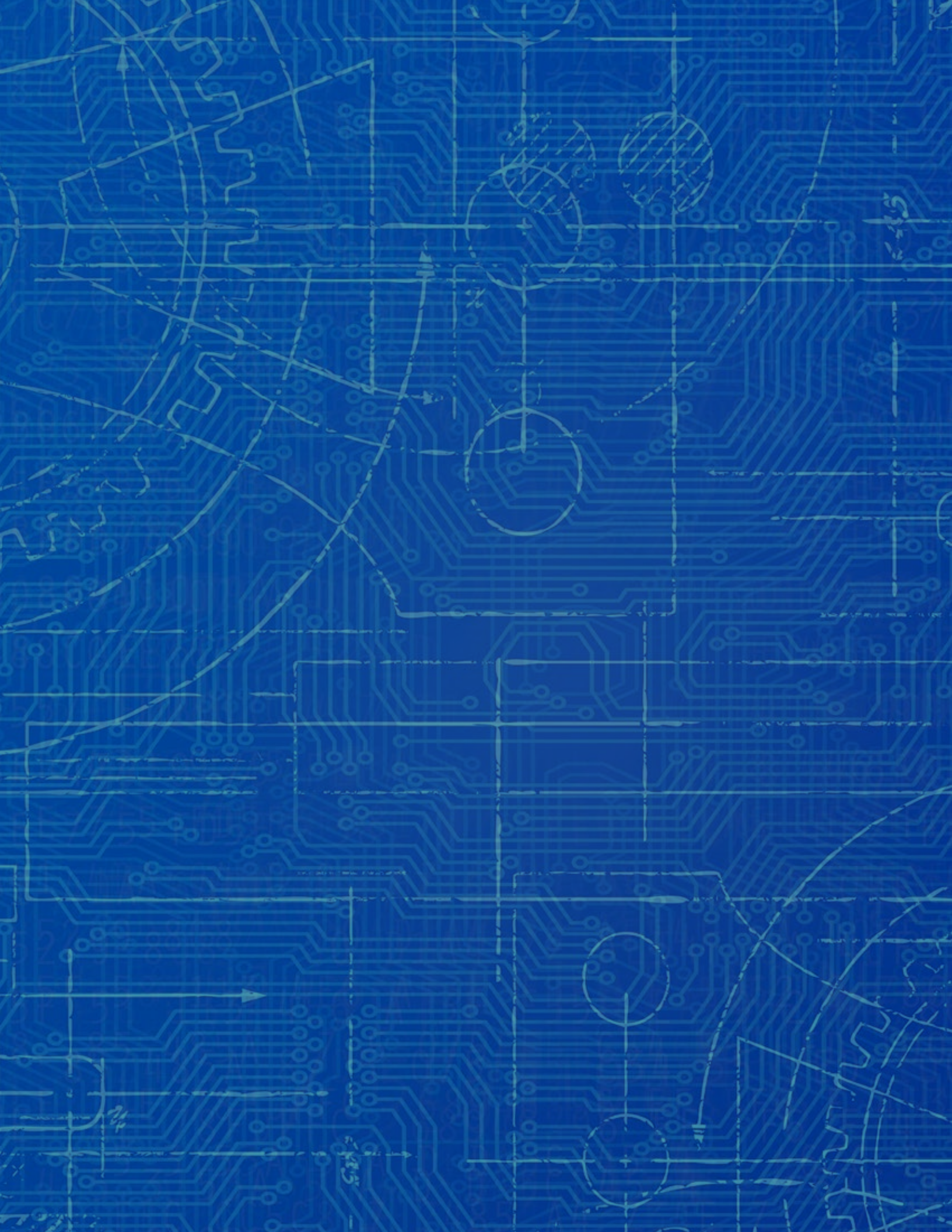
MASTERING THE BLUEPRINT

STATE PROGRESS ON WORKFORCE DATA

OCTOBER 2014

WORKFORCE DATA QUALITY CAMPAIGN



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Introduction

Workforce Data Quality Campaign (WDQC) is a non-profit, non-partisan organization that advocates for state and federal policies that promote inclusive, aligned and market-relevant data systems. WDQC contends that we need better data to make sure our nation's education and workforce policies collectively prepare all Americans for participation in a skilled workforce that will help industries compete in a changing economy.

At the state level, we promote a 13-point State Blueprint, which identifies key features of a high-quality data infrastructure that provides useful information for policymakers, students and workers, businesses leaders and educators. The Blueprint was developed by a broad coalition of national organizations, state leaders and technical experts across the education and workforce spectrum.

In early 2014, WDQC conducted an informal survey of 16 states that the organization had been working with to assess their progress on implementing the Blueprint elements. Due to the strong response from those initial states, WDQC launched an ambitious effort to survey all 50 states and the District of Columbia to obtain a baseline of state progress.

WDQC State Blueprint

For Inclusive, Aligned, and Market-Relevant Education & Workforce Data Systems

Including all Students and Pathways

Inclusive Cross-Agency Council: Establish a cross-agency council that includes labor, preK-12, CTE, higher education, social services, et.al. (P-20/W) to oversee statewide data collection and reporting.

Count More Students: Increase the percentage of students across all education and workforce programs included in state longitudinal data systems.

Metrics for Career Pathways: Create consistent metrics across education and workforce programs to facilitate program alignment and integration into state data systems.

Counting Industry-Recognized Credentials

Capture Diverse Credentials: Increase the range of credentials (certificates, certifications, licenses) being counted in addition to degrees—including those awarded by industry third-parties—within state data systems.

Industry Validation: Develop a process for industry validation of awarded credentials across education and workforce programs.

Assessing Employment Outcomes

Know if Graduates Get Jobs: Determine employment and earnings outcomes for graduates of an increasing number of workforce and education programs, including higher education.

Cross-State Sharing of Employment Data: Participate in WRIS2 (or another appropriate platform) to enable the cross-state sharing of employment data.

Expanding Use of Labor Market Information

LMI Capacity and Use: Improve LMI data collection and analysis capacity, and ensure such data is made accessible to a variety of audiences.

Industry Skills Gaps: Initiate Skills Gap analyses, using expanded student reporting, labor market information and industry feedback to assess alignments between education and workforce programs and labor market demand.

Ensuring Data Access and Appropriate Use

Scorecards for Students and Workers: Report de-identified, aggregate program- and institution-level data so that people can compare programs and make career decisions.

Feedback Reports to Programs and Institutions: Establish the means for all education and workforce programs to access de-identified, aggregate data about graduates' long-term employment and education outcomes.

Dashboards for Policymakers: Regularize reporting to the Governor and state legislature on education and employment outcomes across all education and workforce programs, for comparison with current and projected data on job openings and future industry demand.

State Funding: Commit state resources, in addition to whatever federal support is available, to develop and maintain these data reporting systems for ongoing use by individuals, educators and policymakers in the state.

Scope and Methodology

WDQC distributed surveys to state data leaders in spring 2014. These leaders hold positions at a variety of entities involved with state data systems, including state workforce and education agencies, community colleges and state commerce departments. WDQC established primary contacts for each state survey by utilizing pre-existing relationships with our organization, seeking referrals from other states and researching which state officials were responsible for administering federal data grants.

Responses were collected throughout the summer months and prepared for public dissemination by early fall. State data leaders from 40 states plus the District of Columbia responded to the survey, highlighting the numerous efforts being undertaken to demonstrate the effective uses and linkages of workforce data.

Participating states and the District of Columbia ranked themselves on a three-point scale to illustrate their progress on each component of the Blueprint.

The scale that was used is as follows:

This report contains a summary of state progress on the Blueprint elements and individual state profiles. The profiles illustrate the diversity of approaches across states. We hope that this report will help to foster a peer networking and learning environment among states. If one state is doing something of interest around a particular element, then it can serve as an example to other states as to how to approach the issue.

The WDQC survey adds to a growing body of knowledge about the advancement of state systems. The Data Quality Campaign issues an annual survey of the states on 10 State Actions to Ensure Effective Data Use, which focuses on the use of education data in K-12 systems. The State Higher Education Executive Officers Association periodically conducts a national study of state level postsecondary student unit record data systems. The Early Childhood Data Collaborative surveys states about early care and education data. These three surveys, along with this WDQC report, attempt to illustrate the full scope of state work on developing and using data systems along the preK-12, postsecondary and workforce continuum.

Gauging Progress: New Promising Practices from States

Thanks to feedback from the survey, we have unearthed some new promising practices for implementing several Blueprint elements. The following summaries show how some states are putting the WDQC Blueprint into action.

Inclusive Cross-Agency Council: The Utah Data Alliance is a partnership of six agencies including the Utah State Office of Education, Utah System of Higher Education, Utah College of Applied Technology, Utah Department of Workforce Services, Utah Education Network and the Utah Education Policy Center. The six partners collectively direct Utah's state longitudinal data system.

Count More Students: North Dakota has a state labor agency that administers several workforce programs, including Unemployment Insurance, Workforce Innovation and Opportunity Act (WIOA), Wagner-Peyser and Trade Adjustment Assistance. Data on participants in these programs is being incorporated into a data warehouse, which will protect individual privacy while storing longitudinal wage records and program participant data. This workforce data will be linked to educational data in the existing state data system according to the conditions of interagency data sharing agreements. North Dakota's enhanced data system will facilitate new research projects, including a report on the ability of jobseekers with different levels of education to find employment.

Capture Diverse Credentials: Nearly one in seven people working in Indiana have a professional or occupational license regulated by the state's professional licensing agency. That agency is an umbrella organization for more than 35 boards, commissions, committees and licensing bodies such as the Medical Licensing Board and the Indiana Real Estate Commission. It regulates more than 70 professional licenses including pharmacists, nurses, dentists, veterinarians and cosmetologists. This centralized administration of the multiple boards and commissions is designed to make it easier for people to apply for licenses through a single agency and for consumers, clients and patients to check on the status of professionals from whom they are receiving services. The unified structure also facilitates linkages with other types of data, such as student records and wage records.

Know if Graduates Get Jobs: A Workforce Data Quality Initiative (WDQI) grant from the U.S. Department of Labor was used to create Missouri's Wage Explorer, a web tool designed to determine employment earnings outcomes for graduates within selected degree and certificate programs. This tool displays the entry-level wages, industries and work regions of recent Missouri graduates based on programs of study. Information such as this can help prospective students make informed decisions about their higher education choices. Check out the tool at: http://www.missourieconomy.org/occupations/wage_explorer.stm.

LMI Capacity and Use: Arizona's Department of Administration's Office of Employment and Population Statistics maintains a publicly-accessible website containing state labor market information (LMI). Some of the labor market and demographic information for Arizona available on this site includes: local area employment and unemployment statistics, occupation and industry employment estimates and projections, wage survey data and population data. These types of data can help people understand a state's economy and make informed labor market choices. Check out the site at: www.workforce.az.gov. In addition, the Arizona Department of Education incorporates occupation information on its public Arizona Career Information System site, https://azcis.intocareers.org/materials/portal/home.html. This online planning tool is designed to help high school students explore postsecondary education and careers.

Scorecards for Students and Workers: Arkansas is one of seven states that has partnered with College Measures to publicize average earnings for graduates of education and training programs. College Measures, a joint venture of the American Institutes for Research and Matrix Knowledge Group, works with states to analyze earnings for students who graduate from certificate and degree programs at two- and four-year colleges. The aggregate data on earnings is derived from matching former student information to the state's Unemployment Insurance (UI) wage records. You can check out the Arkansas Education to Employment reports posted on the Arkansas Research Center's website at: http://arc.arkansas.gov/.

Dashboards for Policymakers: Virginia developed a workforce scorecard in collaboration with the Governor's office, the Virginia Workforce Council (State Workforce Investment Board) and the Council on Virginia's Future. It is designed to track efforts across multiple agencies to educate and train Virginia's workers. The state's workforce development system is multi-layered and involves many partners, including secondary and postsecondary institutions, private and public sector workforce groups, community organizations and human services providers. The dashboard shows trends on selected metrics like credential attainment, labor force participation and apprenticeship participation: http://vaperforms.virginia.gov/PriorityAssessment/WorkforceReportCard.php.

State Funding: The Minnesota legislature appropriated $882,000 in fiscal year 2014 and $882,000 in fiscal year 2015 to the Minnesota Office of Higher Education and the Minnesota Office of Enterprise Technology to maintain infrastructure of the state's longitudinal education data system and to acquire additional data through purchase and development. Furthermore, the state's Department of Employment and Economic Development received $500,000 for two years to support pilot projects to leverage the wealth of data in the workforce-education longitudinal data system database to promote better alignment between employer requirements and workforce qualifications.

Looking Ahead

We will highlight additional promising practices in future editions of *Mastering the Blueprint: State Progress on Workforce Data*, as states continue to offer accounts of their activities around the elements. In particular, we will keep an eye on efforts concerning Metrics for Career Pathways, Industry Validation, Cross-State Sharing of Employment Data, Industry Skills Gaps and Feedback Reports to Programs and Institutions.

The intention is that this report will serve as a baseline, so that future WDQC surveys can measure how states are improving on different dimensions of the Blueprint. We look forward to full participation by all 50 states and the District of Columbia next year.

Questions and comments about *Mastering the Blueprint: State Progress on Workforce Data* should be directed to: info@workforcedqc.org.

October 2014

Summary of State Surveys

Key Discoveries

Two areas where most states are working and have realized the greatest success are the Inclusive Cross-Agency Council and Know If Graduates Get Jobs elements of the Blueprint. Thirty-six states report taking steps, sometimes through legislative action, to establish cross-agency councils to oversee statewide data collection and reporting efforts. Of those, 20 states — the most for any element — say they have achieved an inclusive council. In addition, 37 states are moving toward tracking the employment outcomes of an increasing number of education and workforce programs.

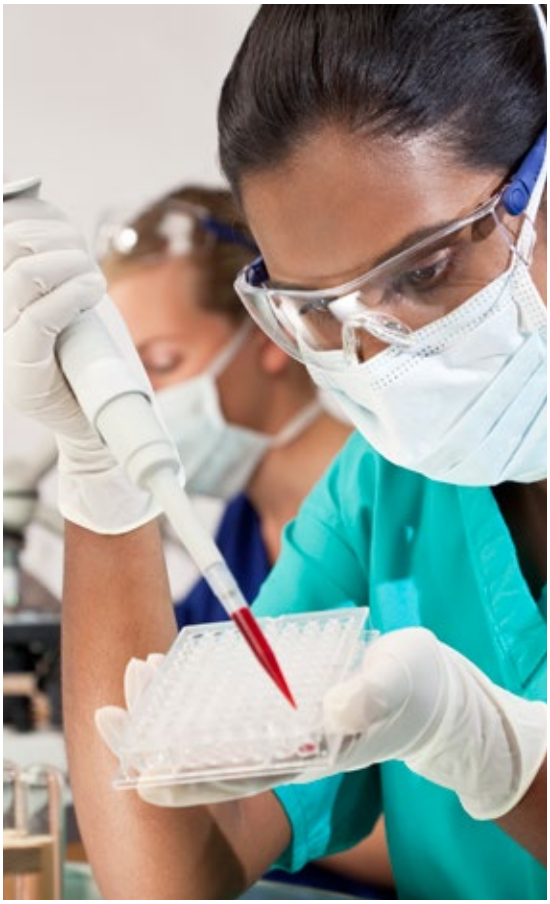
Most states are in the process of achieving many of the Blueprint elements. For example, the majority of states have efforts underway to capture more individuals and programs in their state data systems, enhance the use of labor market information and present data effectively to prospective students, educators and policymakers.

There are still elements that offer states the opportunity for improvement, such as Industry Validation and Capture Diverse Credentials. Twenty-five states report minimal progress on industry validation, and 19 states report limited advances on measuring varied credentials. WDQC will continue to encourage states to develop a process for industry validation of awarded credentials across education and workforce programs and increase the range of credentials (certificates, certifications, licenses) being counted in addition to degrees.

SUMMARY OF STATE SURVEYS

	Not Started	In Progress	Achieved
Including all Students and Pathways			
Inclusive Cross-Agency Council:	5	16	20
Count More Students:	4	27	10
Metrics for Career Pathways:	11	27	3
Counting Industry-Recognized Credentials			
Capture Diverse Credentials:	19	21	1
Industry Validation: *	25	12	3
Assessing Employment Outcomes			
Know if Graduates Get Jobs:	4	22	15
Cross-State Sharing of Employment Data:	10	13	18
Expanding Use of Labor Market Information			
LMI Capacity and Use:	7	21	13
Industry Skills Gaps:	12	19	10
Ensuring Data Access and Appropriate Use			
Scorecards for Students and Workers:	8	20	13
Feedback Reports to Programs and Institutions:	8	26	7
Dashboards for Policymakers: *	6	26	8
State Funding:	8	19	14

**Missing a response to this element.*



Survey Results State-by-State

ALASKA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	⊘ Not Started/Minimal Progress
Metrics for Career Pathways:	⊘ Not Started/Minimal Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	⊘ Not Started/Minimal Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⊘ Not Started/Minimal Progress
Industry Skills Gaps:	⊘ Not Started/Minimal Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	▲ In Progress

ARIZONA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⊘ Not Started/Minimal Progress
Count More Students:	▲ In Progress
Metrics for Career Pathways:	⊘ Not Started/Minimal Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	⊘ Not Started/Minimal Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	⬆ Achieved/Mostly Achieved
State Funding:	▲ In Progress

ARKANSAS

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	⬆ Achieved/Mostly Achieved
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	▲ In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⬆ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	⊘ Not Started/Minimal Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⬆ Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	▲ In Progress

ARKANSAS

CALIFORNIA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	⊘ Not Started/Minimal Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⬆ Achieved/Mostly Achieved
Industry Skills Gaps:	⬆ Achieved/Mostly Achieved
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	⬆ Achieved/Mostly Achieved
Dashboards for Policymakers:	▲ In Progress
State Funding:	▲ In Progress

CALIFORNIA

DELAWARE

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	▲ In Progress
Metrics for Career Pathways:	⊘ Not Started/Minimal Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⊘ Not Started/Minimal Progress
Cross-State Sharing of Employment Data:	▲ In Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⊘ Not Started/Minimal Progress
Industry Skills Gaps:	⊘ Not Started/Minimal Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⊘ Not Started/Minimal Progress
Feedback Reports to Programs and Institutions:	⊘ Not Started/Minimal Progress
Dashboards for Policymakers:	⊘ Not Started/Minimal Progress
State Funding:	⊘ Not Started/Minimal Progress

DELAWARE

DISTRICT OF COLUMBIA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	▲ In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	▲ In Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⬆ Achieved/Mostly Achieved
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	⬆ Achieved/Mostly Achieved
State Funding:	▲ In Progress

DISTRICT OF COLUMBIA

FLORIDA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	Not Started/Minimal Progress
Count More Students:	Achieved/Mostly Achieved
Metrics for Career Pathways:	Achieved/Mostly Achieved
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	In Progress
Industry Validation:	Achieved/Mostly Achieved
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	Achieved/Mostly Achieved
Industry Skills Gaps:	Achieved/Mostly Achieved
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions:	Achieved/Mostly Achieved
Dashboards for Policymakers:	In Progress
State Funding:	Achieved/Mostly Achieved

FLORIDA

GEORGIA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	Achieved/Mostly Achieved
Count More Students:	Achieved/Mostly Achieved
Metrics for Career Pathways:	In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	Not Started/Minimal Progress
Industry Validation:	Achieved/Mostly Achieved
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	Not Started/Minimal Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	Achieved/Mostly Achieved
Industry Skills Gaps:	In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions:	In Progress
Dashboards for Policymakers:	In Progress
State Funding:	In Progress

GEORGIA

HAWAI'I

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	⊘ Not Started/Minimal Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⊘ Not Started/Minimal Progress
Industry Skills Gaps:	⊘ Not Started/Minimal Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	▲ In Progress

HAWAI'I

IDAHO

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	▲ In Progress

IDAHO

ILLINOIS

ILLINOIS

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	▲ In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	▲ In Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	▲ In Progressl

INDIANA

INDIANA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	▲ In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⬆ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⬆ Achieved/Mostly Achieved
Industry Skills Gaps:	⬆ Achieved/Mostly Achieved
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⬆ Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions:	⬆ Achieved/Mostly Achieved
Dashboards for Policymakers:	▲ In Progress
State Funding:	⬆ Achieved/Mostly Achieved

IOWA	
Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	No Response
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	⊘ Not Started/Minimal Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	No Response
State Funding:	▲ In Progress

KANSAS	
Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⬆ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	▲ In Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	▲ In Progress

KENTUCKY

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	▲ In Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	⊘ Not Started/Minimal Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⊘ Not Started/Minimal Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	⊘ Not Started/Minimal Progress
State Funding:	⬆ Achieved/Mostly Achieved

MAINE

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	▲ In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⬆ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⬆ Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	⬆ Achieved/Mostly Achieved
State Funding:	⬆ Achieved/Mostly Achieved

MARYLAND

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	⬆ Achieved/Mostly Achieved
Metrics for Career Pathways:	⬆ Achieved/Mostly Achieved
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⬆ Achieved/Mostly Achieved
Industry Validation:	⬆ Achieved/Mostly Achieved
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	⬆ Achieved/Mostly Achieved
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	⬆ Achieved/Mostly Achieved
State Funding:	⬆ Achieved/Mostly Achieved

MICHIGAN

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	▲ In Progress
Metrics for Career Pathways:	⊘ Not Started/Minimal Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	▲ In Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⊘ Not Started/Minimal Progress
Industry Skills Gaps:	⊘ Not Started/Minimal Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⊘ Not Started/Minimal Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	▲ In Progress

MINNESOTA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	⬆ Achieved/Mostly Achieved
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⬆ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	▲ In Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⬆ Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	⬆ Achieved/Mostly Achieved

MINNESOTA

MISSISSIPPI

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	⬆ Achieved/Mostly Achieved
Metrics for Career Pathways:	⊘ Not Started/Minimal Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⬆ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⬆ Achieved/Mostly Achieved
Industry Skills Gaps:	⬆ Achieved/Mostly Achieved
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⬆ Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions:	⊘ Not Started/Minimal Progress
Dashboards for Policymakers:	⬆ Achieved/Mostly Achieved
State Funding:	⬆ Achieved/Mostly Achieved

MISSISSIPPI

MISSOURI

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	⬆ Achieved/Mostly Achieved
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⬆ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⬆ Achieved/Mostly Achieved
Industry Skills Gaps:	⬆ Achieved/Mostly Achieved
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⬆ Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	▲ In Progress

NEBRASKA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	▲ In Progress
Metrics for Career Pathways:	⊘ Not Started/Minimal Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	▲ In Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⬆ Achieved/Mostly Achieved
Industry Skills Gaps:	⊘ Not Started/Minimal Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	⬆ Achieved/Mostly Achieved

NEVADA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⬆ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	⊘ Not Started/Minimal Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	▲ In Progress

NEVADA

NEW JERSEY

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	▲ In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⬆ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⬆ Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions:	⬆ Achieved/Mostly Achieved
Dashboards for Policymakers:	▲ In Progress
State Funding:	⬆ Achieved/Mostly Achieved

NEW JERSEY

NEW MEXICO

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	▲ In Progress
Metrics for Career Pathways:	⊘ Not Started/Minimal Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⊘ Not Started/Minimal Progress
Cross-State Sharing of Employment Data:	⊘ Not Started/Minimal Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⊘ Not Started/Minimal Progress
Feedback Reports to Programs and Institutions:	⊘ Not Started/Minimal Progress
Dashboards for Policymakers:	⊘ Not Started/Minimal Progress
State Funding:	⊘ Not Started/Minimal Progress

NEW YORK

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⊘ Not Started/Minimal Progress
Count More Students:	⊘ Not Started/Minimal Progress
Metrics for Career Pathways:	⊘ Not Started/Minimal Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⊘ Not Started/Minimal Progress
Cross-State Sharing of Employment Data:	▲ In Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	▲ In Progress

NORTH CAROLINA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	▲ In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	▲ In Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⬆ Achieved/Mostly Achieved
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⬆ Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	⬆ Achieved/Mostly Achieved

NORTH DAKOTA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	⊘ Not Started/Minimal Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	⊘ Not Started/Minimal Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⬆ Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	⬆ Achieved/Mostly Achieved

OHIO

OHIO

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	⊘ Not Started/Minimal Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	⬆ Achieved/Mostly Achieved

OKLAHOMA

OKLAHOMA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	⊘ Not Started/Minimal Progress

OREGON

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⬆ Achieved/Mostly Achieved
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⊘ Not Started/Minimal Progress
Feedback Reports to Programs and Institutions:	⊘ Not Started/Minimal Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	⬆ Achieved/Mostly Achieved

OREGON

PENNSYLVANIA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	▲ In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⬆ Achieved/Mostly Achieved
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	⊘ Not Started/Minimal Progress
State Funding:	▲ In Progress

PENNSYLVANIA

RHODE ISLAND

RHODE ISLAND

Including all Students and Pathways	
Inclusive Cross-Agency Council:	Not Started/Minimal Progress
Count More Students:	In Progress
Metrics for Career Pathways:	In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	Not Started/Minimal Progress
Industry Validation:	In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	In Progress
Cross-State Sharing of Employment Data:	Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	In Progress
Industry Skills Gaps:	Achieved/Mostly Achieved
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	Not Started/Minimal Progress
Feedback Reports to Programs and Institutions:	Not Started/Minimal Progress
Dashboards for Policymakers:	In Progress
State Funding:	Not Started/Minimal Progress

SOUTH DAKOTA

SOUTH DAKOTA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	Not Started/Minimal Progress
Count More Students:	Not Started/Minimal Progress
Metrics for Career Pathways:	Not Started/Minimal Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	Not Started/Minimal Progress
Industry Validation:	Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	In Progress
Cross-State Sharing of Employment Data:	Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	Not Started/Minimal Progress
Industry Skills Gaps:	Not Started/Minimal Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	Not Started/Minimal Progress
Feedback Reports to Programs and Institutions:	Not Started/Minimal Progress
Dashboards for Policymakers:	Not Started/Minimal Progress
State Funding:	Not Started/Minimal Progress

TEXAS

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	⬆ Achieved/Mostly Achieved
Metrics for Career Pathways:	⊘ Not Started/Minimal Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	▲ In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⬆ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⬆ Achieved/Mostly Achieved
Industry Skills Gaps:	⬆ Achieved/Mostly Achieved
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⬆ Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	⬆ Achieved/Mostly Achieved
State Funding:	⊘ Not Started/Minimal Progress

UTAH

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	⬆ Achieved/Mostly Achieved
Metrics for Career Pathways:	⬆ Achieved/Mostly Achieved
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	▲ In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⬆ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⬆ Achieved/Mostly Achieved
Industry Skills Gaps:	⬆ Achieved/Mostly Achieved
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⬆ Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions:	⬆ Achieved/Mostly Achieved
Dashboards for Policymakers:	⬆ Achieved/Mostly Achieved
State Funding:	⬆ Achieved/Mostly Achieved

VERMONT

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	⊘ Not Started/Minimal Progress
Metrics for Career Pathways:	⊘ Not Started/Minimal Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⊘ Not Started/Minimal Progress
Cross-State Sharing of Employment Data:	⊘ Not Started/Minimal Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⊘ Not Started/Minimal Progress
Industry Skills Gaps:	⊘ Not Started/Minimal Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	⊘ Not Started/Minimal Progress
Feedback Reports to Programs and Institutions:	⊘ Not Started/Minimal Progress
Dashboards for Policymakers:	⊘ Not Started/Minimal Progress
State Funding:	▲ In Progress

VERMONT

VIRGINIA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	⬆ Achieved/Mostly Achieved
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⬆ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	▲ In Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	⊘ Not Started/Minimal Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	⬆ Achieved/Mostly Achieved
Dashboards for Policymakers:	▲ In Progress
State Funding:	▲ In Progress

VIRGINIA

WASHINGTON

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	⬆ Achieved/Mostly Achieved
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	⬆ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data:	⬆ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use:	⊘ Not Started/Minimal Progress
Industry Skills Gaps:	⬆ Achieved/Mostly Achieved
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	⬆ Achieved/Mostly Achieved
Dashboards for Policymakers:	⬆ Achieved/Mostly Achieved
State Funding:	⊘ Not Started/Minimal Progress

WEST VIRGINIA

Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	▲ In Progress
Industry Validation:	▲ In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	▲ In Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	⊘ Not Started/Minimal Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	▲ In Progress

WYOMING	
Including all Students and Pathways	
Inclusive Cross-Agency Council:	▲ In Progress
Count More Students:	▲ In Progress
Metrics for Career Pathways:	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials:	⊘ Not Started/Minimal Progress
Industry Validation:	⊘ Not Started/Minimal Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs:	▲ In Progress
Cross-State Sharing of Employment Data:	▲ In Progress
Expanding Use of Labor Market Information	
LMI Capacity and Use:	▲ In Progress
Industry Skills Gaps:	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers:	▲ In Progress
Feedback Reports to Programs and Institutions:	▲ In Progress
Dashboards for Policymakers:	▲ In Progress
State Funding:	⊘ Not Started/Minimal Progress

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