



# Data Governing Board

Judicial Branch CSSD

February 6, 2026 | 9:00am – 10:30am

# AGENDA

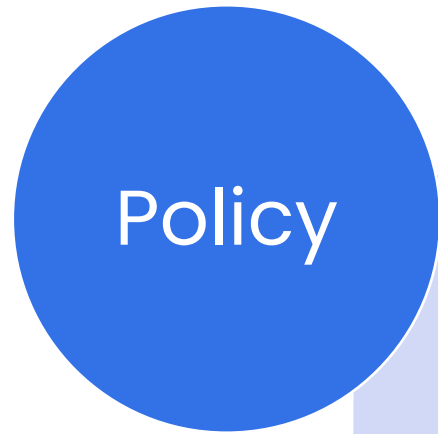


1. Welcome
2. Public comment
3. Attendance
4. Policy Development
5. Secure Data Enclave
6. Data Requests
7. Other Updates
8. Other Business
9. Adjourn

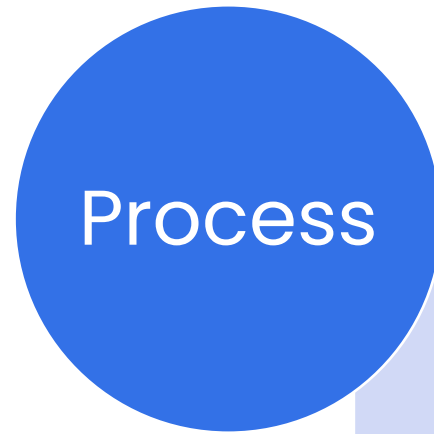
# Policy Development

# Policy versus Process:

## What Is the Difference?



What and Why



How

# Policy Development

*What* We Do and *Why* We Do It

- A **set of guiding principles** and/or rules used to establish direction
- Statements of **what** and/or **why**
- Guides decision-making by **setting parameters**
- **High-level** – allowing for some discretion in implementation
- **Changes infrequently**
- **Voted on by Data Governing Board**



# Policy-Palooza Continues!

Policy Topic	Status	Purpose	Next Step & Notes
<b>Data Security</b>	Updating 2026	Document to establish standards for data security for DLCT agencies and data requestors.	Security Subcommittee & BITS
<b>Data Retention &amp; Destruction</b>	New for 2026	Destruction Certificate is documents that analytic data for an approved request is destroyed at designated time.	Meeting with State Library to discuss retention/ destruction policies
<b>Data Matching</b>	New for 2026	Supports transparency, accountability, and effective use of data to enhance data sharing.	In development
Data Access	New	Outlines various roles and responsibilities necessary to access and use data for approved requests.	Security Subcommittee to assist in development
Disclosure Avoidance	New	Ensures PII and other data are not released to unauthorized users.	Operating Group to develop formal policy based on existing process; Privacy subcommittee to review
Pre-publication Review	Implemented	Data requestors prepare analyses ready for release for review by participating agencies.	No immediate change needed
Metadata Management	Implemented	Participating agencies maintain an up-to-date data dictionary.	No immediate change needed
Data Quality	Adopted	Outlines roles of OG, DIH, and agencies in determining quality of data shared for data requests.	Adopted March 7, 2025 DGB meeting
Data Classification	Adopted	Classify data elements based on risk and use in DLCT system.	Adopted June 6, 2025 DGB meeting
Data Privacy	Adopted	Formal document outlining the value and importance of preserving privacy of data used for approved purposes.	Adopted November 7, 2025 DGB meeting

# Policy Palooza 2025 Recap

## Policies adopted by Data Governing Board

1. Data Quality Policy – adopted March DGB meeting
2. Data Classification Policy – adopted June DGB meeting
3. Data Privacy Policy – adopted November DGB meeting

# Policy Development for 2026

## Incident Response Plan:

- Establish clear lines of communication, agency responsibilities, preparation and timing guidelines when responding to incidents.
- Goal Review/adoption: April 2026

## Data Matching:

- Supports transparency, accountability, and effective use of data to enhance data sharing.
- Goal Review/adoption: June 2026

## Data Retention/Destruction:

- Establish standards for data retention and destruction.
- In line with agency and State Library schedules.
- Goal Review/adoption: September 2026

## Data Security:

- Establish standards for data security for DLCT agencies and data requestors.
- Goal Review/adoption: June 2026

# Terminology

New term	Legacy term	Definition
Project data	Resultant data	The Data provided pursuant to a Data Sharing Agreement, including Analytic files and the link table to connect the files. It also includes working documents and derivative tables created from this data before they have been approved as appropriately aggregated for dissemination.
Export Data	N/A	Documents and aggregated materials created from the Project Data. Approval will allow those materials to leave the enclave and be included in publications/reports. This step precedes the Pre-Publication Review.
Link table	Crosswalk file, key file	A table that maps the connections between sets of records. This could be a new index that allows splitting sensitive data fields out so that they can be stored apart from direct identifiers such as name or contact information.
Authorized Data User	Data Recipient	Any person, entity or organization that is a party to an approved Data Sharing Agreement that receives Data sets from Participating Agencies for legitimate state purposes.
Linking ID	Fake ID / Synthetic ID / Generic Unique ID	A generic identifier for each individual record, used solely for linking data, and which will bear no resemblance to or contain any part of an individual's identifiable data.

# Secure Data Enclave

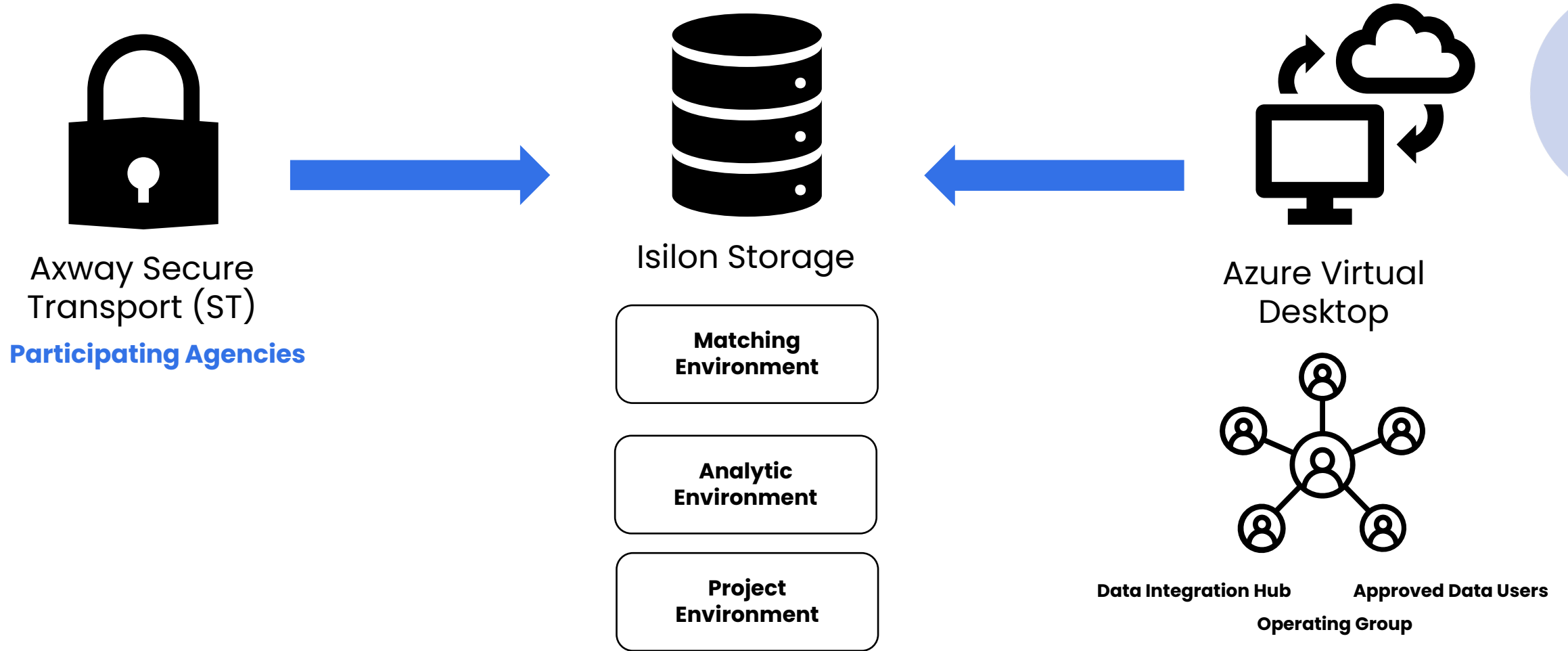
# Project Milestones

## Status and Key Activities

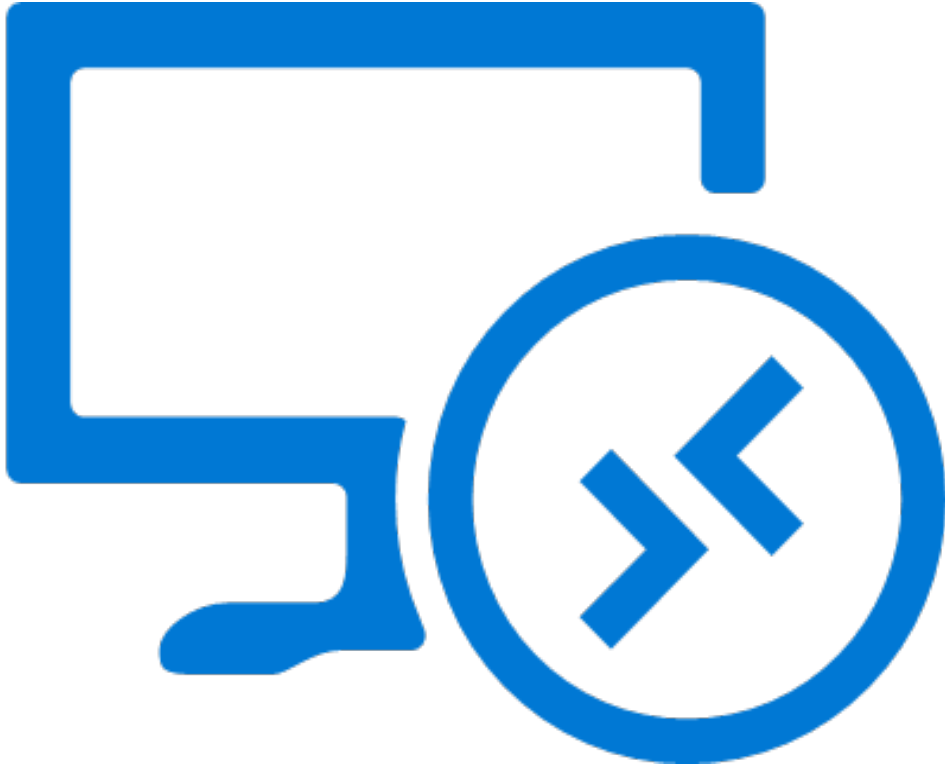
1. Successful Data Ladder (data matching tool) Installation in Secure Data Enclave – *December 15th*
2. Successful DataLinkCT Axway Production Deployment – December 18th
3. Workforce Development Boards Data Stewards Onboarding – *December 10th, 17th, 18th*
4. Successful Axway Testing (JBCSSD, OWS, CSCU) – December 2025 -> January 2026

**Coming Soon:** Transferring Workforce Development Boards and Higher Education data into the Enclave pursuant Public Act 25-119

# Secure Data Enclave Architecture Overview



# Azure Virtual Desktop (AVD)



Azure Virtual Desktop is a fully managed desktop virtualization service that provides secure, multi-user access to virtualized Windows desktops and apps, optimized for scalability and cost efficiency.

## Restrictions

- No internet access
- No copy/paste
- No screen snipping
- No export access
- No Email or Teams

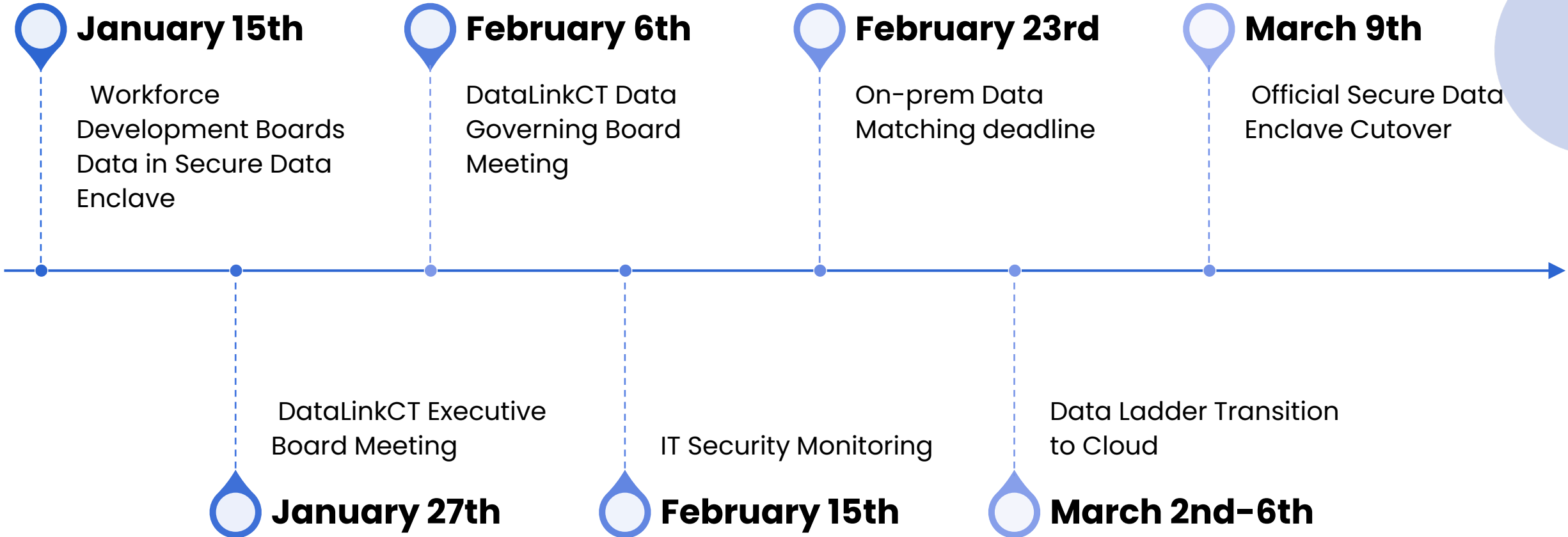
## Security Features

- Conditional Access
- Multifactor Authentication
- Entra ID Audit Logs

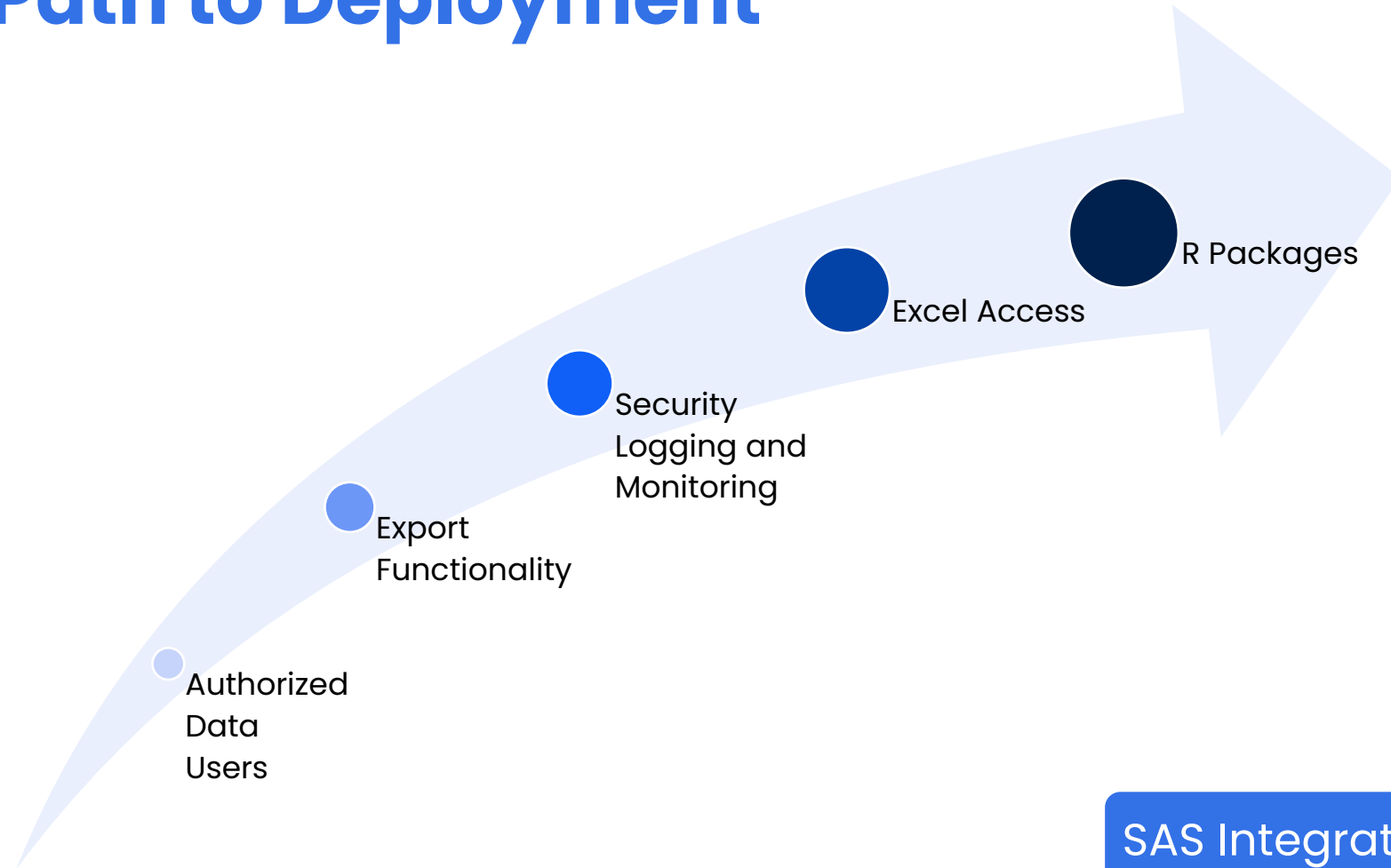


## Secure Data Enclave Demo

# Secure Data Enclave Q1 2026 Timeline



# Critical Path to Deployment



SAS Integration

- Exploratory

# Data Requests

Forthcoming reports

Data Request Pipeline Update

Data Request Review

Research Collaborative outreach

# Disconnected Youth Annual Report

## Purpose:

- To calculate the big number of disconnected youth; conduct analysis of disconnection based on original 2024 Disconnected Youth report

## Next Steps:

- Updated analysis completed
- Report draft reviewed by participating agencies
- Report ready for release, pending approval by the Executive Board

## Main findings:

- As of the 2024–25 school year, approximately 108,140 of Connecticut’s 612,826 young people aged 14 to 26 were disconnected or at-risk of disconnection.
  - Estimated 62,525 young people (or 10.2% of youths) were counted as disconnected. This is an increase in approximately six thousand additional disconnected youth in Connecticut from last year.
  - Additional 45,615 high school students were counted as at-risk. This is a decline in approximately four thousand fewer at-risk students in Connecticut from last year.

# Education and Workforce Pathways

## Purpose:

- To provide an assessment of the performance and outcomes for the workforce system

## Main findings:

- Over the study period (2012–2023), agencies recorded over 700K program starts.\*
- Pathways vary based on program purpose and duration.
- All programs experienced some wage growth within eight quarters of program exit/completion.
- The passage of 25–119 will enhance analytics in future reports.

\* Data availability varies from program to program. Full data on all programs is available from 2017–2022.

# A few analysis caveats

This is the first analysis of its kind and there are some limitations to note.

- Data quality
- Measurement
- External Factors limit ability to attribute impact
  - Economic and Labor Market Conditions
  - Housing and Geographic Stability
  - Technology and Industry Transformation
  - Educational and Credentialing Lag Effects
  - Life Course and Age-Related Factors

**Over the study period, agencies recorded over 700K program starts.**

- Approximately 70K individuals started a workforce or education program each year.
- 20% of program starts were in workforce programs run by Department of Labor.
- 80% of program starts were in education programs with an emphasis on postsecondary education.

**Pathways vary based on program purpose and duration.**

# Pathways vary based on program purpose and duration.

- Two-thirds of participants starting a program completed a one-step pathway.
- Top 2+ step pathways include:
  - 4-Year College → 4-Year College
  - 4-Year College → 2-Year College
  - 2-Year College → 2-Year College
  - 2-Year College → 4-Year College
  - Adult Education → Adult Education
  - Wagner Peyser Only → Wagner Peyser Only
  - 4-Year College → 2-Year College → 4-Year College
  - 5+ programs
  - 4-Year College → 2-Year College → 2-Year College
  - CTECS → 2-Year College

# This report will be reproduced annually.

The next installment will include new data sources and focused analysis.

Passage of P.A. 25-119 adds data sources:

- Additional programs (and program detail) from Workforce Development Boards
- Post-secondary programs from CSCU, CT State and UConn

New data sources will enhance detailed program pathways

Enhanced analysis on programs with earned credentials

Exploration of common pathways

# Data Request Pipeline

## Incoming

- MDRC Evaluation of P-TECH Schools
- Federal Reserve Bank Boston Eastern CT Manufacturing Pipeline

## Requests In Review/ Development

- Democratizing Data Challenges – OEC & DOC

## Requests Approved

## Data Sharing Agreements

### In Development/Review

- OWS Career ConneCT Evaluation (#59)
- Mental Health Access (#49)
- Sheff Outcomes (#51)

## Data Movement & Analysis

### Scheduling Data Transfer

- UConn alumni labor market outcomes (#53)
- CSCU Postsecondary Outcomes (#31)
- Education, recidivism, and labor market outcome trajectories of youth sentenced to probation (#58)
- DCF education and employment outcomes for justice-involved youth (#56)

## Data Movement & Analysis

### Scheduling Data Transfer

### In Analysis

- CSCU Postsecondary Outcomes (#30)
- Housing Choice Vouchers (#40)
- Roberta Willis Scholarship Program Evaluation (#41)
- CSSD/DCF Crossover Youth, Privacy Enhancement Technology Pilot (#52)
- DOC Prison Education Outcomes (#54)

## Pre-Publication Review

- Education and Workforce Pathways (#42)
- Roca Young Mothers Program Evaluation (#46)

# Data Request Review: Assessing P-TECH Postsecondary Outcomes

**Requester:** MDRC

**Purpose:** P-TECH schools are an educational model that ties together the secondary, higher education, and workforce systems to improve outcomes across domains. The distinguishing feature of the model is a partnership among a high school, a community college, and one or more employer partners that focuses on preparing students for both college and careers within six years. **(Requesting data 2014–2024)**

**Agencies involved:** State Department of Education (SDE), Connecticut Conference of Independent Colleges (CCIC), Connecticut State Colleges and Universities (CSCU), Connecticut Technical and Career System (CTECS), Department of Labor (DOL), and the University of Connecticut (UConn)

## Proposed questions/analysis

- What proportion of students who enrolled in a P-TECH program:
  - Graduated high school within 4 years (i.e., “expected” graduation date)? **(RQ1)**
  - Enrolled in a postsecondary institution immediately after expected high school graduation? **(RQ2)**
  - Completed a postsecondary credential within 3 years of expected high school graduation? **(RQ3)**
  - What were P-TECH students earning up to 6 years after initial 9<sup>th</sup> grade enrollment? **(RQ4)**
- What are the characteristics of students enrolled in P-TECH? **(RQ5)**

# Data Request Review: Impacts of pre-release workforce and education programs

**Requester:** OPM/Criminal Justice Policy Planning Division

**Purpose:** The goal of this project is to explore the workforce outcomes following release or discharge for individuals participating in Department of Correction pre-release workforce development programs while incarcerated. This project will provide foundational knowledge about the baseline impact of existing pre-release workforce development and educational experiences on post-release labor market and life outcomes for incarcerated individuals. **(Data time frame TBD)**

**Agencies involved:** State Department of Education (SDE), Department of Correction (DOC), Department of Labor (DOL)

**Proposed questions/analysis:** In the context of this analysis, the research team seeks to develop foundational facts and insights about formerly incarcerated individuals who have participated in these programs and make recommendations for other factors to study in the future. An innovation in this analysis is the consideration of educational experiences before incarceration. All of this research is in service of improving the transitions people experience from incarceration into communities now and in the future.

# Data Request Review: The Effects of Subsidized Childcare Access and Workforce Training on Connecticut Families

**Requester:** OPM/OEC

**Purpose:** The goal of this project would be to complete a longitudinal analysis of the education and workforce outcomes of both the parents and the children receiving services through JFES and Care 4 Kids, the first study of its kind of JFES in Connecticut. **(Data time frame TBD)**

**Agencies involved:** Office of Early Childhood (OEC), State Department of Education (SDE), Department of Labor (DOL)

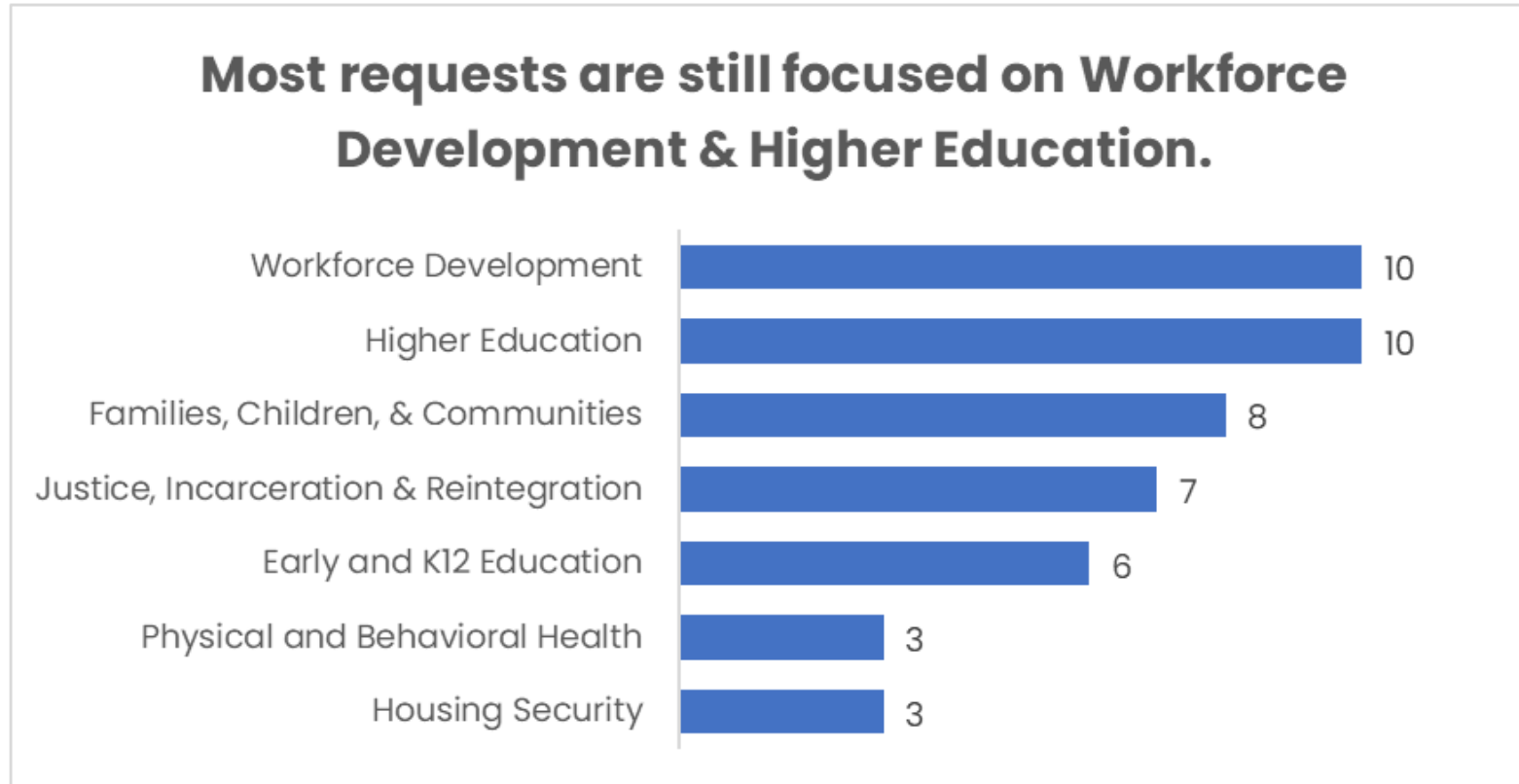
**Proposed questions/analysis:** This project will also be able to explore how receiving a childcare subsidy affects the ability for parents to complete workforce training and enter the labor market by comparing JFES participants that take-up Care 4 Kids services with families that do not.

The primary product of this project is an analytical summary report that establishes the foundational knowledge about the impact of the JFES and Care 4 Kids programs on family outcomes.

A second product of this project is documentation about the JFES and Care 4 Kids data, the process JFES participants traverse to access the childcare subsidy, and any data quality issues among the JFES data. This report will serve as the basis for initial policy review and for future study replication.

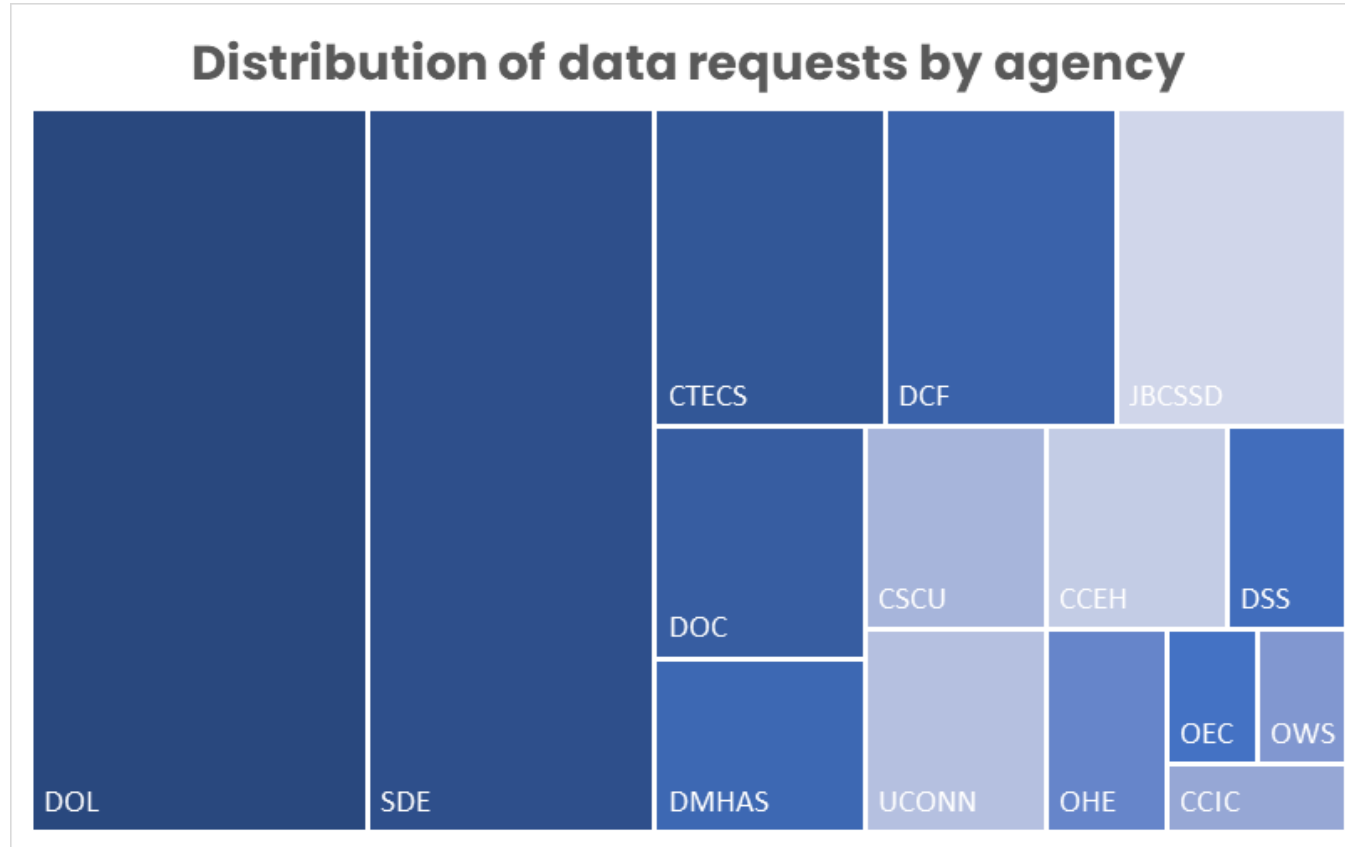
# Research Collaborative Plans for 2026

Time to revisit our Learning Agenda!



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Time to revisit our Learning Agenda!



# Research Collaborative: 2026

- 2026 Q1
  - Initiate Learning Agenda updates
  - Solicit Learning Agenda questions from agencies
  - Collating questions for presentation back to agencies & executives
- 2026 Q2
  - Assess data availability for answering Learning Agenda questions
  - Prioritize Learning Agenda questions based on data availability and agency readiness
  - Frame out data requests to establish research ready datasets

# Other Updates

HR 1

# HRI work and education requirements

- Minimize administrative burden for CT residents and costs of compliance for new work requirements
  - Residents are at risk of losing SNAP and Medicaid benefits due to the new requirements.
  - Exploring options for less client and staff time spent finding, providing, and reviewing documentation and to **use data that agencies already have** to verify SNAP and Medicaid compliance
- New work and education requirements:
  - **SNAP:** Able-bodied and without dependents (ABAWD) adults age 55–65 and those with children age 14–18 are no longer exempt Must work, attend school, volunteer, or participate in training programs for a combined total of at least 80 hours per month, unless they are otherwise exempt. Foster youth, veterans, homeless individuals, and residents of certain CT counties are no longer be exempt from ABAWD
  - **Medicaid (pending guidance):** Prior to HRI, no WRs for Medicaid participants. Starting January 1, 2027, 19–64 years old, enrolled in or applying to HUSKY D (Medicaid ACA Expansion), and not otherwise exempt, they must work, be enrolled in a school or training program, or volunteer for at least 80 hours per month