statistics for public four-year institutions, community colleges, nondegree credentials earned through community colleges, and WIOA-eligible training providers.
Pennsylvania	Advanced	Pennsylvania publishes an interactive resource containing education-to-employment outcomes for public four-year institutions with disaggregation by race/ethnicity, gender, and family income/economic status. The state publishes two interactive resources containing employment outcomes for WIOA-eligible training providers -- CareerLink and Workforce Program Data (WIOA) Dashboard.
Rhode Island	Leading	Rhode Island publishes an interactive resource containing education-to-employment outcomes for public four-year institutions and community colleges, but the outcomes cannot be disaggregated by institution or program. The state publishes separate interactive resources for nondegree credentials, WIOA-eligible training providers, and high schools.
South Carolina	Developing	South Carolina publishes an interactive reporting tool through the Palmetto Academic and Training Hub containing education-to-employment statistics for WIOA-eligible training providers. The state is developing interactive resources containing postsecondary education-to-employment statistics based on administrative records. While not meeting the criteria for this element, South Carolina also publishes a Priority Occupation dashboard and an Education Matchmaker dashboard to support education and career exploration.
South Dakota	Developing	South Dakota publishes an interactive resource containing education-to-employment statistics for WIOA-eligible training providers.
Tennessee	Leading	Tennessee publishes an interactive resource containing education-to-employment statistics for its public four-year institutions, private four-year institutions, community colleges, and high schools. The state publishes a separate interactive resource reporting on academic supply and labor market demand.
Texas	Leading	Texas publishes multiple interactive resources containing education-to-employment statistics for public four-year institutions, some private four-year institutions, community colleges, WIOA-eligible training providers, and high schools. These tools include My Texas Future, Texas CREWS, and Texas Public Education Information Resource.
Utah	Leading	Utah publishes an interactive resource with education-to-employment outcomes for public four-year institutions and community and technical colleges. The state, through the Utah Data Research Center, provides interactive narratives for each published research project. Additionally, the state publishes an interactive resource containing employment outcomes for WIOA-eligible training providers.
Vermont	Developing	Vermont publishes an interactive resource containing employment outcomes for WIOA-eligible training providers. The state is planning to publish a dashboard containing education-to-opportunity statistics for its public four-year institutions.
Virginia	Leading	Virginia publishes an interactive resource containing education-to-employment outcomes for public four-year institutions, private four-year institutions, and community colleges. The state publishes a separate interactive resource containing employment outcomes for WIOA-eligible training providers.

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Washington		Washington publishes an interactive resource containing education-to-employment outcomes for public four-year institutions and community colleges. The state publishes separate interactive resources containing employment outcomes for some private four-year institutions and WIOA-eligible training providers and high schools.
Washington, D.C.		Washington, D.C. plans to publish interactive resources containing postsecondary employment outcomes from administrative records.
West Virginia		West Virginia publishes an interactive resource containing education-to-employment outcomes for public four-year institutions, community colleges, and high schools.
Wisconsin		Wisconsin publishes an interactive resource containing education-to-employment statistics for public four-year institutions. Additionally, the state publishes dashboards containing enrollment, retention, and completion metrics for the Universities of Wisconsin.
Wyoming		Wyoming publishes an interactive resource containing education-to-employment outcomes for public four-year institutions and community colleges.

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

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	12
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	11
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	3

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Alabama	Advanced	Alabama has individual-level matched education-to-opportunity datasets but access is limited to higher education institutions.
Alaska	Foundational	Alaska provides researchers access to aggregate education-to-opportunity datasets. The request and review process is not publicly documented.
Arizona	Leading	Arizona provides researchers access to individual-level matched education-to-opportunity datasets. The state clearly documents the request and review processes.
Arkansas	Leading	Arkansas has established the Arkansas Research Environment in the Administrative Data Research Facility. Through this environment, researchers can access individual-level matched education-to-employment datasets. 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	Developing	California is developing a process for researchers to request deidentified, individual-level data that is linked to postsecondary education and workforce data summaries.
Colorado	Leading	The Linked Information Network of Colorado (LINC) provides de-identified education-to-employment data to researchers upon request and agency approval. LINC publishes a clear description of the research request and review process as well as summarizes of approved projects.
Connecticut	Leading	Connecticut's SLDS, DataLinkCT, provides individual-level matched education-to-opportunity datasets. 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 DataLinkCT's learning agenda. All participating agencies identify data elements that can be considered for a data request. Data requesters can access a data dictionary prior to submitting their applications to be reviewed and approved by a Participating Agency's Data Governing Board member.
Delaware	Leading	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 provides researchers access to individual-level matched education-to-employment datasets. Most research projects are submitted in response to DERA's request for proposals, ensuring that research addresses state priorities.
Florida	Leading	The Florida Department of Education provides third-party researchers access to individual-level matched education-to-employment datasets. The state clearly describes the request and review process, including that requests are evaluated for alignment with state priorities.
Georgia	Advanced	External researchers can partner with researchers affiliated with Georgia higher education institutions and then submit requests to access individual-level matched education-to-opportunity datasets.
Hawaii	Leading	The state provides external researchers access to individual-level matched education-to-employment datasets 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	Developing	The Educational Analytics System of Idaho provides aggregate postsecondary data to researchers upon request. The state does not currently provide access to individual-level matched education-to-opportunity datasets.
Illinois	Advanced	The state provides individual-level matched postsecondary education-to-employment datasets to state agency staff and the Illinois Workforce and Education Research Collaborative at the University of Illinois for projects such as the Illinois High School to Career Series. The state has not clearly documented a process for other researchers to access these datasets.
Indiana	Leading	The Indiana Management Performance Hub has individual-level matched education-to-opportunity datasets for third party researcher access and has a clear description of the request and approval processes. Researchers may also request access to individual-level higher education data through the Commission for Higher Education.
Iowa	Developing	Iowa provides individual-level data on high school to postsecondary outcomes as needed for specific, approved projects after requestors follow standard request processes. Iowa does not provide individual-level high school-to-employment or postsecondary education-to-employment datasets.

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Kansas		Kansas affords researchers access to individual-level matched education-to-opportunity datasets through the Kansas Board of Regents' data governance committee. The state has established formal data governance policies and data request processes, but these policies and processes are not clearly and publicly documented. Kansas publishes summaries of completed research projects.
Kentucky		The Kentucky Center for Statistics provides researchers with individual-level, de-identified K12, 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 System 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 prematched and pre-built datasets upon 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		The Michigan Center for Data and Analytics (MDCA) is developing a process for researchers to request individual-level matched education-to-employment datasets. Researchers will be approved by individual agencies that own the data housed in the MCDA research system.
Minnesota		The Minnesota Statewide Longitudinal Education Data System (SLEDS) provides researchers individual-level matched education-to-opportunity datasets. The de-identified 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. NSPARC provides only aggregate data, and the request and review process is not clearly documented online. The state is developing a research agenda.
Missouri		The P20W Research and Data Center, housed within the Missouri Department of Higher Education and Workforce Development, is collaborating with partner agencies on a draft data governance framework that will formalize a process for requesting deidentified linked 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.

Leading Advanced Developing Foundational

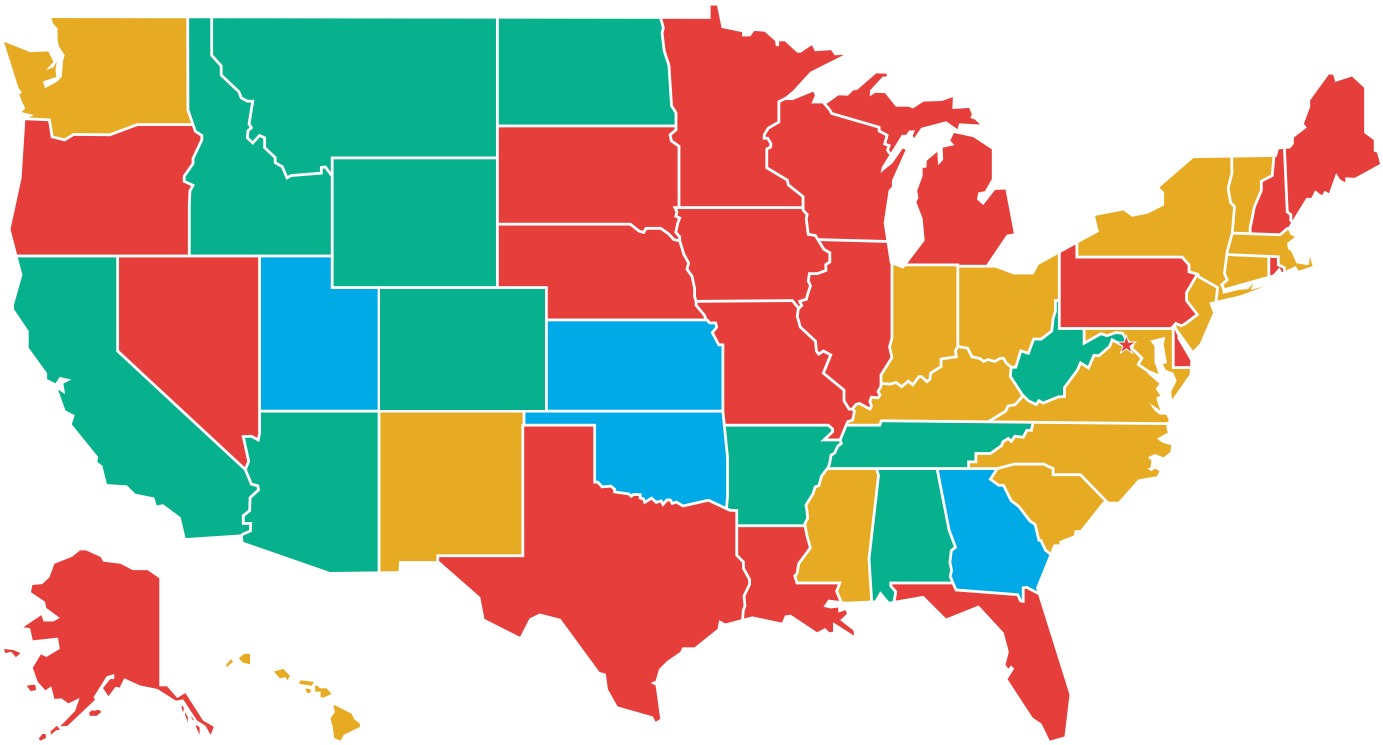
State	Rating	Description and Resource Links
New Jersey	Leading	The New Jersey Statewide Data System provides external researchers with de-identified, individual-level data from across state agencies. The data available include K-12, higher education, and workforce and training information. An executive leadership committee reviews requests to access these data, and all requests must align with the state's research agenda. Researchers can also review data dictionaries that provide details of the potential datasets available prior to applying for data access.
New Mexico	Developing	The New Mexico Higher Education Department provides individual-level education datasets upon request. Research Informing Success in Education is developing individual-level matched education-to-opportunity datasets and solutions for researcher access.
New York	Advanced	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 researchers to request access to individual-level matched education-to-employment datasets.
North Carolina	Leading	The North Carolina Longitudinal Data Service provides individual-level matched education-to-opportunity datasets for third party researcher access. The state clearly documents the request and review process and has published research and policy learning goals.
North Dakota	Leading	North Dakota's SLDS provides authorized external researchers individual-level matched education-to-opportunity datasets upon request. The state clearly documents the request and review process and publishes its research priorities as well as reports from completed projects.
Ohio	Leading	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 state provides internal and external researchers with individual-level matched education-to-opportunity datasets through this platform. Ohio publishes a clearly documented request and review process as well as results of studies conducted using OLDA records.
Oklahoma	Leading	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	Advanced	Oregon provides de-identified, pre-matched, aggregate postsecondary and workforce data to external researchers upon request. The request and review process is not clearly documented online, but requests are initiated via an email request submission with additional steps determined based on the nature of the request. Additionally, the state has published a research agenda.
Pennsylvania	Developing	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	Leading	Rhode Island provides individual-level matched education-to-opportunity datasets to external researchers upon request. The state publishes a clear description of the request and review process as well as reports from completed projects.
South Carolina	Leading	The South Carolina Revenue and Fiscal Affairs Office (RFA) manages the SLDS and works with state agencies and external researchers. The RFA clearly describes the research request and review process and coordinates this process with all agencies whose data are requested. Additionally, the South Carolina Department of Employment and Workforce provides staff at public colleges and universities with access to the state's enhanced wage records and publishes an online form to facilitate researcher requests.
South Dakota	Developing	South Dakota provides customized postsecondary employment and wage outcomes data upon request. The request and review process is not clearly documented.
Tennessee	Advanced	Tennessee has individual-level matched education-to-opportunity datasets for third-party researcher access. For K-12, higher education, and labor research requests, Tennessee has a single application (with addenda for K-12 education) and access is provisioned through a secure portal. The request and approval process is not clearly documented.

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Texas		The Texas Higher Education Coordinating Board (THECB) provides secure access to longitudinal student and workforce data through its three Education Research Centers (ERCs). Researchers can apply to use de-identified 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 Coleridge to expand access and support national data linkages.
Utah		Upon request, the Utah Data Research Center affords researchers access to individual-level, de-identified, linked education-to-employment data. The system has published a research agenda to guide internal and external research products data.
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 de-identified, record-level matched education-to-employment data. The state clearly documents the request and review process and has published a research agenda.
Washington, D.C.		The Office of Education Through Employment Pathways currently has individual-level matched education-to-employment datasets for agency partner access and is developing a process for external researchers to request access. In fall 2026, external researchers can request access for projects aligned with the office's research agenda.
West Virginia		West Virginia provides external researchers access to individual-level matched education-to-opportunity datasets. The state publishes a clear description of the request and review process.
Wisconsin		Wisconsin's Department of Public Instruction provides researchers with access to de-identified student-level data within postsecondary education. It is unclear if employment data that are pre-matched and linked 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 to navigate lifelong learning pathways and connect with opportunities

Through data and technology systems designed for learning mobility, an individual's past education and employment achievements can point them toward and propel them into future opportunities. 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.



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	11
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	4
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	16
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	20

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Alabama	Leading	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. Within the Talent Triad, Alabamians can store these competencies and credentials as well as explore career pathways and match to employment and training opportunities. In June 2026, Alabama was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to scale their talent marketplace. Additionally, the Alabama Community College System is developing a CLR/LER infrastructure focused on transfer credit for traditional-age students (16-24 year-olds) as part of the Alabama College and Career Exploration Tool initiative.
Alaska	Foundational	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Arizona	Leading	The Arizona Community College Coordinating Council and the Arizona Board of Regents launched the Arizona Learning Mobility Collaborative (AZLMC) uniting Arizona's public higher education institutions with key workforce and nonprofit partners to design an integrated, learner-centered credentialing ecosystem. The AZLMC aims 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. In June 2026, Arizona was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to strengthen the connections between learners and earners by accelerating the development of a statewide talent marketplace.
Arkansas	Leading	In 2025, Arkansas announced Arkansas LAUNCH, a skills-based platform for learners and jobseekers. A companion platform for middle and high school learners, LAUNCH for Students, is being piloted in one third of Arkansas schools and will be available statewide in 2027. LAUNCH leverages Arkansas' administrative data and an individual's education, experience, skills, and preferences to generate customized learning and career path recommendations. The platform uses the same data to help employers find skilled workers. The Chief Data Officer's Office supports data integration through the state data hub, provides technical support for publishing credentials and LERs, and leads efforts to raise awareness, adoption, and use of LERs and skills-based hiring. In June 2026, Arkansas was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to scale their talent marketplace.
California	Leading	In 2026, California issued a request for proposals to scale eTranscript California and began piloting the Career Passport, a digital tool combining verified academic records with credentials earned through work, military service, apprenticeships, and other experiences. This work is anchored by Governor Newsom's Master Plan for Career Education, the state's strategy for expanding access to quality jobs beyond degree-only requirements. 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.
Colorado	Leading	The Colorado Workforce Development Council (CWDC) leads the ColoradoFWD initiative, which uses LERs to validate workers' skills and connect workers with employment opportunities. This effort is supported by the Colorado Community College System's five behavioral health microcredential programs, which issue digital badges that stack into associate and bachelor's degrees. CWDC is expanding LER adoption statewide through a Skills-First Local Workforce Board Challenge. Additionally, Colorado is improving transparency of available training opportunities, publishing over 3,400 credentials to the Credential Engine Registry. The myColorado digital wallet now supports verified educator certificate storage and sharing, and the My Colorado Journey platform has been retooled as an open-access career pathway and program finder.
Connecticut	Developing	The Connecticut Office of Workforce Strategy oversees Career ConneCT, which established a foundation for a skills-based ecosystem that has fostered collaborative, industry-led partnerships to deliver short-term training solutions to help thousands of individuals upskill. These pathways offer industry-recognized credentials in high-quality, in-demand careers in sectors such as clean energy, construction, IT, and healthcare.
Delaware	Foundational	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Florida	Foundational	Florida Gulf Coast University (FGCU) is laying a foundation for learning mobility. Through an LER Accelerator grant, 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.

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Georgia		Georgia is building a layered, statewide ecosystem to empower learners and earners to validate and leverage their skills across education and career pathways. In May 2025, Governor Kemp signed the Top State for Talent Act, aligning all state agencies around common career planning tools, cross-agency data use, and a unified High-Demand Career List that directs education and training investments toward high-growth, high-wage occupations. The University of Georgia, Georgia Tech, and the Technical College System of Georgia continue scaling microcredential and noncredit-to-credit pathways and LERs. Georgia was also selected as a semifinalist for the U.S. Department of Education's Connecting Talent to Opportunity Challenge to build a statewide talent marketplace.
Hawaii		The Hawaii Department of Labor and Industrial Relations manages the Hawaii 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. Additionally, the University of Hawaii System is exploring a standards-first credential infrastructure to enable learner mobility across all of its institutions. In June 2026, Hawaii was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to strengthen connections between learners and earners by accelerating the development of a statewide talent marketplace.
Idaho		Idaho has implemented a statewide microcredential platform, SkillStack, to recognize skills-based secondary and postsecondary learning. The state originally implemented the platform to ease credit articulation from secondary career and technical education programs into Idaho's colleges and universities. Idaho State Board of Education policy change allowing postsecondary institutions to award prior learning credit for stacked microcredentials is expanding use of the platform. The Idaho Division of Career Technical Education launched a new Microcredential Advisory Council, drawing together representatives from secondary and postsecondary institutions, industry partners, and employers to develop best practices and build broader statewide support for digital badging.
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		Indiana continues to build the foundational infrastructure for credential transparency and skills-based hiring. The Indiana Commission for Higher Education regularly updates the Indiana Credential Registry to ensure it can accurately power state tools including the Indiana School Finder and the Career Explorer Tool. The Indiana Chamber of Commerce hosts free skills-based hiring workshops, reporting a three-point year-over-year increase in employer adoption of skills-based hiring practices across manufacturing, information technology, construction, professional services, and health care.
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 engaged 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 piloted open source interoperable LER technology to support two education pathway use cases. Initial conclusions from the 2024-2025 school year demonstrated the efficacy of the technology and large potential ROI of implementing a full statewide LER ecosystem.
Louisiana		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		While not meeting the criteria for this element, Maine is developing career pathways for career and technical education students.

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Maryland		While not yet a coordinated statewide effort, individual higher education institutions across Maryland are laying the foundation for learning mobility. The Blueprint for Maryland's Future also provides the foundational policy conditions for expanded learning mobility. The CTE Framework requires every pathway to culminate in a stackable, employer-validated credential, and the Governor's Workforce Development Board established the goal that 45 percent of public high school graduates earn a Registered Apprenticeship or industry-recognized credential by 2031.
Massachusetts		Massachusetts is laying the foundation for skills validation and credential transparency. Bristol Community College is partnering with employers to establish a trust registry to enhance LER adoption, and the Massachusetts Microcredential Coalition, led by Northeastern University, is expanding to include employer and industry partners. Governor Healey's Executive Order on skills-based hiring across state agencies creates a direct policy demand signal for the credential infrastructure being built. Massachusetts was also selected as a semifinalist for the Connecting Talent to Opportunity Challenge, positioning the state to accelerate development of a statewide talent marketplace.
Michigan		Several institutions are engaged in learning mobility efforts through an LER Accelerator grant. 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. Northern Michigan University is 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		Accelerate Montana, a portfolio of workforce and economic development programs affiliated with the University of Montana, spearheaded efforts to organize credential data across Montana's higher education system. Building on this foundation, the Montana Department of Labor and Industry has launched a statewide credential registry. The STARS Act (HB 252), signed by Governor Gianforte in May 2025, embedded this registry into Montana's K-12 funding structure through school funding incentives tied directly to industry-recognized credentials earned by high school students. In June 2026, Montana was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to strengthen connections between learners and earners by accelerating the development of a statewide talent marketplace.
Nebraska		While not a statewide effort, the University of Nebraska is laying the foundation for learning mobility. Campuses are independently advancing digital badging and microcredentialing programs that issue verified, shareable credentials in both credit and non-credit contexts.
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's MyCareerNJ portal includes digital career tools: NJ Training Explorer and NJ Career Navigator. The NJ Career Navigator is an artificial intelligence-powered recommendation engine matching users to training opportunities and in-demand jobs based on their skills, employment history, and professional goals.
New Mexico		Multiple institutions are laying a foundation for learning mobility. For instance, Central New Mexico Community College is developing microcredentials with the goal of evaluating whether these microcredentials signal career readiness, particularly for underserved learners. New Mexico State University has developed an industry-backed microcredential program that culminates in a Certificate of Specialization. The University of New Mexico's School of Public Administration is similarly issuing competency-based digital badges and microcredentials to graduate students in healthcare, nonprofit, and public administration. The state is exploring coordinating these institutional initiatives into an integrated, learner-centered credentialing ecosystem.

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
New York		The State University of New York (SUNY) has built a comprehensive, systemwide microcredentialling program. SUNY offers 500 microcredentials across 44 of its 64 campuses with each microcredential resulting in transcript notation and a digital badge.
North Carolina		As a result of a 2022 legislative mandate, North Carolina is creating a common digital transcript. In parallel, Cape Fear Community College and Randolph Community College are leading a Digital Credential Pilot Program to enable students to receive, control, and share verified transcripts, certificates, and diplomas from a mobile wallet.
North Dakota		North Dakota continues to enhance its digital credential infrastructure. The state published an Awarding Service available to all public educational institutions. It also maintains a Digital Credential Publishing Application for all high school students as an LER, using verified credentials. The Digital Credential "wallet" supports learners and 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.
Ohio		The Central Ohio Workforce Development Board and Aspyr Workforce Innovation, leveraging SkillsFWD funding, are expanding the Columbus City Schools' partnership with SchoolLinks to include LER functionality. Every Columbus City Schools 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 enter the job market prepared. All functionality developed in the SchooLinks 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 launched UpskillOK, the agency's microcredentialing initiative. Upon completion of a microcredential, the institution issues the learner a digital badge describing the earned and verified skills and competencies. Additionally, the University of Central Oklahoma launched the Student Transformative Learning Record to help students build and document verified, durable employability skills through an official "second transcript" backed by the university registrar.
Oregon		Several Oregon institutions have established a strong foundation of microcredential work. The Oregon State University E-campus has a well-established microcredential program. The University of Oregon has created the 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		South Carolina is developing the Find Your Future Portal. The Portal will empower learners and earners to validate knowledge and skills and access and use their own verified achievements to navigate lifelong learning pathways and connect with opportunities. In June 2026, South Carolina was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to strengthen connections between learners and earners by accelerating the development of a statewide talent marketplace.
South Dakota		Strada's research did not identify evidence of the state demonstrating this element.
Tennessee		After a successful pilot, the Tennessee Board of Regents launched TBR CRED for all graduates in spring 2026. This digital credential system houses program competencies and captures verifiable, digital records not only of courses completed and credentials earned but also co- and extra-curricular activities, internships, and work experiences. Students can add these records to digital wallets. They can also use the records during college transfers and even share them with potential employers through resumes and job applications. In June 2026, Tennessee was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to strengthen connections between learners and earners by accelerating the development of a statewide talent marketplace.

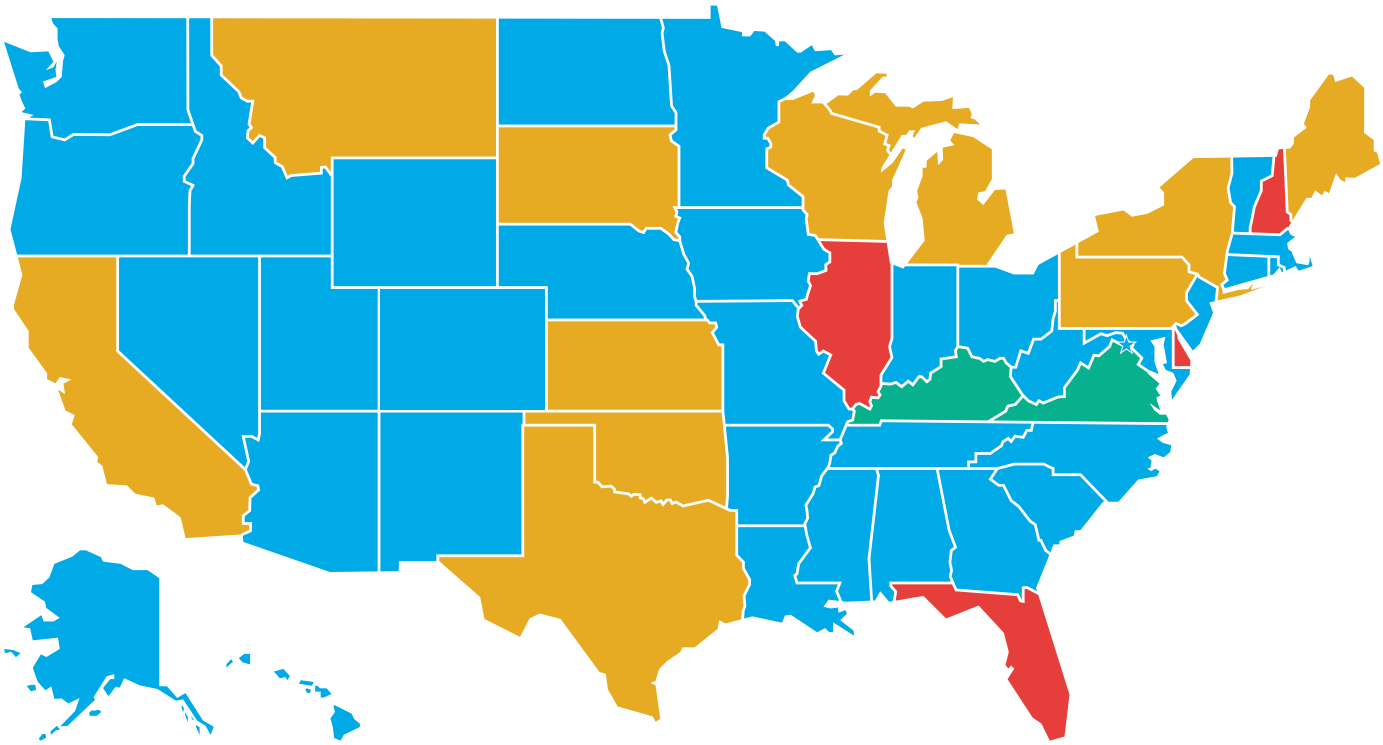
Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Texas		While not a statewide coordinated effort, multiple institutions are laying a foundation for learning mobility. 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 its existing Marketable Skills and Digital Badging initiatives to provide its 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.
Utah		The Utah Division of Technology Services is implementing the technology, policies, and processes for state agencies to issue verified digital credentials. Utahns can store these credentials in their Apple or Google Wallet, present them via QR code, and verify their identity with a dedicated Verify Utah App. Utah published a State-Endorsed Digital Identity framework in October 2025, establishing a rights-first, decentralized identity model and creating the privacy and trust infrastructure on which a broader LER ecosystem can be built.
Vermont		In 2022, MyFutureVT launched the Vermont Employment Pathfinder, a platform in which 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		Virginia is developing a college and career exploration platform that would use verified learner data to support postsecondary placement. At the institutional level, Virginia Commonwealth University is issuing verified digital badges, and George Mason University's Mason Career Academy provides access to over 7,000 online certifications through Coursera.
Washington		The Washington State Board for Community and Technical Colleges issues digital badges in recognition of learner's skills and achievements, and Eastern Washington University (EWU) provides nearly 50 therapeutic recreation students with a digital achievement wallet. Additionally, through an LER Accelerator Grant award, EWU will develop an LER to enable linking students' validated credentials and skills directly to high-demand regional employment opportunities.
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 2026, the West Virginia Higher Education Policy Commission (HEPC) launched the West Virginia Collaborative to Advance Learning Mobility (WV CALM) to leverage the momentum of the state's microcredential initiative to build the infrastructure necessary to recognize all forms of learning and support learners in transitions between institutions and from education to work. WV CALM established three working groups to (i) establish aligned processes and strengthen institutional capacity in validating, documenting, and transcribing microcredentials; (ii) advance statewide policies and processes in prior learning assessment and credit for prior learning; and (iii) focus on pathway design and credential stackability. West Virginia received two LER Accelerator grants: (i) HEPC will shift general education to a competency-driven model, developing a statewide skills taxonomy and validation system; and (ii) Marshall University will boost the adoption of LERs in postsecondary education. In June 2026, West Virginia was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to strengthen connections between learners and earners by accelerating the development of a statewide talent marketplace.
Wisconsin		Multiple institutions are laying the foundation for learning mobility. The University of Wisconsin-Milwaukee has developed a credit-bearing microcredential program. UW-Eau Claire similarly offers competency-based microcredentials with digital badges, and UW-Superior has launched microcredentials aligned to NACE career readiness competencies.
Wyoming		The Wyoming Department of Workforce Services is developing a comprehensive LER ecosystem including a digital credential wallet to store credentials and to enable users to share qualifications with employers. In parallel, the Wyoming Innovation Partnership is building a digital credential wallet that will initially include both high school and college transcripts.

10.

Designates a unit with responsibility and dedicated 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	2
The state has a unit meeting three or four of the criteria for Leading.	Advanced	34
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	11
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

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Alabama	Advanced	The Alabama Terminal on Linking and Analyzing Statistics on Career Pathways (ATLAS), Alabama's SLDS, has access to integrated E2E 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 E2E insights. ATLAS is governed by Alabama's P20W Council and has strong partnerships with higher education, workforce development, and economic development agencies.
Alaska	Advanced	The Alaska Department of Labor and Workforce Development Research and Analysis section is the state's source for generating E2E insights. It has ready access to integrated E2E data. The section partners with the University of Alaska for its Workforce Development Reports and high school graduate employment outcomes reports.
Arizona	Advanced	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. The IDS maintains ready access to integrated E2E data and publishes resources that report on supply/demand labor market attributes.
Arkansas	Advanced	The Arkansas Chief Data Officer's Office (ARData) is statutorily responsible for maintaining a longitudinal data system linking E2E 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. ARData has dedicated full-time capacity, including a chief research officer, chief policy officer, and skills data officer. The office has close partnerships with education (K–12, CTE, postsecondary), workforce development, economic development, and other stakeholders. The unit is responsible for producing numerous public-facing E2E insights, however the reports on labor market supply/demand attributes are not regularly updated.
California	Developing	California has multiple offices publishing and regularly updating resources on supply/demand labor market attributes and postsecondary employment outcomes. The Labor Market Information Division of the California Employment Development Department produces reports on supply/demand labor market attributes. The California Community Colleges system funds a network of Centers for Excellence for Labor Market Research which provide labor market information for the colleges. The California Cradle-to-Career Data System publishes resources on postsecondary employment outcomes.
Colorado	Advanced	Colorado Data Connections or COdata, is the centralized, authoritative source designated by the state for generating E2E insights. COdata has ready access to integrated E2E data for analysis, is developing resources that report on postsecondary employment outcomes, and has partnerships with higher education, workforce development, and economic development agencies.
Connecticut	Advanced	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 governance structure of DataLinkCT makes it possible to submit and fulfill data requests that evaluate E2E topics.
Delaware	Foundational	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Florida	Foundational	Strada's research did not identify evidence of the state demonstrating this element.
Georgia	Advanced	The Governor's Office of Education and Workforce Strategy (GOEWS) houses Georgia's integrated E2E data. GOEWS publishes postsecondary employment outcomes as open datasets and interactive resources. In partnership with the Governor's Workforce Strategy Team, GOEWS is assessing supply/demand labor market attributes, including aligning postsecondary education programs with high-demand careers. As the administrator of the SLDS, GOEWS partners with higher education, workforce development, and economic development agencies, and other education and employment stakeholders. GOEWS has sustainable funding, governance, and staffing.

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State	Rating	Description and Resource Links
Hawaii	Advanced	The Hawaii 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 E2E data for analysis and generates E2E insights, including annually updating information on the University of Hawaii graduates' employment outcomes and producing WIOA reports for the University of Hawaii community colleges.
Idaho	Advanced	The Idaho Data Management Council (DMC) provides oversight of the Educational Analytics System of Idaho (EASI), the state's SLDS. DMC includes representatives from K-12, CTE, higher education, and workforce agencies. Staff from the Board of Education manage EASI and so maintain ready access to integrated E2E data for analysis. This team publishes resources that report on supply/demand labor market attributes and postsecondary employment outcomes.
Illinois	Foundational	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Indiana	Advanced	In 2026, the Indiana legislature passed SB 254, directing the Indiana Economic Development Corporation in collaboration with education and economic development agencies to create an E2E research program. This program would develop an E2E data sharing framework to support return-on-investment analysis, labor market alignment, and statewide talent planning. The Indiana Management Performance Hub (MPH), through its Education and Workforce Development database, has ready access to integrated E2E 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	Advanced	Iowa's postsecondary data team members have ready access to integrated E2E data, which are analyzed to create reports on postsecondary employment outcomes. The K12, higher education, and workforce development teams operate in partnership, and the state has funding and staffing dedicated to reporting on workforce outcomes among postsecondary students.
Kansas	Developing	The Kansas Board of Regents' Data, Research, and Planning unit has developed resources and tools for E2E stakeholders, such as Kansas DegreeStats, Kansas Higher Education Statistics, and Kansas Training Information Program. The unit continues to pursue new opportunities to encourage a system approach for advancement of E2E resources.
Kentucky	Leading	The Kentucky Center for Statistics (KYSTATS) serves as the state's authoritative source for E2E insights, with ready access to integrated E2E data for analysis and publicly available and regularly updated resources that report on supply/demand labor market attributes and postsecondary employment outcomes. KYSTATS has full-time research staff dedicated to answering questions in its research agenda. Additionally, there is evidence of sustainable funding, governance, and partnerships with higher education and workforce development agencies.
Louisiana	Advanced	Louisiana's Foundational Integrated Research System for Transformation or LA FIRST housed in the Kathleen Blanco Public Policy Center at the University of Louisiana at Lafayette, is the centralized, authoritative source designated by the state for generating E2E insights. LA FIRST has ready access to integrated E2E data, publishes resources that report on postsecondary employment outcomes. The system has strong partnerships with higher education and workforce development agencies as well as dedicated capacity and sustainable funding.
Maine	Developing	Maine has a unit called the Center for Workforce Research and Information that has an analytical tool and has produced some E2E analyses.
Maryland	Advanced	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 E2E data and strong partnerships with higher education and workforce development agencies. A 15-member governing board oversees the MLDS Center, and the Center operates with sustainable funding and dedicated staffing.

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Massachusetts	Advanced	The Department of Higher Education, the Department of Elementary and Secondary Education, the Department of Economic Research, and the Executive Office of Labor and Workforce Development all produce E2E resources, reports, and tools. The Massachusetts Education-to-Career Research and Data Hub (E2C Hub) serves as the front door to the state's integrated E2E data, publishing and regularly updated resources that report on postsecondary employment outcomes. The E2C Hub partners with higher education and workforce development agencies.
Michigan	Developing	Michigan's Center for Data and Analytics maintains ready access to integrated E2E data for analysis and produces reports on supply/demand labor market attributes.
Minnesota	Advanced	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 and regularly updated reports. SLEDS provides integrated E2E data for DEED analysis. SLEDS has sustainable funding, cross-agency governance, and dedicated staffing.
Mississippi	Advanced	The National Strategic Planning and Analysis Research Center (NSPARC) at Mississippi State University and AccelerateMS, the Mississippi Office of Workforce Development, are both statutorily responsible for generating E2E insights, including reports on postsecondary employment outcomes and supply/demand labor market attributes. Through the SLDS Governing Board and State Workforce Investment Board, NSPARC and AccelerateMS maintain partnerships with higher education, workforce development, and economic development agencies and/or stakeholders.
Missouri	Advanced	Missouri has established the P20W Research and Data Center within the Missouri Department of Higher Education and Workforce Development. The Center integrates E2E data and produces E2E insights, including reports on postsecondary employment outcomes. The Center has dedicated funding.
Montana	Developing	The Education and Workforce Data Governing Board includes the Superintendent of Public Instruction, the Commissioner of Higher Education, and the Commissioner of Labor and Industry, among other policymakers. It is responsible for drafting policies and processes related to E2E data sharing and use.
Nebraska	Advanced	The Nebraska Statewide Workforce & Educational Reporting System (NSWERS) serves as the state's centralized, authoritative source for E2E insights. NSWERS maintains access to integrated E2E data and produces reports on supply/demand labor market attributes and postsecondary employment outcomes. These reports are publicly available via the NSWERS Insights platform. but the supply/demand labor market attributes have not been updated in the past two years. There is evidence of sustainable funding, cross-agency governance, and dedicated staffing as well as partnerships with higher education and workforce development agencies.
Nevada	Advanced	The Nevada P-20 to Workforce Research Data System (NPWR) is administered by the Office of Workforce Innovation within the Department of Employment, Training, and Rehabilitation. NPWR is governed by the P-20 to Workforce Research Data System Advisory Committee. Partner agencies, including the Nevada System of Higher Education and the Department of Education, provide secure access to data, which NPWR integrates for E2E analysis. NPWR produces some postsecondary employment outcomes reports among other E2E insights.
New Hampshire	Foundational	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
New Jersey	Advanced	The New Jersey Statewide Data System, operated by the Heldrich Center for Workforce Development at Rutgers University, is the state's centralized, authoritative source designated by the state for generating E2E insights. It has ready access to integrated E2E 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	Advanced	Research Informing Success in Education (RISE NM) aggregates and analyzes E2E data. While not established as the state's centralized authoritative source in statute or by executive order, RISE NM is developing publicly available resources transforming education and workforce data into actionable insights. There is evidence of sustainable funding and dedicated staffing as well as partnerships with higher education and workforce development agencies.
New York	Developing	New York does not have a centralized, authoritative source designated by the state for generating E2E insights, but the state is developing a SLDS. The SLDS will have ready access to integrated E2E data for analysis and publish reports on postsecondary employment outcomes.

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
North Carolina	Advanced	The North Carolina Longitudinal Data Service maintains access to integrated E2E 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	Advanced	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 E2E data for analysis and publishes resources for E2E stakeholders on insights.nd.gov.
Ohio	Advanced	The Ohio Education Research Center (OERC) at The Ohio State University maintains ready access to integrated E2E data through the Ohio Longitudinal Data Archive. OERC publishes E2E insights and supports agency partners to do that same. These resources report on postsecondary employment outcomes and labor/market supply demand attributes, including the Workforce Supply and Employment Projections dashboards. There is evidence of sustainable funding, governance, and staffing as well as partnerships with higher education and workforce development agencies.
Oklahoma	Developing	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	Advanced	The Oregon Longitudinal Data Collaborative (OLDC) maintains ready access to integrated E2E data for analysis, which it uses to publish resources on postsecondary employment outcomes but not 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	Developing	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 members include representatives from education, workforce development, and economic development. The State Board of Higher Education and Department of Education are exploring options for developing a data system and publishing resources that report on postsecondary employment outcomes.
Rhode Island	Advanced	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	Advanced	South Carolina's Coordinating Council for Workforce Development is directed by the state legislation to generate E2E insights. The Research and Innovation Committee of the Council has partnerships with higher education, workforce development, and economic development agencies as well as the Office of Revenue and Fiscal Affairs which integrates information as needed for research requests. The Committee is staffed by employees of the South Carolina Office of Statewide Workforce Development. The Committee publishes the Annual Postsecondary Supply Gap Analysis report.
South Dakota	Developing	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	Advanced	Tennessee's Data Analytics for Transparency and Accountability (TN DATA) 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 publishes interactive resources on postsecondary employment outcomes. Additionally, the Tennessee Higher Education Commission produces public-facing reports on talent supply and demand gaps and the alignment of higher education programs with workforce needs.

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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 decisionmaking.
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, several quasi-governmental organizations conduct research in this domain; an example would be the Kem C. Gardner Institute located at the University of Utah.
Vermont		The Vermont Office of Workforce Strategy and Development is responsible for collecting outcomes of education and training programs. In 2025, the Office of Workforce Strategy and Development, the State Workforce Development Board, and the Agency of Digital Services prepared a report exploring the development of an education and workforce data trust. The Office does not yet have ready access to integrated E2E data for analysis and is not yet publishing reports on supply/demand labor market attributes or postsecondary employment outcomes. There is evidence of sustainable funding, governance, and staffing as well as partnerships with higher education, workforce development, and economic development agencies and/or stakeholders.
Virginia		The Virginia Office of Education Economics is a politically independent office that serves as the authoritative source for E2E insights, publishing resources and tools including regularly updated reports on supply/demand labor market attributes. The Office 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. In Washington, the Employment Security Department provides labor market information.
Washington, D.C.		The District of Columbia Office of Education Through Employment Pathways maintains access to integrated E2E 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 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 E2E 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, the Wisconsin Technical College System, and the Wisconsin Department of Workforce Development provide E2E 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, which integrates E2E data and publishes 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.

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