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*Chandler C. Vidrine, Student*

January 29, 2021

The Honorable John Bel Edwards  
Governor, State of Louisiana

Dear Governor Edwards:

House Concurrent Resolution 33 of the 2020 Regular Legislative Session urges and requests Board of Regents, the Department of Revenue, the Louisiana Workforce Commission, and the Louisiana Office of Student Financial Assistance to work collaboratively to develop a uniform way to track students who obtain jobs and internships after graduating from Louisiana public postsecondary education institutions. HCR 33 further calls for information from public postsecondary management boards regarding how information is currently collected relative to two-year institution graduates, four-year institution graduates, and advanced degree graduates, as well as students' internship and job placement rates after graduation.

Attached please find a report of findings, national best practices and recommendations related to longitudinal student data sharing, which is due to the House Committee on Education and the Senate Committee on Education by January 31, 2021.

If you have any questions, please do not hesitate to contact me concerning this response or any other matters relating to higher education.

Sincerely,

A handwritten signature in black ink, appearing to read "Kim Hunter Reed". The signature is fluid and cursive.

Kim Hunter Reed, Ph.D.  
Commissioner of Higher Education

Attachment

c: President Page Cortez  
Speaker Clay Schexnayder  
Senate Education Committee Chairman Cleo Fields  
House Education Committee Chairman Raymond Garofalo

Yolanda Dixon, Secretary of the Senate  
Michelle Fontenot, Clerk of the House  
Poynter Library (DRPLibrary@legis.la.gov)

**RESPONSE TO HOUSE CONCURRENT RESOLUTION 33  
OF THE 2020 REGULAR SESSION  
OF THE LOUISIANA LEGISLATURE**

**LOUISIANA BOARD OF REGENTS**



BOARD *of* REGENTS  
STATE OF LOUISIANA

**January 2021**

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*Commissioner of Higher Education*

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## Introduction

House Concurrent Resolution No. 33 (HCR 33) of the 2020 Regular Session of the Louisiana Legislature charged the Board of Regents, Department of Revenue, Louisiana Workforce Commission, and Louisiana Office of Student Financial Assistance to “develop a uniform way to track students who obtain jobs and internships after graduating from Louisiana public postsecondary education institutions” (see Appendix A). HCR 33 emphasizes the importance of establishing shared data-seeking methods among the designated state agencies. Collaboration is essential to gain a broad and comprehensive perspective on the successful employment and career advancement of Louisiana’s graduates, and to make decisions that support the development of a productive and healthy Louisiana economy. This report will outline examples of successful data systems in other states, describe limitations with the current data sharing system and process, and provide recommendations for a uniform graduate employment outcomes strategy to support decisions that will ensure Louisiana prospers.

## Methodology

HCR 33 charged four state agencies – the Board of Regents, Department of Revenue, Louisiana Workforce Commission, and Louisiana Office of Student Financial Assistance – to provide an overview of current practices and outcomes and determine areas in need of improvement relative to tracking the progress of postsecondary graduates to careers in Louisiana. In conducting this study, Regents staff, in consultation with partner agencies, completed the following tasks:

- 1) **Reviewed recommendations from national reports and conducted a national search to review other state approaches to tracking postsecondary graduate employment outcomes;**
- 2) **Synthesized current data-sharing agreements among the Board of Regents, Department of Revenue, and Louisiana Workforce Commission;**
- 3) **Identified limitations of the current data-sharing agreements;**
- 4) **Described employment outcome data analysis limitations; and**
- 5) **Developed detailed recommendations for future endeavors to analyze data on the success of Louisiana graduates in the workforce.**

The 2019 Higher Education Master Plan, *Louisiana Prospers: Driving our Talent Imperative*, acknowledges the challenges Louisiana faces including high poverty, low educational attainment, uneven access to higher education, and a need for increased and diverse high-wage employment opportunities.<sup>1</sup> Tracking labor markets and ensuring employment success are priorities identified in *Louisiana Prospers*. This legislative response will outline the current efforts as well as provide recommendations related to HCR 33 concerns.

### I. Other State Approaches to Postsecondary Graduate Tracking

Regents staff conducted a national search to identify and understand other states’ approaches to tracking postsecondary graduate employment. This research revealed that states report these data

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<sup>1</sup> Louisiana Board of Regents (2019), *Louisiana Prospers: Driving Our Talent Imperative*, <https://masterplan.regents.la.gov/wp-content/uploads/2019/08/Full-Report-FINAL.pdf>

in different forms. The three most common formats include: annual published reports, interactive dashboards, and coordinated analysis through staffed longitudinal data and research systems. Each state takes a different approach in complying with the Family Education Rights and Privacy Act (FERPA) as well as state privacy acts that restrict access to student data and federal/state laws and regulations affecting access to state wage data derived from unemployment insurance programs. This analysis will provide a summary of each researched approach.

#### ***a. Annual Published Reports***

Alabama publishes the *Employment Outcomes Report*, which is produced by the Alabama Commission on Higher Education; the most recent report was published in 2020.<sup>2</sup> This report presents employment data on graduates from the state's two- and four-year institutions. The report's focus is on determining which graduates gain employment in Alabama, with a breakdown of average salary by field and level of degree. The Alabama Commission on Higher Education utilizes graduate data records and compares these data to the State of Alabama Department of Labor data. The report is designed to aid policymakers in better understanding the impact of public higher education on the state's economy.

Nebraska publishes the *Postsecondary Graduate Outcomes*<sup>3</sup> report, which includes most colleges in the state. This report is incorporated within the *Nebraska Workforce Trends* report, which is published by the Department of Labor; the most recent publication was in 2019. The *Postsecondary Graduate Outcomes* report provides information on the employment outcomes of graduating students within the state including location, earnings, and industry of employment. This report includes analysis by race/ethnicity and breakdowns of location within the state itself. This is a regularly published report, informing the state of links between education and economic placement outcomes.

#### ***b. Interactive Dashboards***

Some states utilize interactive data dashboards to track and share data on postsecondary graduate employment. An interactive dashboard is a data management tool that tracks, analyzes, and visually displays metrics while allowing users the ability to interact with the data and engage on various topics of user interest. The data included are most commonly a crosswalk among data collected by different agencies or systems.

In Texas, the University of Texas System utilizes seekUT, an interactive dashboard that displays data related to earnings as well as graduate outcomes for students graduating within this system. SeekUT uses data from multiple partners, which include the U.S. Census Bureau's Longitudinal Employer-Household Dynamics (LEHD) program, the Texas Workforce Commission, and the Texas Higher Education Coordinating Board. These data are then linked to Unemployment Insurance (UI) earnings record data. The dashboard also includes information on median student loan debt for graduates, allowing the user to filter by institution, field of interest and degree

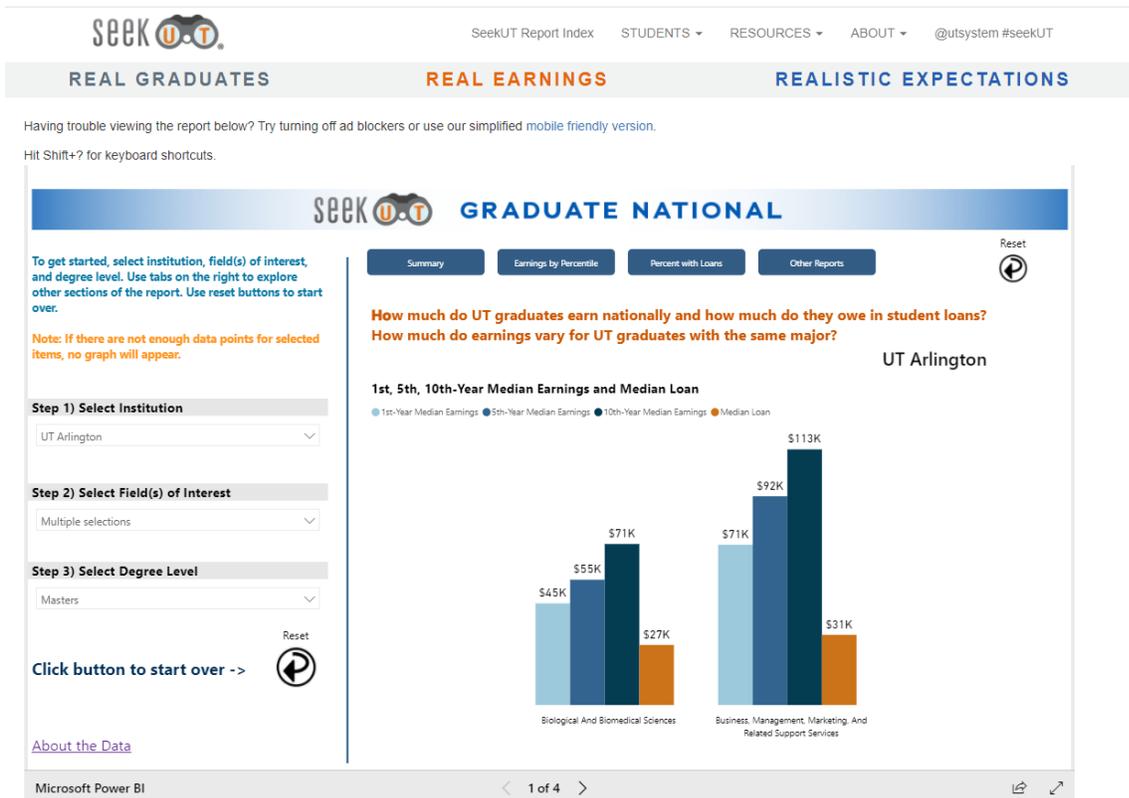
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<sup>2</sup> Alabama Commission on Higher Education (March 2020), *2020 Employment Outcomes Report*, [https://ache.edu/ACHE\\_Reports/Reports/Accountability/EmploymentOutcomesReport.pdf](https://ache.edu/ACHE_Reports/Reports/Accountability/EmploymentOutcomesReport.pdf)

<sup>3</sup> Nebraska Department of Labor (September 2019), *Nebraska Workforce Trends: September 2019 Issue*, <https://dol.nebraska.gov/webdocs/Resources/Trends/September%202019/September%20Trends%202019.pdf>

level.<sup>4</sup> Figure 1 provides a screenshot of this dashboard, which includes a user video on its home page.

**Figure 1:** seekUT Interactive Dashboard



In Minnesota, the Department of Employment and Economic Development developed the Graduate Employment Outcomes (GEO) tool, which links graduate data to residency, employment wages and the institution of graduation, as well as the program of the graduate. This tool received funding through a Workforce Data Quality Initiative (WDQI) grant from the U.S. Department of Labor as well as state legislative mandates charging the Employment and Economic Development Commissioner to work in collaboration with the Office of Higher Education to produce labor market analyses. The GEO tool is designed for use by students, parents, counselors, and policymakers to explore projected job opportunities and growth. This tool uses graduation records from the Minnesota Office of Higher Education as well as wage records from all employers subject to UI taxes in Minnesota.<sup>5</sup>

Oklahoma agencies produce both an Employment Outcomes Report and a data dashboard. The Employment Outcomes Report focuses on previous years' data related to graduates of Oklahoma public colleges and universities. Both the published report and data dashboard provide information on employment by degree and employment linked to salary, while the report links

<sup>4</sup> The University of Texas System, *seekUT*, [https://seekut.utsystem.edu/about\\_seekUT](https://seekut.utsystem.edu/about_seekUT)

<sup>5</sup> Minnesota Employment and Economic Development, *Graduate Employment Outcomes*, <https://mn.gov/deed/data/data-tools/graduate-employment-outcomes/>

employment to residency. Oklahoma’s report provides long-term data, which is unusual compared with other states reviewed for this study. The Oklahoma State Regents for Higher Education has been collecting this data since the mid-1990s and has combined efforts with the Oklahoma State Occupational Information Coordinating Committee (SOICC), Oklahoma Security Commission (OESC), State Regents, and Oklahoma Tax Commission (OTC) for this data exchange. The Employment Outcomes Report, combined with a data dashboard, allows the user to interact with the data as desired while the report provides a summary and analysis in a more static form.<sup>6</sup>

Several states that use data dashboards to synthesize data from multiple sources share common limitations. In states that rely on UI data, those graduates whose employment wages are excluded for UI purposes, such as those who are self-employed or work for the federal government, are reflected as unemployed. Some face the issue that earnings data may not necessarily be in a graduate’s specific field of study, and therefore there are no occupation-level classifications related to job titles or duties. Finally, these systems may rely on current snapshots of a graduate’s experience and ultimately do not capture long-term employment outcomes.

### *c. Staffed Research and Statewide Longitudinal Data Systems*

Florida and Arkansas are both examples of states that have longitudinal data systems with committed staffing. Statewide Longitudinal Data Systems (SLDS) are typically comprised of data from at least two of four state agencies: early learning, K-12, postsecondary, and workforce. States with SLDS can observe trends from early learning, K-12, postsecondary, and workforce systems, which allows for the development and refinement of policies that allocate resources to address gaps identified in student progress and performance.

Arkansas implemented a system in 2008 that operates under the TrustEd Data System, a state longitudinal data system (SLDS) linking data from the Arkansas Department of Education, Department of Higher Education, Department of Human Services, Department of Career Education, Arkansas HeadStart Program, and Department of Workforce Services, as well as other educational agencies within the state. This system is managed by the Arkansas Research Center (ARC) with the mission to gather data for purposes of analysis, to improve student learning in every level of education and to link data to potential success in labor market outcomes.<sup>7</sup> In 2016, the State Higher Education Executive Officers Association (SHEEO) published a paper on Arkansas’ TrustEd Data System. This paper cites the ARC as an exemplar for privacy, confidentiality, and security.<sup>8</sup> In 2014, 36 states introduced 110 bills on student privacy; in 2015, 46 states introduced 182 bills, 28 of which, including those in Arkansas and Louisiana, became law.<sup>9</sup> ARC is acknowledged by SHEEO for operating with vigilance on security and adhering to state student privacy laws while operating a robust SLDS that allows for cross-agency data sharing and coordination that support data-based decisions.

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<sup>7</sup> State Longitudinal Data Systems Research. *State Profiles: Arkansas*, <http://slds.rhaskell.org/state-profiles/arkansas>

<sup>8</sup> Whitfield, C. (2016). *Privacy, Confidentiality, and Security in Arkansas. Effective use of State Data Systems*. <https://files.eric.ed.gov/fulltext/ED593686.pdf>

<sup>9</sup> Data Quality Campaign. (September 2015) *Student Data Privacy Legislation: What Happened in 2015, and What is Next?* <https://dataqualitycampaign.org/wp-content/uploads/2016/03/Student-Data-Privacy-Legislation-2015.pdf>

Florida partners with multiple institutions to synthesize postsecondary graduates-to-workforce data for its SLDS. The Florida Board of Governors collects enrollment and employment data from the National Student Clearinghouse (NSC), Florida Education and Training Placement Information Program (FETPIP), Florida Department of Education, and State University System. With the NSC data, the staff matches criteria from student's enrollment and graduation records. FETPIP, created by the Florida Legislature, compiles, maintains, and disseminates information concerning placement, employment, education history, enlistments, and other measurements, using social security numbers to match wage records through UI data. FETPIP allows the user to access interactive reports that provide a snapshot of education, employment, and earning outcomes of Florida students. Florida uses the SLDS by linking to key college and career readiness goals and incorporates these goals into state accountability processes for both secondary and postsecondary education systems.

## **II. Current Louisiana Data Sharing Agreements**

At present in Louisiana, regularly updated and executed Memoranda of Understanding (MOUs) are required to facilitate data exchange between the Board of Regents (Regents) and other agencies in order to track employment of students graduating from Louisiana public postsecondary institutions and conduct the necessary analysis of the data. These agreements are required to accommodate restrictions included in state and federal law. Regents currently has data-sharing MOUs with the Louisiana Workforce Commission and the Louisiana Department of Revenue. The following sections describe each current data-sharing MOU and the areas identified for improving the existing data-sharing agreements.

### **Louisiana Workforce Commission (LWC)**

In 2010, LWC and Regents entered into a data-sharing agreement that provides wage data for completers. This agreement is still operational, and Regents receives wage data from LWC twice per year, along with industry information, size of employer and parish of employer. In 2018, LWC and Regents entered into an additional data-sharing agreement for a pilot project. Regents obtained wage data from LWC for ten years' worth of graduates for every quarter of 2016 and the first and second quarters of 2017, along with occupational information that employers voluntarily submitted. This agreement between LWC and Regents originated from Regents' desire to design a state pilot crosswalk between Regents data on classification of instructional programs (CIP) and occupational data voluntarily submitted to LWC by employers. Regents contracted with the Economic and Policy Research Group at Louisiana State University to provide a crosswalk analysis based on the occupational data shared by LWC. This confidential information was obtained through Louisiana's unemployment compensation system to focus on establishing a classification (Standard Occupation Classification Crosswalk) to develop a Louisiana Workforce Gap Analysis. However, the collection of occupational data is not required or funded by grants obtained by LWC from the U.S. Department of Labor. This 2018 pilot data sharing agreement between Regents and LWC ended around November 2018.

### **Louisiana Department of Revenue (LDR)**

In 2019, Regents established a data-sharing MOU with LDR to allow for a data exchange to determine the employment and residency status of past recipients of the Taylor

Opportunity Program for Students (TOPS) award for program analysis and reporting requests to the Louisiana Legislature. The 2019 MOU ended on December 31, 2020, and in 2020 discussions began to extend and expand this agreement to include all students enrolled and graduating from Louisiana public postsecondary institutions, rather than limiting to TOPS recipients. In this data-sharing agreement, LDR will supply information on tax collection from postsecondary graduates if they file income tax returns within Louisiana, allowing Regents to determine the employment and residency status of graduates from the state's public postsecondary institutions. This MOU was executed in mid-January 2021.

### **Louisiana Office of Student Financial Assistance (LOSFA)**

This organization is a program of the Board of Regents, so data sharing does not require an agreement.

Public postsecondary management boards, including the Boards of Supervisors for the Louisiana State University System (LSUS), University of Louisiana System (ULS), Southern University System (SUS), and Louisiana Community and Technical College System (LCTCS), collect information on graduate job placement in various forms. LCTCS has a data-sharing MOU with the LWC similar to Regents'. LSUS, ULS, and SUS rely on graduate employment data from Regents via existing data-sharing MOUs between agencies.

### **III. Louisiana - Data Sharing Limitations**

As described in the previous section, individual data-sharing agreements must be established with each agency in order to conduct preliminary analysis of student employment outcomes. Louisiana's current process of establishing, renewing, and revising individual MOU agreements regularly or, in some cases, annually inhibits the comprehensive and reliable flow of data and communication across relevant agencies. These agreements require considerable time and a willingness among all agencies to exchange data.

In addition to agency willingness and cooperation in sharing data, both federal and state laws as well as regulations govern collection of and access to student data and wage and employment data collected as part of the Unemployment Insurance program. The primary federal regulation governing Unemployment Insurance data is 20 CFR Part 603, which regulates which entities can access the wage data and what terms and conditions must be applied via data-sharing agreements. State law pertaining to unemployment data is more permissive and allows sharing with public officials for the performance of their public duties under R.S. 23:1660. However, OTS Information Security Policy also requires agreements for data sharing between state agencies. The most notable federal law governing student data is the Family Educational Rights and Privacy Act (FERPA), which limits who may access student records and for what purposes. At the state level, Louisiana state legislators introduced bills concerning education data privacy during 2014 and 2015. Specifically, Act 837 of the 2014 Louisiana Legislative Session eliminated access to a previous student-level state longitudinal data system, requiring the development of a complex new data-sharing process, limiting the ability of various agencies to analyze the long-term trajectories of students, and restricting analysis at the state level. As a result, any analysis specific to Louisiana's secondary and postsecondary institutions requires individual MOUs between relevant state agencies to analyze student achievement and the impact

of education on employment outcomes. Without a shared data system and process, there is potential to create data silos specific to individual programs. Individual data systems also have limited longitudinal information or allow only cross-sectional analyses on specific groups of students. In addition, these systems are often incapable of disaggregating data by specified student characteristics, a function critical to identifying inequities and opportunities for policy improvement.

To further illuminate the impact of data silos, *Louisiana Prospers*, the 2019 Higher Education Master Plan, acknowledges that expanding access to education and student success requires improvement in the traditional education pipeline. Data show our current education system has leaks; we are losing students who never graduate high school, never enroll in college or, when they do, do not persist or complete their course of study. Of 100 incoming 9<sup>th</sup> graders, 78 will graduate high school. Of these, 45 will enter college immediately after graduation, and a meager 18 will earn a postsecondary credential within 150% of the standard time of completion.<sup>10</sup> This scenario demonstrates the complexity of capturing a complete picture of Louisiana students. Linking data between agencies allows for statewide data-informed decision-making around college and career readiness and shows how data can inform program redesign and policy changes.

Robust statewide longitudinal data sharing allows states such as Florida and Arkansas the ability to use data to improve the state's education system and inform decision-makers at all levels of the impact of education in each labor market region. Presently, Louisiana educational entities have siloed data-sharing systems that are dependent upon individual MOUs between state agencies, which are often limited by funding, staffing capacity and willingness to exchange data between agencies. States such as Arkansas have passed student privacy laws that safeguard student-level data ensuring student privacy while enabling the development of systems to securely link data from early learning, K-12, postsecondary and workforce agencies.

In April 2019, the Education Commission of the States (ECS) released a policy guide describing the most common challenges of state data systems and a review of best practices. An ECS convening of experts revealed that ultimately state leaders must ensure a statewide data-sharing culture that empowers stakeholders with the information they need for decision-making. The most common challenges identified in the ECS report include lack of statewide vision, fragmentation within existing data systems, lack of staffing capacity among agencies, lack of access to data that are not being collected, and inadequate funding.<sup>11</sup> Louisiana faces many of these obstacles as multiple agencies work to forge links among different data systems.

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<sup>10</sup> LA Department of Education 2016-17 9<sup>th</sup> Grade Cohort Graduation Rates by Race/Ethnicity; LA Department of Education 2016-17 College Enrollment Rates by Subgroup. Retrieved from <https://www.louisianabelieves.com/resources/library/high-school-performance>; Board of Regents Statewide Completer Data System, 150% Graduation Rate 4-Year and 2-Years Combined by Subgroup.

<sup>11</sup> Von Zastrow, C. & Perez, Z. (2019) *Education Commission of the States: Using State Data Systems to Create an Information Culture in Education*. <https://www.ecs.org/wp-content/uploads/Using-State-Data-Systems-to-Create-an-Information-Culture-in-Education.pdf>

#### **IV. Louisiana - Data Analysis Limitations on Employment Outcomes**

In 2011, Regents completed an employment outcomes report similar to the published reports of Alabama and Nebraska described in the other state approaches section of this response. This report analyzed employment data for completers of Louisiana public colleges and universities at six months and eighteen months after graduation for the graduating classes of 2006-07, 2007-08, and 2008-09. LWC continues to provide the data for completers under its 2010 data-sharing agreement with Board of Regents. The recent (2018) pilot data-sharing agreement between LWC and Regents, which has since expired, made possible additional analysis of occupational and wage data for completers of Louisiana public colleges and universities from 2016 through the second quarter of 2017 for ten years' worth of completers.

It is important to note that an analysis conducted with data shared through these agreements does not provide a complete picture of employment since it is based only on those employers in Louisiana that contribute to the UI Wage Records System. The UI Wage Records System does not include individuals who are self-employed, employed outside of Louisiana, or employees of the federal government (e.g., military and postal service). The UI Wage Records System also does not include those exceptions listed under R.S. 23:1472(12)(F)(III) and R.S. 23:1472(12)(H). Therefore, it is important to note that all employment rates in this preliminary analysis are underreported since they do not include employees who do not appear in the UI System.

A preliminary analysis utilizing UI wage records must acknowledge the following:

1. The absence of a wage record does not equate to being unemployed.
2. Existence of a wage record indicates that an individual was employed; however, it does not show that the individual was employed in the field in which the individual graduated.
3. Since preliminary analysis only includes data following the time of graduation, it is uncertain whether the employment was a result of the training.
4. The quarterly wages give useful information to establish certain thresholds, e.g., living wage or a baseline wage level, to measure change over time.
5. The wage matches for the 2<sup>nd</sup> (six months) and 6<sup>th</sup> (eighteen months) quarters under the 2010 agreement with LWC do not necessarily indicate employment with the same employer, nor do they show whether the employment was continuous.

To complement a preliminary analysis, a future report that includes data matched with the LDR may further refine the information concerning residency status and employment. In addition, longer-term data sharing agreements would allow for development of a more comprehensive employment outcomes report to assist in understanding how our public college and university graduates connect to the evolving Louisiana economy, and whether the diversity of Louisiana's economy is robust enough to provide adequate opportunities for graduates.

#### **V. Summary**

In response to the legislative requests of HCR 33, Regents staff conducted a national search to determine other state approaches to the collection and analysis of postsecondary graduate employment information to gain a comparative view. In this research, a mix of outcomes was revealed relating to different approaches to employment outcomes data.

States like Alabama<sup>12</sup> and Oklahoma<sup>13</sup> publish postsecondary graduate employment outcome reports that include information like employment rate, the field of study, and the average salary for state residents and non-residents. These reports aggregate the data from several years to provide a more detailed economic impact. Other states, like Minnesota, Maine, and Texas, provide a public-facing interactive data dashboard through which the public can navigate graduate employment outcomes using synthesized data from multiple sources. Minnesota<sup>14</sup> uses an interactive graph showing employment outcomes that can be manipulated to more recent graduating classes. Maine<sup>15</sup> has a dashboard called MaineEARNs that provides information on employment and wage outcomes for Maine workers who graduated from the University of Maine System and Maine Community College System. Texas<sup>16</sup> uses a system called seekUT through the University of Texas System that is a “free, online tool and website that present data on the earnings and educational graduate outcomes from University of Texas System Institutions.” Finally, states like Arkansas and Florida have longitudinal data systems which allow for data exchange between multiple state agencies, thus providing state leaders the ability to monitor student success from childhood to career.

As with other states, Louisiana is able to analyze postsecondary graduate employment outcomes with data from multiple sources. Currently, individual data-sharing MOUs must be established between state agencies to obtain these data. These individual MOUs require regular renewal and are dependent upon agency willingness and staffing capacity. Currently, Regents has data-sharing MOUs with the Louisiana Workforce Commission and Louisiana Department of Revenue.

## **VI. Recommendations for Future Action**

As stated in this report, Regents has served as the lead agency working with other state agencies to track how Louisiana public postsecondary graduates fare in the Louisiana job market. Overcoming data-sharing limitations, Regents has entered into individual data-sharing MOUs with various agencies in order to conduct analyses aligned to the mission of *Louisiana Prospers*, the Master Plan for Higher Education.

In the national search of best practices for tracking postsecondary graduates to employment, those states with statewide longitudinal data systems were able to provide more timely, accurate data and analyses across state education and workforce agencies. Arkansas and Florida both have data systems that provide users the ability to see the workforce impacts of higher education and the resources needed for evidence-based decision making. Florida Statutes Section 1008.39 requires follow-up data on former students and program participants who have graduated, exited, or completed a public education or training program within the State of Florida. This allows for

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<sup>12</sup> Alabama Commission on Higher Education (March 2020), *2020 Employment Outcomes Report*, [https://ache.edu/ACHE\\_Reports/Reports/Accountability/EmploymentOutcomesReport.pdf](https://ache.edu/ACHE_Reports/Reports/Accountability/EmploymentOutcomesReport.pdf)

<sup>13</sup> Oklahoma State System of Higher Education (2018), *Employment Outcomes Report 2017*, <https://www.okhighered.org/studies-reports/employment-outcomes/employrpt2017.pdf>

<sup>14</sup> Minnesota Employment and Economic Development, *Graduate Employment Outcomes*, <https://mn.gov/deed/data/data-tools/graduate-employment-outcomes/>

<sup>15</sup> Maine Department of Labor: Center for Workforce Research and Information, *MaineEARNs: Maine Education and Attainment Research Navigation System*, <https://www.maine.gov/labor/cwri/maineearns/>

<sup>16</sup> The University of Texas System, *seekUT*, [https://seekut.utsystem.edu/about\\_seekUT](https://seekut.utsystem.edu/about_seekUT)

transparent information related to early learning, secondary, postsecondary and workforce outcomes and serves as an indicator of student success as well as an opportunity for citizens to make informed decisions about future education or career choices.

In Regents' opinion, a statewide longitudinal student-level education data system should be considered, as it would empower all Louisiana citizens and policy makers to access education performance data as well as frame conversations related to addressing inequities and improving learning for all Louisiana students. A statewide data system will also aid decision makers in identifying gaps between education output and workforce demand while also highlighting gaps in Louisiana's economy revealed by the exodus of talented graduates from Louisiana due to the lack of high-wage job availability. The current practice of negotiating individual MOUs between state agencies creates data vacuums, leading to the potential for outdated or missing data and thus making the use of those data to inform decisions incredibly challenging. A centralized data system to facilitate coordination and sharing would allow for a more seamless flow of data and support a more thorough analysis of the impact of postsecondary education on students and the economy.<sup>17</sup> Lawmakers at the state level must remove barriers to data sharing and establish a more comprehensive statewide Louisiana data system for education and workforce agencies.<sup>18</sup> Data analysis of employment outcomes will continue to be limited by data privacy laws enacted in 2014-15, which prevent Regents from obtaining K-12 data. A critical component of improvement in data-based decision-making lies within a strong unified, statewide commitment, established and supported by state leaders, to end disjointed and siloed data practices. State leaders can publicly guide the conversation concerning education information by using data to set state goals, agendas, and programs. Leaders across Louisiana must work together to ensure that data inform the effectiveness of the state's programs and agencies. With careful consideration of how to use data to improve education while safeguarding student privacy, future data sharing can be used as a tool in Louisiana's success and identify future high-wage employment opportunities for all Louisiana graduates.

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<sup>17</sup> For, LWC individual MOUs are necessary because 20 CFR Part 603 and OTS Security Policy require data sharing agreements.

<sup>18</sup> LWC notes that there are federal regulations that may preclude the inclusion of wage data in a third-party owned and operated, central data system repository.

**Appendix A:**

**ENROLLED**

2020 Regular Session

HOUSE CONCURRENT RESOLUTION NO. 33 BY

REPRESENTATIVE FREIBERG

**A CONCURRENT RESOLUTION**

To urge and request the Board of Regents, the Department of Revenue, the Louisiana Workforce Commission, and the office of student financial assistance to work collaboratively to develop a uniform way to track students who obtain jobs and internships after graduating from Louisiana public postsecondary education institutions.

WHEREAS, an educated, highly skilled, and professional workforce is critical to the overall success of the state; however, there is concern that a significant percentage of students are graduating in Louisiana and finding employment in other states; and

WHEREAS, data on how and where our best and brightest pursue careers after postsecondary education is often unavailable; and

WHEREAS, coordination and collaboration on collecting data related to the success of graduates in the Louisiana workforce would help public postsecondary education institutions and employers develop policies and practices to retain Louisiana graduates in Louisiana.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby urge and request the Board of Regents, the Department of Revenue, the Louisiana Workforce Commission, and the office of student financial assistance to work collaboratively to develop a uniform way to track students who obtain jobs and internships in the state after graduating

from Louisiana public postsecondary education institutions.

BE IT FURTHER RESOLVED that the agencies shall solicit information from public postsecondary management boards regarding how information is currently collected relative to two-year institution graduates, four-year institution graduates, and advanced degree graduates and their internship and job placement rates after graduation; such information shall include but not be limited to which agency is best fit for the collection of such data.

BE IT FURTHER RESOLVED that the Board of Regents shall survey colleges and universities outside of Louisiana to identify best practices in this area.

BE IT FURTHER RESOLVED that the agencies shall report their progress to the House Committee on Education and the Senate Committee on Education by January 31, 2021.