Insights Into Action: The Next Phase of Florida's Statewide Longitudinal Data System

2025/26

FLORIDA
COLLEGE ACCESS NETWORK

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EXECUTIVE SUMMARY

Florida has long been recognized as a national leader in the development and use of a comprehensive Statewide Longitudinal Data System (SLDS), integrating cross-agency data across early education, K-12, postsecondary, and workforce sectors. With a solid foundation laid by early investments and federal grants, Florida's SLDS enables the tracking of student progress and workforce outcomes, supporting evidence-based decision-making and public accountability.

Even well-established and highly regarded state SLDS systems, such as Florida's, face ongoing challenges in keeping their systems up to date -- not only in terms of technology infrastructure and security and privacy measures, but also data governance policies, collaboration with the research community, stakeholder engagement, ongoing improvements in data quality and accessibility, and long-term system sustainability.

Florida has set an ambitious goal of becoming the top state for workforce education and talent development by 2030. **Florida's SLDS is a powerful tool and core infrastructure asset that can be strategically and continuously leveraged to:**

- Illuminate key factors that contribute to successful transitions from PK-12 to postsecondary to high-opportunity career pathways;
- Align education programs and credentialing initiatives with labor market demand;
- Remove barriers and create supports to ensure all Floridians can benefit from state education and workforce development investments;
- Scale effective education and training models; and
- Inform state and local funding, policies, and investments in areas such as school staffing, educational programming, academic interventions, student supports, and other priorities across the education-workforce continuum.

This report examines how Florida can continue to move to the next phase of SLDS implementation and includes:

- A review of the current state system, one regional data collaborative within Florida, and seven US states to identify leading edge practices in SLDS data integration, management and governance, staffing and funding, research agenda, and access to the data.
- A set of strategic recommendations on how the state might continue to invest in its SLDS, build research capacity, and improve access and usability.

Florida is uniquely positioned to elevate its SLDS into a powerful engine for data-driven decision-making – providing the insights needed to generate education, training, and labor market outcomes at scale. Now is the time for Florida to lean into its early investments and fully unlock the potential of its SLDS to make data-informed education and workforce policy decisions and investments, empower learners, and drive economic growth.

Figure 1: Strategic Opportunities

OPPORTUNITY 1:
Continue to invest in the SLDS to ensure it stays at the leading edge, while prioritizing data privacy

- Secure a dedicated funding stream from the state for maintenance and continuous modernization.
- Pursue grants opportunistically to fund special projects that align with the continuous improvement plan.

- Extend the governance structure beyond K-12 education.
- Establish an independent or semi-independent agency to oversee the SLDS.
- Develop a continuous improvement plan to guide investments in and the expansion of the SLDS.
- Integrate critical datasets and expand participating agencies based on the continuous improvement plan.
- Join national data-sharing partnerships such as the Postsecondary Employment Outcomes and National Student Clearinghouse.

OPPORTUNITY 2:
Build research capacity, both internally and externally, and promote the use of the longitudinal datasets

- Develop a research agenda collaboratively with participating agencies and in alignment with state goals for student success and workforce development.
- Establish an executive-level data liaison and support staff.
- Create a statewide campaign aimed at education and workforce stakeholders to promote the value and use of connected data.

OPPORTUNITY 3:
Publish findings in more accessible and usable formats targeted to specific audiences such as parents, students, and policymakers

- Create a comprehensive repository of education-related reports and dashboards.
- Establish standards for reporting.
- Design reports with key audiences in mind.

02
INTRODUCTION

Florida's SLDS is managed and maintained by the Florida Department of Education (FDOE). It was originally created and funded by several federal grants and financial support from the Florida Legislature to collect and analyze data at the individual, course, institution, and system levels, aggregating records across Florida's public education collection systems.

A 2006 survey resulted in Florida becoming the first state recognized by the Data Quality Campaign (DQC) for meeting the 10 essential elements necessary to build a linked and longitudinal data system, highlighting the state's commitment to data quality and transparency.[1] (See Appendix B for DQC's 10 Essential Elements of Statewide Longitudinal Data Systems.) Florida's SLDS is still seen as one of the most well-established, comprehensive systems in the US.

All state SLDS systems, even mature and well-regarded ones like Florida's, are challenged to stay current in their technology investments, data linkages, and usability. This requires sustainable funding and committed state leadership who prioritize evidence-based policies and decision-making.

It also requires a willingness to make linked data more widely available to key constituencies. State governments have limited internal research capacity. Facilitating research partnerships with external organizations can help mine the vast quantities of data available and generate actionable findings that can help inform learner-focused responses and policies. Additionally, in a rapidly changing job market, individual families and students benefit from real-time data-based guidance to show if they are on track, meeting key milestones, and accessing education and training programs that lead to valuable credentials and positive employment outcomes. Most state SLDS systems were not originally intended to provide this kind of personalized reporting and guidance, but some states see the high-value potential of their existing data assets and are moving in that direction.

A **LONGITUDINAL DATA SYSTEM** connects student-level records at multiple points in time to enable the tracking of individual student performance and transitions.

Starting with the Florida Career and Professional Education (CAPE) Act in 2007, Florida has been focused on improving workforce and educational outcomes and enhancing the alignment of these systems. In 2019, Florida set the goal of being the number one state in workforce education and talent development by 2030.[2] That same year, the state established the SAIL to 60 Initiative which aims to increase the percentage of working-age Floridians with a high-value postsecondary certificate, degree, or training experience to 60 percent by 2030.[3] Subsequently, in 2021, they passed the Reimagining Education and Career Help (REACH) Act that aims to enhance access, alignment, and accountability across the workforce development system. With these ambitious goals as drivers, the state is committed to strengthening its education and training pathways and ensuring they are well-aligned with in-demand jobs and careers.

Florida stands uniquely positioned to lead the next era of educational and workforce advancement by leveraging the full capabilities of its SLDS. Building on a strong tradition of innovation and its comprehensive data infrastructure, the state can set

[1]https://web.archive.org/web/20070206185156/http:/dataqualitycampaign.org/survey_results/index.cfm
[2]https://www.flgov.com/eog/news/press/2019/governor-ron-desantis-issues-executive-order-19-31
[3]https://www.flsenate.gov/Session/Bill/2019/7071

PROPOSED GOALS FOR FLORIDA'S SLDS RESEARCH

(1) Illuminate factors that contribute to successful student transitions throughout the education and workforce systems

(2) Identify which degrees and credentials lead to positive employment outcomes

(3) Empower Floridians to make more informed, data-driven decisions on educational and career pathways

a national benchmark for transforming data into information to support expanded opportunities for learners and workers alike. Through strategic investments in research capacity, fostering collaborative partnerships, and a commitment to deriving actionable insights, the SLDS can move beyond data collection and measurement to inform strategic investment and resource allocation; support personalized learning and guidance; and become a powerful engine for generating actionable insights. This type of data-driven decision-making strengthens the state's position to open new pathways to financial independence for Floridians, bolster the workforce, and contribute to sustained economic prosperity across Florida.

ABOUT THIS PROJECT

This study explores opportunities for Florida to move to the next phase of SLDS implementation and how to best ensure cross-agency data insights translate into actionable policies and practices in support of state education and workforce goals. The initial research began with understanding how the Florida linked data system is currently structured, governed, staffed, funded, as well as the research agenda and user accessibility. We reviewed both the state SLDS and one regional data collaborative partnership within Florida. We then identified seven peer states. Using our analysis of common and leading-edge practices in those peer states, we developed a set of recommendations on how Florida might continue to invest in its SLDS, build research capacity, and improve access and usability.

Our approach to this analysis included conducting interviews and focus groups with Florida SLDS users and experts, national experts, regional data collaboration models within Florida, and leaders from peer states. (A list of interviewees is available in Appendix C.)

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FLORIDA'S LONGITUDINAL DATA SYSTEM

HISTORY AND PURPOSE

Florida has been a pioneer in developing and utilizing a comprehensive statewide longitudinal data system. Though Florida started collecting student-level data in the 1980s, Florida's Statewide Longitudinal Data System (SLDS) traces its origins to 2003 with the establishment of the Florida Education Data Warehouse (EDW) through legislation.[4] The EDW was one of the nation's first efforts to integrate pre-K through postsecondary education and workforce data into a centralized, secure, and accessible system. As of 2024, only 26 states link early childhood, K-12, postsecondary, and workforce data.[5]

The EDW was intended to collect student and school performance data to determine the degree to which schools and school districts met state performance standards and to simplify the process of completing required state and federal reporting. The Commissioner is required to report annually to the State Board of Education, the Board of Governors of the State University System, the President of the Senate, and the Speaker of the House of Representatives data quality indicators and ratings for all school districts and public postsecondary educational institutions.[6]

Over the next two decades, Florida expanded the scope and functionality of its SLDS through strategic investments and $14 million in federal SLDS grants from the Institute of Education Sciences (IES), received between 2006 and 2015.[7] These investments supported enhancements such as cross-sector data linkages with workforce and higher education systems, development of interactive dashboards and analytic tools, and improvements in data quality and governance.

CURRENT GOALS OF THE SLDS

The intended goals of the SLDS are to:

- Integrate disparate and independently developed/operating PK-12, Florida College System, and Workforce Education data systems into a comprehensive Education Data Warehouse system while concurrently facilitating collection, storage and dissemination of staff and student specific data in a seamless manner.
- Improve the quality of data maintained and provided by FDOE with upstream edits and downstream analytics.
- Support evidence-based education decision-making through widespread access to an improved statewide longitudinal data system.
- Enhance Local Instructional Improvement Systems with minimum standards, financial support to small and rural districts, and a platform to exchange related ideas and information.

https://www.fldoe.org/accountability/data-sys/statewide-longitudinal-data-sys/

In addition, Florida has continued to strengthen data privacy protections. The most significant improvement was the implementation of the Florida Education Identifier (FLEID) in 2020, which not only protected sensitive information such as social security numbers but also greatly improved

[4](Harris, 2010), https://www.law.cornell.edu/regulations/florida/Fla-Admin-Code-Ann-R-6A-1-0015
[5]https://reports.ecs.org/comparisons/statewide-longitudinal-data-systems-2024
[6] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.31.html
[7](National Center for Education Statistics, n.d.)

record linkages and matching efficiency within the SLDS. Most recently, in 2024, the Florida Legislature passed the Florida Digital Bill of Rights to establish consumer rights regarding personal data and refined administrative and inter-agency data sharing protocols to align with Family Educational Rights and Privacy Act (FERPA).

DATA COMPONENTS

Today, the SLDS aggregates data from dozens of different data sources across the PK-workforce spectrum including PK-12 schools, community colleges, state universities, the education and training sector, and the workforce system.[8]
The data from the State University System and Florida Commerce (the Department of Economic Opportunity), which maintain their own data systems, is integrated with the PK-12 data in the EDW through the Florida Education & Training Placement Information Program (FETPIP). Student data include details on demographics, enrollment, course completion, assessment results, financial aid, employment, earnings, incarceration, and welfare statistics. The FDOE provides database manuals that include data element dictionaries for PK-12, CTE and secondary vocational, and workforce development information systems.[9]

The data records pertaining to the same individual from these various data sources are linked primarily using a unique identifier called the Florida Education Identifier (FLEID), which is assigned to every student, staff or faculty member in the Florida public education system at any level.[10] It is a 14 character alphanumeric identifier that is generated and assigned by FDOE and used in district and college management information systems. The use of the FLEID helps improve the SLDS' security and protects personally identifiable information for students and staff.[11]

Other individual data from universities; select private vocational schools, colleges, and universities; Welfare Transition Services, social services (SNAP, TANF, Medicaid) and corrections are electronically linked with the SLDS data and workforce data through administrative records as part of FETPIP.

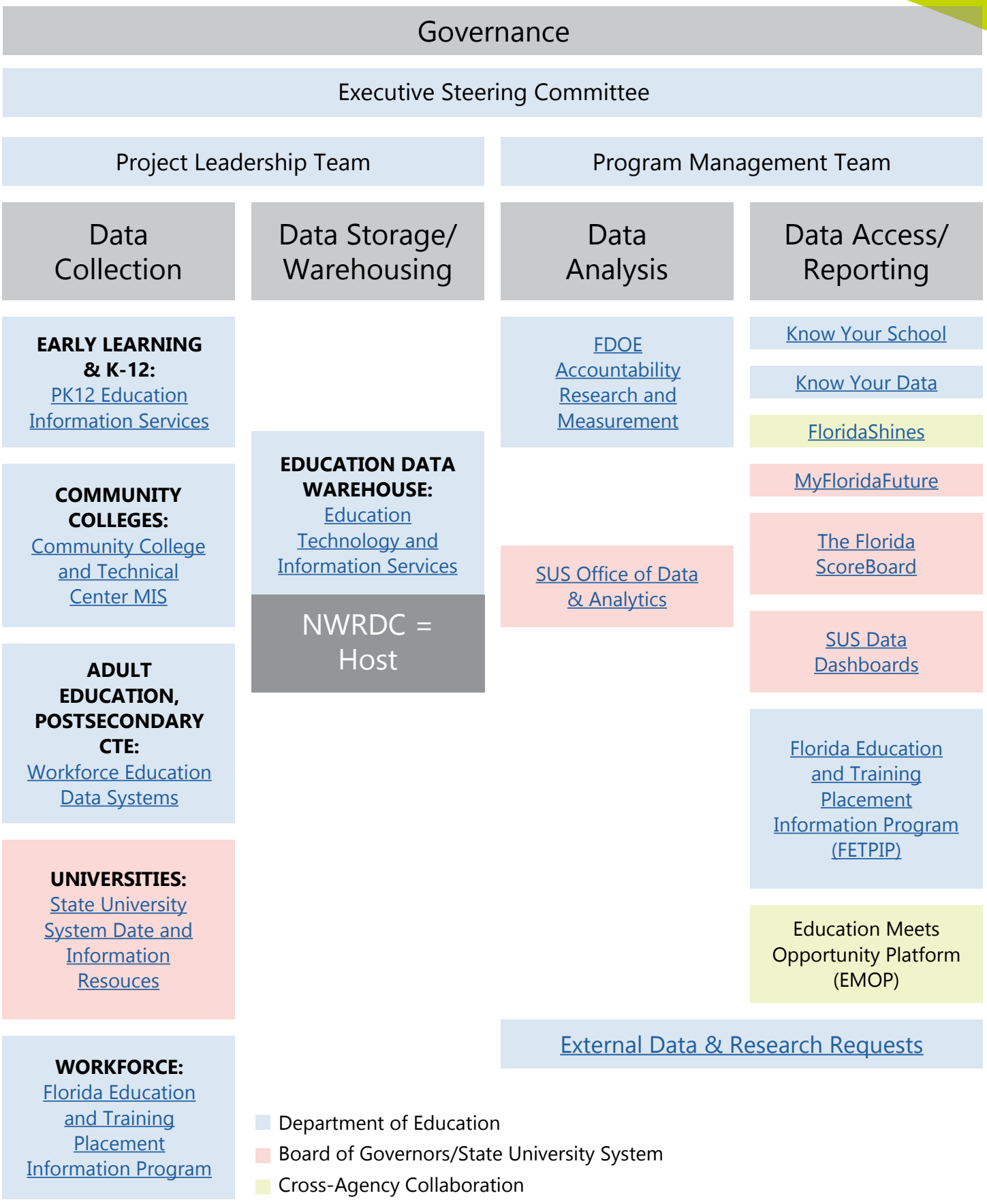
[8]A 2009 report indicated there were 27 different data sources: https://oppaga.fl.gov/Documents/Reports/09-31.pdf

[9]https://www.fldoe.org/accountability/accountability-reporting/publications-guides/ and https://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml

[10]http://slds.rhaskell.org/state-profiles/florida

[11]https://famisonline.org/wp-content/uploads/2020/06/FLEID_Presentation_2020_Introductory.pdf

Figure 2:


Governance
Executive Steering Committee
Project Leadership Team
Program Management Team
Data Collection
Data Storage/ Warehousing
Data Analysis
Data Access/ Reporting
EARLY LEARNING & K-12:
PK12 Education Information Services
COMMUNITY COLLEGES:
Community College and Technical Center MIS
ADULT EDUCATION, POSTSECONDARY CTE:
Workforce Education Data Systems
UNIVERSITIES:
State University System Date and Information Resouces
WORKFORCE:
Florida Education and Training Placement Information Program
EDUCATION DATA WAREHOUSE:
Education Technology and Information Services
NWRDC = Host
FDOE Accountability Research and Measurement
SUS Office of Data & Analytics
Know Your School
Know Your Data
FloridaShines
MyFloridaFuture
The Florida ScoreBoard
SUS Data Dashboards
Florida Education and Training Placement Information Program (FETPIP)
Education Meets Opportunity Platform (EMOP)
External Data & Research Requests
Department of Education
Board of Governors/State University System
Cross-Agency Collaboration

MANAGEMENT & GOVERNANCE

The SLDS is managed and maintained by the FDOE, specifically the Division of Accountability, Research and Management (ARM), which provides analytics and reporting. Hosting support for the EDW is provided by the Northwest Regional Data Center (NWRDC), which is a user-funded, nonprofit auxiliary enterprise of Florida State University.

The FDOE webpage describing Florida's SLDS[12] provides a governance model that was last updated in 2012. Assuming this model is still in place, there are three governing groups:

1) **The Executive Steering Committee (ESC)** is responsible for establishing the processes for collecting and using the data, including setting security policies. The ESC has four members from the FDOE: the Commissioner; the Chief of Staff; the Deputy Commissioner of Accountability, Research and Measurement; and the Deputy Commissioner of Finance and Operations. The ESC has four Executive Advisors: The Commissioner; the Chancellor, Division of Florida Colleges, FDOE; the Chancellor, Division of Adult and Career Education, FDOE; and the Chancellor of the State University System.

2) **The Program Leadership Team (PLT)**, staffed by three FDOE personnel, has direct oversight over operations and reports directly to the ESC. It ensures that the data governance policies are implemented as intended. The PLT also reviews all proposals from state agencies, institutions, and researchers who request access to SLDS data for analysis and evaluation purposes.

3) **The Program Management Team (PMT)** oversees the daily operations and manages the staff who develop, implement, and use the data system.

STAFFING & FUNDING

The core staff supporting the SLDS are within the FDOE's ARM under the guidance of the SLDS Program Director and the various teams responsible for collecting the data, managing the system, analyzing data, and designing reports. The Education Technology and Information Services division manages the EDW. The State University System maintains its own Office of Data and Analytics with staff who oversee data collection, management, and analytics to ensure business rules and data protocols are followed in contributing source data to the SLDS.

As the FDOE budget allocates funds by educational program, there is not a line item specifically dedicated to the SLDS because it supports various programs. There are specific line items for data hosting through the NWRDC; the total of these appropriations for Fiscal Year 2024-25 was $8.7 million.[13]

As mentioned above, Florida received three multi-year competitive federal IES grants: one in FY2006 and two in FY2009. IES does not make available information on which states apply for funding, but Florida did not receive funds in FY2007, FY2012, FY2015, FY2019, or the latest in FY2023.[14]

RESEARCH AGENDA

Florida does not publish a specific research agenda for the SLDS. The external research request webpage provides an indication of research priorities. It states that the information needs of the FDOE "include, but is not limited to, the following: 1) highest student achievement, as indicated by evidence of student learning gains at all levels; 2) seamless articulation and maximum access, as

[12] https://www.fldoe.org/accountability/data-sys/statewide-longitudinal-data-sys/
[13] https://www.fldoe.org/core/fileparse.php/20775/urlt/2526Greenbook.pdf
[14] https://nces.ed.gov/programs/slds/stateinfo.asp

measured by evidence of progression, readiness, and access by targeted groups of students identified by the Commissioner of Education; 3) skilled workforce and economic development, as measured by evidence of employment and earnings; and 4) quality efficient services, as measured by evidence of return on investment."[15]

ACCESS

The SLDS is used to generate public reports on PK-20, higher education, career, adult education, and employment outcomes for Florida students, staff, and schools, many of which are required by legislation. As shown in Figure 3 and Figure 4, various Florida state agencies rely on the SLDS to generate single-agency or cross-agency data reports.

Each of these reports has its own platform or webpage; there is no centralized hub or comprehensive repository to guide users to the various tools and dashboards. There is wide variation in the levels of interactivity and downloadability as well as in the reporting platforms used. The various reporting formats include Tableau dashboards, custom interactive web apps, and Excel files.

Figure 3: Description of SLDS Dashboards

Dashboard	Description
Florida Know Your Schools	Public K–12 dashboard providing data on school grades, academic performance, demographics, and staffing.
Florida Know Your Data	Interactive tool for exploring detailed K–20 education data including enrollment, achievement, and outcomes.
FloridaShines	Student portal with academic planning tools, transfer info, course searches, and career exploration.
MyFloridaFuture	Displays post-graduation earnings, debt, and employment outcomes by degree and institution.
The Florida Scoreboard	Tracks key performance metrics across state sectors, including education and workforce, aligned to state goals.
SUS Data Dashboards	Interactive tools showing enrollment, retention, graduation rates, and performance metrics across SUS institutions.
FETPIP	Reports on student outcomes such as employment, earnings, continuing education, and military/public assistance status.
EMOP	Workforce-aligned tool linking education programs to labor market demand, wages, and employment by region/industry.

[15]https://www.fldoe.org/accountability/accountability-reporting/external-research-requests/

Figure 4: Legislatively Mandated Reports

Legislation	State Agency Responsible	Mandated Reporting Using SLDS Data	Purpose
Early Learning-20 Education Code, Assessment and Accountability: Florida Statutes Section 1008.835	Florida Department of Education	Florida School Accountability Reports	K12 school public accountability reports
REACH (Reimagining Education and Career Help) Act: HB 1507	FloridaCommerce	FL WINS (Workforce Integrated Networking Systems)	Accountability reports on progress of case management integration and eventually workforce development services (in development)
FETPIP: Florida Statutes Section 1008.39	Florida Department of Education	FETPIP (Florida Education and Training Placement Information Program)	Accountability reports on graduate employment and earnings outcomes for all former students and program participants who have graduated, exited, or completed a public education or training program in Florida.
Career and Technical Education: HB 917	REACH Office in coordination with other state agencies	Secondary CTE Asset Map	CTE program offerings, funding, alignment with state economic needs, and outcomes

Beyond what is publicly available, external researchers interested in analyzing and evaluating data contained within the SLDS may submit a data request to FDOE's Bureau of PK20 Education Data Reporting and Accessibility (PERA). The FDOE prioritizes internal data usage, education accountability, and public reporting and notes "Research outside the department is supported as resources are available and is limited in scope based on state and federal requirements, as well as the department's interest in the research topic."[16]

There are a number of steps in the application process before the data files are made available, including identification of a program sponsor at the FDOE to support the project. Research requests often take several months. The state does not provide public-facing information on the status of filed requests.

[16]https://www.fldoe.org/accountability/accountability-reporting/external-research-requests/

04
REGIONAL STRATEGIES FROM FLORIDA

In addition to data linkage efforts at the state level, there are regional collaboratives of school districts and postsecondary partners within Florida that are sharing data to inform strategies for improving student readiness, access, and success.

One particularly strong example is the Central Florida Education Ecosystem Database (CFEED). Two school districts (Orange County Public Schools and the School District of Osceola County) in the Orlando region partnered with neighboring Valencia College and the University of Central Florida (UCF) to create a unified data system using historical and current data from the four partner institutions. Nearly half of high school graduates from the two partner districts enroll at Valencia, and many enroll at UCF or eventually transfer from Valencia to UCF. The CFEED data system enables the partners to manage and analyze cross-institutional data; conduct longitudinal studies on student progress; share findings; and integrate best practices across institutions.

The CFEED partnership started in 2018 with a goal of helping more students graduate ready to transition to postsecondary. To meet this goal, the institutions needed more visibility into the factors that contribute to successful transitions and a greater ability to identify interventions needed using predictive data models. This requires connected, individual-level data records that enable the tracking of students from institution to institution over the course of their educational journeys. CFEED is currently working to add workforce data to enable partners to track students into the workforce and their career pathways. The institutions agreed to share data to construct a longitudinal dataset with the level of detail needed. They also agreed to work together to identify key milestones that align with student success, remove unnecessary barriers, and design more tailored student support systems. Over time, the partnership has deepened and evolved, and the partners have expanded their goals to help more students not only enter college but earn degrees on time and find success in the labor market.

Based on their research findings, CFEED has created predictive student models to help school systems and colleges prioritize the most impactful learning experiences and provide the right supports. Figure 5 shows examples of CFEED research insights and related actions.

Figure 5: CFEED: Insights Into Action

Area of Interest	Insights	Action
College Readiness	Key academic experiences set secondary students up for success at Valencia College: taking high school classes in middle school; taking advanced core courses in high school; passing AP exams; and earning college credits through dual enrollment.	School counselors in the two districts inform students and families about the benefits of accelerated coursework and advocate for increased enrollment.
Transfer Readiness	College students who successfully completed three courses relevant to their intended major before transferring to UCF are more likely to get higher grades and earn their degree.	Valencia academic advisors are strategic in guiding students in their course selection process to maximize their readiness to transfer successfully.

Area of Interest	Insights	Action
Transfer Readiness	Three key factors contribute to a successful transition from Valencia to UCF: more UCF-major relevant courses taken at Valencia, maintaining similar effort level (part-time/full-time), and avoiding "shock events" that can impede student progression and completion rates, such as low credit accumulation, course withdrawals, and GPA under 2.5,	Valencia and UCF initiated a pilot program to boost transfer success. When the pilot proved successful, the institutions secured a $1.3 million Helios Education Foundation grant to expand the pilot and serve all students. The Helios Transfer Scholars program provides students with financial incentives to maintain their effort level, take additional relevant courses at Valencia, and complete an AA degree and the common program prerequisites prior to transfer.

The CFEED partners report that the integration of data has been invaluable in understanding the student experience and using evidence to be more strategic in:

- Identifying key transition points where students struggle or get off course and knowing how to best intervene.
- Removing barriers for students who demonstrate readiness to move into accelerated learning options.
- Enhancing advising and academic planning by predicting student outcomes based on data from previous cohorts.
- Improving retention and graduation rates by aligning student pathways with intended degree programs.

Each year, CFEED partners develop a joint research plan, managed by the CFEED project manager, and each partner also identifies institution-specific research questions which they explore on their own. In all, CFEED completes 50-60 research projects a year, mostly focused on how to best foster student access, readiness, and success. There are plans to expand the database to include workforce outcomes to assess the employment and earnings of students by major and degree.

Notable features of this regional partnership include:

Collaborative data sharing. Leaders from the partner institutions meet regularly and work collaboratively to design projects, discuss progress, share research findings, and develop data-informed strategies. CFEED partners receive training on how to use and interpret data to work towards common goals.

Longitudinal perspective. CFEED connects data across years, systems, and institutions and generates actionable information on student progress throughout pre-K-12 and into postsecondary. CFEED partners prioritize analyses of long-term trend data to identify student groups most at risk of not progressing or completing on time.

Actionable insights. CFEED's research findings inform predictive models that empower school districts and colleges to act at key moments in students' academic journeys and provide just-in-time interventions.

05
NATIONAL PEERS DATA SYSTEMS COMPARISON

Seven peer states were profiled to understand the range of systems and identify common and leading-edge practices. The states profiled are Georgia, Indiana, Kentucky, Michigan, Nevada, North Carolina, and Texas. Individual profiles are included in Appendix A.

Our analysis identified common practices used by the peer states and leading-edge practices that could inform continued advancements in how Florida's SLDS system is organized, governed, staffed, funded, used to generate insights, and accessed. These examples can help guide Florida's future investments and system building to ensure it remains a leader in data inquiry and the reporting of actionable, real-time education and workforce outcomes to ensure accountability and student success.

DATA COMPONENTS

Peer Common Practice: A statewide data system, with required data components codified in law, which connects individual-level records from early childhood education into the workforce.

Leading Edge: The further integration of other agency data, such as health, human services, criminal justice, and public safety.

All the peer states except Georgia have laws specifying the required SLDS data components. Most of the peer states, including Georgia, Indiana, Kentucky, Michigan, North Carolina, and Texas,

have established comprehensive systems that connect data from early learning, K12 education, postsecondary education, and workforce agencies. These systems enable seamless tracking of individual-level records from early learning into the workforce. Nevada is an exception as it has not yet integrated early learning data into its system.

Kentucky, Indiana, and Michigan have taken a step further by incorporating datasets beyond the standard components, such as health, social services, public safety, and other agency data. This broader integration allows for a more holistic understanding of the factors influencing student outcomes and career trajectories. Georgia, Michigan, and Texas also include National Student Clearinghouse data, which enables cross-state benchmarking and expanded student tracking.

Figure 6: State Comparison: Data Components

	SLDS Components Codified in Law?	Early Learning	K-12	Postsecondary	Workforce	Other
FL	✓	✓	✓	✓	✓	Welfare Transition Services, Corrections, Department of Children and Families
GA	✗	✓	✓	✓	✓	NSC*
IN	✓	✓	✓	✓	✓	Family and Social Services
KY	✓	✓	✓	✓	✓	Health and Family Services
MI	✓	✓	✓	✓	✓	Health, Treasury, Public Safety, NSC*
NV	✓	✗	✓	✓	✓	
NC	✓	✓	✓	✓	✓	
TX	✓	✓	✓	✓	✓	NSC*

Note: NSC = National Student Clearinghouse.

MANAGEMENT & GOVERNANCE

Peer Common Practice: Independence or semi-independence from participating agencies governed by a board with representation from all participating agencies.

Leading Edge: Representation on governing board of other stakeholders, including information technology, other state agencies, or members of the public. Governing board membership is codified by statute or executive order.

SLDS can be housed in various locations and are typically found in departments related to education (K-12 and postsecondary), budget offices, and governors' offices. Among peer states, all except Texas house their SLDS in offices that are independent of the participating agency stakeholders. Although Kentucky's SLDS is located in the Education and Labor Cabinet, it operates as a semi-independent state agency. Similarly, North Carolina's SLDS is administratively situated in the Department of Public Instruction but is governed independently by statute. This independence aims to provide objectivity and neutrality, which can facilitate cross-agency collaboration and broader stakeholder engagement.

All peer states, except Texas, have governing boards with representation from participating agencies. In Kentucky, Michigan, and Nevada legislation dictates SLDS governing board membership; North Carolina's SLDS governing board was created by an executive order. Only Michigan's and North Carolina's governing boards include representatives from outside the participating agencies.

Cross-agency representation ensures equal involvement of each contributing agency and encourages collaboration, reducing fragmentation of the systems and promoting data-sharing. These governing bodies make decisions on topics such as data governance, data access and use, privacy and security, research agendas, and oversight. They also help align the system with state priorities and address inter-agency issues.

Figure 7: State Comparison: Governance

	Legal/ Statutory Framework	Independent from Agency Stakeholders	Location	Codified Governing Board Membership	SLDS Governing Board Representation
FL	FL Statute § 1008.835	✗	Department of Education	✗	4 executive level staff of DOE, support by 2 committees of DOE staff
GA	Not Found	✓	Budget Office, Management and Performance Hub	✗	Chief executives of the 10 participating agencies
IN	IN Code § 20-31-8-5.5 & § 4-3-26-10	✓	Budget Office, Management and Performance Hub	✗	Chief executives of the 4 participating agencies and 2 committees
KY	KY Statutes § 151B.131-134	✓	Education and Labor Cabinet	✓	Chief executives of 5 partner agencies
MI	MI Law § 388.1694a & § 388.1819 and Executive Order 2010-15	✓	Budget Office	✓	18 members representing participating agencies, public schools, higher education, community colleges, and 1 other representative of the state, supported by office work group as needed
NV	NRS Ch 400 & 232.980	✗	Governor's Office	✓	Chief executives of 3 data-sharing partner agencies and 5 agencies that are considering data sharing
NC	NC Statute § 116E, Executive Order	✓	Department of Public Instruction	✓	Chief executive from each participating agency plus a non-voting member from the Department of Information and the Governor's office
TX	TX Education Code 1.005	✗	Higher Education Coordinating Board	✗	None

STAFFING & FUNDING

Peer Common Practice: Blended funding, including a predictable state appropriation, and dedicated staff with expertise in database management, data analytics, project management, and longitudinal research.

Leading Edge: Opportunistic grants to fund special projects or investments and research expertise to liaise with internal and external stakeholders and promote the use of the longitudinal dataset.

The federal government has been a primary source of funding for SLDS, providing an average of $20 million in IES SLDS multi-year grants to the peer states between 2006 and 2023. The eight rounds of grants have funded the start-up and ongoing enhancement of the data systems. Recent grant cycles have supported such initiatives as infrastructure modernization, addition of datasets from new partner agencies, expanded data analytics/business intelligence products and services, and training/professional development for data-users and decision-makers.[17] All states have received at least one grant. To a smaller degree, the Department of Labor's Workforce Data Quality Initiative (WDQI) has been an additional source of federal funding. The WDQI grants are intended for the development and enhancement of workforce longitudinal databases and their linkage to education data.[18]

Most of the states with independent or semi-independent agencies (Georgia, Kentucky, Michigan, and North Carolina) have blended these grant funds with state appropriations to support ongoing operations and continuity in staffing. Rather than a state appropriation, Nevada uses WIOA funds to support the operations of the Office of Workforce Innovation. Some of the states, such as Kentucky and Texas, generate revenue through cost-recovery fees related to data requests. Kentucky has also engaged private philanthropy in funding projects to enhance their SLDS. North Carolina receives occasional grant funding.[19]

Of the states for which we found staffing structures, three had four full-time equivalents. This common staffing structure, found in Georgia, Kentucky, and Michigan, was an executive level staff member and three support staff members. For Kentucky and Nevada, contractors play a vital role in project management and execution.

[17]https://nces.ed.gov/programs/slds/
[18]https://www.dol.gov/agencies/eta/performance/wdqi/grants
[19]https://nclds.nc.gov/about-nclds/how-nclds-works-and-other-faqs#HowisNCLDSfunded-60

Figure 8: State Comparison: Staffing/Fund

	IES SLDS Grants	WDQI Grants	Annual State Appropriations	Other	FTEs
FL	**Total=$14.0 mn** 2009-$9.9 mn 2009-$2.5 mn 2006-$1.6 mn	**Total=$1.0 mn** 2011-$1.0 mn	Not available	Cost recovery fees for data requests	Not available
GA	**Total=$12.8 mn** 2023-$3.9 mn 2009-$8.9 mn		2024-$1.8 mn		4 FTEs
IN	**Total=$16.7 mn** 2023-$4.0 mn 2020-$3.5 mn 2012-$4.0 mn 2007-$5.2 mn	**Total=$4.7 mn** 2021-$2.5 mn 2017-$1.1 mn 2014-$1.1 mn	None		2.5 FTEs
KY	**Total=$22.4 mn** 2019-$3.5 mn 2015-$6.6 mn 2012-$3.6 mn 2009-$2.9 mn 2006-$5.8 mn	**Total=$2.0 mn** 2015-$1.0 mn 2014-$1.0 mn	2024-$8.0 mn	Cost recovery fees for data requests, private philanthropy	4 FTEs + contractors[20]
MI	**Total=$23.1 mn** 2023-$4.0 mn 2009-$10.6 mn 2009-$5.5 mn 2006-$3.0 mn	**Total=$3.1 mn** 2019-$1.0 mn 2015-$1.1 mn 2012-$1.0 mn	2024-$19.4 mn (CEPI funding		4 FTEs
NV	**Total=$17.5 mn** 2023-$4.0 mn 2019-$3.5 mn 2012-$4.0 mn 2007-$6.0 mn		None	USDOE & USDOL grant funds (OWINN) - $20.8 mn Operating budget through WIOA subgrant (OWINN) - $800K WIOA Special Projects (OWINN) - $463K	2 FTEs + contractors
NC	**Total=$13.6 mn** 2023-$4.0 mn 2012-$3.6 mn 2007-$6.0 mn	**Total=$2.2 mn** 2019-$1.0 mn 2013-$1.2 mn	State provides funding for staffing and to support data request and management tools. Funding allocations not available	Occasional grant funding to support special projects or growth of the service	1 FTE
TX	**Total=$36.5 mn** 2019-$3.4 mn 2015-$7.0 mn 2009-$18.2 mn 2009-$7.9 mn	**Total=$4.2 mn** 2019-$2.2 mn 2015-$1.1 mn 2011-$1.0 mn	Not available	The ERC at UT-Austin collects fees from researcher (≈$10,000 for two users per year	Not available

[20]DQC SLDS Cost Research 2024

RESEARCH AGENDA

Peer Common Practice: A research agenda that prioritizes general areas of interest to guide research activities.

Leading Edge: A detailed research agenda that reflects the cross-agency interests and priorities of participating agencies and aligns with state strategic priorities.

Having publicized research agendas with specific topics of interest allows states to leverage the research community to the benefit of the state policymakers, education and workforce decision-makers, and ultimately data-users. Of the peer states, Georgia, Kentucky, and Michigan each have detailed research agendas that they publish and promote to align research efforts around their strategic goals. North Carolina has gathered learning goals from each of its participating agencies, identified which goals are shared by two or more agencies, and grouped them to visualize where there are overlaps between agencies and encourage cross-agency collaboration. Texas has more general priorities outlined in the codifying legislation. Nevada does not have specific goals but prioritizes topics through its research grants. Indiana had a Research Advisory Committee which gave input on the MPH research agenda, which it may reinstate in the future.

Figure 9: State Comparison: Research Agenda

	Who Sets?	Summary
FL	Department of Education	Information needs of the Department delineated as: 1) highest student achievement, as indicated by evidence of student learning gains at all levels; 2) seamless articulation and maximum access, as measured by evidence of progression, readiness, and access by targeted groups of students identified by the Commissioner of Education; 3) skilled workforce and economic development, as measured by evidence of employment and earnings; and 4) quality efficient services, as measured by evidence of return on investment.
GA	Alliance of Education Agency Head's Data Management Committee	GA•AWARDS publishes a list of specific research questions focused on: (1) effectiveness of educator preparation programs; (2) effectiveness of strategies and interventions implemented within the State, and (3) educational background of students who experience the least difficulty in transitioning to college. The list of research questions includes evaluations of state education policies, factors of student success, intervention effectiveness, educator effectiveness and success, understanding onramps and student mobility, student transitions, and labor force participation
IN	Not applicable	Prior to the pandemic, the EWD had a Research Advisory Committee. The Research Advisory Committee, which MPH may revive in the future, was open to researchers and other data users. This group collaborated to further the work of MPH's research agenda and create a feedback loop on users' experience with the data and MPH's processes.

	Who Sets?	Summary
KY	KYSTAT Research Agenda Committee	A biennial research agenda guides the work of KYSTATS. The current agenda focuses on four objectives to identify and understand pathways of students through education systems into employment. The objectives are: (1) Access, usage, and usability; (2) Applying an equity lens; (3) Understanding the impact of significant events; and (4) Expanded modeling and prediction.
MI	Michigan Education Research Institute (MERI) and Michigan Education Data Center (MEDC)	The research agenda is aligned with the state's strategic education plan goals with a focus on policies, strategies, programs, and interventions to generate improvements in literacy and numeracy, whole child development, and early learning student outcomes.
NV	NWPR	Research must focus on policy challenges related to workforce and economic development, education, and students. Research grant awards help drive the agenda.
NC	Partner agencies	NCLDS collates the goals from state agencies and other organizations and identifies those that are cross-sector in nature and encourages cross-agency collaboration on efforts to meet those goals.[21] The main theme is successful transitions: early childhood into K12; K12 into postsecondary education and training; postsecondary education and training into workforce.
TX	Legislature	Research priorities include: 1) the impact of local, regional, state, and federal policies and programs, including an education program, intervention, or service at any level of education from preschool through postsecondary education; (2) the performance of educator preparation programs; (3) public school finance; and (4) the best practices of school districts with regard to classroom instruction, bilingual education programs, special language programs, and business practices.

ACCESS

Peer Common Practice: Public-facing interactive reports with cross-agency data linkages that are targeted to families, students, and other audiences.

Leading Edge: Active partnerships with external research community that promote the use of individual-level data to gain insights into successful student transitions and improved outcomes. Public-facing reports are easily found, accessible to a wide range of audiences, and may include interactive components and data literacy training elements.

The SLDS are vast repositories of data that are primarily used for accountability and statutorily required reporting for institutions, districts, and schools. However, the real power of the SLDS is the ability to track individuals as they move through the system over time. This attribute of the data is used less often and is much more technical. Yet, all the peer states, except North Carolina, have at least one public-facing dashboard that uses longitudinal data to report outcomes in an easy-to consume format. Most of these dashboards connect employment outcomes (primarily wages) with educational attainment and often with fields of study and/or training programs. These reports are generally targeted toward students and families to inform them of the value of postsecondary education and aid in decision-making.

Some of the most compelling insights from the SLDS data come from sophisticated studies and evaluations of individual-level data. These studies

[21] https://ncldss.nc.gov/research-policy-learning-goals

are often carried out by external researchers. All the peer states have defined processes by which external researchers can make data requests and submit research proposals. All peer states also have stringent privacy requirements and safeguards in place to ensure student education reports remain confidential and protected in compliance with FERPA. Nevada is the peer state that is most active in seeking partnerships—it has a competitive grant program that provides up to $50,000 to researchers to conduct studies and evaluations using the SLDS data. Both Texas and Michigan have university-based research centers that serve as liaisons with the external research community and as points of access for the SLDS data. Kentucky is also an active partner with the external research community, processing around 250 research requests each year. Through these research partnerships, these states are able to gain insights that directly inform their policymaking and student supports.

Figure 10: State Comparison: Access

	Examples of Public-Facing Reports with Cross-Agency Linkages	Data Access for External Researchers
FL	Yes Florida Education and Training Placement Information Program MyFloridaFuture	External researchers interested in analyzing and evaluating data contained within the SLDS may submit a data request to FDOE's Bureau of PK20 Education Data Reporting and Accessibility (PERA). The FDOE prioritizes internal data usage, education accountability, and public reporting and notes that research outside the department is supported "as resources are available" and "the department's interest in the research topic."[23] There are multiple steps in the application process before the data files are made available, including identification of a program sponsor at the FDOE to support the project. Research requests often take several months. The state does not provide public-facing information on the status of filed requests.
GA	Yes High School Graduate Outcomes Georgia Higher Learning and Earnings	Only authorized researchers from the participating agencies are allowed access to the data. This includes researchers affiliated with a Georgia higher education institution. Any outside researchers must partner with qualified lead researchers to submit a data request. To be considered, research requests must involve individual-level data from more than one participating agency. The application materials are posted online along with the rubric for application evaluation.[23] Research requests that align with the GA•AWARDS research questions or with the state strategic goals are prioritized. All external research requests are vetted by the GA•AWARDS Executive Research Committee, which meets periodically.[24]
IN	Yes Indiana Graduates Prepare to Succeed College Value Dashboard	The Indiana Data Hub allows researchers and the public to access available public datasets and includes a detailed and searchable data catalog of the state's data assets.[25] Researchers seeking data can submit a data request and monitor the status of their requests online.

[22]https://www.fldoe.org/accountability/accountability-reporting/external-research-requests/
[23]https://gosa.georgia.gov/dashboards-data-report-card/data-requests
[24]https://gosa.georgia.gov/document/document/gaawards-research-questions/download
[25]https://hub.mph.in.gov/

	Examples of Public-Facing Reports with Cross-Agency Linkages	Data Access for External Researchers
KY	Yes Life Outcomes Report Library	State agencies and external researchers can request data using a data request form on the KYSTATS website. Priority is given to requests that align with the agency's research agenda. Requests for aggregate-level data are not typically subject to fees, but KYSATS does charge a fee for statistical analyses, which provides a revenue stream. Aggregate requests likely take several weeks as they require partner agencies to review requests that use their data. Individual-level requests likely take four to six months due to the MOU process, which requires approval from all agencies providing data.[26] In all, KYSTATS processes around 250 requests per year.
MI	Yes MI School Data	MEDC has dedicated staff who provide feedback and information to researchers in the application development stage, assist in matching their research interests to the State's strategic priorities, and does an initial review of all research proposals.[27] CEPI staff then review requesting researchers' proposals forwarded by MEDC. If approved, the requesting researcher becomes an authorized researcher. The State provides MEDC with the base research files that serve as the starting point for creating custom files for approved researchers.[28]
NV	Yes NPWR Reports	Custom research requests are made through the NPWR portal, and some are funded through NPWR research grants. An interactive data dictionary may be accessed through the data portal to help researchers structure their data requests. In addition, a schedule of data updates is published for each data sharing partner and the data latency is disclosed. Researchers complete an application process. If approved, they are assigned a committee of agency sponsors who guide and oversee the research process to ensure accurate research results and that data privacy is maintained.[29]
NC	NCLDS is still in the process of launching its full suite of data dashboards/visualizations and reports, which is expected in 2025.	NCLDS will have publicly posted aggregated datasets and practitioner portals. For custom aggregated data or record-level data, there is a data request review process. NCLDS publishes a Data Request Tracking Dashboard that displays regularly updated information about requests submitted and the time it takes to complete those requests.[30]
TX	Yes Texas Consumer Resource for Education Workforce Statistics (Texas CREWS) Data Bridge The Texas Public Education Information Resource (TPEIR)	The Texas Higher Education Coordinating Board established three education research centers (ERCs). The three ERCs are housed at University of Texas at Austin, University of Texas at Dallas, and University of Houston. Individual researchers may submit research proposals to the ERCs for consideration. The Education Research Center Advisory Board reviews/approves all study and evaluation proposals. The advisory board is required to include a representative from each of the collaborating agencies, the director of each ERC, and a representative of PK-12 education.[31] Once the study is complete, approved researchers share findings with the ERC and provide a policy brief that includes why the findings are relevant for Texans and Texas policies.

[26]https://kystats.ky.gov/Content/DataRequestFAQ.pdf?v=20250530013532
[27]https://medc.miedresearch.org/
[28]https://miedresearch.org/about/
[29]https://npwr.nv.gov/Research, https://mynpwr.slds.solutions/
[30]https://nclds.nc.gov/data-access/status-open-nclds-requests
[31]https://statutes.capitol.texas.gov/Docs/ED/htm/ED.1.htm#1.005

THE POWER AND POTENTIAL OF THE SLDS

Florida has a unique opportunity to transform its SLDS into a powerful driver of data-informed decision-making—delivering the insights needed to scale education, training, and workforce outcomes.

SLDS are instrumental tools for uncovering valuable evidence to support data-driven decision-making. Florida and its peer states are leveraging their SLDS findings to inform state-level and local-area decisions, policies, and investments in areas such as school staffing, educational programming, academic interventions, student supports, and other priorities across the education-workforce continuum. Figure 11 provides examples of some of the key insights that Florida and its peers have revealed through research using the SLDS. Yet, most SLDS remain relatively underutilized. Limited resources, staffing, and technical expertise constrain how and how much SLDS data assets are currently used to unlock information and insights.

At the same time, artificial intelligence (AI) and machine learning are revolutionizing the way researchers extract meaningful insights from Statewide Longitudinal Data Systems (SLDS). By sifting through vast quantities of educational and workforce data, these advanced technologies can uncover subtle patterns with remarkable accuracy. When integrated into predictive models, AI and machine learning algorithms can identify students who may benefit from targeted support, enabling educators, counselors, and administrators to design and deliver personalized interventions at the right moment. This data-driven approach not only enhances the precision of policy and instructional decisions but also holds the promise of significantly improving academic achievement and long-term learner success across diverse populations.

To harness the full potential of the SLDS, it is essential to continue fostering cultures of data sharing, building research capacity and technical expertise, engaging in ongoing analysis, and training data-users to understand and use the data. Doing so will increase the effectiveness of policies and interventions and ensure resources are strategically allocated to better meet the needs of learners and achieve state workforce and economic objectives.

Figure 11: State Comparison: Insights Into Action

	Area of Interest	Insights	Action
FL	Alignment of Industry Certifications	An analysis of program completion and credential attainment found that certain industry certifications had greater labor market alignment. Students with those credentials had better employment rates and higher wages.	The state created the Open-Door Workforce Grant to cover the cost of tuition, fees, exams, books, and materials for students completing short-term programs that resulted in high-impact credentials.[32]
GA	Student Discipline	The K-12 Discipline Dashboard was used to show that similar disciplinary actions were not given for similar incidents resulting in some demographic groups given stringent punishment for similar offenses.	The visibility that the Discipline Dashboard has resulted in policy changes that yielded more consistent disciplinary practices.

[32]https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/opendoor.stml

	Area of Interest	Insights	Action
IN	CTE Programming	High school students who completed a full CTE pathway achieved higher rates of industry-recognized credential attainment and post-graduation employment in related industries.[33] Student access to high-demand CTE pathway programs varied by district.	The state restructured its CTE pathways into Next Level Programs of Study to ensure students earn postsecondary credentials with labor market value.[34] Funding was prioritized for regional partnerships to expand access to high-quality CTE programs in underserved areas.[35]
KY	Summer Youth Employment	Longitudinal data showed a relationship between summer employment and high school graduation and workforce outcomes for young people.[36]	The state expanded its SummerWorks program that connects youth aged 16-21 with summer employment.
MI	CTE Programming	Students were over-enrolling in CTE programs of study that were not connected to high-wage, high-growth jobs and under-enrolling in programs with higher employment and earning outcomes.	State policymakers refined career pathway guidance in high schools and steered investments towards higher value programs.
NV	Postsecondary Corequisite Courses	Students who passed gateway math and English courses with corequisite support at four Nevada higher education institutions saw not only short-term improvements in persistence but also higher graduation rates. Continued cohort level data analysis helps inform implementation and supports needed for underserved populations.	Continued refinement as the corequisite model is extended across all Nevada's community colleges and universities.[37]
NC	Chronic Absenteeism	Students with chronic absenteeism and course failures in high school struggled to transition into and complete college and/or secure employment, indicating a lack of postsecondary readiness.	State-level analysis has shaped investments in tutoring, remediation, and college readiness programs. LEAs track risk indicators and intervene earlier.
TX	Teacher Certification	Over half of new educators hired in Texas public schools are uncertified. Students of uncertified teachers experience, on average, 3 to 4 months of learning loss. Furthermore, uncertified teachers are more likely to leave the profession within 3 years.	The Texas legislature passed HB-2, which tightened restrictions on hiring uncertified teachers and provides incentives for districts to help their uncertified teachers become certified.

[33]https://careertech.org/wp-content/uploads/2024/05/Indiana_Case_Study_Data_Driven_CTE_Decicionmaking_AdvanceCTE.pdf
[34]https://www.in.gov/che/cte/career-pathways-programs-of-study/
[35]https://excelined.org/wp-content/uploads/2021/02/ExcelinEd.PathwaysMatter.StateCaseStudy.Indiana.pdf
[36]https://www.hunt-institute.org/wp-content/uploads/2019/06/Hunt-Institute-Connecting-the-Continuum.pdf
[37]https://nshe.nevada.edu/wp-content/uploads/sites/2/2025/04/Corequisite-Implementation-and-Early-Results-in-Nevada-FINAL.pdf

06
OPPORTUNITIES TO ADVANCE FLORIDA'S SLDS

Florida is well-positioned to unlock the full potential of its SLDS to guide strategic policy and funding decisions, support learners with actionable information, and fuel statewide economic growth.

Building on its early investments and in support of its aspirations to become the number one state in talent development and workforce education, Florida should continue to invest in the SLDS, build research capacity (internal and external), promote the use of the longitudinal datasets, expand publishing in accessible and usable formats, and strengthen technical expertise to better target and execute student supports.

OPPORTUNITY 1:

Continue to invest in the SLDS to ensure it stays at the leading edge while prioritizing data privacy.

- **Secure a dedicated funding stream from the state for maintenance and continuous modernization.** Reliable and ongoing funding will help maintain staff continuity and provide the resources needed to keep the SLDS modern, secure, and responsive. Adopting a pay-to-use model like NWRDC can offer a sustainable solution.
- **Pursue grants opportunistically to fund special projects that align with the continuous improvement plan.** Peer states have used federal and private philanthropic grants to fund much of the infrastructure and upgrades of their SLDS. Blending grant funds with state appropriations is an effective means of infusing funds to carry out priority projects.
- **Extend the governance structure beyond K-12 education.** Including all contributing agencies on the governing board encourages greater buy-in and enables effective inter-agency collaboration.
- **Establish an independent or semi-independent agency to oversee the SLDS.** Moving the SLDS into an independent agency would further support inter-agency collaboration, improve the culture of data-sharing, build bridges between participating agencies, allow for potential efficiency gains with reductions in duplicative functions at participating agencies.
- **Develop a continuous improvement plan to guide investments in and the expansion of the SLDS.** This planning will facilitate mapping out the datasets, technology solutions, and ultimately the investments that will be needed to meet the goals of the SLDS while protecting data privacy.
- **Integrate critical datasets and expand participating agencies based on the continuous improvement plan.** Strategic integration of data across systems such as FL WINS will enable seamless data flow, providing a comprehensive view of student pathways and improving educational and workforce outcomes.
- **Join national data-sharing partnerships such as the Postsecondary Employment Outcomes and National Student Clearinghouse.** This will provide data users with a more comprehensive view of postsecondary and employment outcomes by enabling the tracking of students that enroll in institutions outside of Florida's public institutions and the benchmarking of Florida education and employment outcomes with other states.

OPPORTUNITY 2:

Build research capacity, both internally and externally, and promote the use of the longitudinal datasets.

- **Develop a research agenda collaboratively with participating agencies and in alignment with state goals for student success and workforce development,** either with the governing board or through a working group. This will define the cross-agency research priorities.
- **Establish an executive-level data liaison and support staff.** This department will expand the state's capacity to review research proposals. It will have the expertise to train users, identify internal research and data needs, and promote the use of the SLDS data among education stakeholders, internally and externally.
- **Create a statewide campaign aimed at education and workforce stakeholders to promote the value and use of connected data.** Initiate a campaign targeted to key groups of education and workforce stakeholders that promotes a culture of data-sharing and collaboration, provides training and support for data-users, and establishes communities of practice to enhance collaboration and share knowledge across the education and workforce continuum.

OPPORTUNITY 3:

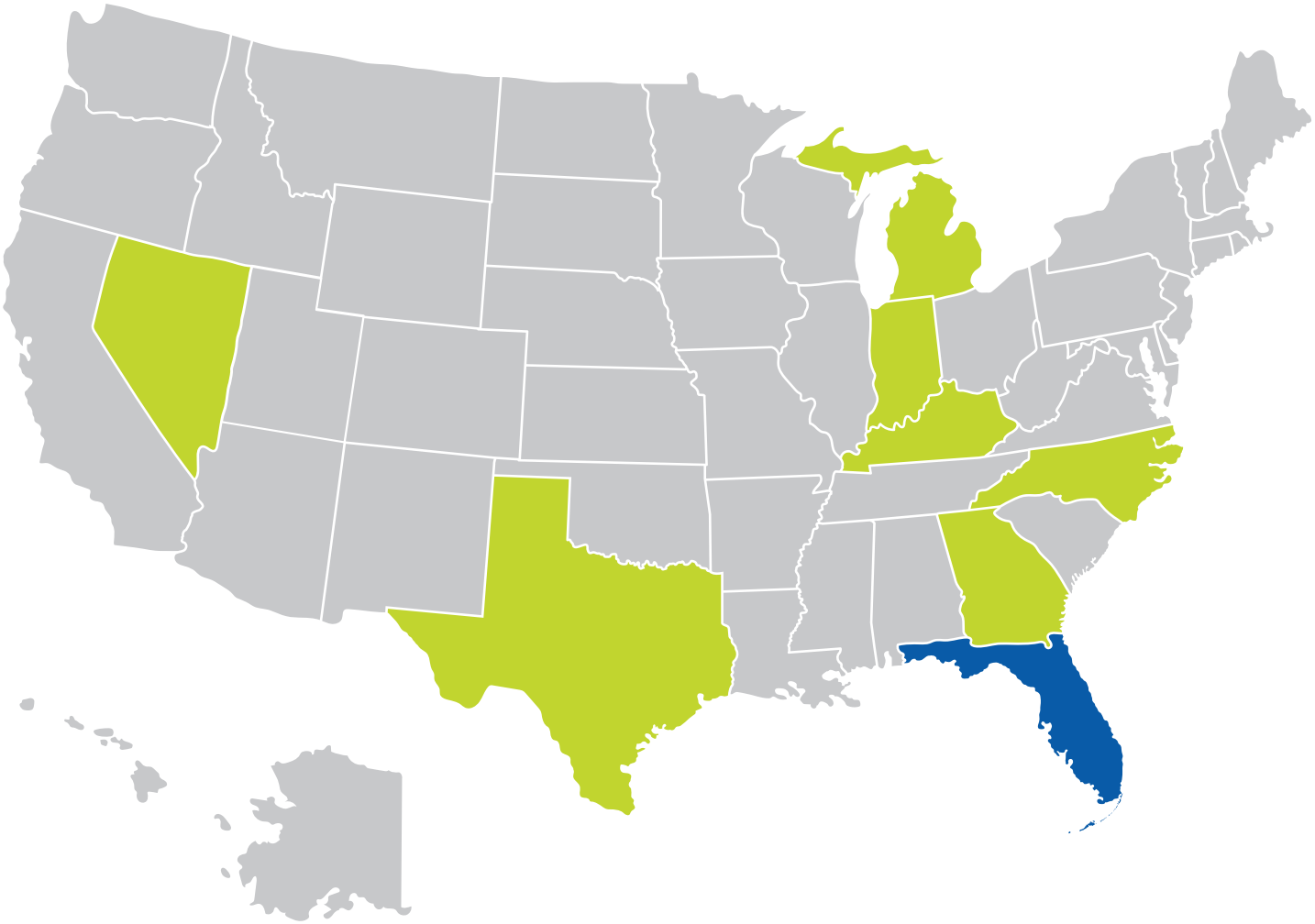
Publish findings in more accessible and usable formats targeted to specific audiences such as parents, students, and policymakers.

- **Create a comprehensive repository of education-related reports and dashboards.** Facilitate the search and discovery of reporting tools for users to easily find the data they are looking for.

- **Establish standards for reporting.** Set standards for format, platform, interactivity, customization, downloadability, and other important attributes. Design these standards and integrate them into reporting tools, taking into consideration the range of potential users, including individuals, educators, researchers, policymakers as well as state and district staff.
- **Design reports with key audiences in mind.** While the SLDS provides a comprehensive set of education-related data, it is currently used primarily for compliance-related reporting. Streamlining data access and visualizing data in digestible formats published in easy-to find locations can greatly improve data usage and inform decisions of more stakeholders across the education and workforce systems.

07
APPENDIX A: STATE PROFILES

Seven peer states with were profiled to understand the range of systems and identify common and leading-edge practices. The states profiled are Georgia, Indiana, Kentucky, Michigan, Nevada, North Carolina, and Texas. We identified the components included in the SLDS, the management and governance of the data system, staffing and funding, the research agenda, and how the data can be accessed.



GEORGIA

GA•AWARDS: Georgia's Academic and Workforce Analysis and Research Data System

Established in 2013[38]
gosa.georgia.gov/statewide-longitudinal-data-system-gaawards

COMPONENTS:	☑ Early Learning	☑ K-12	☑ Postsecondary	☑ Workforce

Management & Governance:	A statute codifying the SLDS governance could not be found. GA•AWARDS is housed within the Governor's Office of Student Achievement (GOSA) and is governed by the Alliance of Education Agency Heads' Data Management Committee. This committee, whose members are the chief executives of the participating agencies, provides input and oversight. The system is supported by data, tools, and researchers from each participating agency.[39] Participating agencies include: Bright from the Start: Department of Early Care & Learning, Georgia Department of Education, State Charter Schools Commission, Georgia Student Finance Commission, University System of Georgia, Technical College System of Georgia, Georgia Independent College Association, Georgia Professional Standards Commission, Georgia Department of Labor, Governor's Office of Student Achievement. The purpose of GOSA is to support accountability and transparency through strategic data use and collaboration with education stakeholders to advance student success. As such, GA•AWARDS has the goal of linking and providing meaningful and actionable education and workforce data to participating agencies to support research and informed decision-making.
Staffing & Funding:	GA•AWARDS has received $12.8 million in IES SLDS grants between 2009 and 2023. In addition, GA•AWARDS is funded through a state appropriation. For FY 2024, it was appropriated $1.803 million[40] GA•AWARDS is staffed by 4 FTEs:[41] • The **Chief Operating Officer** of GOSA manages GA•AWARDS. • The **Chief Data and Analytics Strategist** directs the technical design, delivery, and implementation of the SLDS. • The **Data Warehouse/Business Intelligence Engineer** maintains the data system and provides oversight for the academic research request process. • The **Senior Business Intelligence Architect** is responsible for the architecture and maintenance of the data warehouse and business intelligence tools.

[38]Correspondence with GA•AWARDS staff, June 12, 2025
[39]https://gosa.georgia.gov/statewide-longitudinal-data-system-gaawards
[40]https://opb.georgia.gov/document/document/hb-911-signed
[41]https://gosa.georgia.gov/about-us/gosa-team

Research Agenda:	The Alliance of Education Agency Heads' Data Management Committee sets research priorities that are aligned with agency needs. Key research topics and advocacy areas include: (1) effectiveness of educator preparation programs; (2) effectiveness of strategies and interventions implemented within the State, and (3) educational background of students who experience the least difficulty in transitioning to college. GA•AWARDS publishes a list of research questions that are topics of interest and prioritizes the review of research request applications that align with these questions or with the state strategic goals.[42]
Access:	Select datasets are made available on the GOSA website—dashboards, downloadable datasets, and the GOSA annual report on Georgia's public education agencies. Highlights of their public-facing dashboards include: • High School Graduate Outcomes: Provides information on student progress after high school graduation. • Georgia Higher Learning and Earnings: Displays earnings information for Georgia technical college and college/university graduates who work in Georgia after earning their degrees. • K12 Discipline Dashboard: Summarizes discipline data at the school- and district-levels for all public schools in Georgia, including suspension rates and numbers of disciplinary incidents and actions. • Georgia School Grades Reports: Provides concise school performance reports using an A-F rating system for all Georgia public elementary, middle, and high schools. • Schools Like Mine: Allows parents, educators, and community members to find schools with similar student population characteristics for comparison to their local schools. Only authorized researchers from the participating agencies are allowed access to the data. This includes researchers affiliated with a Georgia higher education institution. Any outside researchers must partner with qualified lead researchers to submit a data request. To be considered, research requests must involve individual-level data from more than one participating agency. The application materials are posted online along with the rubric for application evaluation.[43] Research requests that align with the GA•AWARDS research questions or with the state strategic goals are prioritized. All external research requests are vetted by the GA•AWARDS Executive Research Committee, which meets periodically.[44] Researcher's Guide is here
Highlights:	GA•AWARDS has 18 years of historical data, from 2007 to 2024. As such it is one of the few states that can assess longer-term trends. In addition, identity resolution is one of the noteworthy features of the Georgia system, which allows for accurate, secure, and meaningful integration of student-level data. The focus on student success and the published research agenda provides an overarching guide for research that uses the SLDS, maximizing alignment and the usefulness of the SLDS-related research.

[42]https://gosa.georgia.gov/dashboards-data-report-card/data-requests
[43]https://gosa.georgia.gov/dashboards-data-report-card/data-requests
[44]https://gosa.georgia.gov/document/document/gaawards-research-questions/download

INDIANA

Indiana Education and Workforce Data

Established in 2014
www.in.gov/mph/projects/ewd

COMPONENTS:	☑ Early Learning	☑ K-12	☑ Postsecondary	☑ Workforce

Management & Governance:	Indiana's Education Code (20-31-8-5.5) requires compilation of longitudinal education data which is housed in the Education and Workforce Data (EWD) data system. A governor's executive order established the state's Management and Performance Hub (MPH), the nation's first stand-alone state data agency tasked with making government information accessible to state agencies, researchers, and the public. MPH is positioned within the Indiana Office of Management and Budget. All state agencies are required to participate in the MPH by providing data and the EWD is included within the MPH. In addition to state agencies, MPH has external partners including universities and several health care systems in the state. Primary EWD partner agencies include the Indiana Department of Education, the Commission for Higher Education, and the Department of Workforce Development. These agencies work together to support data sharing, integration, and policy and are responsible for ensuring that data is managed responsibly and effectively.[45] The governance structure for EWD also includes its Executive Governance Committee. The Executive Governance Committee consists of higher-level representatives from agencies that contribute data to MPH. It meets monthly to identify priority work areas and resolve any issues. Subcommittees are leveraged as needed, including agency technical leads and subject matter experts.[46]
Staffing & Funding:	A 2017 law established the position of Chief Data Officer (CDO) who serves as the executive director of the MPH with policy authority and responsibility for coordinating data analytics and transparency. The CDO is appointed by the governor.[47] The Data Governance Council, made up of representatives from partner state agencies, functioning as a decision-making body representative of all participating stakeholders and is responsible for both promoting a common vision across the State, and for ensuring compliance with Indiana's data guidelines and practices.[48] The Data Governance Council meets at a regular cadence. The state budget for 2025-27 allocated $9.3 million per fiscal year.[49] MPH's education and workforce efforts are primarily funded leveraging its generation appropriation, however, MPH also oversees deliverables for the state's federal State Longitudinal Data System (SLDS) grant in partnership with the Indiana Department of Education. An estimate 2.5 full-time equivalent staff of the MPH support the SLDS.

[45]https://indianacapitalchronicle.com/2025/01/06/indiana-leads-with-data-driven-governance-to-transform-state-challenges-into-solutions/
[46]https://slds.ed.gov/services/PDCService.svc/GetPDCDocumentFile?fileId=44291
[47]https://www.in.gov/mph/cdo/about/
[48]https://www.in.gov/mph/cdo/council/
[49]https://www.in.gov/sba/files/23-Summary-by-Agency-As-Passed-4.pdf

Research Agenda:	MPH's primary role is to connect data across different systems, analyze it, and share it within its partners to inform policy and improve outcomes. MPH also collaborates with universities and community organizations in support of data accessibility and research. The Data Governance Council identifies key trends and concerns emerging in state data. The MPH releases two-year strategy plans to ensure its data system capacities and policies remain up-to-date. Current initiatives include evaluations of agencies' data management and governance capabilities, the introduction of an enterprise data catalog, and the establishment of agency privacy officers.[50] Prior to the pandemic, the EWD had a Research Advisory Committee. The Research Advisory Committee, which MPH may revive in the future, was open to researchers and other data users. This group collaborated to further the work of MPH's research agenda and create a feedback loop on users' experience with the data and MPH's processes.
Access:	The EWD section of MPH includes multiple dashboards and reports on student outcomes. MPH maintains a detailed and searchable data catalog of all the state's data assets.[51] Researchers seeking data can submit a data request and monitor the status of their requests online.[52] State agencies are also making use of the SLDS data. For example, the Department of Workforce Development has developed Pivot, an innovative AI-powered tool which uses EWD data to make personalized career and training recommendations to unemployed job seekers based on their work history, wages, and education attainment. The Department of Education's Graduates Prepared to Succeed dashboard provides an easy-to-read summary of how well Indiana graduates are prepared for life after high school.
Highlights:	Indiana places a high value of data in state government work and demonstrates strong cross-agency data integration across education, workforce, health, and criminal justice. The state has been hosting annual MPH statewide data community events since 2018 to highlight how state agencies and their partners are using data to tackle challenges in education, workforce development, public health, and more.[53]

[50]https://www.in.gov/mph/cdo/files/State-Of-Indiana-Data-Strategy-2024.pdf
[51]https://hub.mph.in.gov/
[52]https://www.in.gov/mph/request-data/
[53]https://www.in.gov/mph/mph-data-day/

KENTUCKY

Kentucky Center for Statistics (KYSTATS)

Established in 2012
kystats.ky.gov

COMPONENTS:	☑ Early Learning	☑ K-12	☑ Postsecondary	☑ Workforce

Management & Governance:	The Kentucky Center for Statistics (KYSTATS) was created by state statute (151B.131-134) which establishes the legal framework and operation of KYSATS, outlining its purpose, structure, and responsibilities. KYSTATS is a semi-independent state agency housed within the Kentucky Education and Labor Cabinet. The agency was created to collect and integrate education and workforce data. The data contributions are robust and include mandatory data from all colleges and universities as well as data on benefits to support low-income families and individuals: SNAP, TANF, and Medicaid. The state has legislation that specifies the composition of the Governing Board with five heads of state agencies or their designees: the Education and Workforce Cabinet, Department of Education, Council on Postsecondary Education, Higher Education Assistance Authority, and the Cabinet for Health and Family Services. The Board, required to meet at least twice a year, is responsible for developing data access and use policies, establishing the research agenda, overseeing compliance with privacy regulations, ensuring reports are distributed, and providing general oversight. The public can access Board meeting recordings, agendas, minutes, and information requests.[54] Each partner agency is required to provide input and sign off before a report is released to the public.
Staffing & Funding:	KYSTATS is led by an executive director, who is nominated by the Governing Board and appointed by the governor, and supported by three other full-time staff.[55] The agency hires more than two dozen contracted staff who are responsible for data governance, research and analysis, and IT systems.[56] The state appropriations for KYSTATS totaled $8.0 million in 2024.[57] In recent years KYSTATS has successfully braided federal and philanthropic funding with annual state appropriations and user fees. One reason the state has been willing to dedicate consistent funding is the fact that KYSTATS has demonstrated its research value.

[54]https://kystats.ky.gov/About/Meetings
[55]Phone interview with Data Quality Campaign, June 16, 2025.
[56]https://kystats.ky.gov/About/Staff
[57]https://osbd.ky.gov/Publications/Documents/Budget%20Documents/2024-2026%20Budget%20of%20the%20Commonwealth/2024-2026%20Budget%20of%20the%20Commonwealth%20-%20Volume%20I.pdf

Research Agenda:	There is a Research Agenda Committee that develops the biennial research agenda to guide the work of KYSTATS to focus on critical areas of need.[58] The agenda focuses on four objectives to identify and understand pathways of students through education systems into employment. The objectives are: 1. Access, usage, and usability 2. Applying an equity lens 3. Understanding the impact of significant events 4. Expanded modeling and prediction
Access:	KYSTATS began with High School Feedback Reports to answer major questions about how students fared in postsecondary education. Now the system produces more than two dozen annual reports on different parts of the education to workforce pipeline.[59] These reports are interactive and have customizable features allowing for adjustment by data set, geography, timeframe, etc. Kentucky's labor market information statistics are also embedded into the site. State agencies and external researchers can request data; priority is given to requests that align with the agency's research agenda. Requests for aggregate-level data are not typically subject to fees, but KYSATS does charge a fee for statistical analyses, which provides a revenue stream for the state. Aggregate requests likely take several weeks as they require partner agencies to review requests that use their data. Individual-level requests likely take four to six months due to the MOU process, which requires approval from all agencies providing data.[60] In all, KYSTATS processes around 250 requests per year.
Highlights:	Kentucky has a strong and formalized governance structure, codified through legislation, with a dedicated staff to support the work. The governing board is not just advisory; it has decision-making authority. With all partner agencies represented, the KYSTATS Governing Board has helped break down silos and ensure data-related decisions are policy-focused and transparent. KYSTATS incorporates data beyond P-20W sources, including data contributed by the Justice and Public Safety Cabinet and the Cabinet for Health and Family Services, among others. Finally, the state is a leader in data equity practices, including a dedicated Data Equity Advisory Committee. It is one of a few states with a codified research agenda, developed with stakeholder input, with equity as a central priority.

[58]https://kystats.ky.gov/About/Agenda
[59]https://kystats.ky.gov/reports/reports
[60]https://kystats.ky.gov/Content/DataRequestFAQ.pdf?v=20250530013532

MICHIGAN

Michigan Statewide Longitudinal Data System (MSLDS)

Established in 2010
www.michigan.gov/cepi/mischooldata/mslds

COMPONENTS:	☑ Early Learning	☑ K-12	☑ Postsecondary	☑ Workforce

Management & Governance:	The Center for Educational Performance and Information (CEPI), located in the State Budget Office, is the agency responsible for collecting, managing, and reporting education data in Michigan. CEPI was established by the state legislature in 1999 to collect, manage, and report education data in the state. In addition to data from K-12 local education agencies, CEPI gathers and manages datasets from the Michigan Department of Education (MDE); public community colleges and four-year universities; state health, treasury, workforce, police, and public safety programs; and the National Student Clearinghouse. CEPI has several partners that advise on data collection, governance, and distribution. Per Executive Order in 2010[61], the P-20 Longitudinal Data System (LDS) Advisory Council was created as an advisory body within the State Budget Office. The Council has 18 members, six at the state agency level, six representing public schools in the state, three representing institutions higher education (excluding community colleges), two representing community colleges, and one other resident of the state. The non-state agency representatives are appointed by the governor. The State Budget Director serves as the chairperson of the Council. The Council meets regularly and is responsible for advising on MSLDS data collection, management, and reporting.[62] In addition, CEPI convenes cross-office workgroups (i.e., PK-12, adult learners) to discuss specific data issues and collaborate on data management and governance.[63]
Staffing & Funding:	CEPI has an executive director and three core staff members.[64] The P-20 LDS Advisory Council is staffed and assisted by personnel from the State Budget Office. CEPI is supported with its general share of administrative funding within the School Aid Act. CEPI received $19.4 million in FY24.[65]

[61]https://www.legislature.mi.gov/(S(2lzrxs45l0g0q5mevi3xrl45))/documents/2009-2010/executiveorder/htm/2010-EO-15.htm
[62]https://www.legislature.mi.gov/(S(2lzrxs45l0g0q5mevi3xrl45))/documents/2009-2010/executiveorder/htm/2010-EO-15.htm
[63]https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/CEPI_Governance.pdf?rev=ce11a6640f584316841956ee23a80658&hash=120A13F3E3ADAAAA77367530D-93F683B
[64]https://www.michigan.gov/cepi/about/staff-and-structure
[65]https://legislature.mi.gov/documents/2025-2026/billanalysis/House/pdf/2025-HLA-4577-56J8TLWH.pdf

Research Agenda:	Since 2018, CEPI has been partnering with the University of Michigan and Michigan State University to support collaborative research through the Michigan Education Research Institute (MERI) and Michigan Education Data Center (MEDC). MEDC, housed at the University of Michigan's Gerald R. Ford School of Public Policy, acts as a clearinghouse for educational records provided to researchers and seeks to answer critical questions to improve outcomes for students. The research agenda mirrors the state's strategic education plan goals with a focus on policies, strategies, programs, and interventions to generate improvements in literacy and numeracy, whole child development, and early learning student outcomes.[66] MEDC has dedicated staff who provide feedback and information to researchers in the application development stage, assist in matching their research interests to the State's strategic priorities, and does an initial review of all research proposals.[67] CEPI staff then review requesting researchers' proposals forwarded by MEDC. If approved, the requesting researcher becomes an authorized researcher. The State provides MEDC with the base research files that serve as the starting point for creating custom files for approved researchers.[68]
Access:	CEPI publishes MSLDS information on its MI School Data website.[69] It provides data by topic area as well as information tailored to educators, families, policymakers, the media, and researchers. Data are presented with multiple levels and views at the statewide, intermediate school district, school, and college level. There is a report calendar, a "what's new" section, and guides on how to access and use the data. Researchers can build custom datasets, download aggregate data files, and request non-aggregate data for a fee. The MEDC reviews and approves all research applications (application deadlines are every two months).[70]
Highlights:	Michigan stands out for its public-facing transparency and user-friendly public data portals. Researcher resources are clearly outlined in a "researchers landing page" on the MI School Data website, including a list of K-12 data file table layouts; a report calendar showing recent and scheduled data releases, and a highly detailed report catalog,[71] including the demographics and school years available for each report, as well as when each report is updated each year.[72] MI School Data also includes a professional development toolkit to help Michigan educators to make sense of and use data. The toolkit includes a quick start guide, talking points, a list of key data contacts in each school district, and a YouTube channel video library.[73]

[66]https://miedresearch.org/agenda/
[67]https://medc.miedresearch.org/
[68]https://miedresearch.org/about/
[69]https://www.mischooldata.org/
[70]https://medc.miedresearch.org/application
[71]https://www.michigan.gov/mde/-/media/Project/Websites/cepi/MISchoolData/Reference/MSD_Report_Catalog.pdf
[72]https://www.mischooldata.org/researchers-landing-page/
[73]https://www.mischooldata.org/professional-development-toolkit

NEVADA

Nevada P-20w Research Data System (NPWR)

Established in 2015
npwr.nv.gov/about

COMPONENTS:	☑ Early Learning	☑ K-12	☑ Postsecondary	☑ Workforce

Management & Governance:	Nevada Revised Statutes (NRS) 232.980 codifies that the Department of Employment, Training and Rehabilitation, the Department of Education, the Nevada System of Higher Education, the Department of Motor Vehicles, and any other public agency which is directed by the Governor to submit data to include in the SLDS. NRS 400 establishes the P-20W Research Data System Advisory Committee. The NPWR is managed by the Governor's Office of Workforce Innovation (OWINN). The NPWR Advisory Committee is made up of the data-sharing partners and established to assist in the support of the statewide longitudinal system. The NPWR data sharing partners include the Nevada Department of Education (NDE), the Nevada System of Higher Education (NSHE), and the Department of Employment, Training and Rehabilitation (DETR). The Nevada Department of Motor Vehicles (Nevada DMV), the Nevada Department of Health and Human Services (DHHS), Department of Business & Industry, the Nevada Department of Veteran Services (NDVS) and the Nevada Department of Corrections (NDOC) have all recently joined the partnership and are represented on the Advisory Committee but have not yet joined in data-sharing.[74]
Staffing & Funding:	Nevada has received $17.5 million in IES SLDS grants between 2007 and 2023. The NPWR is funded with dollars from the Workforce Innovation and Opportunity Act (WIOA). The funds flow to OWINN through a subgrant and supports the SLDS infrastructure, staffing, contracted services, and research grants. OWINN has a dedicated NPWR Data Manager, who acts as the liaison between the researchers and the agencies. The data manager is supported by contractors from DBDriven, an information technology service provider. The contracting team includes a part-time project manager and seven data analysts. The NPWR also has a data analyst that sits in NSHE at University of Nevada-Reno. This analyst serves as a subject matter expert on the data for the NSHE, fields data requests, and validates research that is produced for the agency.

[74]https://npwr.nv.gov/media/NPWR%20Strategic%20Plan.pdf

Research Agenda:	State-mandated reporting requirements account for a portion of the research and reporting. However, the NPWR-funded grants support research on Nevada's challenges related to workforce development, economic diversification, and education. These grants drive most of the research conducted using the SLDS.
Access:	A repository of public facing data dashboards, built by DBDriven, are accessible through the NPWR Reports webpage. Some of the reports are hosted on the webpage and visualized with Power BI. Others are links to dashboards hosted at the Institutional Research Division of the Nevada System of Higher Education. In addition, the data sharing partners have their own data portals for topics such as the labor market information, school accountability, and postsecondary success.[75] Custom research requests are made through the NPWR portal, and some are funded through NPWR research grants. An interactive data dictionary may be accessed through the data portal to help researchers structure their data requests. In addition, a schedule of data updates is published for each data sharing partner and the data latency is disclosed. Researchers complete an application process. If approved, they are assigned a committee of agency sponsors who guide and oversee the research process to ensure accurate research results and that data privacy is maintained.[76]
Highlights:	Since 2023, the NPWR has funded about $500,000 of research grants to support collaborative research projects focused on policy issues related to workforce development, economic diversification, and education. The grants can be up to $50,000 for projects up to six months long. The research is published on the NPWR website and shared at the annual NPWR Research Forums. These grants have been a means of building research capacity to use the longitudinal data and have been leveraged by researchers to secure larger, multi-year grants to build on the body of knowledge.

[75]https://npwr.nv.gov/Reports
[76]https://npwr.nv.gov/Research, https://mynpwr.slds.solutions/

NORTH CAROLINA

North Carolina Longitudinal Data Service (NCLDS)

Established in 2012
nclds.nc.gov/

COMPONENTS:	☑ Early Learning	☑ K-12	☑ Postsecondary	☑ Workforce

Management & Governance:	The original concept of a statewide longitudinal data system was first approved by the NC General Assembly in 2012, with amendments in 2013, 2016, and 2019.[77] In 2016, the North Carolina Department of Information Technology's Government Data Analytics Center (GADC), which coordinates data initiatives across the state, was charged with developing an implementation plan for the NCLDS. In 2018, the governor requested that the NC Education Cabinet convene a working group to plan for the SLDS.[78] The NCLDS structure was initially defined by an MOU signed by the data contributors in 2020, with a 2021 Administrative Code outlining rules, and a 2022 Governor's Executive Order detailing membership and responsibilities of the governance board. The NCLDS Governance Board, made up of senior leaders from each entity that contributes data plus a non-voting member from the NC Department of Information Technology and the Governor's Office, provides guidance and advice on policy and research agenda; data governance, security, and privacy; approval of new partners and coordination amongst partners; and research requirements, protocols and guidelines. The Governance Board meets at least twice a year. Meetings are open to the public. The Governance Board's work is supported by two committees: Data Quality and Data Governance. Representatives from each contributing agency are represented on the committees.[79]
Staffing & Funding:	The NCLDS team within the GADC was formally established in 2022 and currently only has one staff member (executive director). The state allocates funding for the executive director salary, with no support staff.[80] According to FAQs on the NCLDS website, NCLDS receives funding each year from the State of North Carolina for staffing and to support development of its data request and management tools. We were unable to locate specific state budgetary allocations. The FAQs also note that on occasion, NCLDS has an opportunity to partner with one or more of its Data Contributors to apply for additional grant funding to support special projects or growth of the service.[81]

[77]https://ncleg.gov/EnactedLegislation/Statutes/HTML/ByChapter/Chapter_116E.html
[78]https://governor.nc.gov/nclds-final-executive-summary-06-25-20pdf/open#:~:text=LDS%20Milestones%20in%20North%20Carolina,North%20Carolina%20Longitudinal%20Data%20System.
[79]https://nclds.nc.gov/governance/board-and-committees
[80]https://www.osbm.nc.gov/2025-27-budget-recommendation/download?attachment
[81]https://nclds.nc.gov/about-nclds/how-nclds-works-and-other-faqs#HowisNCLDSfunded-60

Research Agenda:	NCLDS does not maintain a separate list of research and policy learning goals. Instead, NCLDS collates the goals from participating state agencies and other organizations and identifies those that are cross-sector in nature and encourages cross-agency collaboration on efforts to meet those goals.[82] The main theme is successful transitions: early childhood into K12; K12 into postsecondary education and training; postsecondary education and training into workforce.
Access:	NCLDS is still in the process of launching its full suite of data dashboards/visualizations and reports, which is expected later in 2025. There will be publicly posted aggregated datasets and practitioner portals. For custom aggregated data or record-level data, there is a data request review process. NCLDS publishes a Data Request Tracking Dashboard that displays regularly updated information about requests submitted and the time it takes to complete those requests.[83] NCLDS receives up to 100 data requests annually.[84]
Highlights:	Because it is a newer model, the system is not yet generating the full suite of expected cross-sector data analyses and reports. But it is clear that North Carolina borrowed best practices from other states and was thoughtful in building a neutral and inclusive governance model. The Governance Board and advisory committee structure are intended to support long-term decision-making and a sustainable approach to data quality.

[82]https://nclds.nc.gov/research-policy-learning-goals
[83]https://nclds.nc.gov/data-access/status-open-nclds-requests
[84]https://www.osbm.nc.gov/2025-27-budget-recommendation/download?attachment

TEXAS

P-20/Workforce Data Repository

Established in 2006

COMPONENTS:	☑ Early Learning	☑ K-12	☑ Postsecondary	☑ Workforce

Management & Governance:	Texas Education Code 1.005 requires that the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Workforce Commission execute data sharing agreements to share data and update the data at least annually. The Coordinating Board maintains and operates the data in the P-20/Workforce Data Repository, which hosts longitudinal information from 1990 to the current day. The same legislation required that the Coordinating Board established three education research centers (ERCs), which statutorily must be part of a higher education institution. The ERCs are charged with conducting studies and evaluations using longitudinal data. The ERCs are the primary access points for the SLDS data.
Staffing & Funding:	Texas has received $36.5 mn in NCES SLDS grants and $4.2 million in WDQI grants from the DOL. The state appropriation to maintain the data repository is unknown. ERCs charge license fees to researchers to access data. The ERC at the University of Texas at Austin charges $10,000 for two users per year. The Coordinating Board has more than 20 FTEs dedicated to data analytics, data management, and project management/research.[85] ERCs have director or two, admin, a technical expert.

[85]https://reportcenter.highered.texas.gov/reports/legislative/legislative-appropriations-request/

Research Agenda:	The state legislature highlighted priority research and evaluation areas. The ERCs conduct education and workforce preparation studies or evaluations for the benefit of this state, including studies or evaluations relating to: (1) the impact of local, regional, state, and federal policies and programs, including an education program, intervention, or service at any level of education from preschool through postsecondary education; (2) the performance of educator preparation programs; (3) public school finance; and (4) the best practices of school districts with regard to classroom instruction, bilingual education programs, special language programs, and business practices.
Access:	Each of the collaborating agencies maintain their own data portals with more extensive reporting, some of which use longitudinal data. In addition, there are a number of public-facing information portals that use longitudinal data, including: • Texas Consumer Resource for Education Workforce Statistics (Texas CREWS) • Data Bridge • The Texas Public Education Information Resource (TPEIR) The Texas Higher Education Coordinating Board established three education research centers (ERCs). The three ERCs are housed at the University of Texas at Austin, the University of Texas at Dallas, and the University of Houston. These ERCs each have 10-year operating agreements. Any cooperating agency may request and fund a center to conduct a specific study or evaluation. In addition, individual researchers may submit research proposals to the ERCs for consideration. The Education Research Center Advisory Board reviews/approves all study and evaluation proposals. The advisory board is required to include a representative from each of the collaborating agencies, the director of each ERC, and a representative of PK-12 education.[86] Once the study is complete, approved researchers share findings with the ERC and provide a policy brief that includes why the findings are relevant for Texans and Texas policies.
Highlights:	The ERCs have built deep research partnerships with academic researchers and education-focused nonprofits. Their findings directly inform state policymakers as well as education stakeholders working on the frontlines of systems change. The state also uses the SLDS data to track key performance metrics related to the strategic plan of the tri-agency initiative, which guides collaboration between the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Workforce Commission.

[86]https://statutes.capitol.texas.gov/Docs/ED/htm/ED.1.htm#1.005

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APPENDIX B: DQC ESSENTIAL ELEMENTS OF STATEWIDE LONGITUDINAL DATA SYSTEMS

In 2005, the Data Quality Campaign (DQC) identified the 10 Essential Elements of Statewide Longitudinal Data Systems and began measuring states' progress toward implementing them. The 10 Essential Elements provided a roadmap for states as they built systems to collect, store, and use longitudinal data to improve student achievement.

1. **A unique student identifier.** A single, unduplicated number assigned to an individual student that remains with that student from kindergarten through high school that connects student data across key databases across years.
2. **Student-level enrollment, demographic, and program participation information** including information such as attendance, special education status, gifted and talented education status, career and technical education participation, or free and reduced-priced lunch status.
3. **The ability to match individual students' test records from year to year to measure academic growth** and the ability to disaggregate the results by individual test item and objective.
4. **Information on untested students** and the reasons why they were not tested.

5. **A teacher identifier system** with the ability to match teachers to students by classroom and subject.
6. **Student-level transcript data, including information on courses completed and grades earned** from middle and high school.
7. **STUDENT-LEVEL COLLEGE READINESS TEST SCORES such as scores** on SAT, SAT II, ACT, Advanced Placement (AP), and International Baccalaureate (IB) exams.
8. **Student-level graduation and dropout data.**
9. **The ability to match student records between the P–12 and postsecondary systems.**
10. **A state data audit system assessing data quality, validity, and reliability.**

[87]https://dataqualitycampaign.org/resources/archive/state-progress/

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APPENDIX C: LIST OF INTERVIEWEES

Florida SLDS Users and Experts

Kimberly Hardy, Ph.D. Assistant Vice Provost, Division of Student Success and Well-Being, University of Central Florida

Adrienne Johnston, President & CEO, CareerSource Florida

Rachel Ludwig, Vice President, Talent Development for the Future of Work, Florida Chamber Foundation

Robert Palmer, Ed.S., Senior Administrator, Orange County Public Schools

Keith Richard, Ph.D., Vice President of Research, Florida Chamber Foundation

Nicole Washington, Founder, Washington Education Strategies

National Experts

Alex Cortez, Partner, Bellwether

Bill DeBaun, Senior Director, Data and Strategic Initiatives, National College Attainment Network

Lynne Graziano, Senior Analyst, Bellwether

Kristen Hengtgen, Ph.D., College and Career Readiness Lead, Education Trust

Christopher Mullin, Ph.D., Strategy Director, Data & Measurement, Lumina Foundation

Brennan Parton, Vice President, Data Quality Campaign

Regional Partnerships - CFEED

Sabrina Gonzalez Blohm, Research Stat Analyst, Senior, Valencia College

Kimberly Hardy, Assistant Vice Provost, University of Central Florida

Jayna Hazlewood, Data Scientist, Midtown Consulting Group

Robert Palmer, Senior Administrator, Orange County Public Schools

Diana Pienaar, Director, CFEED, Valencia College

David Smith, Managing Director and CFO, Midtown Consulting Group

Jamie Stalker, Data Engineer, Midtown Consulting Group

Ashton Terry, Senior Manager, Research, Evaluation, and Accountability, School District of Osceola County

Peer States

Jayashree Krishnan, Chief Data and Analytics Strategist, Governor's Office of Student Achievement, Georgia

Jake Miller, Research and Analysis Bureau, Nevada P-20 to Workforce Research Data System (NPWR), Office of Workforce Innovation

Pete Miller, Executive Director, Management Performance Hub, Indiana

Annelies Rhodes, Ph.D., Senior Director of Research and Data, E3 Alliance, Texas

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About Florida College Access Network

Florida College Access Network (FCAN) is Florida's collaborative network committed to ensuring all Floridians have the opportunity to achieve an education beyond high school and a rewarding career. We envision a Florida working together where education is the pathway to economic mobility for all.

FCAN strives to expand knowledge of research, data, policies, and practices that impact postsecondary access and attainment in Florida. For more information, visit **www.floridacollegeaccess.org.**

Online version of this report includes hyperlinked resources.

FCAN is a statewide independent organization hosted by the University of South Florida (USF). The statements and positions presented are those of FCAN and are not made on behalf of the USF Board of Trustees or intended in any way to be representative of USF.

FLORIDA
COLLEGE ACCESS NETWORK

Facebook.com/FloridaCollegeAccessNetwork

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