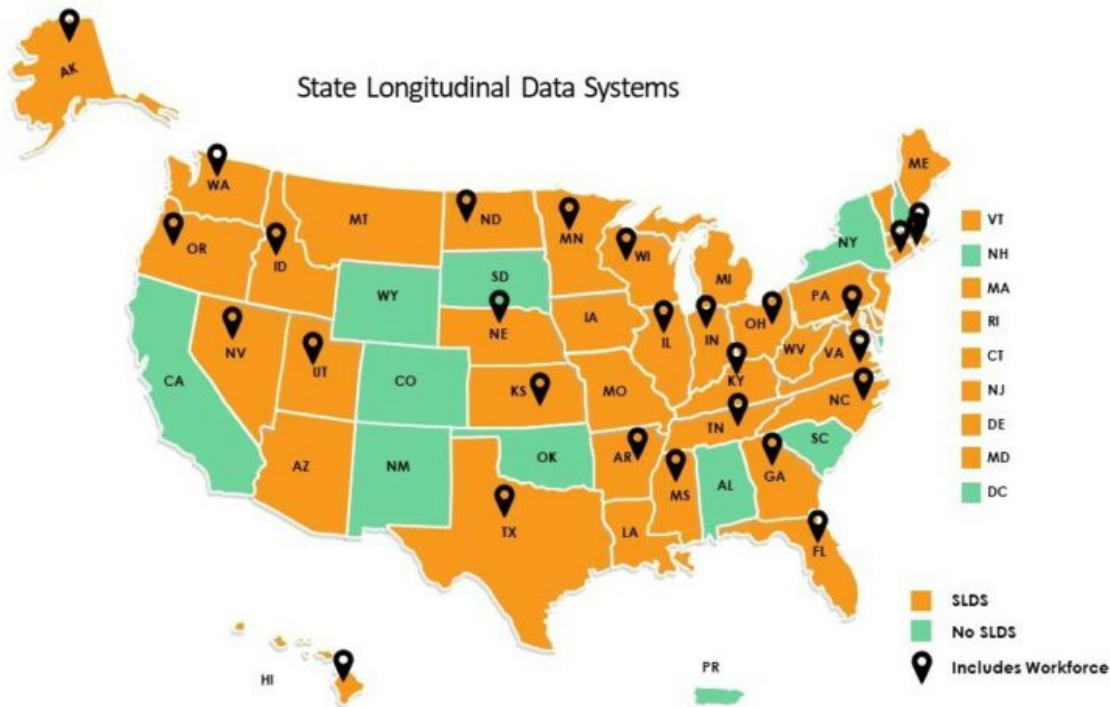




Executive Summary

State Longitudinal Data System (SLDS) is a state-managed data infrastructure that links individual-level records over time and across sectors—traditionally K–12, but increasingly from early childhood through postsecondary and into the workforce (often called “P-20W”)—to support reporting, research, and policy and practice improvement. According to research, at least 40 states have adopted a State Longitudinal Data System. The data can inform various policy issues, including college and career readiness, high school feedback reports, kindergarten readiness, and other student outcomes across the education and workforce spectrum. In addition to informing policy decisions, data from SLDSs can be used to evaluate the effectiveness of programs and interventions and to support continuous quality improvement over time.¹ Approximately eight states have active P-20W initiatives, ranging from comprehensive, statute-authorized systems (California, Connecticut, Maryland, and Minnesota) to systems undergoing major infrastructure rebuilds (Florida, Colorado, and Maine) or in early-stage development (like New York). Additionally, states like Texas and Wyoming have focused on sector-specific systems that may also provide models for expansion.



Source: Education Commission of the States: 50-State Comparison: Statewide Longitudinal Data Systems

Findings and Analysis – Select Examples

¹ “50-State Comparison: Statewide Longitudinal Data Systems,” Education Commission of the States, June 2024, <https://www.ecs.org/50-state-comparison-statewide-longitudinal-data-systems-2024/>.



California

California enacted [Assembly Bill 132 \(2021\)](#), which codified, in [California Education Code Section 60900.5](#), the state's first comprehensive cradle-to-career (C2C) data system. The statute established both the system and the California College Guidance Initiative (CCGI) as its managing entity. This legislative foundation is exceptional: rather than relying solely on federal SLDS grant funding, the measure allocated more than \$18 million in state investment during fiscal year 2021–22 and embedded the system in state law, ensuring a dedicated governance structure and funding commitment. The C2C system integrates data across five sectors: 1) Early Care and Prekindergarten Education, 2) Elementary and Secondary Education, 3) Postsecondary and Higher Education, 4) Workforce and Skills Training, and 5) Employment.

The statute mandates a 21-member governing board with explicit requirements to represent all stakeholders—including agency heads, educators, students, families, and the public—designed to ensure transparent oversight and build public trust in data use. This governance model was designed to address a persistent challenge in P-20W systems: public concern about data surveillance and privacy. Additionally, the system is also organized around three operational prongs:

- 1) **Analytical tools:** Such as public dashboards, query builders, research libraries, and secure research-access environments for policymakers, researchers, and analysts to examine education and workforce pathways.
- 2) **Operational tools:** Including college and career planning tools, electronic transcripts, and eligibility-screening systems that serve students, families, and practitioners directly.
- 3) **Community-facing supports:** Primarily user-friendly navigation tools and targeted outreach to assist individuals in understanding and navigating education-to-employment pathways.²

This structure distinguishes the system from the prior SLDS model in the state, which focused predominantly on administrative reporting. By pairing analytical capabilities with operational tools and community engagement, California designed the system to serve multiple constituencies: research and policy analysis, day-to-day program operations, and individual student and family support. The statutory mandate also required data to address equity, with guidance to disaggregate findings by race/ethnicity, income, disability, and language status.

While the enacting legislation provided statutory authority and initial funding, sustaining the system beyond the initial appropriation will require continued state legislative support. The law demonstrates that cradle-to-career systems require not only federal grants but also state-level statutory backing and dedicated appropriations to achieve long-term viability.³

Colorado

Colorado's P-20W SLDS has evolved since its establishment in 2008, when it was first managed by the state's Office of Information Technology with the intention that other state agencies, such as the Colorado Department of Education (CDE), would participate.⁴ The system was initially conceived as a centralized data system. However, as OIT priorities changed, the project was shifted to CDE control. Additionally, privacy concerns became a focal point in Colorado, and so the SLDS—known as Relevant Information to Strengthen Education (RISE)—was built as a federated model. Participating agencies submit data to the SLDS, which is then combined with the CDE's K-12 data to create the finalized P-20W system.

² California Cradle-to-Career Data System, <https://c2c.ca.gov/>.

³ "Principles for Education Data Legislation," The Data Quality Campaign, <https://dataqualitycampaign.org/wp-content/uploads/2021/12/Principles-for-Education-Data-Legislation.pdf>.

⁴ Colo. Rev. Stat. § 22-7-1001, et seq., <https://codes.findlaw.com/co/title-22-education/co-rev-st-sect-22-7-1001>.



The following agencies share data with RISE:

- The Department of Human Services contributes data from early childhood, childcare, IDEA Part C, foster children, Head Start, and early intervention programs, as well as facilities quality data.
- The Department of Higher Education shares in-state college registration, degree, and remediation data.
- The Department of Corrections shares data about GED participation, grades completed, and graduation standards.
- The Department of Labor and Employment contributes employment and salary data.

Each contributing agency maintains ownership of its data, with the state department of education managing the data-sharing process.^{5,6}

Connecticut

Connecticut was one of the first states to establish a comprehensive cradle-to-career type data system – the [Preschool through Twenty and Workforce Information Network \(P20 WIN\)](#). The system was created with a federal grant of more than \$2.9 million in 2009, before being codified into law via [House Bill 6623 \(2013\)](#).⁷ Subsequently, [House Bill 1250 \(2025\)](#) amended the system and renamed it DataLinkCT.

DataLinkCT (formerly P20 WIN) has a membership of 15 state agencies, institutions of higher education, and nonprofits, including: the Office of Early Childhood (OEC), the State Department of Education (SDE), the University of Connecticut (UConn), the Department of Labor (DOL), the CT Conference of Independent Colleges (CCIC), Connecticut State Colleges and Universities (CSCU), the Department of Social Services (DSS), the Department of Children and Families (DCF), the Office of Higher Education (OHE), and the Department of Mental Health and Addiction Services (DMHAS), the CT Technical Education and Career System (CTECS), the Judicial Branch Court Support Services (JBCSSD), and the Office of Workforce Strategy (OWS).⁸

Florida

In 2002, lawmakers established a comprehensive statewide plan to better evaluate the state's early learning through adulthood (P-20W) education and workforce system. The state's commission of education is authorized to have unfettered and unlimited access to all data from public educational, training, and workforce development institutions in order to report to the legislature and all the institutions must provide the prior year's enrollment and outcomes data in a timely manner.⁹ In 2021, the system was updated from a K-20 data warehouse to an all-encompassing educational data system for the state via [House Bill 419 \(2021\)](#).

The Sunshine State's Statewide Longitudinal Data Systems (SLDS) Program - jointly funded by continued financial support of the Florida Legislature, Federal Statewide Longitudinal Data Systems grants (2009 SLDS and 2009-ARRA SLDS), and Race to the Top (RTTT) grant (specifically, Data Assurance Area [Section C, Data Systems to Support Instruction]) - was established to manage the modernization and expansion of access to Florida educational data and applications by

⁵ Colo. House Bill 1364 (2024), <https://leg.colorado.gov/bills/hb24-1364>.

⁶ "Statewide Longitudinal Data System (SLDS)," Governor's Office of Information Technology, State of Colorado, <https://oit.colorado.gov/statewide-longitudinal-data-system-slds>.

⁷ "Grantee State Profile – Connecticut," Statewide Longitudinal Data Systems Grant Program, National Center for Education Statistics, U.S. Department of Education, <https://nces.ed.gov/programs/slds/state.asp?stateabbr=CT>.

⁸ "What is DataLinkCT (formerly P20 WIN)?" Data and Policy Analytics, State of Connecticut, 2026, <https://portal.ct.gov/datapolicy/knowledge-base/articles/what-is-p20-win>.

⁹ Fla. Stat. § 1008.31, et seq., https://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.31.html.



education stakeholders. The SLDS is under the purview of the state Department of Education and consists of multiple initiatives designed to support the following federal long-term goals:

- Increase the number and capacity of comprehensive statewide longitudinal data systems;
- Promote states' ability to generate accurate and timely data to meet federal reporting requirements;
- Support evidence-based decision-making; and
- Increase the efficiency and organization of transferring educational data among schools, districts, and states in order to improve student achievement.

Minnesota

Minnesota's initial K–12 SLDS, built with federal grants in 2006, was codified into [Minnesota Statutes §127A.70\(2\)\(b\)](#), which mandates that the Minnesota Office of Higher Education, Minnesota Department of Education, and Minnesota Department of Employment and Economic Development improve and expand the SLDS to provide policymakers, stakeholders, and researchers with longitudinal data. The enacting legislation ([House File 2 of 2009](#)) established the P-20 Education Partnership in 2010, a multi-agency governance body.

[Senate File 1236 \(2013\)](#) approved more than \$1.1 million in funding for fiscal year 2014 and fiscal year 2015 for the system's operations. The statute delegates specific responsibilities to the Office of Higher Education, leading project management, while all three agencies contribute staff and data. This division of labor, embedded in statute, reduces ambiguity about authority and accountability compared to informal memoranda of understanding alone.¹⁰

In September 2023, Minnesota received a four-year, \$4 million federal SLDS grant—demonstrating that states with strong foundational systems and state funding are competitive for federal awards. The award emphasizes expanding data on non-traditional education pathways, early care and education workforce outcomes, and analyzing persistent opportunity gaps.¹¹

¹⁰ "Minnesota P-20 Education Partnership," Minnesota Legislative Reference Library, <https://www.lrl.mn.gov/agencies/detail?AgencyID=1945>.

¹¹ "Grantee State Profile – Minnesota," Statewide Longitudinal Data Systems Grant Program, National Center for Education Statistics, U.S. Department of Education, <https://nces.ed.gov/programs/slds/state.asp?stateabbr=MN>.